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**Teachers' perspectives on classroom management:
Confidence, strategies, and professional development**

A thesis presented in partial fulfilment of the requirements for the degree
of
Master of Educational Psychology
at Massey University, Auckland
New Zealand.

Lynette Mary Powell

2014

Abstract

This study utilised a survey methodology; soliciting teachers' perceptions of classroom behaviour management, probing their sense of confidence, defining strategies used and professional development experiences. High attrition rates in the first five years of teaching appear largely attributable to emotional exhaustion relating to a perception of an inability to cope with behavioural challenges within the classroom. There are many studies focused on this emotional exhaustion and extensive studies and theories regarding behavioural problems in students. This study, however aimed to provide data on a largely overlooked gap in understanding teachers' perspectives on classroom behaviour management. How confident teachers feel, which strategies they believe useful and additionally the desirability of professional development in this area. A response was received from 200 teachers of year 1 to year 4 classes. Of these 200 teachers, 110 completed the entire survey and it is these responses that this study is based on. The results of this survey indicate a requirement for a comprehensive classroom behaviour management programme to be utilised (particularly for teacher trainees). This type of training can assist in ensuring that positive reinforcing skills and strategies are enabled to provide the best possible learning environment for students and teacher alike.

Acknowledgements

I am blessed with an amazing family and would like to thank each one of them for the support they have continued to show me throughout my educational journey. In particular Brett Quinn, Carly and Kirk Holloway, and Johanna Quinn for your assistance in creating additional time for study. Thank you to extended family, Jeannene Powell, Greg and Joan Quinn, and my many friends who persisted in encouragement throughout and who continuously showed interest in topics I am passionate about, but in reality hold little interest to them. Thank you to Jill McDermott, not only a friend but a tireless encourager with outstanding proof reading skills. I would also like to thank my Massey University appointed Supervisors Dr Hal Jackson and Professor James Chapman for their assistance and interest. Finally, thank you to all those anonymous teachers of year one to year four teachers who took the time to participate in this study, I am very grateful, without you this study could not have been conducted.

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Chapter One: Introduction

International studies demonstrate a high attrition rate amongst teachers; almost 40 percent of teachers exit the profession within their first five years of teaching (Skaalvik & Skaalvik, 2011). Skaalvik and Skaalvik (2011) and Oral (2012) attribute this high career exit rate to difficulties with classroom management initiating emotional exhaustion and a decrease in job satisfaction. These teachers understand the importance of possessing effective classroom management skills; however, without sufficient training and support, most feel poorly prepared for the classroom (Atici, 2007). Conversely, teachers' who are appropriately trained in a proactive teaching style can aid in the prevention of behaviour difficulties and provide a supportive and encouraging environment for their students.

Preventing emotional exhaustion in teachers by providing training and support, enabling them to provide an emotionally stable and safe school environment for students, is paramount to the emotional and academic success of the children, and to lowering the attrition rate of teachers. However, in research undertaken in Australia, England and New Zealand, it was discovered that teacher trainees felt their training insufficiently prepared them for the workplace (Dinham & Scott, 2000). Subsequent research supports these findings, reiterating the belief that teachers are insufficiently equipped to provide the social and emotional development to successfully maintain effective classroom management (Atici, 2007; Jennings & Greenburg, 2009; Reupert & Woodcock, 2010).

Additionally, there is increasing evidence that teachers should enlist the involvement of parents in their children's learning to improve the behaviour of students in the classroom (Church, 2003; El Nokali, Bachman & Votruba-Dizal, 2010; Walker, Ramsey, & Gresham, 2004; Webster-Stratton, 2012; Webster-Stratton, Reid & Stoolmiller, 2008). Although research has shown that parent involvement in the school community reduces behavioural issues in the classroom, and while teachers would like to channel this success, they receive little training, and generally do not possess the skill required, in establishing

these relationships (Webster-Stratton, Reid & Stoolmiller, 2008; Webster-Stratton & Reid, 2010).

The current study examined teachers' perceptions of how well they believe teacher training prepared them for the management of classroom behavioural problems, what behavioural management strategies they utilise, and how successful they perceive these techniques to be. This is outlined in more detail in the following section 'Structure of the Thesis'.

