

Classroom Management and its Effects on Student Behavior

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COVID Response X

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Exempt C

It looks like your study is exempt from IRB approval. You should have your study approved by the highest person in the department or area overseeing the targeted participants. For example, a campus-wide survey should be approved by the President, a student or faculty survey should be approved by the Academic Dean, and a survey specific to a certain major should be approved by the Area Chair. [Refer to 45 CFR 46.101\(b\)\(5\)](#). However, you should carefully review all procedures and questions to ensure that anonymity is protected especially in the case of institutional surveys where questions such as age, race and gender could be used to identify participants even if they are not asked for their names.



Abstract

The purpose of this study was to bring awareness to the use of highly effective classroom management strategies amongst Early Childhood Education classrooms. In this study, qualitative research was conducted by interviewing a variety of teachers in grades Pre-Kindergarten-3rd at one elementary school in Northeast Tennessee. More specifically, the study asked for their personal opinions and experiences on specific classroom management approaches they use to manage student behavior. The sample consisted of five Early Childhood teachers; three first grade teachers and two Kindergarten teachers. Data was analyzed using a thematic content analysis method. Results revealed that the implementation of classroom management strategies and procedures present a number of thematic similarities within the range of teachers that were interviewed. Those being, on/off task behavior, reinforcements and rewards, rules and expectations, and a unified set of school-wide expectations. Overall, results suggest that the implementation and use of classroom management strategies in Early Childhood Education classrooms do have a positive and lasting impact on students behavior.

Chapter 1

Introduction

Classroom management is one of the most critical components of teaching young children. Often times, with the use and implementation of evidence-based practices and strategies, it can make the classroom run smooth and more efficient starting on the first day of school. In an article highlighting Social-Emotional Learning, the author states, “Classroom management is not about controlling students or demanding perfect behavior. Instead, effective management is about supporting students to manage themselves throughout daily learning and activities.” (Jones, S, 2014). Of the students that are defiant to such procedures, a teacher who has implemented an evidence-based practice or strategy may have the means to be more responsive in the situations and manage the behavior more effectively with the use of said methods. In an article supporting the notion of Research-Based Practices for Managing Students During Instruction, it states, “Rules and expectations are designed to teach behaviors that will prevent predictable errors and provide students with guidelines for managing their own behavior.” (Malone & Tietjens, 2000). That being said, teachers will argue different approaches to classroom management depending on what works best for their classroom, their students, and their years of experience. The overarching purpose of creating a learning environment that is conducive to following a classroom management routine and procedure is to maximize student success, which in turn, teaches young children self-regulation skills and expectations that prepare them for future grades and life as a whole.

Statement of the problem

According to the article, *Get Them Back on Track: Use of the Good Behavior Game*

to Improve Student Behavior, teachers and administrators can spend up to 50% of their time addressing issues related to problem behavior, which can adversely affect teaching and learning (McKenna, J., & Flower, A. 2014). In an article highlighting teacher vision and the perspective between experienced and novice teachers and how they perceive problematic classroom behavior, research shows, “The key issue behind managing problematic classroom management may not be a strict question of whether or not a teacher sees an event and has access to the requisite relevant information, but more a matter of how they notice what they are observing and recognizing what it means for teaching practice.” (Wolff, C., Jarodzka, H., Van den Bogert, N., & Boshuizen, H. 2016). When looking at the range of teachers, it has been said that novice teachers tend to feel overwhelmed by the complexity of a defiant situation quicker than a teacher who has experienced far more scenarios. As the data continues to progress, it’s evident that these types of interventions and strategies are only enhancing students’ success and academic outcomes. Furthermore, “Daily practice in education has changed rapidly. It is increasingly characterized by student-centered approaches to learning as opposed to teacher-centered, with a large emphasis on students' metacognitive skills and cooperative learning.” (H., Harms, T., De Boer, H., Van Kuijk, M., & Doolard, S. 2016). Consequently, given the rapid change in focus, when it comes to choosing an effective classroom management strategy, novice teachers will be quicker to try the “new” and “improved” method in hopes of overcoming that overwhelming feeling as opposed to experienced teachers who are set in their ways (H., Harms, T., De Boer, H., Van Kuijk, M., & Doolard, S. 2016). Whether novice or experienced, who can determine which approach is best? How can teachers determine which approaches are truly effective for appropriately managing student behavior?

Purpose of the study

The purpose of this study is to bring awareness to the use of highly effective classroom management strategies amongst early childhood education classrooms and the effects it has on student behavior. This study will determine the importance of implementing evidence-based practices to help decrease problem behaviors and contribute positively to academic success.

