

The Incredible Year Teacher Classroom Management Program: Initial Findings from a Group Randomized Control Trial

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Overview

- Describe IY Teacher Classroom Management Program
- Discuss the Training and Coaching Infrastructure to Support the Program
- Initial Findings on Teacher Classroom Management Practices
- Initial Findings on Student Outcomes
- Next Steps

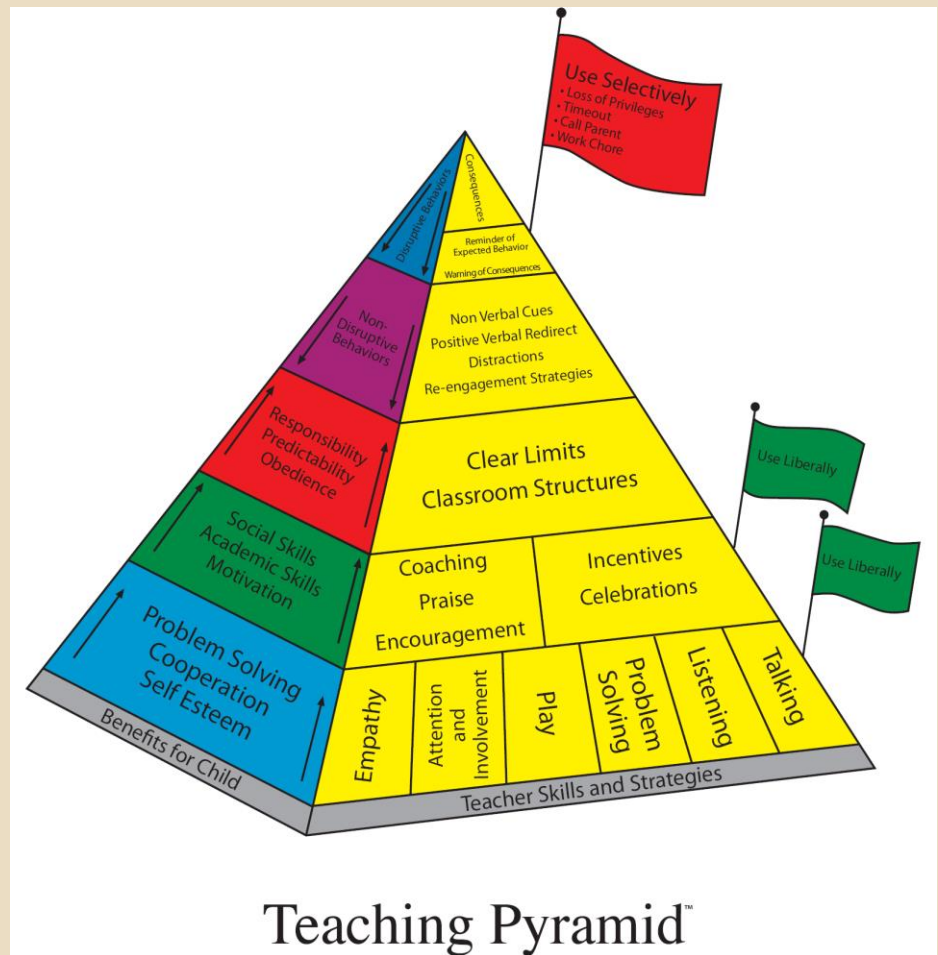
Incredible Years Teacher Classroom Management Program (IY TCM)

- The program is for teachers grade K-3 to improve teacher use of effective classroom management practices.
 - 6 full day training workshops
 - Ongoing on-site coaching



Teacher Skills Trained

- Domains
 - Positive Relationships
 - Praise and Rewards
 - Preventing Problems Behaviors
 - Effective Limit Setting
 - Social Coaching
 - Individual Student Planning



The Role of the Coach

- Build on teacher strengths
- Prompt and model skills
- Support generalization to classroom
- Promote use of strategic behavior plans
- Encourage, praise and reinforce steps in the right direction



Study Design

- Blocked cluster randomized wait-list control trial
- Teachers were randomized within school to account for school level differences in Student Race and FRL
- Teacher participants were recruited cross 3 cohorts
 - ▣ Year 1: 34 teachers (17 intervention)
 - ▣ Year 2: 34 teachers (17 intervention)
 - ▣ Year 3: 37 teachers (19 intervention)