Rationale and Purpose for Study

The most sought after subject for professional development courses for New Zealand teachers is classroom management of children's behaviour (Townsend, 2011). The overall objective of this research is to develop a better understanding of year 1 to year 4 primary school teachers' preparedness to address behavioural challenges in the classroom. More specifically, the major purpose of this study is to examine teachers' confidence in their preparedness to use Classroom Behaviour Management (CBM) strategies and their degree of satisfaction that the strategies they have learnt and used are beneficial.

Teacher attrition rates within the first five years of teaching are high. It would appear this is attributable to emotional exhaustion related to the stress initiated by coping with behavioural challenges within the classroom (Dinham & Scott, 2000; Jennings & Greenberg, 2009; Stoughton, 2007). While there are studies that have focused on emotional exhaustion and there are extensive studies and theories regarding behavioural problems in young people (e.g.,: Barcalow, 2006; Church, 2003; Hamilton & Armando, 2008; Reid, Trout, & Schartz, 2005; Sektnan, McClelland, Acock, & Morrison, 2010; Skaalvik & Skaalvik, 2011; Walker, Ramsey, & Gresham, 2004), studies regarding teacher perception of classroom management techniques are scarce.

The researcher suggests that a teacher who has a comprehensive tool kit in managing classroom behavioural problems, such as that provided by the Incredible Years Teacher Classroom Management (IYTCM) programme, will feel more confident in their

approach and perceive their strategies to be more successful than those who have not experienced support in this area.

Research Setting

This research was undertaken utilising an online digital survey created using Survey Monkey (www.surveymonkey.com). A list of school contacts was obtained from the Education Counts website (New Zealand Government, 2013). This list was filtered to obtain contacts for public contributing schools that cater for year 1 to 4 students. A total of 1,347 emails were sent to Principals throughout New Zealand (see Appendix A for template). Principals were invited, if they consented to the email request, to forward the survey link to teachers of year 1 to 4 students within their school. The sample was not a direct representation of New Zealand teachers, as participants were selected in an on-response sample, rather than stratified sampling.

Research Aim, Intentions and Questions

The overall objective of this research is to develop a better understanding of primary school teachers' preparedness to address behavioural challenges in the classroom. More specifically the major purpose of this study is to examine teachers' confidence in the strategies they use and their degree of satisfaction that the strategies are useful.

Using survey methodology, this study solicited teachers' perceptions of classroom behaviour management, probing their sense of: confidence, strategies used and professional development experiences. Inquiry objectives are: (1) to ascertain how teachers perceive the effectiveness of classroom management programmes in assisting them to establish positive relationships with the children, and the parents of the children in their classrooms, (2) to understand which particular strategies individual teachers find the most beneficial and (3) to determine any trends for most and least preferred strategies in classroom management.

Research questions.

The following specific research questions were used to inform the development and structure of the survey:

1. Pre-service preparation in classroom management:
 - Do teacher training programmes in New Zealand provide the level of training in classroom behaviour management expected by trainee teachers?
 - What are teachers' perceptions of preparedness in classroom behaviour management at the beginning of their careers?
2. Interest and participation in professional development:
 - How prevalent is professional development in classroom behaviour management?
 - Would teachers appreciate the opportunity to attend behavioural management training, and/or additional training in this area?
3. Teachers' confidence with classroom management:
 - How confident do teachers feel in dealing with behavioural challenges in the classroom?
 - How confident do teachers feel in promoting social skills with their students?
4. Behavioural challenges in the classroom:
 - What behavioural challenges are the responding teachers experiencing?
 - What is the occurrence frequency of these behaviours?
5. Frequency of implementation and perceived usefulness of specific classroom management strategies:
 - Which behavioural management strategies are implemented by the participants in the study?

- How frequently do teachers utilise classroom management strategies in their classroom?
- Which behavioural management strategies do teachers perceive as the most useful and least useful?

6. Parent involvement and strategies for supporting behavioural adjustment:

- How do teachers feel about parental involvement in school?
- Are teachers attempting to engage parental involvement?