Significance of the study

This study is significant because classroom management is the forefront of creating a positive, content rich learning environment. Producing positive student outcomes come from implementing routine, expectations, roles within the classroom, and proactive ways to deal with unwanted behaviors. By using highly effective and evidence-based management practices in the classroom, the teacher is providing an optimal academic experience for all students involved. This particular study matters because students in early elementary grades thrive off the use and structure of daily routines and clear expectations. Structural features of a classroom are viewed as the condition in which the students process, observe and adopt their experiences (Peixoto, C., & Leal, T. 2014). When these methods are put in place at an early age, the students will take these structural practices and continue to use them to drive their behavior throughout their academic career. A traditional but unique design concept recreated and designed to fit into the classroom introduces: The Business Meeting as a Model for Classroom Management which claims “Eventually, resulting from their patience, they would develop personal attributes not simply congenial to but actually favoring a “learning” environment.” (Gropper, 2014). In addition, these strategies can support their academic success by creating an environment that is conducive to learning and establishes a sense of ownership and purpose in the classroom (McKenna, 2014).

Limitations

This study was limited by the following factors:

1. This study may be limited due to the fact that it is only conducted on Early Childhood Education classrooms.
2. The study may find limitations among the teachers being interviewed. There may be more experienced teachers than novice teachers and vice versa.
3. The questions used to collect and assess the data was created by the researcher and not tested for validity or reliability.
4. The data used in this study is only conducted at one school in Northeast Tennessee.

Assumptions

In this study it is assumed that the implementation of classroom management strategies will eliminate unwanted behaviors and disruptions in the classroom altogether. Additionally, it is assumed that these methods and strategies may work for all given students, across multiple grade levels. It can also be assumed that students will perform better in school given a structured and routine based learning environment. With these assumptions in mind, and through the results of this study, teachers will be able to better personalize and implement a variety of classroom management strategies to best fit their classroom and students' educational needs.

Definitions

1. Classroom Management: refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.
2. Expectations: a belief that someone will or should achieve something.
3. Self-regulation: the ability to manage disruptive emotions and impulses.

4. Learning outcomes: state in clear terms what it is that your students should be able to do at the end of a course that they could not do at the beginning.

Overview of the study

This study will take a close look at the use of some highly effective classroom management strategies amongst early childhood education classrooms and its effects it has on students behavior. Alongside, the study will be able to display which strategies and methods do indeed provide teachers with a toolkit to appropriately and efficiently manage student behavior.

Chapter 2

Literature Review

Classroom management is one of the most important and necessary components of teaching that tends to be easily overlooked and underestimated. The key to mastering classroom management and unwanted behavior in the classroom is prevention. In addition, consistency is the underlying focus of implementing highly effective classroom management strategies and preventing unwanted behavior. The complexity of the task actually requires a great deal of intentionality along with an routine of daily efforts. In order to be a highly effective teacher, one must strive for prevention by considering an individualized approach or evidence-based practice with structures in place, that is fit to reach individualized students' needs, and paired with the approach to social emotional learning. Moreover, keeping in mind “anybody can tell students what to do. It may even be easier to do nothing and hope that students learn from a rich environment. But teaching is a purposeful endeavor.” (Cooper & Terrance, 2016). In hopes to provide a well-rounded approach to classroom management, the themes constructed in this literature review include research based practices and strategies, structures and models, and the approach to social and emotional learning as a form of classroom management.

Research Based Practices and Strategies to Classroom Management

Teaching with a purpose involves intentionally creating a learning environment that is conducive to not only avoiding misbehavior, but rather maximizing student success and instructional time in the classroom. As the teacher, creating rules and the expectations within are not meant to control the students, instead, the implementations are there to provide a structure for student success. In an article supporting the notion of Research-Based Practices for Managing Students During Instruction, it states, “Rules and expectations are designed to teach behaviors

that will prevent predictable errors and provide students with guidelines for managing their own behavior.” (Malone & Tietjens, 2000). These strategies and implementation of such rules require clear, direct, and attainably high expectations, not a matter of guessing from the students. (Jones, 2013). Research theory from Emmer & Evertson supports that teachers must establish clear expectations and consequences along with establishing clear learning goals, possibly use of a well-designed rubric, etc.

As one of the focus strategies, the use of teacher emotions and the influence it has on classroom management is trending among the effective approaches to management styles. That being, and in support of the trend, typically the realm of classroom management includes the flow of events, including transitions, and the actions that the teacher takes for any problems that could interfere with students’ learning (Emmer, 2016). This particular strategy focuses on the teachers’ use of self-presentation including the use of body language, facial expressions, and motivation to hook the students into learning.

