Critical Analysis of Classroom Management Issues Within Early Childhood Classrooms

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Abstract

Classroom management has been the topic of many research studies in the past (Anderson & Kinaid, 2005; Carter & Pool, 2012; Chu, 2015; Ersozlu & Cacyi, 2016; Evertson, 1989; Grining, et al., 2010; Ritz et al., 2014). The purpose of this study was to examine what early childhood teachers regarded as disruptive behaviors, what strategies were used to manage said behaviors, and the usefulness of using said strategies. All participants in this research were currently teaching in a Head Start or Pre-K classroom. To collect data for this study, a mixed method study was conducted. A quantitative survey was conducted to gather information on the types of classroom management strategies that were used and the frequency and usefulness of said strategy. To gather qualitative data for this study, four open-ended questions were asked at the beginning of the survey to gather more in-depth answers from teachers on classroom management. The participants interviewed for this study were certified teachers who were employed as early childhood teachers located in Western Pennsylvania. The interviews occurred during the 2017-2018 school year.

Results from this study included five main findings. First, it was determined that disruptive behaviors vary between early childhood classrooms and that teachers would benefit from learning classroom management strategies that focus on managing a range of behaviors. Second, lack of knowledge in the time and consistency it takes to shape behaviors leads to teachers not committing to research-based classroom management techniques. Third, teachers have not had enough training in using research-based classroom management techniques for those techniques to be considered useful and effective in their classroom. Fourth, teachers need additional support within their

classroom to better meet the needs of diverse learners. Finally, when specific research-based teaching strategies were used frequently, teachers found them to be very useful. Findings suggest that early childhood teachers would benefit and are in need of additional trainings in how to use research-based classroom management techniques to manage disruptive behaviors.

Keywords: early childhood, positive behavior, classroom management,

Dedication

I dedicate this work to my family, past and present, who have supported and inspired me to continue my dream of receiving my Doctoral degree. First, I want to say an extraordinary thank you to my husband, Justin Reed, who's unwavering support and love is more than I could have ever imagined. His devotion to me in trying times has made this dissertation possible. His constant encouragement, patience, and sacrifice is the reason I am able to continue my dreams in the academia world. He only continues to push me forward and I am a better person with him by my side.

To my mother, Linda Swab, who has showed me love and support from day one, and who has pushed me to do more than I ever thought was possible. She encouraged me to constantly follow my dreams and has been there to pick up the pieces when life has become more than I could handle. She has made me the woman I am today and without her none of this would be possible.

To my father, Thomas Swab, who's untimely passing has inspired me to live my life to the fullest without regret and with strength. He was a man who supported me in all ways of life and who's humor, and strength ultimately led me to this point in my life. He was a dedicated father whose legacy will live on forever.

To my brother, Chris Swab, his wife Erin, and my adorable niece and nephew, Ella and Dean, thank you for the constant support and motivation. I always dreamed of making my older brother call me Dr. Cybill and that alone was enough to encourage me to pursue my doctoral degree.

Finally, I dedicate this doctoral thesis to all my past, present, and future students. I have learned more from them about acceptance, hard work, and perseverance than

anyone could have ever taught me. I have had the privilege to teach hundreds of students who have all left an amazing impact on my life. They are the reason I will continue to dedicate my life to special education and will remain their advocate in all areas of their life.

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CHAPTER ONE

Introduction

"Classroom management refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur" (Martin, McNamara, & Sugarman, 2001, pg. 9). However, poor classroom management skills can lead to ineffective teaching where students struggle to learn in a classroom with a negative atmosphere. Inadequate training in classroom management techniques and skills has been identified as the primary cause of teacher burnout (Anderson & Kinaid, 2005; Baker, Gentry, & Larmer, 2016; MacSuga & Simonsen, 2011; and Ritblatt, Honkoda, & Van Liew, 2017). Disruptive behaviors evolve from a range of internal and external variables such as poverty, personality, a handicapping condition, a dysfunctional home, or an abusive environment. However, teachers are nonetheless responsible for managing that student's behavior while increasing academic skills (Brown, 2004). This has led to classroom management being perceived as one of the most persistent and prevalent problems in education (Ersozlu & Cayci, 2016).

Background

Teachers struggling to have control of their classroom is not a new problem. Classroom management was ranked the highest professional development need among teachers of preschool through fifth grade (Ritz, Noltemeyer, & Green, 2014). Moreover, Ritz et al. (2014) claims that this is an identified need seen in rural, suburban, and urban settings, which show that behavior problems within the classroom are universal. In addition, the 2004 amendments to the Individuals with Disabilities Education Act (IDEA)

reference the need for and use of positive behavior interventions and supports for students who display or are at risk of developing problem behavior that impede their success at school. Ersozlu and Cayci (2016) researched the attitudes of teachers and their understanding of classroom management. These researchers found that participants felt that teacher dominance has decreased and thus made maintaining classrooms more difficult. It was also determined from this study that a teachers' ability to communicate effectively with students and families is a characteristic that is critical to effective classroom management. They also found through their research that preventive classroom management techniques are key to managing student's behaviors and must take place early on in a student's school career. Therefore, structured classroom management and preventative techniques need to begin in preschool. Noncompliance was found to be the most disruptive preschool behavior which can lead to a loss of education opportunities for the student (Ritz et al., 2014). Furthermore, when noncompliance is not addressed in the preschool setting, it can lead to lower motivation, attention, persistence, and attitudes toward learning throughout a student's school career (Ritz et al., 2014). Without structured classroom management techniques, these behaviors and attitudes will continue to develop into more severe behavioral problems which can result in students dropping out of school and/or expulsion from the classroom (Chu, 2015).

Statement of the Problem

Research has shown that there is a direct association between classroom management and student's academic success (Anderson & Kinaid, 2005; Carter & Pool, 2012; Chu, 2015; Ersozlu & Cacyi, 2016; Evertson, 1989; Grining, et al., 2010; Ritz et al., 2014) For a teacher to be effective in the classroom, that teacher must be able to

include all students into the teaching process, manage behaviors by using proactive and evidence-based methods, and create a learning environment that encourages positive interactions between students and teachers (MacSuga & Simonsen, 2011). This becomes critical when children start displaying challenging behaviors in early childhood programs.

For this study, the researcher first determined what Head Start and Pre-Kindergarten (Pre-K) teachers deemed as "disruptive behaviors" to better understand what behaviors where difficult to control in the early childhood classroom. Next, this study looked at the usefulness and frequency of specific evidence-based classroom management techniques to determine if these strategies were utilized in the early childhood classrooms to manage disruptive behaviors. From there, the study concluded with determining how confident teachers felt in using evidence-based classroom management techniques in their classroom. With a deeper understanding of teachers' ability to manage classroom behaviors, educators can make necessary improvement in their classroom management skills.

Purpose and Significance of the Study

Research has found that 10.4% of state-funded prekindergarten teachers across the nation expelled at least one preschooler from their program during the 2003-2004 school year. One 2016 study found that 42% of all early childhood centers expel at least one child each year (Preventing Suspensions and Expulsions in Early Childhood Settings, 2016). This rate is astronomical when it is 3.2 times higher than the rate for kindergarten through twelfth-grade children (Gebbie, Ceglowski, Taylor, & Miels, 2012). In addition, it is important to remember that from the ages of two to five represent a significant period of development for children (Ritz et al., 2014). Unaddressed or negatively addressed

behavioral problems during the preschool years can often lead to larger-scale social and behavioral difficulties later in life (Ritz et al., 2014).

The purpose of this study was to examine what early childhood teachers regarded as disruptive behaviors, what strategies were used to manage said behaviors, and how confident the teacher felt in using said strategies. If educators in the preschool environment are not taught how to proactively manage disruptive behaviors, students disruptive behaviors will only increase with time. This research study will provide additional findings on what specific classroom management strategies are utilized and if teachers feel confident in using the strategies to manage disruptive behaviors.

Delimitations

This study utilized the survey "Teachers Classroom Management Strategies Questionnaire" develop by Dr. Carolyn Webster-Stratton from the program *The Incredible Years.* This survey was utilized due to the fact that *The Incredible Years* program includes research-based classroom management strategies that have been associated with increasing children's social emotional development, positive teacher-student interaction, as well as decreasing student problem behavior (Reinke, Herman, Dong, 2014). The paper format of this survey was converted to an online format using SurveyGizmo© so that it could be more readily accessed by educators taking the survey. In addition, four open-ended questions were developed by the researcher, and approved by Dr. Webster-Stratton, to gather accurate information from a specific group of educators about their perceptions on disruptive behaviors, classroom-management techniques, and confidence in relation to managing behaviors. These additional four questions gave participants the opportunity to provide, in-detail, their personal views on

disruptive behaviors, research-based classroom management techniques, and if they feel supported within their classroom.

Assumptions

For the purpose of this study, the following assumptions include:

1. All teachers that completed the interview currently work as a Head Start or Pre-K teacher in the Commonwealth of Pennsylvania.

2. All staff members were fully certified for the position they were holding.

3. The teacher participants gave accurate answers, to the best of their knowledge, when completing the survey.

Research Questions

This study addressed three research questions that dealt with classroom management issues within early childhood classrooms and how disruptive behaviors are managed. The research questions used for this study were as follows:

RQ1. What is considered a disruptive behavior(s) in early childhood classrooms?

RQ2. What classroom management techniques are early childhood teachers using to control disruptive behaviors within their classroom?

RQ3. How useful do early childhood teachers feel the classroom management techniques they have been taught and are using are controlling disruptive behaviors?

Definition of Terms

Behavior. Action of an individual, that can be appropriate or inappropriate, and serve some type of function in the environment of the individual (Sugai & Horner, 2002).

Evidence-Based Research. Evidence-based research has an explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected. In addition, at least two-peer reviewed randomized controlled trial research studies that document experimental control must have occurred (Horner, Sugai, & Lewis, 2015).

Positive Behavior. Positive behavior includes skills that increase the likelihood of success and personal satisfaction in academic, work, social, recreational, community, and family settings (Carr et al., 2002).

Proactive. Proactive approaches, in relation to behavior modification, include focusing on the antecedents of behavior, in an effort to decrease the likelihood of negative behavior (Ritz et al., 2014).

Qualitative. Qualitative research is used to gain a deeper understanding of reasons and opinions using techniques such as focus groups, open-ended questions, and/or interviews (Creswell & Creswell, 2018).

Quantitative. Quantitative research is used to quantify attitudes, opinions, and/or behaviors through numerical data. Quantitative research an include paper surveys, online surveys, and or systematic observations (Creswell & Creswell, 2018).

Overview of the Methodology

This study applied a mixed methods research design using open-ended and Likert-scale questions to gain qualitative and quantitative results. This type of method was utilized so that qualitative and quantitative results could be analyzed to make theoretical assumptions that will ultimately help practitioners in the field (Creswell & Creswell,

2018). The study will begin with qualitative methodology, then employ quantitative methodology, and end with analyzing both sets of data.

The survey is comprised of sixty-eight questions with four of the questions being open-ended. All participants were certified teachers in the state of Pennsylvania and were employed by two separate Head Start and Pre-K agencies. All participants volunteered to participate in the survey with an understanding that they would only be known by an identification number assigned to each participant by SurveyGizmo©.

Organization of the Study

Chapter one outlines the purpose and significance of this study, the research questions of this study and an overview of the methodology used. Chapter two includes a current literature review on teacher preparation in relation to managing disruptive behaviors and using evidence-based practices to manage classroom behaviors. In addition, chapter two focuses on current research findings on the use of Culturally Responsive Classroom Management (CRCM) and Positive Behavioral Interventions and Supports (PBIS). Chapter three includes the methodology of the study, specific procedures of data collection, and data analysis. Chapter four focuses on the data collected and analysis of the research findings to the research questions. Finally, chapter five focuses on the conclusions that can be made from the research and further implication for research in early childhood classrooms.

Chapter Two

Review of Literature

As early childhood classrooms become more diverse, and additional expectations are anticipated of teachers, classroom management has become a significant issue in relation to how teachers manage disruptive behaviors within their classroom. Early childhood classrooms are often the first chance a child has at learning routines and rules in a structured setting (Ersozlu & Cayci, 2016). Therefore, it is imperative that a child's first experience with discipline is done in a way that helps the child grow while learning their physical and social boundaries. While there are hundreds of strategies to use to manage students' behavior in a classroom, those strategies are not all evidence-based. Without evidence-based strategies, teachers and schools may be unintentionally shaping inappropriate behaviors (Anderson & Kincaid, 2005). In addition to using evidence-based strategies in the classroom, they also need to be explicitly taught to all teachers to make sure they are using strategies with fidelity to manage disruptive behaviors.

This literature review examined the type of preparation pre-service teachers acquire during their college years in classroom management strategies and then explores the type of preparation teachers additionally received in classroom management during in-services or other teacher training programs during employment. Finally, this literature review also examined some of the evidence-based classroom management methods that are used in early childhood settings and their effectiveness according to research.

To illustrate the importance and need of evidence-based proven methods in early childhood classrooms, Culturally Responsive Classroom Management (CRCM) and Positive Behavioral Interventions and Supports (PBIS), are included in this review. These

two strategies were selected due to their ease of implementation into preschool programs

and their proven success in managing disruptive behaviors in early childhood classrooms.

When implemented correctly, interventions like this can help prevent disruptive

behaviors from occurring and help teachers manage those behaviors should they occur

(Evertson, 1989). Within each of these evidence-based methods, are multiple other

strategies that can be used independently from the overall method or in addition to a

variety of other evidence-based methods that focus on behavior modification. When

choosing any evidence-based method or strategy, it is vital to remember that "one-size"

does not fit all and that each child, program, and teacher needs to be viewed individually

to determine which strategy is most appropriate.

Teacher Preparation

   Pre-Service Educators Preparation. When assessing teacher's confidence and

use in using evidence-based classroom management strategies, it is imperative to research

what type of pre-service experience teachers had with using evidence-based strategies.

While pre-service teachers are expected to know how to implement curriculum and have

developed strong people skills when they leave college, those two skills alone will not

create an effective teacher in the classroom (Shook, 2012). Pre-service teacher training

programs often fail to prepare teachers to manage their classroom in an effective and

efficient manner (MacSuga & Simonsen, 2011). Teachers in today's schools need to be

able to manage a variety of behaviors while following strict curriculum guidelines.