Sample

Teacher Sample

- N=105
- (52 intervention, 53 control)
 - 97% Female
 - 22% African American
 - 1% Asian
 - 1% Hispanic
 - 75% White
 - 1% Other

Student Sample

- N= 1818
 - 48% Female
 - 50% Free or Reduced Lunch
 - 76% African American
 - 2% Hispanic
 - 22% White

Intervention Implementation

- 3 groups held across three years (n=52 teachers)
- 6 sessions held over course of year
 - Workshop 1 & 2 in End of October
 - Workshop 3 & 4 in End of November
 - Workshop 5 & 6 in Beginning of January
- Teacher rating workshop sessions highly (scale 1-7):
 - information presented useful (average = 6.75)
 - group discussion useful (average = 6.75)
 - approach was appropriate (average = 6.44)
 - would recommend to other teachers (average = 6.65)

Intervention Dosage

Session	Percent of Teachers in Attendance
1	98%
2	100%
3	100%
4	96%
5	94%
6	94%

- The IY TCM coach met with teachers who missed sessions to review.
- The IY TCM coach met with teachers between workshops sessions.

Coaching Activities (Minutes)

Coaching Activity	Overall (n=52)	
	Mean	Range
Role Play	0.42	0-6.42
Modeling	6.99	0-108.00
Scheduling	7.15	0-66.30
Goal Setting	8.89	0-61.05
Other	26.12	0-105.83
Reviewing	27.84	1.03-116.90
Performance Feedback	33.41	0-174.55
Action Planning	53.28	0-226.95
Reviewing	27.84	1.03-116.90
Observing	170.02	82.00-343.20
Total Coaching	358.13	185.92-774.62