The complete teacher survey is presented in Appendix B.

Structure of the Thesis

This thesis has six chapters. Chapter One defines the rationale and purpose for the study and describes the research setting and is where the process of eliciting teacher response for the study is explained. Also discussed are the research aim, intentions and the research questions which provided the material for the survey structure. Finally, Chapter One includes this section in which the outline of the thesis is provided.

Chapter Two, the literature review, discusses the aetiology and parental influences on behavioural challenges, through to teacher perceptions, their emotional exhaustion and high attrition rates. In addition the New Zealand Ministry of Education's stand on behavioural problems is reviewed and the School and Board of Trustees responsibilities are outlined. Moreover, the prevalence of behaviourally challenged students, possible consequences of long term behavioural challenges and the necessity of early intervention are considered. Also considered is the lower academic achievement for behaviourally challenged children and the impact of teachers' classroom management skills on their classrooms. Furthermore, the degree of satisfaction of training received in classroom behaviour management by teacher trainees is discussed. Finally the importance of parental involvement in the school environment is explored.

Chapter Three describes the methodology for this study, including information regarding the survey format and structure, and provides a discussion of ethical

considerations. Additionally, demographics of the teacher participants of the survey are outlined. Chapter Four reports the data collected and includes graphs and tables to assist in the clarification and interpretation of the data. In Chapter Five, the survey data are analysed and discussed and in conclusion, Chapter Six provides a summary of the previous chapters and suggests recommendations for further study in this field.

Chapter Two: Literature Review

Classroom management issues are a recurrent theme of concern for beginning teachers and more experienced teachers alike (Atici, 2007; Reupert & Woodcock, 2011; Oral, 2012). This is evidenced by teachers being more likely to request professional development in this area than any other (Townsend, 2011). Webster-Stratton, Reinke, Herman and Newcomer (2011) stated their research revealed that teachers' number one requirement was training and support in managing difficult behaviour in their classrooms. Correspondingly, Webster-Stratton (2000) estimate that as many as a quarter of all classroom children demonstrate behavioural problems. Although the causality of behavioural problems has not been fully determined, there is an apparent tendency for repetitive occurrences within families (Hamilton & Armando, 2008). Incidentally, environmental risk factors that have been linked to an increased prevalence of behavioural problems include: smoking and malnutrition during pregnancy, living in a single parent home, experiencing marital discord, maternal education, being from a lower socio economic group, minority status, inconsistent parenting, exposure to lead, food allergies, academic failure, obesity, and a mother experiencing post natal depression (Barcalow, 2006; Church, 2003; Hamilton & Armando, 2008; Reid, Trout & Schartz, 2005; Sektnan, McClelland, Acock & Morrison, 2010; McKinney & Renk, 2007).

Moreover, Church (2003) believes "parents' disciplinary practices are a key determinant in the development of antisocial behaviour in children" (p. 21). Church maintains that bad behaviour can be inadvertently reinforced by parents, resulting in reoccurrence of the disordered behaviour. This could also be described as children with behavioural problems training "... their parents and their teachers to avoid requiring task completion, to avoid setting limits, to avoid enforcing rules, to avoid disciplinary attempts and to avoid further attempts to get them to change their behaviour" (Church, 2003, p. 25). This avoidance is a consequence of adults escaping confrontation in an attempt to circumvent a behavioural episode. Conversely, parental harshness and strong punitive consequences,

and a lack of praise for appropriate behaviour combined with an inconsistent parenting approach also reinforce behavioural issue patterns (Walker, Ramsey & Gresham, 2004). Hence, the family is likely to be where a child first learns inappropriate behaviour. Where parents fail to set limits and teach acceptable compliance, antisocial behaviour can become an inherent part of the child's actuality (Walker et al., 2004). However, it is important to note that behavioural difficulties could also be an attempt to camouflage internalising problems (Boylan, Vaillancourt, Boyle & Szatmari, 2007), such as physical or sexual abuse, neglect, or a learning disability and professionals working with children should be cognisant of this.