However, the question becomes, "How are pre-service teachers taught to handle

disruptive behaviors?" In a seminal work by Alison Shook (2012), she found that while

pre-service teachers disclosed that they were taught proactive classroom management

techniques, those same pre-service teachers did not use those strategies in the classroom

when it came to directing an individual student with disruptive behaviors. This led Shook

(2012) to surmise that while pre-service teachers are taught proactive strategies, they are

not taught how and when those strategies are to be implemented. Pre-service teachers are

simply given a review of different types of proactive classroom management techniques

that might be useful to use in the classroom (Shook, 2012). There is a significant

difference between reading about proactive strategies and knowing how and when to

implement those strategies in the classroom. For pre-service teachers to be better

prepared and more confident in their behavior management skills in the future, colleges

must integrate proactive and positive behavior support strategies throughout their

program of study and field placement opportunities (Shook, 2012).

  Early Childhood Teacher Preparation. While pre-service programs need to

focus on teaching evidence-based classroom management strategies, that need continues

for teachers who are already employed in early childhood classrooms. When early

childhood teachers experience high levels of stress, their ability to engage in a warm,

responsive classroom greatly diminishes. This can result in an overemphasis on managing

negative behaviors rather than providing an enriching and engaging classroom (Ritblatt et

al., 2017). Therefore, it becomes even more imperative that early childhood teachers

receive training in how to manage disruptive behaviors in their classrooms. Ritz,

Noltemery, Davis, and Green (2014) found that early childhood teachers choose their

classroom behavior strategy based on their own personal experience with said strategy

and not specific training in behavior management strategies. Those same teachers

acknowledge they were taught some specialized techniques to manage behavior (such as

positive reinforcement) but were not shown how to implement the specialized behavioral technique within their classroom (Ritz et al., 2014). However, Ritz et al. (2014) found that even without specific training in strategies such as time out, positive reinforcement, and proximity praise, most of the teachers in their study still used these evidence-based techniques, just without confidence in the delivery of the strategy. When teachers are not shown implicit instruction on how to implement evidence-based classroom management strategies, their confidence in using the strategies weakens (Ritblatt et al., 2017).

Although early childhood teachers do in fact use evidence-based techniques without being specifically trained, the teachers in this study acknowledged that they would prefer more trainings in how to use these techniques in a more effective manner (Ritz et al., 2014). In addition, the researchers in this study noted that one-third of teachers provided reinforcement for appropriate behavior only after negative behavior was acknowledged. This once again demonstrates how disruptive behaviors are unintentionally being reinforced. Teacher preparation in the use of positive reinforcement and additional evidence-based techniques would allow early childhood teachers to create a positive learning atmosphere from the start of their career (Ritz et al., 2014). Morris, Milenky, Raver, and Jones (2013) confirm this notion that when early childhood teachers were taught how to manage students with disruptive behaviors prior to the disruptive behaviors occurring, their classrooms provided a more positive emotional and supportive climate where behaviors did not impede the learning of every student in that classroom.

While it is evident that early childhood teachers would benefit from additional trainings in classroom management, it is also imperative that early childhood teachers

receive additional behavioral support from supervisors and agencies as well. With more young children in need of mental health services than ever before (Ritblatt et al., 2017), it is unrealistic for classroom teachers to provide all services single handedly. Approximately 20% of preschool age children have a mental health problem that is diagnosable and more than 65% of those children will not get the help they need (Lindo et. al., 2014). With only 23% of teachers in early childhood classrooms receiving regular access to mental health consultants, it is crucial that early childhood teachers have fellow professionals to assist them in understanding why a child might be displaying disruptive behaviors (Ritblatt et al., 2017). When early childhood teachers understand the underlying issues of a child's behavior, they are more willing to use positive behavior approaches that effectively manage behaviors and create a positive child-teacher relationship (Morris, Millenky, Raver, & Jones, 2013). Lindo et al. (2014) found in their study that when teachers were taught how to act as therapeutic agents within their early childhood classroom, students had a significant increase in positive relationships with their teacher and teachers felt that they were better able to understand accept children displaying disruptive behaviors. The key to Lindo's et al. (2014) study was the fact that teachers were trained in their classroom with a trainer to guide them when disruptive behaviors where occurring. The teachers from this study felt they had a better understanding of how to utilize the classroom management strategies being taught when they could see the strategies in action and not just listen to how to implement strategies (Lindo et al., 2014). This once again showed that the teacher's confidence level and frequency in using evidence-based classroom management strategies increased when given additional support on how to manage disruptive behaviors.

Another example of effective training for teachers was developed by MacSuga and Simonsen (2011). They developed a consultation framework that consisted of four parts: (a) initiation, (b) promoting skills acquisition, (c) building skill fluency, and (d) supporting skill maintenance. Teachers were shown evidence-based classroom management techniques by an individual specifically trained in classroom management. MacSuga and Simonsen (2011) found that when teachers had the opportunity to ask questions and be shown specifically what type of classroom management techniques should be implemented, it increased the teacher's ability to consistently and effectively use evidence-based classroom management techniques.

Disruptive behaviors in preschool students can predict lower academic outcomes, motivation, attention, persistence, and attitude towards school (Ritz et al., 2014). In addition, early childhood educators describe dealing with disruptive behaviors as their main stressor (Ritblatt, Honkoda, & Van Liew, 2017). When teachers are more prepared to manage disruptive behaviors, by receiving adequate training, the early childhood environment becomes a positive learning atmosphere where children and teachers all succeed.

Evidence-based Classroom Management Methods

Culturally Responsive Classroom Management. While it is imperative that teachers are taught and trained throughout their career on using classroom management strategies, it is equally important that the strategies teachers are taught are evidence-based. One of the more successful early childhood evidence-based classroom management techniques is the Culturally Responsive Classroom Management (CRCM) system. While it is essential that teachers develop an authoritative presence in the

classroom, it is also important for teachers to be able to emotionally connect with their

students. CRCM is not a step-by-step guide on how to manage a classroom, but a way to

develop connections with students that are meaningful and thoughtful. The Metropolitan

Center for Urban Education (2008) described CRCM as a pedagogical approach that uses

students' backgrounds, rendering of social experiences, prior knowledge, and learning

styles in daily lessons to guide management decisions that teachers make.

Five Essential Components to a Culturally Responsive Classroom

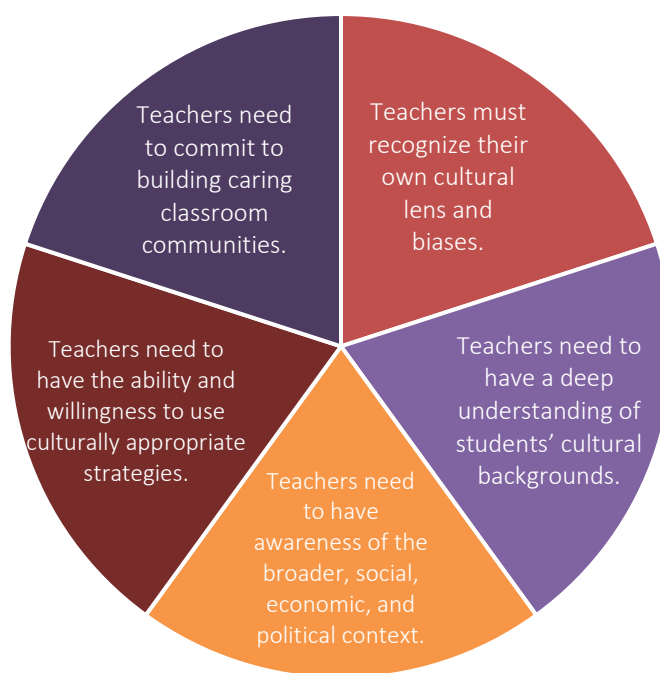*Figure 1.* Components to a Culturally Responsive Classroom. This pie chart represents the five equally essential components needed to create a Culturally Responsive classroom.

According to the Metropolitan Center for Urban Education (2008), much of the

research that had been conducted on culturally responsive or culturally sensitive

pedagogy has focused on curriculum content and teaching strategies. While that is an

integral part of any classroom, more research needed to be conducted on how culturally

sensitive pedagogy can assist in creating classroom management strategies that create an

environment that help students grow cognitively, socially, and emotionally. To address

the fact that students come from varying backgrounds rather it be because of their

ethnicity, parental involvement, or disability, Weinstein, Tomlinson-Clarke, and Curran

(2004) developed a conception of CRCM that involves five essential components. As

displayed in figure one, all five components are equally important to create a Culturally

Responsive Classroom. First, teachers must recognize their own cultural lens and biases.

Teachers need to be able to take a step back from the classroom and consider that how

they view the world may significantly differ than how certain families view the world.

Second, teachers need to have a deep understanding of students' cultural backgrounds.

How a student behaves or responds to discipline can be strongly influenced by how they

are raised. Teachers need to take into account a family's religion and ethnic background

when conversing with that student and family. Third, a teacher needs to have awareness

of the broader, social, economic and political context when developing classroom

management strategies. It is important that a teacher does not label a student as a

behavior problem when in fact that child may have never learned that they are not

supposed to talk back to an adult or engage in fighting when they are upset. Children,

especially young children, behave in a manner that is similar to what they see or

experience at home. Fourth, a teacher needs to have the ability and willingness to use

culturally appropriate management strategies within their classroom. It is one component

for a teacher to "understand" a student's cultural differences, but it is another for a

teacher to willingly accept that student in the classroom and use management strategies

that incorporate that student's cultural background. CRCM is not just about respecting ethnic diversity, it is about accepting students from all walks of life. Fifth, teachers need to commit to building caring classroom communities. Weinstein et al. (2004) points out that research has proven when students feel connected to school and have a positive relationship with their teacher, then student success and less disruptive behaviors will occur. The following studies demonstrate how the use of CRCM can positively impact students, families, and schools.

CRCM in Urban Schools. To gain further insight into increasing teacher's confidence in using evidence-based classroom management techniques, Brown (2004) studied practicing teachers in urban schools and what classroom management strategies worked in their classroom in relation to CRCM. In this highly regarded study, Brown (2004) found that when teachers used specific management strategies that support culturally responsive pedagogy, behaviors were less likely to occur in those classrooms and when behaviors did occur, they were handled more effectively and efficiently. In addition, this study noted that the teachers using CRCM were primarily non-punitive in their approach, established clearly stated expectations for behavior, and used an assertive demeanor to establish their authority as a teacher. This study went on to prove that when CRCM is used in classrooms, students respected and followed directions on a more consistent basis than in other classrooms and that teachers felt more confident in their abilities to manage behaviors when they arose. Furthermore, this study noted that teachers felt more connected to their students and were more easily able to develop positive teacher-student relationships. This study continued to support the idea that it is not always what a teacher says to a student. Instead, it is about what a teacher does not

say with their body posture and facial expressions, when speaking to a student that lets the student know a teacher's true feelings toward them as a person. Developing positive student-teacher relationships continues to decrease the disruptive behaviors that are seen in classrooms.

CRCM in Early Childhood. To gain further insight into how CRCM enhances the early childhood classroom, Purnell, Ali, Begum, and Carter (2007) researched the importance of CRCM methods in the early childhood setting. The researchers in this study also found that for students to flourish academically, then children's affective needs must be met as well. This is where teachers do not just tolerate differences but create an atmosphere of unconditional acceptance for all students and where diversity is welcomed and celebrated (Purnell, Ali, Begum, & Carter, 2007). To create this type of classroom, Purnell et al. (2007) found that using culturally relevant stories and activities engage the learner in the concepts being taught on a more meaningful and personal level. This was found to be even more accurate for students in early childhood classrooms. By introducing younger students to culturally diverse stories and experiences, students learn to correlate learning with acceptance of peers who may be culturally different from them. Purnell et al. (2007) also synthesized that the application of CRCM is appropriate and useful for all classrooms because every classroom is multicultural, since no two life stories are exactly the same. Purnell et al. (2007) concluded that when students feel a connection to their classroom and teacher, disruptive behaviors are less likely to occur.

CRCM's Impact on Families. One of the most valuable components of a CRCM style is the effect it can have on the families of the students. When teachers use CRCM correctly, they are learning about a student's culture, family, and values. This information

is best gathered by collaborating with the families of the students. To demonstrate the interminable importance of collaborating with families, Chu (2015) studied the effects of using CRCM and the impact it had on student's families. This study found that when families where involved in addressing problem behaviors, especially in young children, families felt more supported and that their child was looked at as an individual and not just a behavioral problem. This study additionally found that often parents did not know how to appropriately react to children displaying inappropriate behaviors. Once the parent's lifestyle and culture were considered, parents were more likely to follow through on evidence-based strategies that were suggested by the teacher. This study concluded that when CRCM was used with parental involvement, all participants demonstrated decreases in non-compliance. This led to determining that family characteristics have a significant impact on the development and correction of children's behavioral problems. When teachers and families work together, the foundation for school success is laid and a positive school-family relationship is built.

When utilized correctly, CRCM can lead to a decrease in disruptive behaviors, increased confidence in teacher's ability to manage disruptive behaviors, and overall more positive classroom environment, (Brown, 2004; Chu, 2015; and Purnell et al., 2007). While CRCM is designed to create an environment that acknowledges a student's cultural background and diversities, it is also important that schools, not just the teacher, also try to develop a positive relationship with the parents and families of their students. One way this concept is being addressed is by schools forming school-wide positive behavior support programs.

Positive Behavioral Interventions and Supports

Another method of classroom management that has continued to gain support by researchers, teachers, and parents alike, is the use of positive behavioral interventions and supports (PBIS). PBIS is a community-based intervention that involves administrators, teachers, students, and families (Carr et al., 2002). It is not just a concept to be used only with students with disabilities, but a program, that when used correctly, can increase the quality of learning outcomes while preventing problem behavior in all students (Sugai & Horner, 2002). Instead of teachers focusing on negative or disruptive behaviors, the teacher focuses on acknowledging the student for appropriate behaviors.

