Among high school teachers:
- According to the paired t-tests, all means are significantly different from each other.
- Proactive practices (in blue) are more frequently implemented than the reactive one (in yellow).
- Among proactive practices, self-regulation practices are the least implemented.
- Less recommended punitive practices are the least implemented.

Variables Influencing the Behavior Management Practices Implemented by High School Teachers of Students with Behavioral Difficulties

**Introduction**

- Students with emotional and behavioral difficulties (EBD) are recognized as the most difficult to integrate into regular classes (Hornby & Evans, 2014).
- Their integration represents a particular challenge for teachers, especially at the high school level (Baker, 2005) and for novice teachers (Sta, Kim, Stranasta, & Mushkerjea, 2011).
- Several American studies have demonstrated a gap between evidence-based practices to prevent and manage EBD and those implemented by teachers in the classroom (Gabrie, Tonaison, Shadk, Wilson, & Park, 2012; Sta, Harrison, Kim, & Lewis, 2017).

**Objectives**

- Examine the frequency of implementation of positive reinforcement and self-regulation strategies.
- Examine the influence of personal and contextual variables on the implementation of proactive and reactive practices.
- Explore the effects of these variables on proactive and reactive practice dimensions by controlling their covariance or concomitance.

**Methods**

- **Participants and Procedures**
  - N = 903 high school teachers (70.7 % female, 29.3 % male).
  - 23.6 % from special education; 76.3 % from general education.
  - Recruited by email and responded to an online survey.

- **Measures**
  - Socio-demographic questionnaire (N = 17 items).
  - Management Practices for Behavioral Difficulties Inventory (Nadeau et al., 2018)
    - Seven subscales (N = 68 items) and two dimensions (Proactive Practices or Reactive Practices).
  - Five-point Likert-type scale from 1 (never) to 5 (very often).

- **Teaching Experience**
  - Teaching Experience: 13% 11% 5 years and less
  - 8 to 16 years: 36% 40% 26 years and more.
  - Participation in an Intervention Plan: 26% 32% 42% 26% 32% 42% 26% 32% 42% 26% 32% 42% 26% 32% 42% 26% 32% 42% 26% 32% 42%

**Results**

**Frequency of Use of Practices**

- **Rules and instructions**
  - Planning time: 4.20
  - Positive reinforcement: 4.06
  - Functional as a means: 3.72
  - Self-regulation: 3.65
  - More negative: 3.64
  - Less recommended: 3.49

**Table 1: ANCOVA Results and Multiple Comparisons for Practice Dimensions by Personal and Contextual Variables**

<table>
<thead>
<tr>
<th></th>
<th>Proactive practices</th>
<th>Reactive practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching experience</td>
<td>1.76*** .02</td>
<td>1 .03 .00</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>3.81*** .01</td>
<td>3 2.64*** .01</td>
</tr>
<tr>
<td>EBD initial training</td>
<td>3 1.72 .00</td>
<td>3 1.20 .00</td>
</tr>
<tr>
<td>EBD initial training</td>
<td>3 2.77 .01</td>
<td>3 1.30 .00</td>
</tr>
<tr>
<td>Sector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in individualized intervention plan</td>
<td>2 6.57*** .01</td>
<td></td>
</tr>
<tr>
<td>Participation in individualized intervention plan</td>
<td>2 20.58*** .04</td>
<td></td>
</tr>
<tr>
<td>Reactive practices</td>
<td>1 180.19*** .17</td>
<td>- - -</td>
</tr>
<tr>
<td>Proactive practices</td>
<td>- - -</td>
<td>1 180.19*** .17</td>
</tr>
<tr>
<td>Error</td>
<td>880 - - -</td>
<td>880 - - -</td>
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<tr>
<td>Total</td>
<td>980 - - -</td>
<td>980 - - -</td>
</tr>
<tr>
<td>R²</td>
<td>.31 - - -</td>
<td>- .21 - - -</td>
</tr>
</tbody>
</table>

**Discussion**

- Results indicate that teachers select more often proactive practices related to giving rules and instructions, planning and time management and giving positive reinforcement than those related to self-regulation of EBD students.
  - Other studies revealed that teachers more frequently implement practices addressed to the entire class than individualized practices such as self-regulation (Gable et al., 2012; Sta, et al., 2017) judged by teachers as time consuming (Sta, et al., 2017).
  - As recommended, teachers implemented proactive strategies more frequently than reactive strategies.
  - Less recommended punitive practices are nevertheless still implemented frequently.
  - Teachers more frequently implement reactive strategies when their classes include more than five EBD students.
  - Female teachers more frequently implement proactive practices than male teachers.
  - Congruent with other studies which reveal that female teachers are more motivated than male teachers to implement best practices and use them more often (Schelle, 2017).
  - Novice teachers less frequently implemented proactive practices.
  - Difficulties for these young teachers in establishing classroom management strategies conducive to learning (Sta, et al., 2011).
  - Training has almost no influence on implemented practices.
  - As Gable et al. (2012) emphasized simply exposing teachers to different practices is not enough; guided practices and the presence of frequent feedback often proves necessary.
  - Participation in individualized intervention has a positive influence on the implementation of proactive practices; it is also the variable whose effect is the largest.
  - A form of coaching by professionals to better understand the needs of students and choose the best interventions.

**Conclusion**

- Rather positive portrayal of reported practices being implemented by secondary school teachers, recommended practices being implemented more frequently.
- Results suggest a need for training institutions and school boards to provide added resourcing and support for their teacher education programs in regards to EBD students.
- Better training in self-regulation practices and avoidance of less recommended ones.
- Importance to provide additional support to younger teachers, through participation in individualized intervention.
- A form of coaching by professionals to better understand the needs of students and choose the best interventions.
- Special education teachers may play a role in coaching teachers in general education.

**References**