The second strategy highlights the importance of creating a temperament-based classroom management environment. This style is an individualized approach that match’s students’ temperament and creates a learning environment that is welcoming to their emotional and academic development (McClowry, 2014). The effectiveness of this classroom management strategy is on the research of temperament being a biologically-based reaction for the students. For context reference, “Classroom management defined as a complex construct that is socially defined and context specific.” (Schafer, 2014). This study on temperament supports, “3 R’s: “Recognize, Reframe, Respond”, 2 S’s: “Scaffold and Stretch”, and “2 C’s: Gaining Compliance and Fostering Competencies.” (McClowry, 2014). In order for it to work, teachers will learn to identify the temperament of that individual student, to then understand just how powerful it

could be within the classroom and then use appropriate statements to manage the situation instead of making the learning environment worse for all students involved. Nonetheless, the number of approaches to classroom management are unique to each classroom and individual needs of the students within.

Structure and Models for Classroom Management

A traditional but unique design concept recreated and designed to fit into the classroom introduces: *The Business Meeting as a Model for Classroom Management*. “Adapted for the classroom, a meeting model can create an environment that is conducive to learning.” (Gropper, 2014). The main focus of the supported model is to direct students’ learning to be purposeful while mimicking a highly productive business meeting agenda. Adapted, of course, but with their *academic* goals in mind. “It is hypothesized that what fulfilling “meeting” requirements can do is foster behaviors and personal attributes that, together, can bring structure and purpose to a classroom.” (Gropper, 2014). Much like a collaborative business meeting, student involvement is essential to establish a sense of ownership and purpose in the classroom. Modified for the individual students, teachers can create a list of three to five clearly stated and obtainable expectations to follow (McKenna, 2014). “Eventually, resulting from their patience, they would develop personal attributes not simply congenial to but actually favoring a “learning” environment.” (Gropper, 2014). Looking at adapting the model as a whole, the highly anticipated component of classroom management, discipline, would not be engraved and repeatedly enforced from the teacher, rather developed internally overtime.

In addition to the business meeting model, the Good Behavior Game is a long recognized effective strategy for classroom management and improving behavior among students (Lannie & McCurdy, 2007). The Good Behavior Game (GBG) requires initial steps to set up and implement

within the classroom. Those include, initial and prior to instruction planning, continued planning throughout, and assessing and reflecting at the end of instruction. The big picture of the model is to motivate the students by using a game model to then reward or “earn points” for appropriate and behavior that follows expectations. “The GBG is an intervention that incorporates evidence-based practices. While implementing the GBG, teacher should self-assess their delivery of intervention procedures and use self-regulation to improve delivery and modify the intervention to meet the needs of their students.” (Flower, 2014).

Social Emotional Learning Approach: Teacher and Student

Becoming a socially and emotionally aware teacher has the ability to dictate the way a classroom is managed along with how the students respond to academics and important life lessons that are taught inside the classroom. A social and emotionally aware approach to teaching comes with the notion of praise. “Praise is considered a form of reinforcement, intended to increase the probability or frequency of the behavior it follows (Brophy, 1981; Cameron & Pierce, 1994; Maag, 2001). In relation to the topic of praise as a form of classroom management, the method, Positive Behavior Support (PBS) can be used to increase the social and emotional aspect of teaching by using intervention based approaches to students in need of additional support.

In addition, classroom management is not only about having the ability to control a high number of students by being strict or demanding certain behaviors. “Part of the teacher’s role is to give students the tools they need to interact with and meet the demands of the social and instructional environment of school.” (Jones, Bailey, Jacobs, 2014). By using this topic area to not only focus on the students’ social and emotional correspondence with classroom management, teachers should also use their own social and emotional awareness to establish high

quality relationships and efforts towards positive behaviors (Jones, Bailey, Jacobs, 2014). By intentionally placing and implementing age-appropriate classroom expectations along with social, emotional, and self-regularity practices, students will have a better opportunity to respond successfully in not only the classroom, but in life as well.

Structural features of a classroom are viewed as the condition in which the students process, observe and adopt their experiences (Peixoto, C., & Leal, T. 2014). “Specifically, the critical role of classroom interactions on improving children’s achievement has been pointed out in a number of studies, which results in indicating that high-quality teacher-child interactions are associated with improvements in both academic and socio-emotional skills.” (Curby, 2009). Furthermore, to build that high-quality relationship and proper interaction, an alternative approach could be providing a multi-age classroom setting that contributes to the child’s social and emotional learning. In multi-age environments, students have shown academic success when offered rich opportunities for the development of empathy and social understanding in the classroom environment (Anderson, 2018).

Looking at classroom management as a whole, the idea of managing a room full of students and maximizing instructional lesson time boils down to much more. Becoming a mindful teacher that obtains strong social and emotional competencies is better able to recognize negative emotional expressions, empathize with their feelings, regulate their feelings, and seek an appropriate corrective response to the unwanted behavior (Curby, 2018). “Although direct social and emotional instruction through curriculum can be effective, teachers should not limit their instruction to the prescribed lessons or feel confined by the curriculum.” (Zinsser, 2014). Effective classroom management provided by a socially and emotionally competent teacher seeks love, joy, high-quality relationships, and encouragement within their students. It is in the

hands of the teacher to support and encourage their students' social and emotional well-being by providing an environment conducive to love, emotional support, and high-quality relationships.