When children between the ages of zero to five experience positive support in school and at home, the creation of circuits in the brain that are responsible for generating emotions, behavioral responses, perception, and bodily sensations increases (Ritblatt et al., 2017). These positive increases lead to less disruptive behaviors in the classroom and a more positive school experience. The definitive goals of behavior modification in a preschool classroom are to stop the problem behavior, decrease the likelihood of the child repeating the behavior, and replace the problem behavior with a more appropriate one (Ritz et al., 2014). PBIS considers these goals, the benefits of a culturally responsive classroom, as well as incorporating Applied Behavior Analysis (ABA) techniques (Metropolitan Center for Urban Education, 2008) into a program that decreases disruptive behaviors, increases teacher's confidence in managing behaviors in their classroom, and creating a positive atmosphere for all individuals involved. The heart of PBIS lies in the ability to enhance an individual's quality of life while minimizing his or her disruptive behavior (Carr et al., 2002).

Applied Behavior Analysis. As discussed previously, there will always be some

children that require additional supports and services to manage more severe behavioral issues. One evidence-based method that greatly decreases disruptive behaviors by looking at the antecedents, and not just the behavioral response to situations, is Applied Behavior Analysis (ABA). ABA was established in the 1960's in which learning principles are scientifically applied to produce socially important changes in behavior (Dunlap, 2006). When disruptive behaviors occur after proactive measurements have taken place, ABA uses the educational methods such as shaping, fading, chaining, prompting, and reinforcement contingencies as well as a wide array of procedures to reduce that problem behavior (Carr et al., 2002). For these methods to be successful, ABA looks at the individual and the reason those disruptive behaviors may be occurring. This involves rearranging the environment to enhance and improve the quality of life of a student rather than just reducing a specific program behavior (Carr et al., 2002). When using ABA with young children, the focus becomes to reducing behaviors that interfere with learning (such as self-stimulatory and aggressive behaviors), and all the while teaching appropriate replacement behaviors and the prerequisite skills necessary for subsequent progress (What Works Clearinghouse, 2010). If teachers do not try to understand the values that are important to students, then changing a student's behavior will become an ever increasingly difficult task. This once again is where the use of PBIS and CRCM intersect with the overall program objectives. ABA rejects the idea of interventions being solely evaluated on their objective effectiveness but insists that interventions should be evaluated in terms of the practicality (Carr et al., 2002). By viewing behaviors in this manner, meaningful changes in behavior will be structured and sustained over time.

School Wide Positive Behavior Intervention and Support. While it is
imperative that classrooms have teachers that create a positive learning environment, it is
also just as important that schools create an overall environment where the student feels
safe and enjoy learning. The Office of Special Education Programs (OSEP) Technical
Assistance Center on Positive Behavioral Interventions and Supports (2017), created a
three-tiered approach to incorporating positive behavior interventions and supports into
classrooms and school districts. This three-tiered approach is called School Wide Positive
Behavior Intervention and Support (SW-PBIS). It is common knowledge that all children
learn and behave differently and that some children will require more behavioral
interventions and supports than others. The SW-PBIS method is an evidence-based
approach for establishing an environment and school culture on proactive interventions
for all students, while providing individualized behavioral support for struggling students
(OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports,
2017).

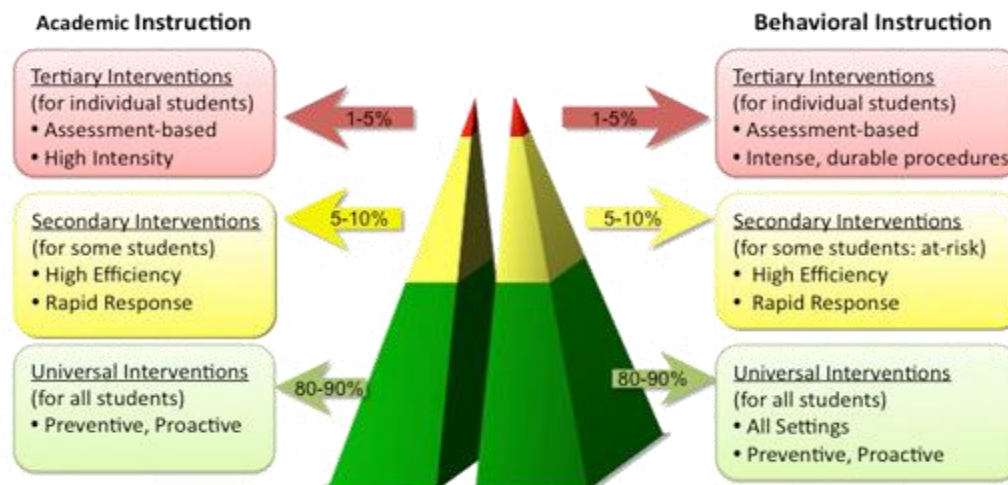**Designing Schoolwide Systems for Student Success**

Figure 2. Multi-tiered System of Supports (MTSS) associated with Positive Behavioral Interventions and Supports (PBIS). This pyramid represents the combination of the MTSS and how PBIS provides effective instructional strategies for both academic and behavior systems. Adapted from *Multi-tiered System of Supports (MTSS) & PBIS,* by OSEP Technical Assistance Center, 2017, Retrieved from https://www.pbis.org/school/mtss. Copyright 2017 by Positive Behavior Interventions and Supports (PBIS).

As illustrated in Figure two, Tier 1 also known as primary prevention, promotes universal practices that focus on building positive relationships with children, families, and other professionals as well as building a high quality supportive environment for young children (Carter & Pool, 2012). This tier also focuses on decreasing the number of new cases of disruptive behavior by utilizing school-wide discipline, classroom-wide behavior management, and instructional practices and systems (Sugai & Horner, 2002). Specifically, in preschool, this tier focuses on building positive relationships amongst preschool personnel, children and families, establishing a positive classroom climate, developing and teaching core behavioral expectations, and having an organized and predictable classroom environment (Steed, Pomerleau, Muscott, & Rohde, 2013). The bottom part of the triangle represents the 80-90% of students that will respond positively to the preventative and proactive approaches used in tier one. Tier two also known as secondary prevention, is designed to provide intensive or targeted interventions to support students who are not responding to tier one interventions (Carter & Pool, 2012). Tier two interventions are also more intensive and focus on the smaller number of students requiring this type of intervention and specialized support (Sugai & Horner, 2002). The middle part of the triangle represents the 5-10% of the students that are at risk for engaging in more serious problem behaviors (OSEP Technical Assistance Center on

PBIS, 2017). Tier three also known as tertiary prevention, focuses on students who are at high risk due to extreme behavioral and emotional concerns. Tier three also provides intensive, individualized interventions and support for these students (Carter & Pool, 2012). The use of specially designed instruction and individualized interventions is utilized to decrease the duration, intensity, complexity, and/or frequency of the disruptive behaviors (Sugai & Horner, 2002). The top part of the triangle represents the 1-5% of the students who are at risk for needing intensive evidence-based interventions such as a functional behavioral assessment (FBA) or additional person-centered plans (OSEP Technical Assistance Center on PBIS, 2017). A SW-PBIS program is not initiated after disruptive behaviors begin to occur in a school building, but is implemented during the first week of school, on the first day of a new student's enrollment, or at the beginning of a new instructional activity (Sugai & Horner, 2002). SW-PBIS is most effective when it is implemented when young children transition through preschool, kindergarten, and elementary school experiences (Sugai & Horner, 2002). The sooner children learn rules and routines through evidence-based proactive approaches, the less likely disruptive behaviors will begin at all.

   Teacher Involvement. The first step to any successful PBIS program is teacher participation in that program. Teachers need to "buy in" to the fact that PBIS is successful based on strong leadership and a desire to build a classroom culture around hard work and hard-earned success (Farr, 2010). Unless 80% of the faculty indicate that they will participate and support a PBIS program for at least three to four years, then that program will likely be unsuccessful (Anderson & Kincaid, 2005). To encourage teachers to "buy in" to PBIS, coaches demonstrate how using the program can build confidence in

teacher's ability to decrease disruptive behaviors in their classroom while increasing their ability to create a positive learning environment (Farr, 2010). A positive learning environment, especially in preschool, is characterized by warmth and responsiveness, not anger and harshness (Grining, et al., 2010). This is an imperative part of PBIS, because a positive learning environment is proven to decrease disruptive behaviors (Grining, et al., 2010). To further prove this illustration, Farr (2010) conducted a study on what type of teacher it took to make a successful classroom which in turn made successful students. Farr (2010) found that great teaching, not just good teaching, was defined not by what teachers do but instead by teachers' impact on student's lives. Teachers that truly get to know their students and invest time in developing positive relationships with their students had less disruptive behaviors and more student academic growth than their colleagues (Farr, 2010). This study also proved that the use of PBIS and CRCM together created a very constructive classroom environment. Gebbie, Ceglowski, Taylor, and Miels (2012) also found that early childhood teachers with high self-efficacy used more positive interventions, such as praise and reinforcement, when dealing with disruptive behaviors. The same teachers with high self-efficacy also found that when the behaviors in their classroom were under control, then they could engage in more meaningful instructional time (Morris et al., 2013).

PBIS in Early Childhood. To further elaborate on the importance of teacher involvement in PBIS, research has proven that teaching expectations to young children, when they are enrolled in programs such as Head Start, can cause a proactive prevention that focuses on promoting social-emotional development, supporting the use of adaptive, pro-social behaviors, and preventing challenging behaviors (Carter & Pool, 2012). In

fact, Anderson and Spaulding (2007) found that when an emphasis is placed on three main areas, (1) defining and teaching expected behavior, (2) acknowledging students for exhibiting prosocial behavior, and (3) responding to discipline problems in a fair and consistent manner, positive behavior support ensures that a consistent proactive approach is used for all students. By developing a positive behavior support system in the early childhood classroom, it supports a young child's ability to regulate their emotions and behaviors (Ritblatt et al., 2017). While these points may seem simplistic, this evidence-based proven strategy is not used with consistency in many classrooms (Grining, et al., 2010). Many teachers still believe that students should simply "know" how to behave when they enter a classroom for the first time. However, students need to be taught what is expected of them and what happens when those expectations are and are not met. When a teacher takes the time to create an emotionally positive supportive classroom, the children in that classroom flourish academically and the classroom itself becomes less chaotic, disorganized, and emotionally negative (Morris et al., 2013). Disruptive behaviors exhibited in the preschool years also tend to be a strong prediction of school dropout, gang membership, adult incarceration, and early death (Gebbie, Ceglowski, Taylor, & Miels, 2012). Since Head Start teachers have reported that up to 40% of their students used challenging behavior at least once every day, it is never too early to start teaching children rules and routines in the classroom (Carter & Pool, 2012). Once again, when teachers have student's following rules and routines their confidence level in their ability to manage disruptive behaviors increases while also increasing instructional time.

Defining and Teaching Expectations. While teachers need to be committed to using PBIS with fidelity, there is also steps that need to be followed to help create a

positive classroom environment. Anderson and Spaulding (2007) found that the first step

to creating a positive classroom environment is the need for teachers to define and teach

expectations to the students. Teachers should no longer look for what students might be

doing wrong, but instead look for ways to reinforce good behavior. This involves creating

broad expectations for students, that then help shape the specific rules that teachers

expect across classroom settings and routines (Carter & Pool, 2012). It is important that

rules are positively worded, include words that children can understand, and focus on no

more than five expectations for young children (Anderson &Spaulding, 2007; Carter &

Pool, 2012). After the rules are developed, the students must be taught what these

expectations look like in the classroom. Carter and Pool (2012) developed a three-step

process to teach young children the rules of the classroom. The first step involves

specifically telling the students the expectation and providing a rationale for that rule.

This is done so even young students learn to associate why certain rules are important in

a classroom. This step is also done by using encouraging positive verbal statements that

act as a precorrection (such as "We use nice hands at circle time" prior to everyone sitting

at circle) (Steed et. al., 2013). The next step is to show the expectation in action. This

involves showing the students examples of positive behavior and non-examples so the

teacher can demonstrate what behaviors are accepted and not accepted in the classroom.

Finally, the third step is allowing the students to practice. Students do not just

immediately follow the rules, students should have ample time to practice with peers,

teachers, and/or puppets to help them learn the rules of a classroom. Carter and Pool

(2012) concluded that teachers cannot expect children to meet expectations in early

childhood classrooms if teachers not willing to take the time and directly teach the child

what is expected from them.

Acknowledgement of Students. It is easy for teachers to get in the habit of correcting students when they misbehave. However, when creating a PBIS classroom and school environment, teachers now need to get in the habit of acknowledging students for good behavior. According to Anderson and Spaulding (2007), acknowledgment systems are an effective way to increase prosocial behavior, focus teachers' and students' attention on desired behaviors, and create a positive climate in the classroom and school building equally. To encourage the students to focus on making positive behavior choices, Anderson and Spaulding (2007) recommend developing classroom or school-wide acknowledgment systems. This can involve using a token economy, where students earn tokens, points, and/or pretend money, and then trading in those objects for rewards. Once students learn that they will be rewarded for good behavior, then they will more likely increase the desired behavior. Anderson and Spaulding (2007) noted that when developing systems like a token economy, younger children will need more frequent opportunities to earn tokens and trade them in on desired rewards. Multiple studies have proven that when a young child develops a positive teacher-child relationship, where the child is recognized for positive choices and actions, then the behavioral challenges for that child greatly decrease while the child's social, emotional, and academic skills increase (Ritblatt et al., 2017). This is also where teachers can use multiple methods to increase desired behaviors. A token economy is just one example of dozens of evidence-based methods that can be used to create a positive learning environment.

Responding to Discipline Problems. While teachers can do everything in their ability to be proactive and positive, there will still be times when disruptive behaviors

occur. However, when disruptive behaviors are dealt with in a systematic, fair, and consistent manner, these behaviors do not need to ruin a student's day, week, or even school year. The first step to responding to discipline problems is to make sure the disruptive behaviors are clearly defined by teachers and students (Anderson & Kincaid, 2005). By having disruptive behaviors clearly defined, then teachers are able to be consistent with what is an acceptable or unacceptable behavior in the classroom. To better deal with discipline problems, PBIS utilizes Applied Behavior Analysis (ABA). According to Carr et al. (2002), ABA is the ability to manipulate human behavior by providing positive reinforcement, clearly defined expectations and proactive interventions. Without the research of ABA, PBIS would not have come into existence.

