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## Preservice Teachers' Classroom Management Practices For Difficult Behavior : Specific Effective Strategies and Sources of Influence

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## Aims

Identify specific classroom management practices used by PT with EBD students

- Explore the influence of variables :
  - Personal (Gender)
  - Contextual (training program; year of training; hours on EBD; days of field experience)

Verify the contribution of the willingness to teach to EBD On specific classroom management practices

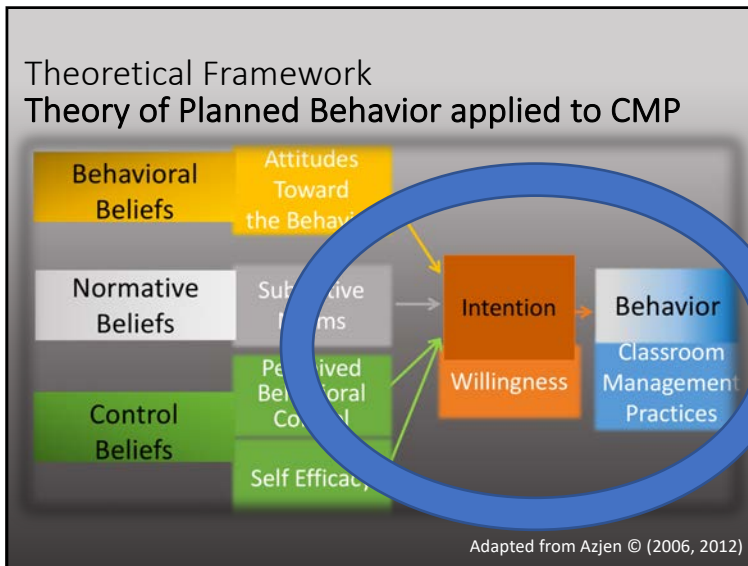
## Introduction & Context

- Gap between evidence-based classroom management practices (CMP) for EBD students and those commonly used by teachers (Gable, Rothrauff, Thornburg, & Mauzy, 2010)
- Behavior and classroom management reported as a lack in preservice teacher preparation programs and in-service development ((Begeny & Martens, 2006; Freeman et al., 2014)
  - Preservice teachers experience with CMP and students with EBD's not ideal (Cunies-Ross et al., 2008; Woodcock & Reupert, 2017)
- Increases the likelihood of conflict and aggravation of behavioral problems (Sutherland et al., 2008).

## Theoretical framework

- Evidence-based classroom management practices for EBD
  - Generally based on behavioral principles
  - Grouped according to the context in which it appears