Conclusion

In regards to the topic of Classroom Management and its Effects on Student Behavior, the most common themes found amongst the literature included research based practices and strategies, structures and models, and the approach to social and emotional learning as a form of classroom management. With these themes in mind, the literature will be analyzed and compared to the data described in Chapter 4, along with confirming, refuting, or extending any new or similar knowledge as it pertains to the discipline.

Chapter 3

Methods

Population

The population of this study will be Pre-Kindergarten-3rd grade teachers (Early Childhood) at an elementary school in the Tri-Cities area of Northeast Tennessee. The participants in this study represent a range of grade levels that come from divergent backgrounds and will share experiences and knowledge that will contribute to the study. In addition, the population makes up a variety of teachers that have implemented and practiced or have been exposed to numerous classroom management strategies and will share its effects they have witnessed on student behavior, both currently and overtime.

The student per teacher ratio is 13:1 which is ranked lower than the state average of 15:1. The students per counselor ratio sets at 467:1 and is higher than the states average at 419:1. Lastly, 86% of teachers have three or more years of experience compared to the states average of 80%.

Procedures

This research study will collect and analyze personal experiences and reflections on the different types of classroom management strategies implemented in classrooms ranging from Pre-Kindergarten-3rd grade teachers. This study will be 100% voluntary in which the participants will choose to participate or not. If the teachers agree and volunteer to participate in this study, they will be asked to fill out a consent form stating that they understand the study and will or will not participate. If they choose to participate, the teachers will be contacted by the researcher to set up an interview time. If the interviews are unable to be conducted in person, the researcher will set up a Zoom meeting to interview virtually. The researcher will conduct the

interviews and ask the teachers a variety of questions that capture classroom management strategies and its effects on student behavior.

Data Collection

The interviews will collect data in order to compare teaching styles, structures, routines, and other functionalities amongst the classroom. Qualitatively, since classroom management's main focus is to optimize instructional time while managing the classroom with daily routines and expectations, data will be collected through a one-on-one interview that asks the teachers to share their strategies and experiences on behavior in relation to their classroom management implementations. Since poor classroom management can lead to increased defiance and behavior problems, data will be analyzed to find themes throughout the varying interview.

Research Questions

1. In what ways do classroom management strategies affect behavior?
2. How effective are classroom management strategies when it comes to managing behavior?
3. What types of similarities are found across a variety of classroom management strategies?

Data Analysis

Qualitative data from this study will be analyzed by gathering the interview responses and transcriptions and identifying/categorizing each interview by grade level. Then, the data will be examined and interpreted. In this stage, any patterns, reoccurring themes or commonly used methods will be flagged. From there, while keeping the research questions in mind, the researcher will determine if the study calls for additional data collection or not. The findings

from the data will be organized in an Excel Spreadsheet that will display the themes and provide evidence to be able to answer the research questions.

Chapter 4

Data Analysis

The purpose of this study is to bring awareness to the use of highly effective classroom management strategies amongst Early Childhood Education classrooms. In this study, qualitative research was collected by interviewing a variety of teachers in grades Pre-Kindergarten-3rd at one elementary school in Northeast Tennessee. More specifically, the study asked for their personal opinions and experiences on specific classroom management approaches they use to manage student behavior. After data was collected, the researcher converted the media recordings into transcripts to look for and identify global and local themes throughout. Then, the researcher carefully reviewed the themes using a thematic content analysis. Given the themes, the researcher looked for ways that they connect or correlate similarly to be able to adequately answer and provide support for the research questions.

Collection of Data

In order to recruit participants for the study, the researcher contacted the teachers via email in hopes of willingness to participate. Out of the 10 teachers intended for interviews, the researcher ended up conducting 5 in-person interviews. The teachers were interviewed over a week time span during allotted planning time. The plan was to interview a variety of teachers ranging from Pre-Kindergarten-3rd grade, however, the data resulted in three first grade teachers and two Kindergarten teachers. The interviews consisted of three yes or no questions and five open ended questions. The open ended questions allowed the teachers to share their classroom management strategies and how they specifically affect their students' behavior. The researcher recorded each interview individually and then transcribed each recording into a text document. Looking at the documents collectively, the researcher was able to come up with global themes

that related to the research questions and local themes that occurred throughout all of the interviews. Lastly, the researcher used the themes to help answer and support the research questions.

Research Questions

Three research questions were used to guide the analysis of the data collected.

Research Question 1: In what ways do classroom management strategies affect behavior?