Summary of the Literature Review

Despite the numerous evidence-based classroom managements techniques available for early childhood educators to use in their classrooms, many teachers still use strategies that are not evidence-based or proactive in nature due to a lack of training and confidence in their ability to manage disruptive behaviors (Carr et al., 2002 and Anderson & Kincaid, 2005). The purpose of this chapter was to expose two of the more widely known evidence-based strategies, and the numerous methods within the strategies, that are available for teachers to use in their early childhood classrooms and the process that these strategies require. Student behavior is only improved when students know exactly what behavior is acceptable and unacceptable (Anderson & Kincaid, 2005). While both of these evidence-based strategies require time, commitment from school districts and staff, and family participation, the outcome can create a school structure where students want to learn and enjoy going to school. By teachers and schools focusing on preventing

disruptive behaviors at an early age, the likelihood of problem behavior occurring will decrease (Carr et al., 2002). Children can only thrive in classrooms when there is consistency, predictability, and positivity (Carter & Pool, 2012). This literature review demonstrates the need of determining what teachers deem as disruptive behaviors and what research-based classroom management strategies they are utilizing to manage disruptive behaviors. Without the use of research-based classroom management techniques, disruptive behaviors will only continue to increase.

Chapter Three

Methodology

The previous chapter reviews literature on major topics related to this study, which shows a need for further research. The purpose of this study was to determine what behaviors teachers found disruptive, what evidence-based methods were used to handle disruptive behaviors, and how useful the teachers felt these strategies were. In addition, this chapter explains the instrument used as well as the validation and reliability of the interview questions. The method in which the data was collected and analyzed is also reviewed and explained in this section.

Research Design

The problem targeted by this research is to determine if early childhood teachers are using evidence-based classroom management strategies to manage disruptive behaviors in the early childhood setting. The purpose of this study was to identify what evidence-based classroom management strategies early childhood teachers are using, and how useful the said strategy was at managing the disruptive behavior(s). A mixed-methods study utilizing qualitative and quantitative data was applied to conduct the research for this study, which is the combined approach of quantitative and qualitative research methods in the same study that allow understanding into various topics of interest that cannot be fully understood using only quantitative or qualitative methods (Creswell & Creswell, 2018).

Research Questions

The research questions used for this study were as follows:

RQ1. What is considered a disruptive behavior(s) in early childhood classrooms.

RQ2. What classroom management techniques are early childhood teachers using to control disruptive behaviors within their classroom?

RQ3. How useful do early childhood teachers feel the classroom management techniques they have been taught and are using are controlling disruptive behaviors?

Population and Sample

This research study took place in western Pennsylvania. A convenience sample of Head Start and Pre-K teachers were sampled to explore what early childhood teachers considered disruptive behaviors, what techniques they used to manage behaviors, and if they felt these techniques were useful in controlling disruptive behaviors. Purposeful sampling was also utilized so that the researcher could gain specific information related to early childhood classroom management skills. The criterion for inclusion in this research study involved the following requirements:

1. All teachers that completed the interview currently work as a Head Start or Pre-K teacher.

2. All staff members were fully certified for the position they were holding.

3. The teacher participants gave accurate answers, to the best of their knowledge, when completing the survey.

Two separate agencies that employ Head Start and Pre-K teachers were asked to participate in this study. Permission was obtained from both agencies executive directors (see Appendix A) to contact their Head Start and Pre-K teachers through e-mail (e-mail addresses of teachers were provided to the researcher by the agencies).

According to Fink (2010) a response rate between 10%-15% of the surveyed sample is realistic. The population for this study included eighty early childhood teachers certified to teach in the state of Pennsylvania. All potential participants were currently teaching in a Head Start or Pre-K classroom at the time the survey was distributed. This meant that the minimal number of participants for this study would have to be between eight and twelve participants. The sample for this study included twenty-five certified Head Start and Pre-K teachers, which is 31% of the surveyed sampled.

Instrumentation

Data was collected through the use of an online survey (see Appendix B) entitled "A Critical Analysis of Classroom Management Issues Within Early Childhood Classrooms" administered through SurveyGizmo©, a survey administration tool that can capture both quantitative and qualitative data. SurveyGizmo© was selected because of its ease of participant use and efficient dissemination of information (Marie & Weston, 2009). Additionally, SurveyGizmo© ensures accurate, secure, and reliable data collection as well as converts the responses to the survey questions to graphic representations of quantitative data (Marie & Weston, 2009). Every participant received the same survey with survey questions in the same order. Each survey started with five demographic questions about the participant and the size (population of students) of their classroom during the 2016-2017 school year. The next four questions were open-ended questions to gain qualitative data. The qualitative data focused on the teacher's perspective of what they considered where disruptive behaviors, the biggest challenge to using evidence-based classroom management techniques, if they felt they had adequate training in the evidence-based classroom techniques, and if they felt they had enough supervisory or

agency support in managing the disruptive behaviors in their classroom. These four questions gave participants the opportunity to provide, in-detail, their personal views on the topic. For analysis of the qualitative data, the researcher reviewed the responses to the open-ended questions for themes revealed in the responses. The final part of the survey utilized the "Teachers Classroom Management Strategies Questionnaire" develop by Dr. Carolyn Webster-Stratton from the program *The Incredible Years.* This survey was utilized due to the fact that *The Incredible Years* program includes research-based classroom management strategies that have been associated with increasing children's social emotional development, positive teacher-student interaction, as well as decreasing student problem behavior (Reinke, Herman, Dong, 2014). In addition, Dr. Webster-Stratton is a licensed clinical psychologist, a recognized expert in her field, has published three books, and who has conducted numerous randomized controlled group studies to evaluate the effectiveness of intervention programs for promoting social and emotional competence, school readiness skills and preventing conduct problems in high risk populations (Pearce, 2004). The "Teachers Classroom Management Strategies Questionnaire" survey included forty-one Likert-scale questions about the teacher's confidence in managing behaviors in their classroom and specific evidence-based classroom management techniques and the frequency and usefulness of each technique.

The paper format of the "Teachers Classroom Management Strategies Questionnaire" was converted to an online format using SurveyGizmo© so that it could be more readily accessed by educators taking the survey. Permission was granted by Dr. Webster-Stratton to transfer the paper format of the questionnaire onto SurveyGizmo© with the understanding that no adaptions, omissions, or additions to the questionnaire

were permitted (see Appendix C). Dr. Webster-Stratton gave additional approval for the

demographic and open-ended questions to be added at the beginning of the survey as long

as it was clear in the survey that those questions were in no way related to the "Teachers

Classroom Management Strategies Questionnaire." Therefore, the entire survey was titled

"A Critical Analysis of Classroom Management Issues Within Early Childhood

Classrooms," and a statement after the initial nine questions was added so that

participants knew the rest of the survey was the "Teachers Classroom Management

Strategies Questionnaire" with no adaptations, omissions, or additions from that point on.

In addition, using a survey administration tool (SurveyGizmo©) ensured subject

anonymity and served as additional reassurance for participants to participate in the study

for those who might have been concerned about sharing their personal classroom

management views to the researcher.

The "Teachers Classroom Management Strategies Questionnaire" started by using

a 7-point Likert-scale to answer three questions, allowing participants to rank their

confidence in managing classroom behavior.

Table 1

7-point Likert-scale Used to Rate Confidence in Managing Classroom Behavior

1	2	3	4	5	6	7
Very Unconfident	Unconfident	Somewhat Unconfident	Neutral	Somewhat Confident	Confident	Very Confident

Using the Likert-scale in Table 1, participants were able to correlate a number to how

well they though they managed classroom behavior. The following thirty-eight questions

asked the frequency and usefulness of specific teaching techniques. For this part of the survey, a 5-point Likert-scale was used.

Table 2

5-point Likert-scale Used to Show Frequency and Usefulness of Specific Teaching Techniques

1	2	3	4	5
Rarely/Never	Sometimes	Half the time	Often	Very Often

For each specific teaching techniques, the participant had to use the same 5-point Likert-scale to determine the frequency and usefulness for each question. The following eighteen questions dealt with how teachers worked with parents and planning and support using *The Incredible Years* program. For this research study, these questions were not included in the results as they did not pertain to the current research questions being studied. The questions were included on this survey due to the fact that Dr. Webster-Stratton did not allow any omission of questions from her survey.

Data Collection Procedures

Before any research began, the researcher requested and obtained permission from the Institutional Review Board (IRB) of Slippery Rock University to conduct a study using a survey on classroom management issues within early childhood classrooms. To begin, the researcher sent an email (see Appendix D) to the Head Start and Pre-K teachers of the agencies who agreed to have their employees asked to participate in this study. The link to the online survey was embedded within this email and by selecting to take the survey, the potential participant provided consent to participate in this study.

Potential participants were informed that the survey would be available for four weeks and a reminder e-mail (see Appendix E) was sent two weeks after the initial e-mail was sent to possible participants. To respect the voluntary aspect of this research process and to demonstrate confidentiality of the process, the targeted population all received the follow-up reminder e-mail regardless if they had already taken the survey. If at any point a participant did not wish to finish the survey, they were simply able to exit the survey. Only fully completed surveys were analyzed for this study.

Data Analysis

This study applied mixed methods research procedures of data analysis. The primary goal of mixed methods research is to help the researcher approach a given research problem from different angles (Creswell & Plano, 2011). Detailed data was downloaded from SurveyGizmo© in the form of graphs and descriptive statistics. Descriptive statistical measures of frequency and central tendency were used to determine disruptive behaviors in the first research question,

Qualitative Data Analysis. Qualitative data analysis was used in this research to gain specific insight into teacher's opinions of disruptive behavior and classroom management strategies. Tran, Porcher, Tran, Ravaud (2017) found that the use of open-ended questions allows participants to describe with nuance and detail how they perceive the concept under study. To determine what early childhood teachers considered "disruptive behaviors," a frequency count was conducted of the most recurring words. From the frequency count, the mode was able to be determined. Similar words, such as screaming and yelling, were coded together. Mode was used to determine the most disruptive behavior, because it allowed the researcher to determine which behavior was most

problematic in an early childhood classroom. From this information, the researcher would be able to determine what specific teaching strategies would be most beneficial in decreasing the disruptive behavior. If there were multiple behaviors with the same mode, it allowed the researcher to surmise that multiple teaching strategies might need to be used to decrease disruptive behaviors. To gain better insight into how frequent and useful early childhood teachers thought evidence-based classroom management strategies were, three additional open-ended questions were coded to identify common themes found within their written answers. As common themes presented themselves, they were noted, and then analyzed to determine if a pattern existed. Common themes were identified based on reoccurring phrases and words used in the participants answers. In addition, some of the open-ended questions involved giving "yes" and "no" responses, and then explaining their response. To determine the percentages of "yes" and "no" responses the results were tabulated against all participant responses.

Quantitative Data Analysis. Quantitative data analysis was used based off Likert scale questions regarding the participants feelings on specific teaching techniques and the frequency and usefulness of those said techniques. This is vital to the study in determining if teachers know how to manage disruptive behaviors in their classroom. Likert scale questions assume that the strength and/or intensity is linear (McLeod, 2011). Therefore, analysis of the Likert scale questions can be measured using descriptive statistics. First, raw and graphed data on the Likert questions were automatically generated by SurveyGizmo©. Next, the graphs were analyzed, by the percentage of non-overlapping data points (PND), to determine which specific teaching strategies were used most frequently and then which specific teaching strategy was determined to be most

useful. PND was utilized since each specific teaching strategy is viewed as its own single case design. For this study, the data points under "often" and "very often" were combined separately for "frequency" and "usefulness." Since this survey did not define a numerical value to what "often" and "very often" meant, the researcher determined that using research-based teaching strategies "often" and "very often" signified reliable use of each specific teaching strategy. Next, the combined number was divided by the total number of participants (25). This gave the percentage of how effective each strategy was by "frequency" and "usefulness." A PND of 70% qualified a strategy as being effective, 50% to 70% qualified a strategy as having questionable effectiveness, and 50% and less qualified a strategy has having no effective results in relation to the frequency of a strategy being used and the usefulness of each strategy. The percentage effectiveness range was determined from a study conducted by Waddell, Nassar, and Gustafson (2011). Waddell et al. (2011) found that PND is appropriate to use when specific data points, without multiple baseline phases, can offer validated and empirically supported findings. Finally, inferences were determined based on viewing the specific teaching strategies in contrast to each other.

Ethical Consideration

In order to protect the human subjects used within this research, specific guidelines were followed (Yin, 2009). To keep the responses of the participants confidential, an online survey tool was utilized. Through SurveyGizmo©, access can only be granted through a username and password by the researcher. In addition, no names and locations of the participants were recorded. The data was stored at the researcher's computer which was also password protected. Any data that was printed was stored in a

locked file cabinet and will be destroyed at the conclusion of this study. If for any reason printed data continues to be required at the end of this study, it will be destroyed no later than December 2025.

It was determined, based on IRB approval that this survey did not pose any risk to any participants. Moreover, the survey represented no burden to respondents other than the time taken to answer the survey questions. In addition, participants had the option of answering the survey questions in one sitting in or multiple sittings. As long as the survey was finished within four weeks and was complete (all questions answered), their survey responses were recorded.

The researcher of this study has worked and continues to work closely with many of the participants in this study. Since the researcher is passionate about classroom management, participants might feel they have to answer the questions in a specific manner, known as participant bias. To offset this potential pressure on participants, the entire survey is being conducted online to ensure confidentiality. Fink (2010) states that when true confidentially it applied to a survey, then truthful responses will likely occur due to the fact the participant feels a sense of safety. During the survey, participants were only asked to share their perceptions regarding specific teaching techniques. This was also done to alleviate any concerns participants may have had regarding their answers being shared with current supervisors and co-workers. Therefore, participants did not have to fear their answers would be a reflection on their current teaching practices, if they were not using specific teaching strategies. Ultimately, the researcher is seeking to determine which classroom management strategies are being utilized and their perceived effectiveness. Using open-ended questions and Likert-scale questions in the form of an

online survey help insure the participants give answers based off their experiences and not what they perceive the researcher wants to hear.