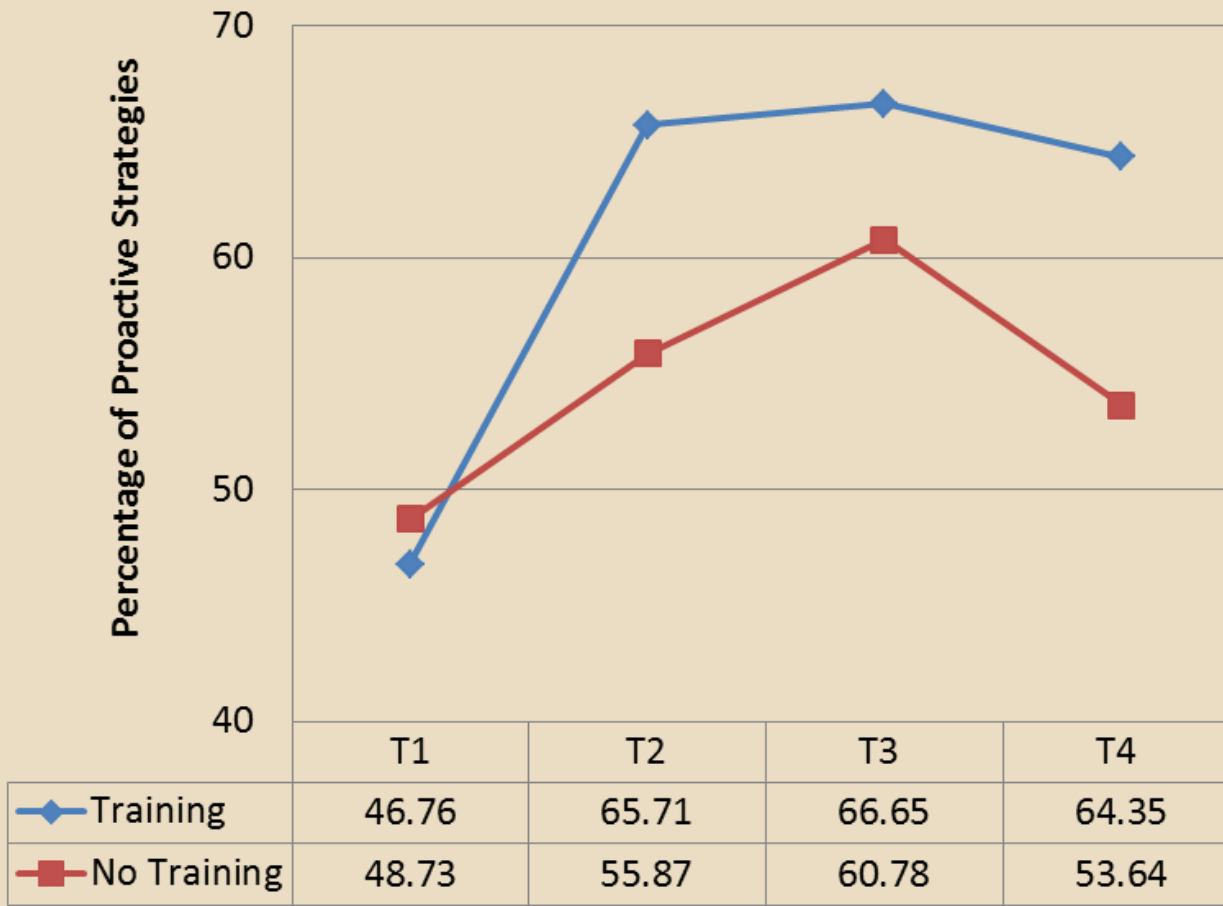
Teacher Outcome

- **Research Question:** Did teachers in the intervention increase implementation of proactive classroom management strategies as compared to teacher who did not receive the intervention?
- **Analysis:** Two-way repeated measures ANOVA

Teacher Outcome Measure

- Direct Observation of Teacher Behavior
 - Brief Classroom Interaction Observation (BCIO-R; Reinke & Newcomer, 2010)
 - $[(\text{Praise} + \text{Precorrection}) - (\text{Reprimands})] * 100\%$
- Measure 4 times across the year.
- Inter-observer Reliability (IOA of 80% acceptable)
 - Time 1 (29% of observations): **88.29%** IOA
 - Time 2 (56% of observations): **89.97%** IOA
 - Time 3 (38% of observations): **91.93%** IOA
 - Time 4 (30% of observations): **92.55%** IOA

Teacher Use of Proactive Classroom Management



Wilks's $\lambda = .89$, $F(3, 97) = 4.22$, $p < .01$, $\eta^2 = .12$.

Mean Rates of Intervention Teacher Praise, Precorrection, & Reprimands (n=52)

Teacher Behavior	Time 1	Time 2	Time 3	Time 4
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Praise	0.68 (0.40)	1.23 (0.64)	1.20 (0.63)	1.03 (0.71)
Precorrection	0.02 (0.03)	0.03 (0.04)	0.02 (0.05)	0.02 (0.03)
Reprimand	0.84 (0.53)	0.65 (0.45)	0.61 (0.44)	0.51 (0.34)

Student Outcomes

□ Research Questions:

- Do students in classrooms of teachers who receive training in IY TCM demonstrate reductions in concentration problems, disruptive behaviors, and problems with emotional regulation in comparison to students in classroom of the control group teachers?
- Do students in classrooms of teachers who receive training in IY TCM demonstrate improvements in emotional regulation, prosocial behavior, and academic competence in comparison to students in classroom of the control group teachers?

Student Outcomes

- **Main Effect Analyses:** Three-level hierarchical linear models, in which students (level 1) are nested within teachers (level 2) and teachers are nested within schools (level 3), were conducted using SAS PROC MIXED.
- **Covariates:**
 - **Teacher Level**
 - Grade Level Cohort Year
 - **Student Level**
 - Sex Race Lunch Status Pretest on Outcome

Student Outcome Measures

- Teacher Report of Student Behavior
- TOCA-C (Koth, Bradshaw, & Leaf, 2009)
 - Disruptive behavior
 - Concentration problems
 - Poor Emotional Regulation
- T-COMP (CPPRG, 1995)
 - Emotional Regulation
 - Prosocial Behavior
 - Academic competence