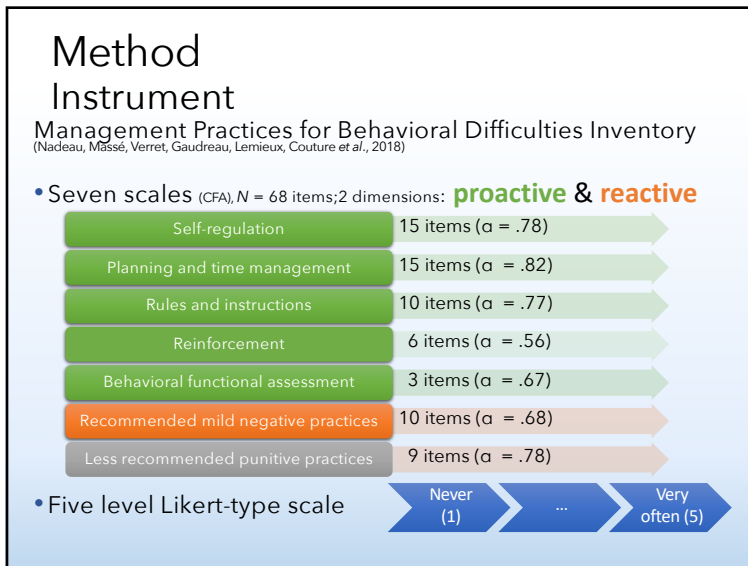


## Questions

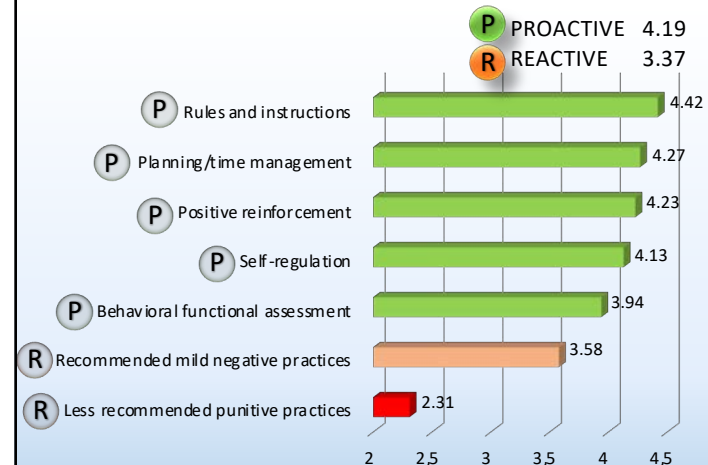
What is the use of specific classroom management practices by PT ?

- What's the influences of variables :
  - Personal (Gender)
  - Contextual (training program; year of training; hours on EBD; days of field experience)

What is the contribution of the willingness on specific classroom management practices, over controlled variables?



## Results Frequency of Practices (M)

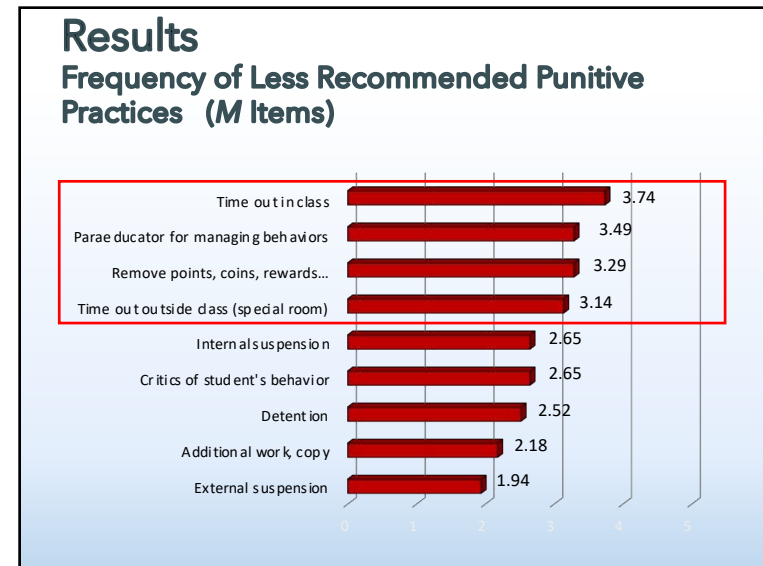
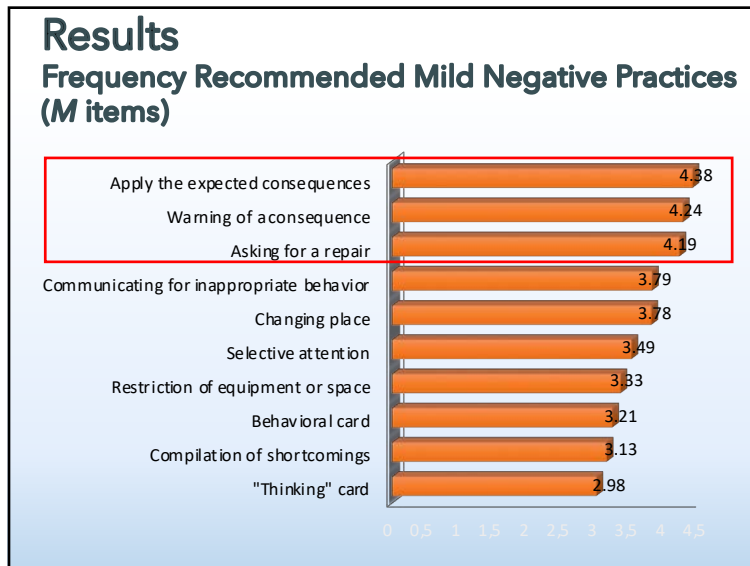