On/Off-Task Behavior

When the effects of classroom management strategies on behavior were analyzed, on/off-task behavior locally occurred as a theme. The interview questions used to address this global theme were, “Do you believe your current classroom management procedures allow you to attend to disruptions quickly and firmly? (yes/no)” and “What does the behavior look like in your classroom when students are not explicitly following your classroom management procedures?” The analysis concluded that 100% of the teachers answered yes, that they do believe their current classroom management procedures allow for them to attend to disruptions quickly and firmly. Given these results, keeping students on-task and in a zone of positive behavior, the procedures put in place are working and allow for the them to respond quickly without disrupting the whole class and causing unwanted behavior as a result. Additionally, the analysis showed that when students are not explicitly following the classroom management procedures, students are off-task and depending on the classroom may look like a number of things. For example, “It could be out of their seat without permission, it could be blurting out without following the procedure of raising our hand. It could be doing distracting things at their seats or in small group. It could be not using the materials correctly and just sitting and not doing the right thing.” Moreover, a majority of the off-task behavior consisted of off-task talking. A

first grade teacher shared that in her classroom it may look like, “talking when I'm talking and not following directions the first time.” Similarly, another teacher shared that the excess talking and interrupting off-task behavior is described as the students having “volcano mouths” in which they irrupt or blurt out when the teacher is talking. This teacher specifically uses a “V” symbol with her hands as a management strategy to silently remind the students that they’re being volcano mouths and their behavior is disrupting the class and other students’ learning. She added, “I don't even look at them. I just show a move, and keep going.”

Research Question 2: How effective are classroom management strategies when it comes to managing behavior?

Reinforcements and Rewards

Given the prevalent use of reinforcements and rewards, after analyzing interview responses, reinforcement and rewards presented as a reoccurring theme. In one of the first grade classrooms, in addition to positive comments, the students are motivated by the use of teddy bear counters and green behavior dots. The teacher stated, “If you are following the four school-wide expectations and you have a green day on your behavior calendar, and you have all five greens during the week, you are motivated by a trip to the treasure box. I also use Teddy bear counters when I see students doing the correct thing. When they are modeling the expectations and the classroom behaviors, then they are rewarded with a Teddy bear counter. And when they have collected 10, they can trade that for a treat, which is a gummy worm or a treasure, which is something out of the treasure box.” On the contrary, another first grade teacher uses a different approach to reinforcements and rewards. In her classroom she focuses on praise and verbal encouragement more than tangible items to motivate student behavior. In response to the interview question asking what type of reinforcements and rewards are used to motivate and

deter away from behavior in her class, she answered with, “Just praise. They get encouragement, which is important. I have these little cones up at the front and if I see boys and girls following the rules and expectations, then I praise them with a cone that says “Star Student” or “Keep It Up” and they can keep it on their desk as a display of good behavior.” Throughout the thematic content analysis, the researcher discovered that each teacher did in fact use reinforcement and rewards, however, in a way that fits their teaching style and classroom management procedure.

Research Question 3: What types of similarities are found across a variety of classroom management strategies?

Rules and Expectations

A major theme that occurred throughout all five interviews was the emphasis on rules and expectations and the effects it has on producing positive student behavior. Regardless of the individualized approach to specific implementation, across the board, rules and expectations were taught at the beginning of the school year. A first grade teacher who has been teaching for twenty eight years stated, “We establish our rules together as a class, and then we practice and do role modeling to show what the rules looks like, what is expected, what it sounds like, what is looks like, what I should be doing, and what the teacher is doing. Then, we practice those each day.” Another first grade teacher that takes a different approach to rules and expectations talked about the use of “Star Student Rules” and what that looks like for her students to maintain positive behavior. She shared, “I start out with my classroom rules that I have for each student for them to follow and I call them our star student rules and I have a poster that has all of our rules on them. And each rule has a hand motion that goes with it. So that's a part of our circle in the morning and we talk about what rules and expectations we need to follow throughout the day and that we need to not just say them, but we need to do them. So our actions need to follow

these rules. So we say those every day.” In one of the interviews with a Kindergarten teacher, it was interesting to hear her perspective of the time frame in which implementation takes places and the importance of teaching the rules and expectations universally at the beginning of the year. She mentioned, “I think assuming that every child needs to hear them, whether they've been in the program or pre-K or not, they might be different. Modeling good behaviors and expectations along with pointing students out who are demonstrating good things.” In order to answer the research question of identifying similar classroom management strategies, it has been shown that in order to experience positive student behavior, rules and expectations should be clear, concise, and taught at the beginning of the school year.