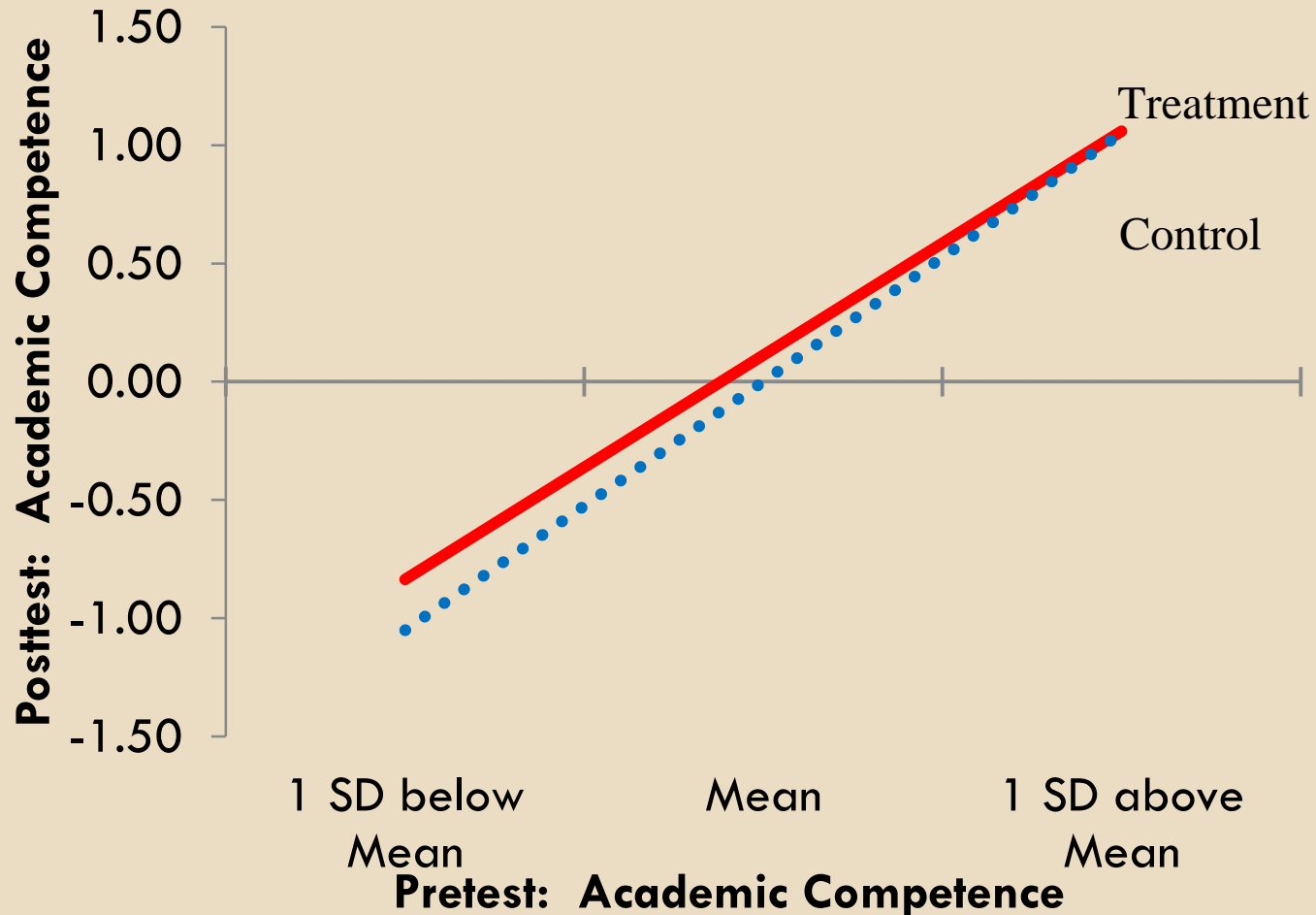
Student Outcomes

Outcome	b	se	p	ES
TOCA				
Concentration Problems	-0.08	0.08	0.31	0.06
Disruptive Behavior Problems	-0.04	0.05	0.41	0.05
Emotional Regulation Problems	-0.16	0.04	0.001	0.14
T-COMP				
Prosocial Behavior	0.20	0.07	0.007	0.17
Emotional Regulation	0.12	0.06	0.06	0.10
Academic Competence	0.11	0.06	0.08	0.09

Student Outcomes

- **Moderation Analyses:** Moderation analysis was conducted to examine if the treatment effects on child outcomes differed by:
 - Grade level
 - Sex
 - Pretest scores

Academic Competence: Pretest X Intervention



$$b (se) = -0.08 (.03), p = 0.001$$

Summary of Findings

- Teachers who receive intervention use more proactive classroom management strategies
- Student have fewer problems with emotional regulation and increased prosocial skills.
- Students with poorest academic competence demonstrate significant improvement in comparison to student in the control classrooms.

Next Steps

- Conduct mediation analyses to determine mechanisms on student outcomes
 - ▣ Teacher time teaching
 - ▣ Reduction in classroom level disruptive behavior
- Look at student outcomes on measures that are not teacher report, including direct observation of student behaviors and academic achievement data

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