Teachers are more likely to negatively perceive children who display behavioural problems. When a child has a tendency towards disciplinary issues; a pattern of disruptive behaviour may emerge and these children may be labelled as 'troublemakers'. This negativity makes it difficult for teachers to appreciate or recognise any achievements made by these students. Moreover, these children are likely to receive less academic and social instruction, support, and behaviour specific praise (Church, 2003; Webster-Stratton, Reid & Stoolmiller, 2008). Without this support the demonstrated behaviour problems can escalate to more serious behaviour disorders, such as oppositional defiance disorder or conduct disorder and be exhibited in delinquency, resulting in expulsion or future incarceration (McLean & Dixon, 2010).

The New Zealand Ministry of Education produces a document each year that is dedicated to reporting stand-downs, suspensions, exclusions and expulsions from New Zealand Schools (Ministry of Education, 2013). Schools are obligated to report, to the Ministry of Education, all instances where a student is denied access to school. A student can be stood-down from school for up to five consecutive days, for no more than five days in a school term and a maximum of 10 days a year. Students can also be suspended from school; this is a more formal removal of the student from school and a decision on the outcome of suspension is decided by the Board of Trustees, who can either lift the suspension or terminate enrolment of the student. Stand-downs and in particular, suspensions are taken seriously and there are processes which must be adhered to (Ministry

of Education, 2013). The Ministry of Education's stand-downs, suspensions, exclusion and expulsions (2013) documentation explicitly explains the schools' obligations, and the preference to keep students in school, as "removing students from schools has huge academic and social consequences both for the student(s) directly involved, for other students, and for the wider New Zealand society"(p. ii). There is a preference for promoting alternative methods of problem behaviour resolution. The Ministry of Education states "if the incident does not fit into one of the three categories (gross misconduct, continual disobedience or behaviour risking serious harm) then you may not stand-down or suspend" (p. 5).

Schools and the Boards of Trustees must strictly adhere to the procedures provided by the New Zealand Ministry of Education. They are required to provide documentation to support their decisions. This considered, it would appear that stand-downs and suspension are carefully deliberated before schools impose these penalties and yet in primary schools alone during the school year of 2012 there were a number of cases¹ that resulted in these drastic measures (Ministry of Education, 2013). Considering Oppositional Defiant Disorder (ODD), a defiant and aggressive behaviour towards those in authority, is documented to be evident in between 7 to 25 percent of all pre-school and early primary school children, many behavioural issues appear to have avoided escalation to this point (Webster-Stratton, 2000). Some consider various behavioural problems demonstrated by many young children as a developmental stage that is likely to disappear (Kauffman & Landrum, 2009). "Nevertheless, high levels of problem behaviour in young children often do persist and become worse if not treated" (p. 15).

Barcalow (2006) expounds "prevention, rather than treatment, is regarded as key" in minimising the escalation of behavioural problems (p. 11). As elucidated by Church (2003), the success rate of behavioural interventions deteriorates as the age of the child increases. It is reported, that prior to school entry, behavioural problems as severe as ODD can be

¹ The MoE was contacted regarding the graph discussed in this document and asked the specific number of cases, no table of data for this particular graph was provided and the exact number is not specific. Unfortunately, no response was received after several requests for information.

educated in 75 to 80 percent of occurrences where antisocial behaviour can be substituted with constructive behaviour (Church, 2003). Whereas, the most effective interventions introduced between the ages of 8-12 years have a significantly decreased success rate of 45-50 percent.

It is important to address behavioural issues early, to provide prevention or early intervention initially, instead of attempting to provide intervention for more severe cases at a later stage when behaviour has become habitual (Scott et al., 2010; Webster-Stratton, 2012). The New Zealand Ministry of Education's (2013) document illustrates the rates of stand-downs, suspensions and exclusions escalate to their highest incidents level in the 13-15 age band (58.6% of all stand-downs and 67.4% of all suspensions). Keeping in mind that children are not able to leave school until age 16, this would suggest a behaviour deterioration in line with increasing age. Without suitable interventions, many researchers strongly advocate that children with behaviour problems are likely to experience an escalation of these undesired behaviours, often resulting in delinquency and possible incarceration. Further, there is abundant evidence that persistent and early-emerging antisocial behaviours during early primary school are predictive of young adult criminal behaviours (Duncan & Mumane, 2011; McLean & Dixon, 2010; Sturrock & Gray, 2013; Walker et al., 2004). Therefore, early intervention is imperative for the successful remediation of unacceptable behaviour (Stanley, 2008).