Four School-Wide Expectations

A similarity found across a variety of classroom management strategies were the use and implementation of the four school-wide expectations. In all five interviews, the teachers mentioned and discussed the four school-wide expectations and the role it plays in their classroom management procedures. Those expectations being, Respectful, Responsible, Trustworthy, and Safe. More specifically, a first grade teacher shared, “At the beginning of the year, we have here at Lincoln, our four rules and then we do those lessons at the beginning of the year with the counselor that comes and teaches the four expectations in detail. We talk about what does being respectful mean? What does being responsible mean? And examples of how we can show respect in different parts of the school and so on, so forth.” Given the weight of the four expectations, it seems as though the school-wide rules are a way to unify student behavior and be able to hold each student to the same standard, no matter which grade they are currently in or will be in the future.

Summary

Chapter 4 provided an analysis of data from teacher interviews intended to address the three research questions. Chapter 5 will provide a summary of the findings, interpretation of findings, limitation of the study, and recommendations for future studies regarding classroom management and students behavior.

Chapter 5

Discussion

Summary of the Findings

In response to research question 1 regarding the ways in which classroom management strategies affect behavior, the results of the study showed that classroom management strategies help to keep students on-task throughout the day, avoid unwanted behavior, and explicitly be able to teach and hold students to a particular standard of behavior to where they aren't left guessing what is expected of them.

Research question 2 regarding how effective classroom management strategies are when it comes to managing behavior showed that 100% of the teachers do currently have classroom management strategies in place and are willing to adapt new methods or models if they felt it would positively benefit their students' learning and behavior. Additionally, all five teachers did agree that they felt their current classroom management strategies in place allowed for them to attend to disruptions quickly and firmly.

Lastly, question 3 regarding types of similarities found across a variety of classroom management strategies, research showed that the way in which the teachers established clear rules for learning and behavior were uniformly implemented at the beginning of the school year for all students to learn and adopt. In addition, the most common themes found among a variety of teachers were rules and expectations and the four school-wide expectations.

Interpretation of the Findings

A major theme discovered in the literature was the Structure and Models for Classroom Management. More specifically, the business model that was highlighted in *The Business Meeting as a Model for Classroom Management*. This particular model, much like a

collaborative business meeting, explains that student involvement is essential to establish a sense of ownership and purpose in the classroom. Modified for the individual students, teachers can create a list of three to five clearly stated and obtainable expectations to follow (McKenna, 2014). Throughout the interviews conducted, a reoccurring structural procedure mentioned was the use of the four school-wide expectations and how they are used as a foundation for purpose, ownership, and expectations; Respectful, Responsible, Trustworthy, and Safe.

Another theme that was mentioned in the literature was a Social Emotional Learning Approach. A social and emotionally aware approach to teaching comes with the notion of praise. “Praise is considered a form of reinforcement, intended to increase the probability or frequency of the behavior it follows (Brophy, 1981; Cameron & Pierce, 1994; Maag, 2001). All around, only one of the teachers from the interviews talked about praise and how she was a “forgiving” teacher and by using her social and emotional awareness to establish high quality relationships and efforts contributed towards positive behaviors. Though I felt that the other teachers did use a form of unintentional praise by using positive behaviors as a way to deter away from the negative behavior, they did not explicitly say that praise was an underlying component to their classroom management structure and strategy.

Lastly, the most common theme found in the literature was the use of Research Based Practices and Strategies to Classroom Management. Shockingly enough, none of the teachers that were interviewed named or mentioned a specific research based practice that they used or have tried in the past. Besides the notion of research based practices being, for example, that teachers must establish clear expectations and consequences along with establishing clear learning goals, possibly use of a well-designed rubric, etc (Emmer & Evertson), it was however

obvious that these teachers are following research based practices, but did not explicitly mention that it was supported by research or widely used throughout education.

Limitation of the Study

Throughout the study, it is important to note that there were a few limitations that occurred. This study intended to show that classroom management is one of the most critical components of teaching young children. More specifically, the purpose of this study was to bring awareness to the use of highly effective classroom management strategies amongst Early Childhood Education classrooms. Given the way in which the research was conducted and collected, one of the limitations that reigned true throughout the study was the fact that it was only conducted on Early Childhood Education classrooms in grades Pre-K-3rd. That does not account for 4th and 5th grade that is included in the primary school systems and would have provided data on students that are older and have been in school longer. Another limitation that occurred was that data was only conducted and collected at one school in Northeast Tennessee. As a reflection of the data, one of the local themes involved school-wide expectations that were exclusively implemented at this one school. Lastly, it was assumed that the sample population would be from a variety of grade levels within early childhood grades. However, the researcher was only able to collect data on teachers in Kindergarten and 1st grade due to lack of willingness to participate in the study.

Recommendations

Recommendations for further research include a larger sample size ranging from Pre-K all the way up to 5th grade in order to increase the number of participants and provide a more diverse range of grade levels. Another recommendation would be to expand the research topic to patterns of behavior under classroom management strategies and observe and collect data

patterns of certain behaviors within a variety of classrooms. Lastly, it is recommended that the study could exclusively focus of research based strategies that way the study is supported by adequate literature and provides for a content rich research topic.