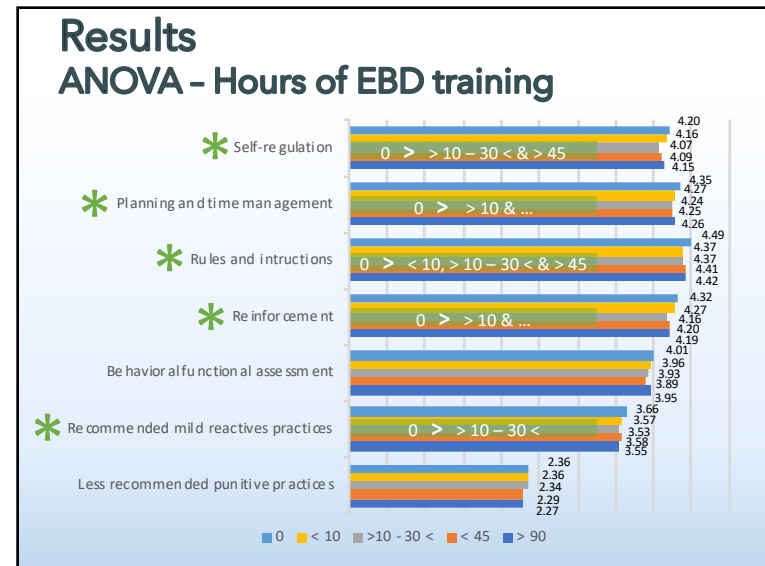
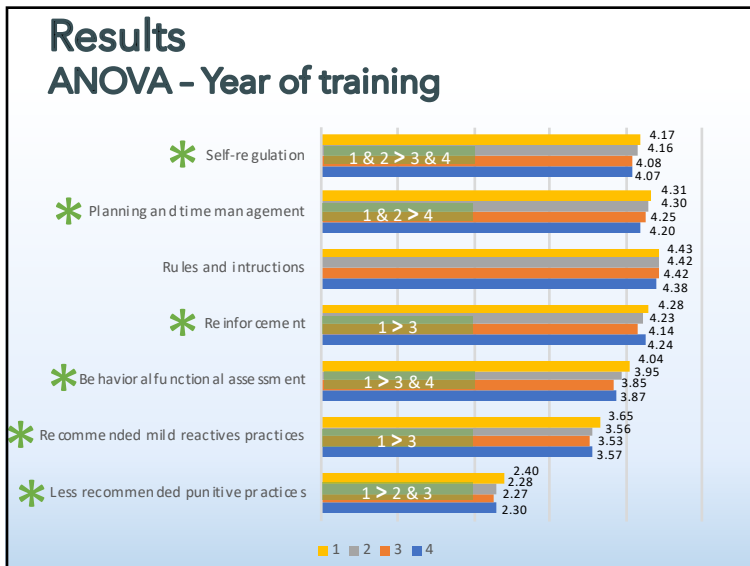
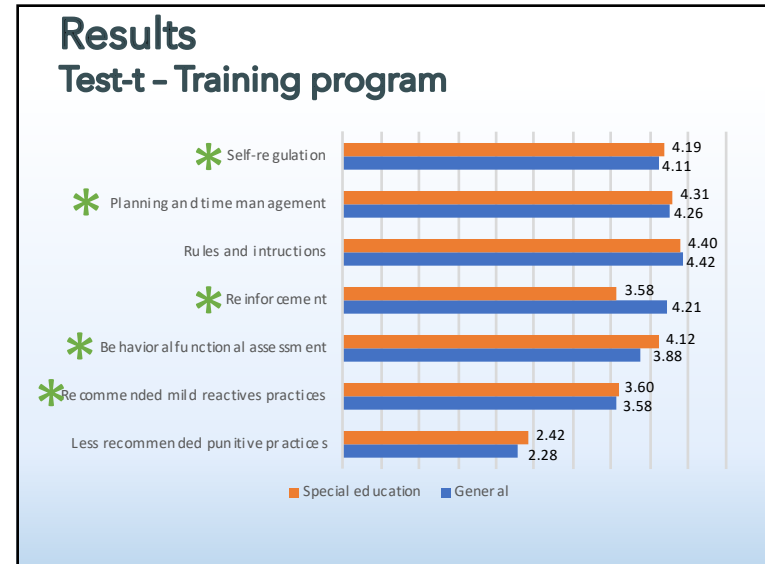
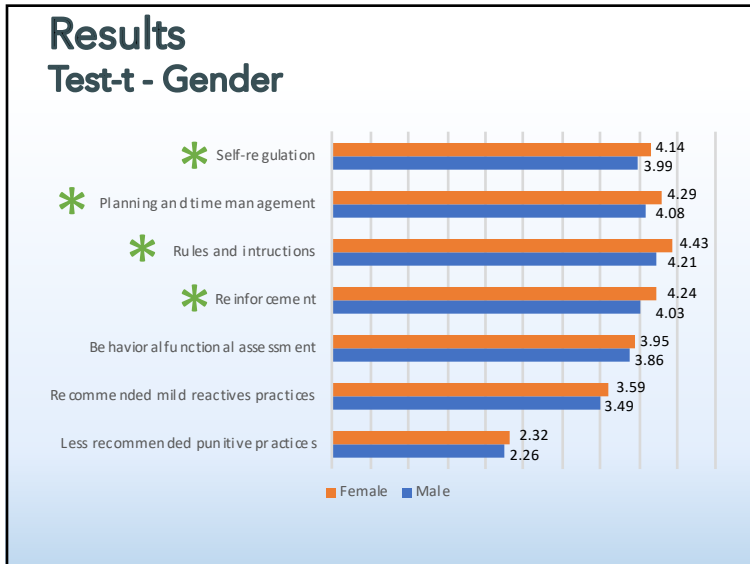
### Results Less Used Practices