A lower level of academic achievement is another determining factor in the requirement for early intervention with behaviour problems (Johansen, Little, & Akin-Little, 2011). The skills and behaviour learnt prior to school entry impact greatly on children's later academic attainment (Duncan & Mumane, 2011; Sektnan et al., 2010). This strong correlation between behaviour difficulties and lower academic achievement is noted by Church (2003). Children experiencing behavioural difficulties have more problems sitting still, focusing on the task, and answering or asking questions as necessary in the learning process. Subsequently, those experiencing these difficulties are less likely to complete high school or attend university (Duncan & Mumane, 2011). Low academic outcome, in turn,

precedes an increased possibility of substance abuse, violence, and early pregnancy (Breslau, et al., 2009).

Moreover, there is a substantial correlation between behaviourally challenged children and learning difficulties. The individual work set for these children needs to be at the right level for them; if it is not there is less chance that they will engage with it and they are more likely to demonstrate escalating behavioural issues (Church, 2003). Church also emphasises a need for a reduction in punitive action for inappropriate behaviour and academic failure, as excessive punishment and academic failure are primary contributors to the development of behavioural issues.

According to Webster-Stratton, Reid and Stoolmiller (2008), “teachers with poor classroom management skills have higher overall levels of classroom aggression, peer rejection and exclusion, which in turn compound the development of individual children’s social and conduct problems” (p. 472). Conversely, they claim that teachers who are suitably trained in using a proactive teaching style, can play an important role in the prevention of behavioural difficulties and can nurture the development of social and emotional skills, developing supportive and encouraging relationships with the students (Jennings & Greenberg, 2009; Lewis & Sugai, 1999; Myers, Simonsen & Sugai, 2011; Walker et al., 2004). These teachers maintain clearly defined classroom rules, give explicit instruction in social skills and conflict management, offer high levels of praise, demonstrate a move away from punitive responses, and are supportive to each of their students. “Having a supportive relationship with at least one teacher has been shown to be one of the most important protective factors influencing high-risk children’s later school success” (Webster-Stratton, et al., 2008, p. 472). This relationship building is also reported to enhance job satisfaction for the teacher (Dinham & Scott, 2000). Jennings and Greenberg (2009) reinforce this concept stating that teachers demonstrating social and emotional competence will recognise the emotions of individual children and identify the effect of these emotions on the child’s behaviour. This recognition will provide opportunities to positively manage behaviour. Teachers who enjoy high quality relationships with their students reported 31 percent less

behavioural problems over a school year than their colleagues (Jennings & Greenberg, 2009).

Teachers who feel overwhelmed by the behavioural difficulties in their classroom can become emotionally exhausted (Pisacreta, Tincani, Connell & Axelrod, 2011; Stoughton, 2007). These teachers may find it difficult to be positive with their students and may find themselves being overtly punitive, creating a hostile classroom environment, in order to cope with the challenges they face (Skiba & Peterson, 2000). Other teachers may find their lack of suitable skills leads to self-doubt, feelings of helplessness and eventually, disheartened; many may leave the profession. Either way, teachers who experience emotional exhaustion risk emotional damage to themselves, the children and the learning environment (Dinham & Scott, 2000; Jennings & Greenberg, 2009; Johansen et al., 2011; Westling, 2010).

Internationally, a trend for high attrition rate amongst teachers is evident, with almost 40 percent of teachers leaving the profession within their first five years (Skaalvik & Skaalvik, 2011; Webster-Stratton et al., 2011). Oral (2012) attributes the high attrition rate for beginning teachers to difficulties in classroom management. Skaalvik and Skaalvik (2011) report a correlation between teacher emotional exhaustion, a decrease in job satisfaction, and an increase of these teachers leaving the profession.