Conclusion

The purpose of this study was to bring awareness to the use of highly effective classroom management strategies amongst Early Childhood Education classrooms and the effects it has on student behavior. This study was significant and provides potential contribution to Early Childhood Education teachers because classroom management is the forefront of creating a positive, content rich learning environment. Producing positive student behavior comes from implementing routines, expectations, roles within the classroom, and proactive ways to deal with deficiency. By using highly effective and evidence-based management practices in the classroom, the teacher is providing an optimal academic experience for all students involved. The research contributions in this study is significant because when these methods are put in place at an early age, the students will take these structural practices and continue to use them as they advance in their academic career. In addition, these strategies can support their behavior development and create an environment that is conducive to learning. By being aware and exposed to evidence-based classroom management practices, it can help both novice and experienced teachers run a well behaved classroom and be able to manage behavior more effectively.

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Appendix A

School District Research Proposal Guidelines

The following guidelines are provided in effort to permit the execution of important school related research while protecting the welfare of those in the schools. A complete copy of the research proposal which briefly, but completely, addresses the areas listed below should be submitted to the Director of Performance Excellence. IRB approval is needed before research can begin. If an IRB approval is not needed by the institution, then all proposals should be signed by the researcher's sponsor or advisor.

I. Nature of the Research

- A. Purpose or objective
- B. Hypothesis (if appropriate)
- C. Contribution to the field of education or to the system in particular

II. Research Method

A. Sample of Subjects

- 1. Who will participate? (include age and grade level of student subjects)
- 2. Size of sample/number of subjects (include number of schools needed, if possible)
- 3. Materials to be used
- 4. Provisions for confidentiality of anonymity
- 5. Cooperation of principals and teachers needed by the researcher

B. Measures

- 1. Attach a copy of all instruments, scales, surveys, cover letter, permission requests, etc. to be used.
- 2. Rights of participants or subjects (e.g., safety, confidentiality) must be respected. In all research projects involving students, prior parental permission must be obtained.

C. Research Design

- 1. Independent and dependent variables
- 2. Control group activities
- 3. Short-term (daily, weekly) and/or long term (monthly/yearly) time schedule for collection of data

D. Procedure

- 1. Experimental treatment and data collection procedures, including time required for participation and space needed
- 2. Safety and well-being of participants
- 3. Nature of deception of subjects and proposed debriefing
- 4. Describe proposed statistical analysis.

III. Results

- A. Proposed use and dissemination including the extent of sharing with or disclosure to the school system
- B. Contribution to the field of education in general and to the school system or the schools involved in particular
- C. Contributions to good community relations

IV. Interference with on-going education program

V. Adequacy of research design

The proposal shall be approved by the Department of Performance Excellence. The Approval Form for Research Proposal shall be used to accommodate this approval procedure. Final approval for the proposal must be obtained from the Superintendent of Schools or the designee.

**School District
Approval Form for Research Proposals**

Please complete the top section of this form and submit it with the information requested on the Schools Research Proposal Guidelines form to the Director of Performance Excellence.

Researcher's Name: _____ Agency/Institution: _____

Researcher's Email: _____ Phone Number: _____ Title of

Research Proposal: _____ Type

of Research Proposal (Check): Dissertation Thesis Independent

Step 1:

_____ Read the Research Proposal Guidelines and submit the appropriate paperwork to the Department of Performance Excellence.

_____ Submit questionnaires, surveys, and/or interview questions in advance for review. _____ Submit a copy of the IRB approval. This must be completed before final approval will be granted.

Step 2:

_____ The research proposal and any supporting documentation will be reviewed by the Department of Performance Excellence.

_____ The researcher will be notified via the phone or email of the approval status.

Approval Status:

_____ The research proposal is denied. You may contact the Director of Performance Excellence for further clarification.

_____ The research proposal has been approved. You may proceed with the research in accordance with the Schools Request for Research Proposal Guidelines.

_____ The research proposal is approved pending the receipt of the IRB.

_____ The research proposal is pending upon the resolution of the following condition(s) :

Superintendent of Schools or Designee Date:

Appendix B

Letter of Participation

Dear Teachers,

You are invited to take part in a research study that is investigating Classroom Management and its Effects on Student Behavior. The researcher is inviting Early Childhood Education teachers from grade levels Pre-Kindergarten-3rd to take part in this study. This study is being conducted by Julia Combest, who is currently a Graduate student at Milligan University and in Internship II placement.

The initial form provided is the first step in data collection for this study. It is part of a process called “informed consent” that allows you to understand this study before deciding whether to participate.

This study is **completely voluntary and refusal to participate will involve no penalty to you or your professional status. As we are approaching the last nine weeks of school, I understand that your time is delicate and respectfully, it is my goal to collect data in a timely manner that will not interfere or contribute to the already stressful and chaotic year we have had.