Limitations

A mix methods approach is seen as methodology that increases the validity of the results (Creswell & Creswell, 2018). However, because the sample size is relatively small and was restricted to a specific demographic, the results may not be widely generalizable to a different demographic. Elementary and high school teachers may utilize different specific teaching techniques that are not discussed in this study. In addition, this survey was conducted in rural Pennsylvania where there are limitations to behavioral coaching and trainings. A study conducted in an urban area, with access to more educational trainings, might yield entirely different results. While the use of a Likert scale can measure the attitudes of participants in a survey, this survey did not assign numerical value to the terms "rarely/never," "sometimes," "half the time," "often," and "very often." What one teacher views as using a teaching strategy "often" another teacher could view as only using that strategy "sometimes." Similarly, for usefulness, one teacher might only consider a teaching strategy "very often" useful if all students respond to said strategy while another teacher might view "very often" useful if only one student responded well to said strategy. Having numerical values attached to measures could significantly change how people respond. Finally, this research utilized PND as the primary calculation method. A shortcoming of PND is that it cannot make direct comparisons to other studies or be used in higher level complicated designs (Waddell, Nassar, & Gustafson, 2011).

Chapter Summary

The purpose of this study was to determine what evidence-based classroom management strategies teachers are utilizing and their perceived effectiveness. In addition, the researcher wanted to learn what behaviors early childhood teachers deem as disruptive and if those teachers felt they had the support and knowledge to implement evidence-based classroom management strategies. The qualitative data collected from this study utilized a frequency count to determine the most recurring words and to identify common themes found within their written answers. The quantitative data collected from the Likert-scale questions used mode quantities and percentages to determine the frequency of specific responses. Chapters four and five will further discuss the participant demographics, data collected, results of the study, and further implications.

Chapter Four

Findings

In this chapter, the results of the data analysis are presented. Three fundamental goals drove the compilation of the subsequent data analysis. Those goals, as delineated by the research questions, were to develop a base knowledge of what teachers deemed were inappropriate behaviors, the specific teaching techniques used to manage disruptive behaviors, and the usefulness and frequency of those specific teaching techniques. This research utilized a mixed-methods design, with four opened ended questions to gain qualitative results, followed by a survey to gain quantitative results. An in-depth look at the responses through summaries of both instruments are shared in this chapter, followed by a comprehensive summary.

Participant Responses

Eighty surveys were sent through SurveyGizmo© to Head Start and Pre-K teachers from rural Pennsylvania. Of the eighty surveys sent, twenty-five participants completed the questionnaire in its entirety and were included for data analysis. The uncompleted surveys were not considered suitable for this study. The average time spent by participants to complete the survey was reported to be approximately eighteen minutes. The first section of the questionnaire centered on five questions that dealt with the demographics of the respondents and the framework of their classroom for the 2016-2017 school year. Of the twenty-five respondents, all twenty-five were female. This is a notable finding, because it supported the findings from a 2012 article by the Association of American Educators, that found that 98% of early childhood teachers are female.

To gain more information about the participants educational background, the respondents were asked what degree they currently held to be certified to teach early childhood education.
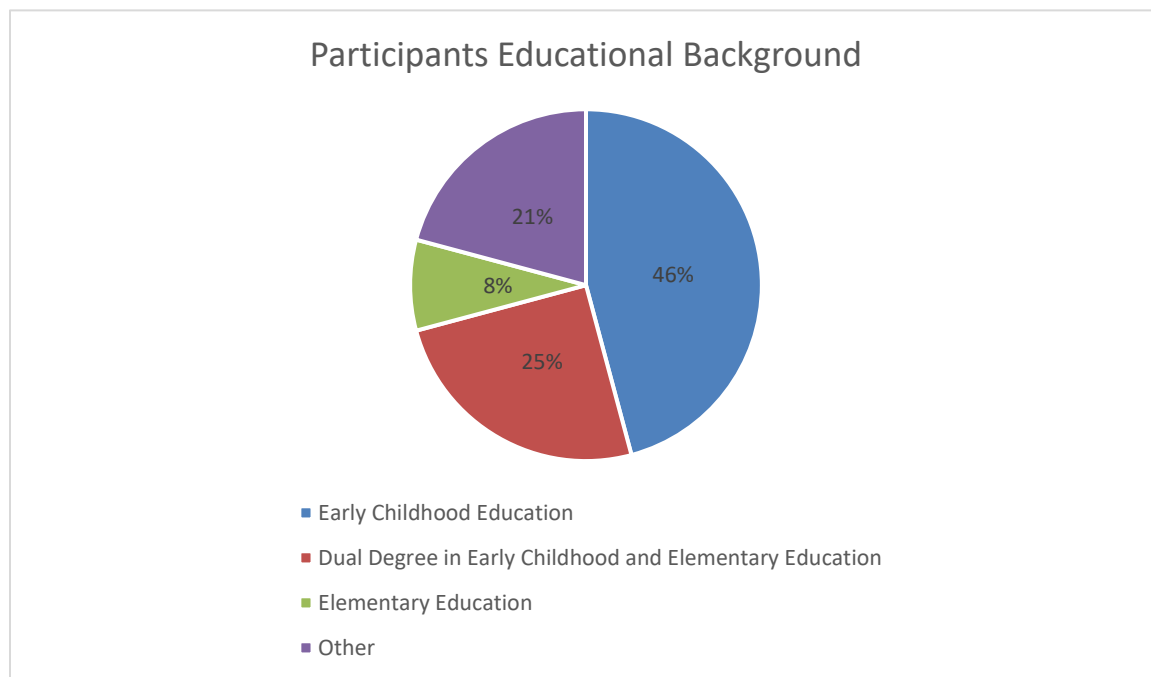
Figure 3. Participants Educational Background. This pie chart represents the diversity of degrees held by participants in this study.

Figure three represents the diversity in the participants educational background. Eleven participants held an early childhood education degree, six participants held a dual degree in early childhood and elementary education, two participants held an elementary education degree, and "other" in figure three represents a special education degree, dual degree in elementary and special education, Bachelor of Arts in Sociology, rehabilitation education services degree, Master of Education degree, and human development and family studies degree. The importance and implications of the participants educational background will be discussed in chapter five. Since research (MacSuga & Simonsen,

2011; Shook, 2012; Ritblatt et al., 2017) has suggested that beginner teachers have a more difficult time managing classroom behaviors, Table one indicates the years taught by the participants in this study.

Table 1

Response to Years Taught in Early Childhood Education

Value	Percent	Count
One (1) to Three (3) years	16.0%	4
Three (3) to Six (6) years	12.0%	3
Six (6) to Ten (10) years	16.0%	4
More than Ten (10) years	56.0%	14

When discussing classroom management, it is important to create an understanding of the framework that makes up an early childhood classroom. Respondents reported that on average there are seventeen students per early childhood classroom. Within each early childhood classroom, there is on average four students with Individualized Education Plans (IEP) within each classroom.

Qualitative Data Analysis

The first open-ended question asked was to address research question one, "What is considered a disruptive behavior(s) in early childhood classrooms?" Participants in the survey were not limited to listing just one behavior but to write as much or as little as they felt comfortable. All twenty-five responses to this question listed multiple behaviors

within their answer. By determining the mode of listed behaviors, a hierarchy was

created. Similar words were coded together during this part of the analysis. It was

determined that students moving around in the classroom during instruction was the most

disruptive behavior with twelve respondents listing that behavior. Table two identifies the

exact statements that were used to describe moving during instruction:

Table 2

Expressed Statements of Disruptive Behavior, Coded to Student's Moving During

Instruction

- Laying down and putting feet up in the air that might hit another person

- Running around the classroom

- Moving around in circle

- Eloping from the classroom

- Running

- Not sitting during group time

- Running in the room

- Difficulty sitting still

- Running during circle

- Rolling around on carpet

- Running away

- Roaming classroom

The second most disruptive behavior was yelling/screaming with eleven responses. All

eleven responses included the words yelling or screaming, therefore no additional coding

had to be completed for this response. The third most disruptive behavior was aggressive

behaviors with ten responses. Coded words contained within aggressive behaviors

included hitting, kicking, punching, spitting, swearing, biting, pinching, and poking.

Table three identifies the exact statements that were used to describe aggressive behavior:

Table 3

Expressed Statements of Disruptive Behavior, Coded to Aggressive Behaviors

- Touching others

- Being aggressive to other peers and adults

- Hitting, kicking, punching, spitting, and swearing

- Hitting, kicking, pinching, etc

- Poking other children

- Hitting, pushing, kicking, biting, spitting

- Touching other students

- Self-injury

- Swearing, hitting, kicking

- Bite, hit, swearing

The fourth most disruptive behavior was destruction of classroom property with nine

responses. Table four identifies the exact statements that were coded together to describe

destructive behavior:

Table 4

Expressed Statements of Disruptive Behavior, Coded to Destructive Behavior

- Dumping toys

- Destroying items in class

- Destroying the room and/or its contents

- Throwing items

- Grabbing toys/items from others

- Throwing classroom materials

- Destruction of the classroom

- Grabbing toys off shelves and throwing toys

- Destroying the classroom

The fifth most disruptive behavior was talking out during instruction with seven responses. All seven responses included the words "talking while the teacher is talking." Since the goal of this question was to gain insight into what teachers deemed as specific disruptive responses, words such as tantrums, meltdowns, disrespect, and acting out were not included for analysis due to the subjectivity of those terms.

The second open-ended question asked was to gain insight into what early childhood teachers believed to be the biggest challenge to using research-based classroom management techniques. To analyze this question, answers were individually read, and commonalities were found throughout each answer. Those commonalities were then merged together to form themes. One theme that emerged often in answers was the fact that participants felt they were did not have the time to manage disruptive behaviors in their classroom. Table five identifies the exact statements that were used to describe time management in relation to the biggest challenge to using research-based classroom

management techniques:

Table 5

Expressed Statements of Biggest Challenge to Using Research-Based Classroom

Management Techniques

- Not enough staff and time to take care of what is need

- Not enough time in class

- PBIS has a lot of paperwork

- Some techniques take weeks before you get real results and we don't have time

- Some students do not respond to the techniques or takes several months before they respond

- They take a lot of time/prep. It is often a long process

Another common theme that emerged was the fact that participants did not believe that

research-based classroom management techniques will work with consistency. Table six

identifies the exact statements that were used to describe beliefs in relation to the biggest

challenge to using research-based classroom management techniques:

Table 6

Expressed Statements of Beliefs in Relation to Biggest Challenge to Using Research-

Based Classroom Management Techniques

- They might work in theory but not in real life

- The biggest challenge is that the techniques are good but they do not always best support the individual child

- Dealing with behaviors is not textbook

- Positive reinforcement does not always work

- Just because it is researched and tested does not mean it will always work in every situation or with every child

- Techniques don't work for all children

- The same thing does not work for all children

The third open-ended question aimed to gain insight into if teachers felt they have had adequate training in using research-based classroom management techniques. If the participant responded no to the question, they then had to explain what type of training or supervision they felt would be helpful. To start to analyze this question, the percentage of "yes" and "no" answers was calculated. 76% of respondents said they do not believe they have adequate training in using research-based classroom management techniques, while 24% of respondents believed they have had adequate training. From there, analysis was conducted on what type of training or supervision would be helpful by looking for commonalities and merging answers into themes. The common theme that emerged from these responses was that teachers would prefer to have additional trainings completed in their classroom to see how to handle disruptive behaviors directly. One respondent wrote, "I feel that it would be very helpful to have some sort of trainer in the classroom who works with the teacher and other staff to learn the new techniques and how to implement

them with the intended child. I feel the best way for this would be through hands on modeling from a professional." These expressed statements give an invaluable insight into the fact that teachers truly want to learn how best manage disruptive behaviors within their classroom.

Finally, the last open-ended question aimed to gain insight into determining if teachers believed they had enough support in their classroom to manage disruptive behaviors. If the participant responded no to the question, they were asked to elaborate on what type of support would be helpful. To begin to analyze this question, the percentage of "yes" and "no" answers was calculated. 76% of respondents said they do not believe they have adequate support in their classroom, while 24% of respondents believed they have adequate support to manage disruptive behaviors. From there, analysis was conducted on what type of support would be helpful by looking for commonalities and merging answers into themes. The most common recurring answer for this question was the fact that there are not enough adults in the classroom to instruct and manage disruptive behaviors. One respondent wrote, "It would be so helpful and beneficial to have an extra body in the room to help with everyday tasks that are made more complicated with the disruptive behaviors." Another respondent wrote, "We need additional support staff. The higher up administration can verbally give us advice or pointers, but rarely see firsthand, what we are dealing with on a daily basis and those words prove, often times, to not be very helpful." Another respondent wrote, "Having 2 staff with 17 kids with multiple IEP's and behavior issues is not enough support." These responses led the researcher to surmise that managing disruptive behaviors needs to be viewed as a team approach, where everyone is on the same page and the best interest of

the child is the forefront thought.

Quantitative Data Analysis

Survey results. The first survey question addressed asked how confident teachers felt in managing behavior problems in their classroom. Figure three shows the results of the survey which pertained to this question.