To prevent emotional exhaustion and a high attrition rate in the early stages of teaching, importance should be placed on providing suitable classroom management training for teacher trainees. Oral (2012) and Reupert and Woodcock (2011) proclaim that teachers determine the behaviour of their students; the more interesting and meaningful the curriculum is, the more engaged the students will be. Nonetheless, an Australian report discovered that teacher trainees feel unprepared in classroom management and they believed they required additional training (Dinham & Scott, 2000). New Zealand research conducted by Johansen et al. (2011) revealed that only 16.2% of their respondents believed they had satisfactory training in managing classroom behavioural issues, 83.8% were dissatisfied with the level of training received in this area. Teacher trainees reported their training to be too theoretical and that concepts were too far removed from the classroom

(Atici, 2007; Reupert & Woodcock, 2010). Jennings and Greenberg (2009) reiterate this belief stating that teachers are insufficiently prepared to provide the social and emotional development to successfully maintain effective classroom management. Furthermore, Dinham and Scott's (2000) survey undertaken in Australia, England and New Zealand, revealed that overall, teachers felt that their training insufficiently prepared them for the workplace. Teachers understand the importance of possessing effective classroom management skills; however, without training and support most feel poorly prepared for the classroom (Atici, 2007).

There is increasing evidence that teachers should enlist the involvement of parents in their children's learning to improve the behaviour of students in the classroom (El Nokali, Bachman & Votruba-Drzal, 2010; Galindo & Sheldon, 2012; Fan & Williams, 2010; Larocque, Kleiman & Darling, 2011; Semke, Kwon, Sheridan, Woods & Garbacz, 2010; Sturrock & Gray, 2013; Walker et al., 2004; Webster-Stratton, Reid & Stoolmiller, 2008). Church (2003) reiterates this, stating a belief that school-wide intervention alone is not sufficient to reduce anti-social behaviour and to promote pro-social behaviour. Research has shown positive effects, socially and emotionally, in student competence when parents are involved with their learning and a consistent approach in home/school behaviour plan is utilised (Webster-Stratton et al., 2008). Research undertaken by El Nokali et al. (2010) indicates a strong correlation between parental involvement, increases in social skills and a decrease in behavioural problems. These improvements noted in socio-emotional skills are likely to have long term effects, prompting improvement in behaviour and academic success into the future.

Although research has shown that parent involvement in the school community reduces behavioural issues, and while teachers would like to channel this success, teachers mostly receive little training, nor possess the skills required in establishing these relationships (Webster-Stratton et al., 2008; Webster-Stratton & Reid, 2010). Parents, who only hear from school if their child has behavioural problems, can become demoralised and withdraw from any school contact. This withdrawal can set a negative pattern with child

and teacher relations and cause a lack of contact and consistency between the classroom and home environments (Webster-Stratton & Reid).

While the aetiology of various forms of persistent behavioural problems are becoming better understood, any insights from the developmental sciences are not well integrated into teacher preparations and professional development programmes (Pianta, Hitz & West, 2010). There appear to be many conceivable contributing sources and influences on possible behavioural challenges of children. Intervention as early as feasible is recommended, or preferably prevention, as children's behavioural problems become increasingly resistant to intervention as the behaviour becomes more entrenched and frequent. Students who are experiencing learning difficulties often experience difficulties with sitting still, focusing on the task, and answering or asking questions as necessary in the learning process; these indicators easily escalate into behavioural problems and further delay in learning. Teachers who have been effectively trained in proactive classroom management, and who take a non-punitive approach in their classroom management style are less likely to suffer emotional exhaustion and are better equipped to provide an emotionally stable learning environment for their students. Research indicates that teachers who are able to facilitate parental involvement in the classroom environment experience less behavioural problems in the classroom. Although the aetiology of behavioural problems are various and can be misunderstood, research has indicated that a community wide approach has the most successful outcomes when training involves parents, teachers, and children (Church, 2003; Webster-Stratton, 1999).