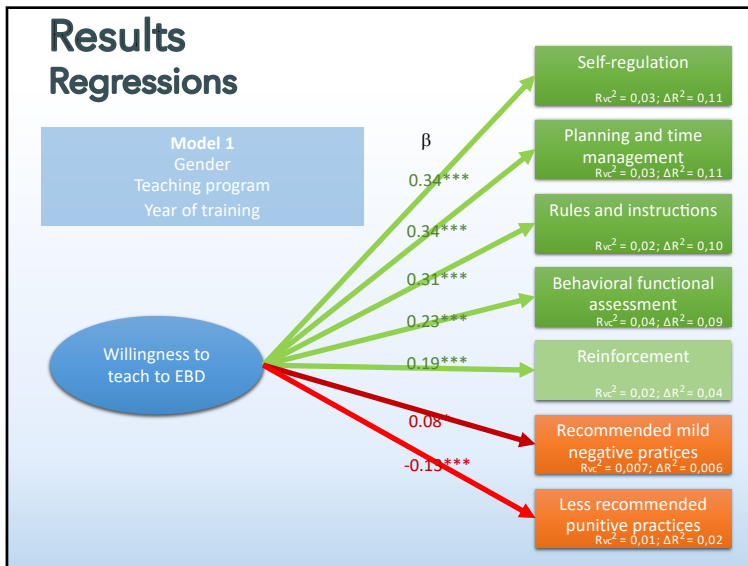
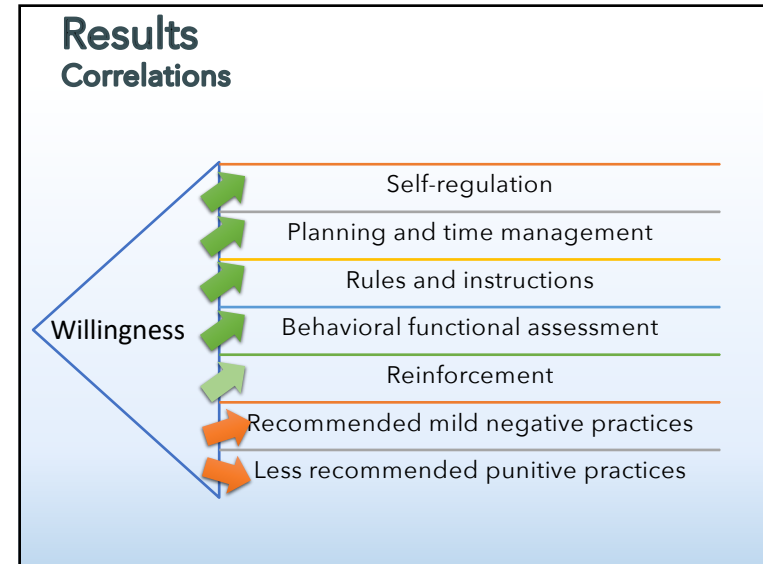
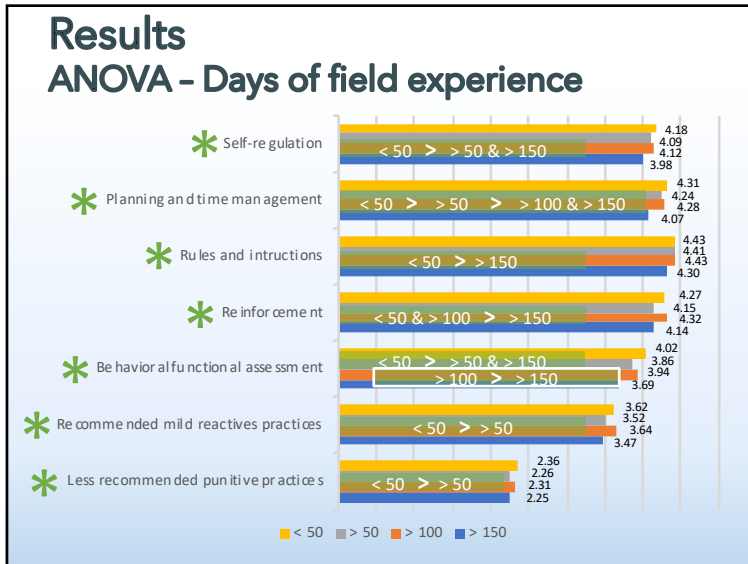
SCALE	ITEMS
Self-regulation	<ul style="list-style-type: none"> <li>Involving students in the planning of consequences when breaking rules (M = 3.79, ET = 1.17; 33.7% never or rarely)</li> <li>Behavioral self-assessment by students (M = 3.65, ET = 1.09; 13.7% never or rarely)</li> </ul>
Planning and time management	<ul style="list-style-type: none"> <li>Asking students to use the agenda or a work plan (M = 3.43, ET = 1.27; 22.1% never or rarely)</li> </ul>
Rules and instructions	<ul style="list-style-type: none"> <li>Involving students in classroom management (M = 3.53, ET = 1.04; 14% never or rarely)</li> </ul>