Confidence Level in Managing Student Behaviors
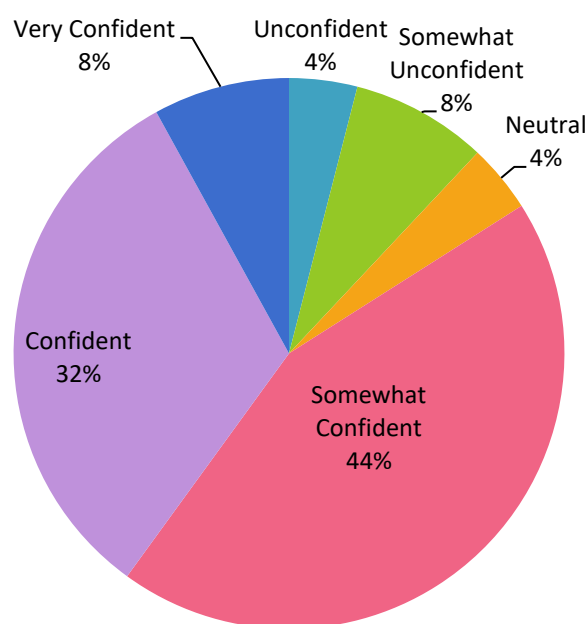
Figure 4. Confidence levels for managing student behavior problems. Shown are the frequency of responses of *very confident, confident, somewhat confident, somewhat unconfident, unconfident, and very unconfident.*
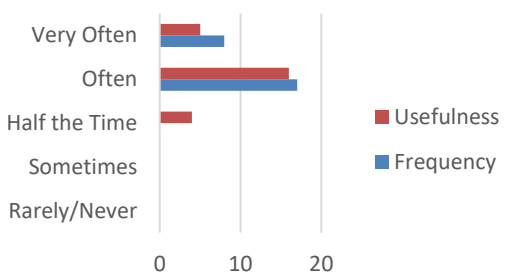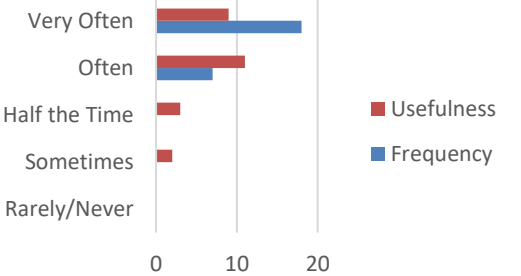
The next thirty-eight questions were asked to answer research questions two and three. This section of the questionnaire centered on the types of specific teaching techniques that teachers used in their classroom and the teachers perceived frequency and usefulness of each techniques. Frequency was determined to mean how often a specific teaching

technique was used in an early childhood classroom. Usefulness was determined to mean if the teacher felt the said technique was helpful in managing a disruptive behavior. For this part of the survey, a 5-point Likert-scale was used from one to five according to the following choices: "Rarely/Never," "Sometimes," "Half the time," "Often," and "Very Often." For each specific teaching techniques, the participant had to use the same 5-point Likert-scale to determine the frequency and usefulness for each question. Table seven shows the most effective teaching strategies based on usefulness and on frequency.

Table 7

Results from "Teacher Classroom Management Strategies Questionnaire"

Most Effective Teaching Strategies Based on Usefulness	Most Effective Teaching Strategies Based on Frequency
Question 36: Promote respect for cultural differences in my classroom	Question 4: Praise positive behavior
Question 36: Used with 84% effectiveness	*Question 4: Used with 100% effectiveness*

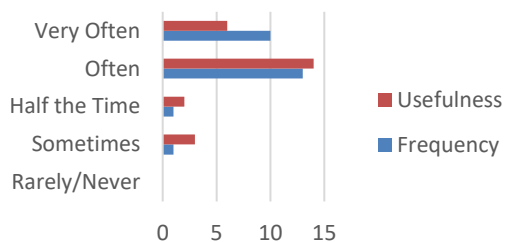## Question 4: Praise positive behavior

Question 4: Used with 80% effectiveness

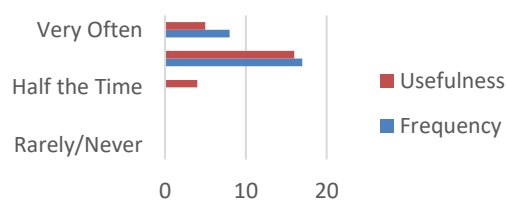## Question 21: Give clear positive directions
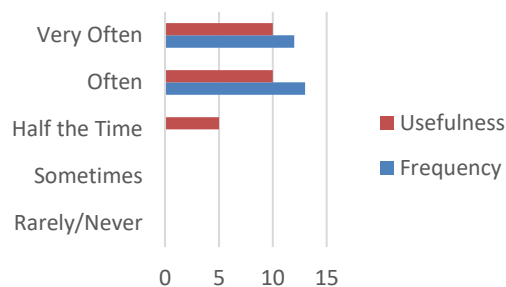
Question 21: Used with 100% effectiveness

Question 17: Prepare children for transitions with predictable routine
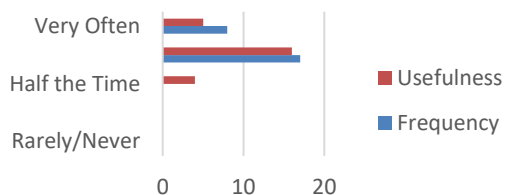

Question 17: Used with 80% effectiveness

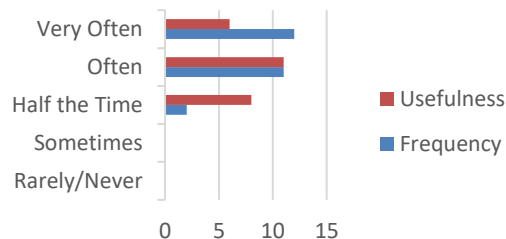## Question 36: Promote respect for cultural differences in my classroom

Question 36: Used with 100% effectiveness

Question 36: Promote respect for cultural differences in my classroom
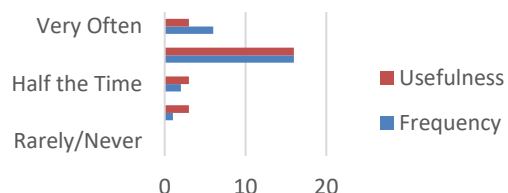

Question 36: Used with 80% effectiveness

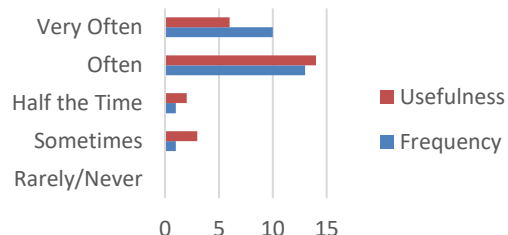## Question 1: Coach positive social behaviors (helping, sharing, waiting)

Question 1: Used with 92% effectiveness

Question 15: Use problem-solving strategy (e.g., define problem, brainstorm solutions)
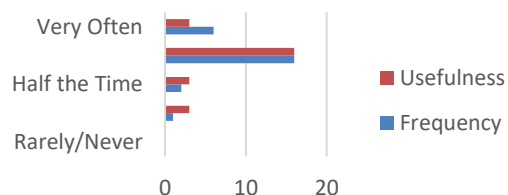
Chart categories (top to bottom): Very Often, Half the Time, Rarely/Never
Legend: Usefulness, Frequency
X-axis: 0, 10, 20

Question 15: Used with 76% effectivness

Question 17: Prepare children for transitions with predictable routine

Chart categories (top to bottom): Very Often, Often, Half the Time, Sometimes, Rarely/Never
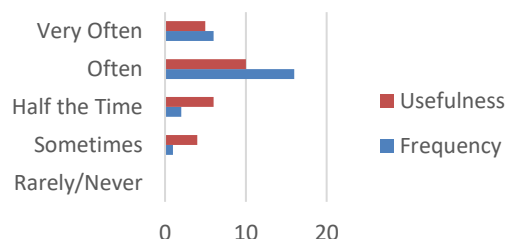*Legend: Usefulness, Frequency*
X-axis: 0, 5, 10, 15

Question 17: Used with 92% effectiveness

## Question 15: Use problem-solving strategy (e.g., define problem, brainstorm solutions)

Chart categories (top to bottom): Very Often, Half the Time, Rarely/Never
Legend: Usefulness, Frequency
X-axis: 0, 10, 20

Question 15: Used with 88% effectiveness

Question 32: Model self-regulation strategies for students

Chart categories (top to bottom): Very Often, Often, Half the Time, Sometimes, Rarely/Never
Legend: Usefulness, Frequency
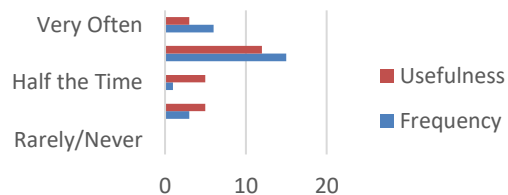*X-axis: 0, 10, 20*

Question 32: Used with 88% effectiveness

Question 25: Use nonverbal signals to redirect child who is disengaged
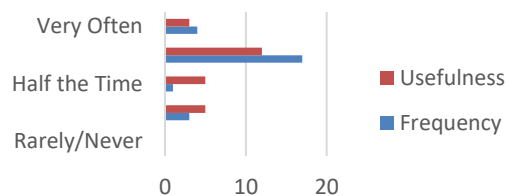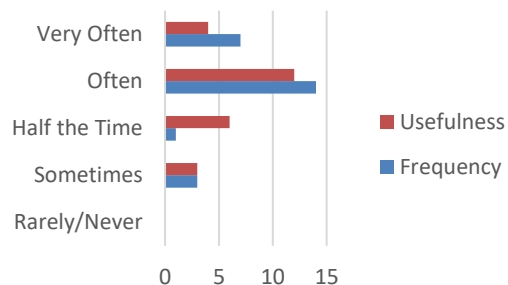

Question 25: Used with 84% effectiveness

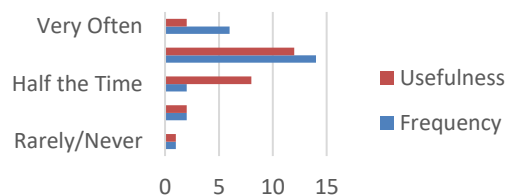## Question 26: Use persistence coaching (focusing, being patient, working hard)

Question 26: Used with 84% effectiveness

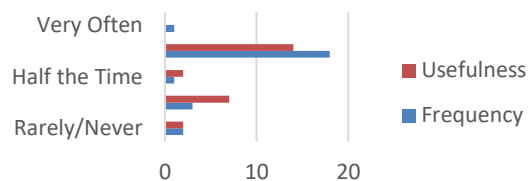## Question 33: Teach specific social skills in circle time

Question 33: Used with 84% effectiveness

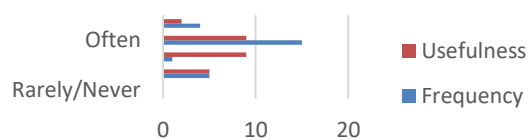## Question 38: Teach children anger management strategies (Turtle technique, calm…

Category	Frequency	Usefulness
Very Often	~6	~2
	~14	~12
Half the Time		~8
	~2	
Rarely/Never		~1

Scale: 0, 5, 10, 15

Question 38: Used with 80% effectiveness

Question 24: Use emotion coaching

Category	Frequency	Usefulness
Very Often	~1	
	~18	~14
Half the Time	~1	
		~7
Rarely/Never	~2	

Scale: 0, 10, 20

Question 24: Used 76% effectiveness

Question 37: Teach children to ignore disruptive behavior

Category	Frequency	Usefulness
Often	~4	~2
	~15	~9
		~9
Rarely/Never		~5

Scale: 0, 10, 20

Question 37: Used with 76% effectiveness

Question 14: Use verbal redirection for child who is disengaged

[Horizontal bar chart with categories Very Often, Often, Half the Time, Sometimes, Rarely/Never on the vertical axis and a scale of 0, 5, 10, 15 on the horizontal axis. Red bars represent Usefulness and blue bars represent Frequency.]

Question 14: Used with 72% effectiveness
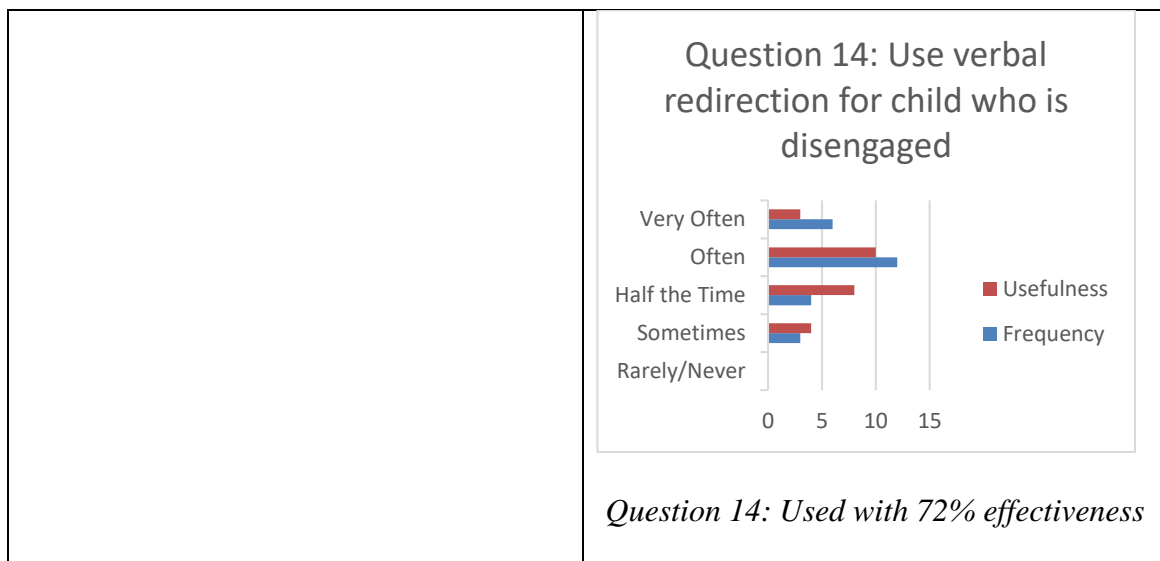
Out of thirty-eight specific teaching techniques, fourteen specific teaching strategies were used with at least 72% effectiveness in relation to how frequently a strategy was used in the early childhood classroom. Of those fourteen specific teaching strategies, five were found to be at least 76% effective in relation to their usefulness in managing disruptive behaviors. What is interesting about this research is that the higher frequency of a specific teaching strategy did not correlate to a high usefulness rating. This leads the researcher to surmise that early childhood teachers may have noted that they used a specific teaching strategy "often" to "very often" but that it may not be used correctly or with the consistency needed to shape and manage behaviors. Should the early childhood teachers use research-based teaching techniques with more reliability and validity, the usefulness of said techniques would be higher. This once again relates back to the literature review stating that research-based teaching strategies such as PBIS and CRCM are only as effective as the teachers willing to commit to such a strategy (Anderson & Spaulding, 2007; Purnell et al., 2007).