Chapter Three: Methodology

Method

This study was conducted nationwide via a digital online survey. A list of school contacts was obtained from the Education Counts website (New Zealand Government, 2013). This list was filtered to obtain contacts for public contributing schools that cater for year 1 to 4 students. A sample size of 100 teachers of year 1 to year 4 students was sought. To establish the sought sample size a total of 1,347 emails were sent to principals throughout New Zealand. Principals were invited, if they consented to the email request, to forward the survey link to teachers of year 1 to 4 students within their school. This resulted in 200 teacher responses, 110 (55%) of whom, completed the entire survey. The results for this survey are analysed using a descriptive statistics approach.

The Survey

Items for the survey were selected from two existing surveys: the Teacher Classroom Management Strategies Questionnaire (The Incredible Years, n.d.) (a copy of this is available in Appendix C), and a questionnaire that was used by Johansen, Little, and Akin-Little (2011), (Appendix D). The Incredible Years Classroom Management Strategies Questionnaire is administered to all participants of the Incredible Years training before commencement of the programme and upon conclusion of the programme. The second questionnaire was provided to the researcher by Dr Steven Little. Dr Steven Little provided this questionnaire in response to a request for further information regarding the survey used for the journal article published in the Kairaranga magazine. This article was of particular interest due to its New Zealand context and its data regarding teacher satisfaction of classroom behaviour management instruction received during their training.

The survey format was created using Survey Monkey, an online survey tool (www.monkeysurvey.com). An electronic format was utilised to allow teachers the convenience of completing the survey at a time of their choosing, thus eliminating the

inconvenience of postage and minimising response time for participants. The electronic format of this survey also allowed participants to quickly complete all relevant questions without having to read questions that do not relate to a particular participant's circumstances. For instance, if the participant did not agree to the participation comments or if they were teaching outside of the requested year levels, the survey automatically terminated to the end screen which thanked them for their time and offered an email address if they were interested in a summary sheet of the results.

The survey was assembled into five sections:

- Introduction
- Demographics
- Classroom behaviour management
- Classroom behaviour management strategies used
- Parental involvement

The survey consisted of 24 questions in total, 12 of which were optional comment boxes. Comment boxes were provided after seven of the questions to allow for clarification of those individual questions if required and a general (optional) comment box was provided at the end of each section to allow the participant to make any comments they felt it appropriate.

The Introduction section of the survey supplied information regarding the purpose of the survey, the researcher contact details, and the ethical considerations. After reading this information the participant could either agree or disagree to participate in the study by electronic selection of their response. The Demographics section was made up of multiple choice questions and covered general non-identifying information about the participants': highest level of education, age group, length of time teaching at their current school and in total, decile rating of their current school, professional development received, and areas of sought after professional development.

A seven point Likert scale was used in the Classroom Behaviour Management section to gain an understanding of teachers' confidence levels in dealing with behaviour in

their class and to gain an understanding of teacher's perception of how well their training prepared them for behaviour they experience in their classrooms. A seven point Likert scale was used here to ascertain three levels of confidence (somewhat, average and very) on each side of a neutral rating. Likert scales were also applied in the Classroom Management Strategies Used section. Thirty strategies for managing classroom behaviour were listed alongside an eight point Likert scale to indicate frequency of using the technique and a seven point Likert scale to rate their perceived usefulness. An eight point scale is used to allow for a range of frequency of use: never, once a year, once a term, weekly, daily, and two or more times a day. The seven point Likert scale to rate perceived usefulness is similar to the Likert scale used for rating confidence. There are three rankings each side of neutral, somewhat, average and very useful or not useful. A ranking and an eight point Likert scale were used in the Behavioural Challenges section to ascertain which behaviours teachers found most challenging and how often these types of behaviours were occurring in the classroom. The Parental Involvement section uses multiple choice and a six point Likert scale to ascertain a rating of how often during the school year teachers' make contact with parents. In retrospect, a consistent use of range for the Likert scale may have provided an easier comparative platform. However, in this instance it was felt the data was uncompromised by the differences, as the scales reflected the range of answers deemed suitable for each section of questions without restriction of format dictated by previous scales. The last part of the survey thanked the participant for their time and provided an email address to receive a summary sheet of the survey results upon completion. A print out of this electronic survey is available in Appendix B an electronic copy of this survey is temporarily stored at <https://www.surveymonkey.com/s/ClassroomBehaviourManagement> .