### Results Less Used Practices

SCALE	ITEMS
Behavioral functional assessment	<ul style="list-style-type: none"> <li>Observing EBD students' behaviors and taking notes to understand what causes inappropriate behaviors (M = 3.58, SD = 0.97; 13.7% never or rarely)</li> </ul>
Positive reinforcement	<ul style="list-style-type: none"> <li>Communication with parents to highlight student's good behavior (M = 3.04, SD = 1.21; 38.9% never or rarely)</li> </ul>







### Discussion

With regard to teaching practices for EBD students :

- Results indicate that PT report using more often proactive practices related to giving rules and instructions, planning and time management and giving positive reinforcement than those related to teaching self-regulation skills of EBD student.
  - Student are rarely involved in decision.
- Regarding to reactive practices, teachers use more often recommended practices than non recommended ones.
  - Severity of negative behavior could explain negative practices.
- CMP varies across personal and contextual variables, suggesting a downward slope over years of training, EBD course hours and hours on field experience for the use of proactive strategies and a sometimes upward slope for the reactive strategies.
  - Raised questions about methods used to prepare PT

## Conclusions

- PT reports using proactives and positives CMP recommended by literature
- The lower frequency of self-regulation and the relatively middle frequency of mild negative practices highlights the needs to enhance the training about how to involve students and oriented them on the good behavior instead of the bad's one.
  - A better comprehension of the context in which the behavior appears (behavioral functional assessment) is a good lead

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