Please see the link below for more information and consent form:

[Consent Form](#)

Thank you in advance for your time and consideration.

Julia Combest
jnjones@my.milligan.edu
M.Ed Student, Milligan University

Consent Form

You are invited to take part in a research study that is investigating Classroom Management and its Effects on Student Behavior. The researcher is inviting Early Childhood Education teachers from grade levels Pre-Kindergarten-3rd to take part in this study. This form is part of a process called “informed consent” that allows you to understand this study before deciding whether to participate.

This study is being conducted by Julia Jones, who is currently a Graduate student at Milligan University and in Internship II.

Background Information:

The purpose of this study is to bring awareness to the use of highly effective classroom management strategies amongst Early Childhood Education classrooms. This study will determine the importance of implementing evidence-based practices to help decrease problem behaviors and positively contribute to student success.

Procedures:

If you agree to be in this study, you will be asked to:

- Participate in a one-on-one interview (in person or via Zoom)
- Agree to be recorded (voices only)

Sample interview questions are as follows:

1. What grade do you teach?/How many years have you been teaching?
2. Do you currently have one or more classroom management procedure(s) in place that you implement in your everyday routine? (yes/no)
3. Do you believe your current classroom management procedures allow you to attend to disruptions quickly and firmly? (yes/no)
4. Are you willing to adopt new classroom management procedures in your classroom? (yes/no)
5. How do you establish clear rules for learning and behavior?
6. What does the behavior look like in your classroom when students are not explicitly following your classroom management procedures?
7. What type of reinforcements and rewards are used to motivate and deter away from behavior in your classroom?
8. How do your classroom management procedures in place deal with students who have caused disruptions rather than the entire class?

Voluntary Nature of the Study:

This study is completely voluntary. Refusal to participate in this study will involve no penalty to you or your professional status. If at any time you may wish to withdraw from this study, there is no penalty or harm whatsoever.

Risks and Benefits of Being in the Study:

This study does not pose any risk to the safety and well-being of teachers that choose to participate. By choosing to participate in this study, teachers may experience minor risk of inconvenience and time away from their daily schedule. Answers and experiences discussed with the researcher will not be shared, including school administration or other surrounding teachers.

Payment:

There is no compensation for participating in this study.

Privacy:

Any information provided will be kept confidential and will not be shared. Any personal information provided will not be used for any purpose other than this research study. Any data collected will be kept safe and secure using password protected devices. Data will be kept for a period of five years, as required by Milligan University.

Contacts and Questions:

You may contact Milligan IRB at irb@milligan.edu if you have any questions or concerns about your rights regarding participation in the study. You may also contact the researcher at jjones@my.milligan.edu to obtain results of the study for up to five years.

The researcher will keep and provide you with a copy of this form to keep for your records.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

<hr style="width: 80%; margin: 0 auto;"/> Printed Name of Participant	<hr style="width: 80%; margin: 0 auto;"/> Date Signed
<hr style="width: 80%; margin: 0 auto;"/> Signature of Participant	<hr style="width: 80%; margin: 0 auto;"/> Signature of Researcher
Appendix B	

Interview Questions

Classroom Management and its Effects on Student Behavior

Interview Questions:

1. What grade do you teach?/How many years have you been teaching?
2. Do you currently have one or more classroom management procedure(s) in place that you implement in your everyday routine? (yes/no)
3. Do you believe your current classroom management procedures allow you to attend to disruptions quickly and firmly? (yes/no)
4. Are you willing to adopt new classroom management procedures in your classroom? (yes/no)
5. How do you establish clear rules for learning and behavior?
6. What does the behavior look like in your classroom when students are not explicitly following your classroom management procedures?
7. What type of reinforcements and rewards are used to motivate and deter away from behavior in your classroom?
8. How do your classroom management procedures in place deal with students who have caused disruptions rather than the entire class?

Appendix C

Letter of Completion

Dear Teachers,

I am pleased to inform you that I have completed the study and analytics of this research thesis and published the results. If you would like to read the published thesis you may do so on Milligan University's Online Library at this link: <https://mcstor.library.milligan.edu/handle/11558/5861>. Please allow me to remind you that any information provided will be kept confidential and will not be shared. Any personal information provided will not be used for any purpose other than this research study. Any data collected will be kept safe and secure using password protected devices. Data will be kept for a period of five years, as required by Milligan University.

If you have any questions or concerns, please contact myself, my research mentor Dr. Mark Dula, or Milligan University's Institutional Review Board (IRB).

Thank you for your efforts and participation,
Julia Combest
jnjjones@my.milligan.edu
M.Ed Student, Milligan University

Dr. Mark Dula
Research Mentor, Milligan University
MEDula@milligan.edu

Institutional Review Board (IRB)
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