Summary

Research findings were compared to find connections between responses as they related to the research questions. The following themes will be discussed in detail in chapter five. The major themes in this data analysis included the following:

1. Disruptive behaviors vary between early childhood classrooms and that teachers would benefit from learning classroom management strategies that focus on managing a range of behaviors.

2. Lack of knowledge in the time and consistency it takes to shape behaviors leads to teachers not committing to research-based classroom management techniques.

3. Teachers have not had enough training in using research-based classroom management techniques for those techniques to be considered useful and effective in their classroom.

4. Teachers need additional support within their classroom to better meet the needs of diverse learners.

5. When specific research-based teaching strategies were used with frequency, said strategy was found to be more useful in managing disruptive behaviors.

While other relationships within the data exist, these findings answered the research questions most clearly.

The data analysis procedure developed several significant themes to respond to the research and survey questions presented in this study. Chapter five includes discussion and summarizing the themes of the data analysis in more detail. Chapter five

concludes with implications for practice in the field of early childhood education and

recommendations for further research.

Chapter Five

Conclusions and Recommendations

After presenting data from the study and analyzing connections in data between both the survey and open-ended questions, this chapter includes a summary of the study, discussion of the findings, implications for practice, recommendations for further research, and conclusions. Findings from the data related to the research are guided through the research questions to articulate outcomes of the study.

Summary of the Study

Review of the purpose of the study. The purpose of the study was to first address the problem of early childhood teachers having a difficult time managing disruptive behaviors in their classroom. In fact, 70% of teachers report disruptive behavior to be a serious concern in their schools and that 85% of new teachers reported being unprepared to manage discipline problems in the classroom (Anderson & Kincaid, 2005). According to Williford, Wolcott, Whittaker, and Locasale (2015), the most disruptive behaviors in early childhood classrooms include hyperactivity, impulsivity, noncompliance, and aggression. These problem behaviors go beyond early childhood classrooms. However, by having a foundation of positive behavioral interventions at the beginning of a child's school career, the goal then becomes to stop behaviors from getting worse while teaching the young student how to cope with their emotions in a positive manner.

The next purpose of this study was to determine which research-based classroom management techniques early childhood teachers are utilizing and how effective these strategies were at managing disruptive behaviors. While there is an abundance of

classroom management techniques that can be utilized in the early childhood classrooms, a lack of positive behavioral interventions can escalate behavior problems, increase academic difficulty, and lessen a child's social competence abilities (Williford, Wolcott, Whittaker, & Locasale, 2015).

Conclusions can be drawn to help deepen the understanding between how frequently research-based classroom management techniques are being utilized and the perceived effectiveness of said technique. Perceptions were also used to determine what challenges early childhood teachers faced when using research-based classroom management techniques.

Review of the research questions. The following research questions guided the study:

RQ1. What is considered a disruptive behavior(s) in early childhood classrooms?

RQ2. What classroom management techniques are early childhood teachers using to control disruptive behaviors within their classroom?

RQ3. How useful do early childhood teachers feel the classroom management techniques they have been taught and are using are controlling disruptive behaviors?

Review of the methodology. The study included a mixed methods research design, which included gathering both quantitative and qualitative data. Quantitative data was gathered using a fifty-nine question Likert survey. Qualitative data was gathered using four opened-ended questions with an additional five questions at the beginning of the survey to gain demographic information about each participant and their classroom.

Results and Implications of the Study

Outcome One. Disruptive behaviors vary between early childhood classrooms and teachers would benefit from learning classroom management strategies that focus on managing a range of behaviors. However, it was determined from this study that early childhood teachers have similar distributive behaviors that interfere with instruction. The first step in this study was to determine what early childhood teachers deemed as disruptive behaviors. To recommend classroom management techniques for early childhood classrooms, it is imperative to know what behaviors teachers are trying to manage. What was interesting about this open-ended question was that participants were not told to write one behavior or to list multiple behaviors. It was simply an open-ended question stating, "Please list behavior(s) you consider to be "disruptive behaviors." All twenty-five participants wrote multiple behaviors down. No participant ranked the behavior(s) based on what behavior they found most disruptive, but the researcher completed a frequency count to determine which behaviors were listed the most often by participants.

By determining which behavior was listed the most often, the first research question, "What is considered a disruptive behavior(s) in early childhood classrooms?" was answered. The data from the survey pointed to moving during instruction as the most disruptive behavior. From this information, it can be inferred that teachers have a difficult time gaining young student's attention when they will not sit still for extended periods of time. In a study conducted by Carlson et al. (2015) they found that short classroom physical activity breaks are becoming increasingly common in school intervention to decrease disruptive behaviors, especially in early childhood classrooms. When teachers implement classroom physical activity before more demanding cognitive tasks, teachers

found less non-compliance from students, students had a better attitude towards school, more on-task behavior, and better attentive behavior during instruction (Carlson et al., 2015). Students screaming and displaying aggressive behaviors in early childhood classrooms were the next most recurring behaviors. This is also not startling as a study conducted by Tremblay et al. (2004) found that children who come from low income environments often display physical aggression to communicate their emotions. Since this study focused on Head Start and Pre-K classrooms in rural Pennsylvania, and the stipulation to receive services is based on low-income qualifications, it is not surprising that physical aggression is higher in these early childhood classrooms. Tremblay et al. (2004) found that to decrease aggression in young children, it is vital that parents are involved in strategies to decrease aggressive behaviors. In addition, teachers need to be explicitly taught how to react to verbal and physical aggression in a deescalating manner (Spencer, Johnson, & Smith, 2018). It is imperative to remember that verbal and physical aggression is very common in children between the ages of three to five and that it is the teacher's and parent's responsibility to work together to teach and demonstrate desired behaviors (Spencer et al., 2018).

Outcome Two. There are a variety of challenges that teacher's face regarding using research-based classroom management techniques. However, teachers lack of understanding the time and consistency it takes to shape behaviors lead to teachers not committing to research-based classroom management techniques. This outcome is directly related to research questions two and three, which asked, "What classroom management techniques are early childhood teachers using to control disruptive behaviors within their classroom?" and "How useful do early childhood teachers feel the

classroom management techniques they have been taught and are using are controlling disruptive behaviors?"

The researcher was able to determine from the quantitative section of the study that early childhood teachers do in fact use research-based classroom management techniques. However, from the qualitative section of the study, it was determined that some early childhood teachers do not fully understand on how long it can take to shape a behavior and/or do not feel they have the time to work on shaping behaviors. This is where teaching educators how to use PBIS with consistency and fidelity become key.

One participant wrote, "PBIS has a lot of paperwork, and it takes too much time." Another participant wrote, "PBIS is often too long a process before the child responds." These two quotes demonstrate the misunderstanding of how PBIS should be implemented. In exceptionally relevant research to this study, Steed et al. (2013) researched the challenges to implementing PBIS in rural early childhood settings. Steed et al. (2013) found that the geographically large service area, lack of well-qualified and/or sufficient personnel, a scarcity of technological equipment or resources, increased costs of service delivery, and the compounding issue of increased poverty in rural areas has greatly impacted the ability for PBIS to be used with consistency and fidelity. PBIS in rural areas is often done with minimal hands-on training and without realistic expectations set by early childhood centers (Steed et al., 2013). When a teacher has a student with disruptive behaviors, they want the problem "fixed" immediately. However, the idea of PBIS, as described in the literature review previously, is to foster a system where all children are receiving PBIS on a regular basis and that student's with more drastic behavioral needs are given individual behavior plans. PBIS is not a quick fix, but

a system once in place and used with consistency, changes the entire way an early childhood program handles disruptive behaviors. Lally, Van Jaarsveld, Potts, and Wardle (2009) found that it can take anywhere from 18 to 254 days to form new behaviors. This study also found that consistency and maintenance were key for new behaviors to "stick." While early childhood teachers may not want to hear that there is no quick fix, they also need to be trained in realistic expectations of how long it takes to shape behaviors as to not get frustrated with what they deem as slow behavioral progress.

Outcome Three. Teachers have not had enough training in using research-based classroom management techniques for those techniques to be considered useful and effective in their classroom. This outcome once again relates directly to research questions two and three. A very interesting aspect of this study was the fact that so many teachers were using research-based classroom management techniques. Nineteen research-based classroom management techniques were used "often" to "very often" at least 64% of the time. However, the usefulness of each techniques was always less than the frequency in which it was used. This directly correlates to the fact that teachers have not been adequately trained to use research-based classroom management techniques. 76% of the respondents said they did not feel they had been adequately trained in managing disruptive behaviors. One participant wrote, "We have been trained, but it is a GREAT deal of information given in a short amount of time, over the summer. It is difficult to retain all that information." Another participant wrote, "I feel the best way for us to be trained would be through hands on modeling from a professional who would come into the classroom and work with that teacher, staff, and children who need the support."

The results of the quantitative and qualitative findings support the research done on increasing training for teachers to learn research-based classroom management techniques. Gebbie et al. (2012) found that there is a significant gap between teacher knowledge gained in training and actual classroom practices. This study went on to reveal that teachers often received multiple trainings on specific classroom management techniques but were never taught how to include those techniques into the classroom to meet both emotional and learning needs of a young child. This directly correlates to the current study where teachers frequently use research-based techniques but often do not find them as useful because they have not had suitable training in how to implement said technique. It is vital to remember that reading about a technique and watching a video of a technique being implemented, is vastly different then trying to implement that techniques days, weeks, or even months later in the actual classroom. One participant wrote, "Having people tell teachers what to do in the classroom and experience the behaviors firsthand would be beneficial." To once again reference Lindo's et al. (2014) study that was previously mentioned in the literature review, when teachers were trained with a trainer in the classroom on managing disruptive behaviors as they occurred, the teachers in the study found much more usefulness and sustainability in the strategies they were taught.

Outcome Four. Teachers need additional support within their classroom to better meet the needs of diverse learners. This outcome directly relates to research questions two and three. If teachers are going to use research-based classroom management strategies, then they also need to be taught how to handle disruptive behaviors from children with diverse learning and emotional needs. 80% of the teachers surveyed had at

least three students' with IEP's in their classroom. While this study did not investigate what needs determined the student's IEP, it can be inferred that the student's with IEP's have a higher level of need in the classroom. It is important to remember that educators that are hired to teach Head Start and Pre-K are not required to have any training in special education. In fact, only two of the participants in this study had a degree in special education. When determining what research-based classroom management techniques should be utilized, it is also imperative that children's individual needs are considered.

In addition, 76% of teacher's felt they did not have adequate support in their classroom to manage disruptive behaviors. 96% of participants reported having a minimum of sixteen students per classroom. Statements from participants made about support in the classroom included, "We have support staff, and other staff in the building to help if called, but that's just a buffer to get through that time at hand." "It would be beneficial to have an extra body in the room to help with everyday tasks that are made more complicated with the disruptive behaviors."

According to Head Start's Program Management and Fiscal Operations Data Sheet, there is a maximum of twenty children enrolled in any one classroom. Head Start's required adult to child ratio is two paid staff per class which can include a teacher and teacher aide or two teachers. Head Start also wrote that when possible an additional volunteer would be present in the classroom. In a pivotal study conducted by Bowne, Magnuson, Schindler, Duncan, and Yoshikawa (2017) found that a lower child to teacher ratio corresponded to increased cognitive and socioemotional abilities. However, this study also determined that a child to teacher ratio of 10:1 is adequate for early childhood classrooms. This study also recognized the fact that when students from lower socio-

economic homes and children with special needs are taught in the same class (such as Head Start), then a smaller class size assists even more with positively developing student's overall growth.

The results from the current study show that while Head Start is following recommended researched-based child to teacher ratios, teachers would still benefit from more support in their classroom. Since keeping a large number of preschoolers safe and attentive, a perceived lack of appreciation from parents, and little confidence in their ability to manage classroom behaviors has been linked to teachers feeling burnt out and exhausted (Grining et al., 2010), additional support from supervisors would help create a more positive learning environment for staff and students.

Outcome Five. When specific research-based teaching strategies were used frequently, teachers found them to be very useful. One of the most positive results from this study included the fact that when teacher's used research-based classroom management techniques, they often found them very useful. This directly correlates to research questions two and three. While teachers using research-based classroom management techniques consistently and with high degrees of usefulness is desired, this study showed that the participants in the study are attempting to create a positive classroom environment. One of the most successful specific teaching techniques that was marked as being used very frequently and found very useful was praising positive behavior. Williford et al. (2015) found that when positive engagement was increased in the classroom it was linked with higher degrees of positive teacher-child relationships. Another specific teaching techniques that was rated with high frequency and usefulness was promoting respect for cultural differences in the classroom. This result synthesizes

back to the literature review on CRCM. When CRCM is used correctly, it creates meaningful connections between teachers and students and meaningful student to student connections as well (The Metropolitan Center for Urban Education, 2008). This in turn creates a positive learning environment with less disruptive behaviors and more positive interactions between all adults and student's in the classroom.

Recommendations for further research. Valuable knowledge could be gained by doing further research in multiple areas of this study. First, this study did not ask teachers to rank what disruptive behaviors they found the most challenging to manage. While a frequency count gave us the answers for this particular study, it could be even more informative to determine which behavior they would like to have specific training in managing first. To fully comprehend the increasingly common disruptive behavior of moving during instruction, the researcher would need to further answer the following additional questions, (1) what is believed to be the appropriate length of time a child between the ages of three to five should sit still for, (2) do teachers already have physical activity breaks built into their classroom schedule, (3) and is there a time of day that students are moving more during instruction. By focusing a study fully on disruptive behaviors, researchers would better be able to determine how to assist teachers in managing specific behaviors.

To add to this current study, additional research could be conducted on the relationship of the children with IEP's to the disruptive behaviors that are seen in the classroom. More specifically, determining if the student's with IEP's were displaying more disruptive behaviors and if the teachers felt they had a more difficult time in managing their behavior due to a perceived lack of knowledge in understanding a child's

specific disability. Understanding children's individual needs is a vital aspect to managing student behavior.

A future study on this topic could also include a piloted Head Start and/or Pre-K classroom where there is a higher teacher to student ratio. Many teacher's in this current study addressed the fact that they felt they did not have enough support/help in their classroom to manage the disruptive behaviors as they occurred. A study focusing on classrooms with less students or more teachers could give a better insight into what type of best practices should be used when determining teacher to student ratios.

Summary

Knowing how to manage an early childhood classroom is one of the most important traits of quality instruction (Ayebo & Assuah, 2017). Emmer and Stough (2001) described classroom management as "actions taken by the teacher to establish order, engage students, or elicit their cooperation." As previously mentioned, classroom management is cited as one of the top reasons teachers leave the profession. While there are many ways to address the improvements of classroom management among teachers, it is first imperative to determine a baseline of information based on how teachers feel they manage their classroom and what current strategies they use to manage disruptive behaviors. Through the continued study of classroom management techniques, new research findings might illustrate evidence to help teachers manage behaviors in more positive research-based methods.

While no early childhood teacher is ever going to have the perfect classroom, it is important to look at behaviors not as a detriment to the classroom, but as a way to help a child succeed in life. Leo Tolstoy wrote, "Every teacher must, by regarding every

imperfection in the pupil's comprehension not as a defect of the pupil, but as a defect of

his instruction, endeavor to develop in himself the ability of discovering new methods."

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APPENDIX A: CONSENT FORMS

CenClear
Since 1980

August 30, 2017

To Whom This May Concern:

I hereby give Mrs. Cybill Reed permission to collect data for her dissertation entitled "A Critical Analysis of Classroom Management Issues Within Early Childhood Settings." Mrs. Reed has permission to send her survey through e-mail to our Early Childhood teachers.

We will send the information out through our email distribution list.

Sincerely,

Amy Wible, M. Ed
Child Development and Disabilities Coordinator

Administrative Office
50 Bigler Road • PO Box 319 • Bigler, PA 16825
Phone: (814) 342-5678 • (800) 525-5437
Fax: (814) 342-2755
www.cenclear.org

Mental Health/Drug and Alcohol Administrative Office
PO Box 319 • Bigler, PA 16825
1633 Philipsburg Bigler Hwy • Philipsburg, PA 16866
Phone: (814) 342-5845 • (877) 341-5845
Fax: (814) 342-0532
www.cenclear.org

JEFFERSON-CLARION HEAD START, INC.

18 Western Ave. Suite C, Brookville, PA 15825-1540 (814) 849-3660

August 29, 2017

I hereby give Mrs. Cybill Reed permission to collect data for her dissertation entitled "A Critical Analysis of Classroom Management Issues Within Early Childhood Settings." Mrs. Reed has permission to send her survey through e-mail to our Early Childhood teachers.

Steven C. Berfield
Executive Director

APPENDIX B: "A CRITICAL ANALYSIS OF CLASSROOM MANAGEMENT ISSUES WITHIN EARLY CHILDHOOD CLASSROOMS" SURVEY

A CRITICAL ANALYSIS OF CLASSROOM MANAGEMENT ISSUES WITHIN EARLY CHILDHOOD CLASSROOMS

Demographic Information

1. What is your gender?

○ Male

○ Female

2. What is your degree in?

○ Early Childhood Education

○ Elementary Education

○ Special Education

○ Early Childhood/Elementary Education

○ Elementary/Special Education

○ Early Childhood/Special Education

○ Other - Write In (Required): [＿＿＿＿＿＿＿＿] *

3. How long have you taught in the early childhood setting?

○ Less than one (1) year

○ One (1) to Three (3) years

○ Three (3) to Six (6) years

○ Six (6) to Ten (10) years

○ More than Ten (10) years

4. How many students did you have in your class during the 2016-2017 school year?

5. Of those students, how many student's had an IEP (Individualized Education Plan) in your class during the 2016-2017 school year?

6. Please list behaviors you consider to be "disruptive behaviors."

7. What do you feel is the biggest challenge to using research-based classroom management techniques?

8. Do you feel that you have had adequate training in using research-based classroom management techniques? If no, please explain what types of training or supervision you feel would be helpful.

9. Do you feel that you receive adequate support to manage disruptive behaviors in your classroom? If no, please explain in detail what types of support you feel could be helpful and why.

Teacher Classroom Management Strategies Questionnaire

1. How confident are you in managing current behavior problems in your classroom?

○ Very Unconfident

○ Unconfident

○ Somewhat Unconfident

○ Neutral

○ Somewhat Confident

○ Confident

○ Very Confident

2. How confident are you in your ability to manage future behavior problems

in your classroom?

○ Very Unconfident

○ Unconfident

○ Somewhat Unconfident

○ Neutral

○ Somewhat Confident

○ Confident

○ Very Confident

3. How confident are you in your ability to promote students emotional,

social and problem solving skills?

○ Very Unconfident

○ Unconfident

○ Somewhat Unconfident

○ Neutral

○ Somewhat Confident

  ○ Confident

  ○ Very Confident

Teacher Classroom Management Strategies Questionnaire

1. Coach positive social behaviors (helping, sharing, waiting)

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

2. Describe or comment on bad behavior

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

3. Describe targeted positive behaviors with incentives (e.g., stickers)

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

4. Praise positive behavior

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

5. Use Time Out (Time Away to calm down) for aggressive behavior

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

6. Single out a child or a group of children for misbehavior

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

7. Use physical restraint

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

8. Reprimand in a loud voice

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

9. In-house suspension (send to Principal's office for misbehavior)

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

10. Warn or threaten to send child out of classroom if s/he doesn't behave

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

11. Send child home for aggressive or destructive misbehavior

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

12. Call parents to report bad behavior

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

13. Ignore misbehavior that is non-disruptive to class

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

14. Use verbal redirection for child who is disengaged

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

15. Use problem-solving strategy (e.g., define problem, brainstorm solutions)

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

16. Use anger management strategy for self (e.g., deep breaths, positive self-talk)

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

17. Prepare children for transitions with predictable routine

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○

Usef ulness	○	○	○	○	○

18. Use group incentives

	Rarel y/Never	So metimes	H alf the time	O ften	V ery Often
Freq uency	○	○	○	○	○
Usef ulness	○	○	○	○	○

19. Use special privileges (e.g., special helper, extra computer time)

	Rarel y/Never	So metimes	H alf the time	O ften	V ery Often

Freq uency	○	○	○	○	○
Usef ulness	○	○	○	○	○

20. Set up individual incentive program (e.g., stickers, prizes)

	Rarel y/Never	So metimes	H alf the time	O ften	V ery Often
Freq uency	○	○	○	○	○
Usef ulness	○	○	○	○	○

21. Give clear positive directions

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

22. Warn of consequences for misbehavior (e.g., loss of privileges)

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

23. Use clear classroom discipline plan and hierarchy

	Rarel y/Never	So metimes	H alf the time	O ften	V ery Often
Freq uency	○	○	○	○	○
Usef ulness	○	○	○	○	○

24. Use emotion coaching

	Rarel y/Never	So metimes	H alf the time	O ften	V ery Often
Freq uency	○	○	○	○	○
Usef ulness	○	○	○	○	○

25. Use nonverbal signals to redirect child who is disengaged

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

26. Use persistence coaching (focusing, being patient, working hard)

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

27. Send home notes (or frowny faces) to report problem behavior to parent

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

28. Send notes/happy grams home about positive behavior

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

29. Call child after a bad day

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

30. Take a student interest survey

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

31. Call parents to report good behavior

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

32. Model self-regulation strategies for students

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

33. Teach specific social skills in circle time

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

34. Use imaginary play/drama, stories and puppets to teach problem solving

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

35. Set up problem solving scenarios to practice prosocial solutions

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

36. Promote respect for cultural differences in my classroom

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

37. Teach children to ignore disruptive behavior

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

38. Teach children anger management strategies (Turtle technique, calm down thermometer)

	Rarely/Never	Sometimes	Half the time	Often	Very Often
Frequency	○	○	○	○	○
Usefulness	○	○	○	○	○

Teacher Classroom Management Strategies Questionnaire

1. Promote parent involvement in classroom

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

2. Teach parent skills to enhance classroom learning at home (e.g, coaching, reading, use of incentives)

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

3. Collaborate with parents on a home-school behavior plan and share goals for student

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

4. Hold extra parent conferences for particular problems

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

5. Talk with parents about special activities to do with child at home

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

6. Develop teacher-parent partnerships

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

7. Send home Teacher-to-Parent Communication letters or newsletters

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

8. Ask parents to share ways to incorporate their cultural

history/stories/traditions in

the classroom

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

9. Make Home Visits

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

10. Hold parent support groups

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

Teacher Classroom Management Strategies Questionnaire

1. Use IY self-reflective inventories to plan personal teaching goals

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

2. Review my progress in reaching goals for individual student behavior

plans

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

3. Review my discipline hierarchy according to the student's developmental

ability

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

4. Collaborate with other teachers for solutions and support

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

5. Give support to other teachers

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

6. Read the IY classroom management book

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

7. Manage my stress level utilizing positive cognitive strategies

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

8. Encourage a positive school community (e.g., including input from teacher aides, sharing successes in the classroom with the principal)

○ Never

○ 1 time per year

○ 2-3 times per year

○ Once a month

○ Once a week

○ Daily

Thank You!

APPENDIX C: PERMISSION TO USE THE "TEACHERS' CLASSROOM

MANAGEMENT STRATEGIES QUESTIONNAIRE"

The Incredible Years™ Parents, teachers, and children training series

10 April 2017

Cybill Marie Reed
Masters of Special Education
79 Treasure Lake
DuBois, PA 15801

The Incredible Years (IY) and program developer Dr. Carolyn Webster-Stratton hereby approve the use of the Teachers' Classroom Management Strategies Questionnaire (TSQ) in the SurveyGizmo online format for sole use in Cybill M. Reed's dissertation at Slippery Rock University, Pennsylvania. The TSQ must be transferred to SurveyGizmo verbatim, without adaptation, omission, or addition. Proper citation of the TSQ as property of The Incredible Years, Inc. and Dr. Carolyn Webster-Stratton must be included.

Approved use of the TSQ includes and is limited to that given in Appendix A.

Approved use of the TSQ is limited to the aforementioned dissertation and is not for use by others, nor can it be sold or distributed. For future use, permission will again need to be given by IY and Dr. Webster-Stratton.

Please contact the IY office with any questions.

Agreeing parties are to sign and date in the space provided below:

Carolyn Webster-Stratton 06/27/2017

Dr. Carolyn Webster-Stratton
1411 8th Ave W
Seattle, WA 98119

Cybill Reed 06/27/2017

Cybill Marie Reed
79 Treasure Lake
DuBois, PA 15801

1411 8th Ave. West • Seattle, WA 98119 USA
Web site: www.incredibleyears.com

Phone/fax: (888) 506-3562 Seattle area: (206) 285-7565
Email: incredibleyears@incredibleyears.com

APPENDIX D: INFORMATION LETTER

A Critical Analysis of Classroom Management Issues Within Early

Childhood Classrooms

November 1, 2017

Dear Early Childhood Teacher:

I, Cybill Reed, am a special education teacher for the Riverview Intermediate Unit 6. I am conducting a research study to determine if early childhood (head starts, pre-k's) teachers are or are not using research-based classroom management techniques and/or trained to teach students with disruptive behaviors (ex. yelling, running around the room, hitting, swearing) in their classroom. This research is being conducted as part of my dissertation requirements from Slippery Rock University.

I am requesting your participation, which will involve you completing an online survey. I was granted permission from your employer to contact you to participate in this survey. Your participation in this study is voluntary and there are no consequences for deciding not to participate. In addition, you made decide not to answer any question(s) and may withdraw from the research at any time without penalty. The attached questionnaire is confidential. The results of the study may be published but your name will not be known. You will simply be known as an ID number after your survey is submitted.

Participation in this survey will help determine what classroom management strategies are being used in Early Childhood classrooms and if more support is needed for teachers to successfully develop classroom management strategies.

If you have any questions concerning the research study, please call me at 814-541-8535 or e-mail me at cxs1061@sru.edu.

This research has been approved by Slippery Rock's Institutional Review Board (IRB). If you have any questions or concerns, IRB can be contacted by phone at (724)738-4846 or via email at irb@sru.edu.

Please complete the survey by December 1, 2017

By clicking on the attached link, you are consenting to participate in this study and acknowledging that you are 18 or older, which is the minimum age to participate in this study. Please click on the attached link to participate in the survey:

http://www.surveygizmo.com/s3/3480704/Classroom-Management

The survey will take no longer than 25 minutes to complete.

Thank you in advance for participating in this study. Your participation is extremely valuable and appreciated.

Sincerely,

Dr. Ashlea Rineer-Hershey

Primary Investigator

Cybill Reed

Slippery Rock Doctoral Candidate

Co-Investigator

APPENDIX E: REMINDER INFORMATION LETTER

REMINDER

A Critical Analysis of Classroom Management Issues Within Early

Childhood Classrooms

November 20, 2017

Dear Early Childhood Teacher:

If you have not already taken the survey on classroom management, please read the following information and click on the link at the bottom to participate in this study.

Your participation is very valuable and appreciated.

I, Cybill Reed, am a special education teacher for the Riverview Intermediate Unit 6. I am conducting a research study to determine if early childhood (head starts, pre-k's) teachers are or are not using research-based classroom management techniques and/or trained to teach students with disruptive behaviors (ex. yelling, running around the room, hitting, swearing) in their classroom. This research is being conducted as part of my dissertation requirements from Slippery Rock University.

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<mark>Please complete the survey by December 1, 2017</mark>

By clicking on the attached link, you are consenting to participate in this study and acknowledging that you are 18 or older, which is the minimum age to participate in this study. Please click on the attached link to participate in the survey:

http://www.surveygizmo.com/s3/3480704/Classroom-Management

The survey will take no longer than 25 minutes to complete.

Thank you in advance for participating in this study. Your participation is extremely valuable and appreciated.

Sincerely,

Dr. Ashlea Rineer-Hershey

Primary Investigator

Cybill Reed

Slippery Rock Doctoral Candidate

Co-Investigator