When constructing the survey, a conscious decision was made to not include questions asking teachers for their perceptions of the racial or ethnic characteristics of children, these were deemed outside the scope of the broader purpose of this study. This decision was made despite research indicating higher rates of conduct problems occurring with Māori children, because it is teacher perception of their confidence in managing these

behaviours, rather than the source of the behaviour that is relevant for this study. Additionally, evidence suggests effective CBM strategies provide similar outcomes regardless of ethnicity (Sturrock & Gray, 2013).

Ethical Considerations

A low risk notification ethical clearance was sought, and consented, from the Massey University Human Ethics Committee. This study involved a voluntary, anonymous, secure online survey of the classroom management practices of teachers of year 1 to year 4 children. No identifying information was requested and IP addresses (the unique string of numbers that identifies any computer using the internet) of participants were not collected. Participant consent was requested, and required for continuation of the survey in the introduction of the survey. The participants were asked to select either *agree* or *disagree* to the following statement: *By agreeing to participate in this survey you are stating that you have read the above information, you voluntarily agree to participate, and you are a currently practicing New Zealand teacher.* Survey logic was initiated in this question, if 'disagree' was selected, the survey jumped to the end of the survey. If 'agree' was selected, the survey continued to the next section.

This study involved no deception and no harm was foreseen, or expressed, by teachers responding to questions about their classroom activities. Participants were fully informed of the nature of the study, what their participation involved, that their participation was completely anonymous, and that the final report would not identify any person or schools involved. Teachers were not directly approached for participation in the survey; the request email (see Appendix A) was initially sent to the principals of the schools. If the Principal of a school consented to their staff members' participation they were asked to forward the survey to the appropriate staff members. An email address was provided in the email to the Principal and additionally in the survey, giving individuals the opportunity to register their interest in receiving a summary sheet of the findings at the conclusion of the study.

The Participants

All participants invited to join this research were given the link by the Principal of their school. A total of 200 teachers of year one to year four students responded, with 110 providing complete data. This research uses only the complete data provided by 110 of the participants. The remaining data has been discarded. Further data describing the teacher demographics of the participants is provided in chapter four.

This chapter has outlined the methodology, and ethical considerations that are the foundations for this study; it describes the survey format and provides an introduction to the demographics of those who have completed the survey. In the next chapter, Chapter Four, the results of the survey will be listed and illustrated with the assistance of tables and graphs.

Chapter Four: Results

This chapter presents the findings and data collected in a nationwide, online digital survey, completed by teachers of year 1 to year 4 students. The headings in this chapter reflect the sections within the survey. The analysis and discussion of these data are presented in Chapter Five. These data reflect only the findings of the 110 participants who completed the entire survey; the 90 partial completions were deleted due to the incomplete information set.

Teacher Demographics

The majority of the teachers who responded to this survey teach Year 1 (26.2%), have a Bachelor degree (53.8%), and have been teaching for 15 or more years (36.1%) in a mid-ranked decile range school (median = 6).

Decile range refers to the socio-economic scale for the location of the school, decile 1 being the lowest sector of the socioeconomic scale and decile 10 the highest sector on this scale. The respondents of this survey taught in schools whose median decile rating was 6 and the range 10 (see Table 1, p. 21). Each decile rank is represented in this survey.

The majority (35.5%; n=39) of these teachers have been teaching for more than 15 years, with 13.6% (n=15) having taught for 3 years or less. Correspondingly, 60% (n=66) of the respondents are aged 40 or above, 7.3% (n=8) of whom are 60 or older. The mode age band of the teachers is 40-49 years. See Table 2 (p. 21) for the age ranges of participating teachers. The number of years teaching range is 40 years and the mean is 13 years teaching. All teachers in this survey teach students of year 1 to year 4. The majority teach year 1 (30.9%, n= 34) and the least year 3 (16.4%, n=18).

Table 1

*Decile Rating of Participants' Current School***Decile Rating of Participants' Schools**

Decile Rating	Frequency	Percent	Cumulative Percent
1	6	5.5	5.5
2	12	10.9	16.4
3	8	7.3	23.6
4	12	10.9	34.5
5	8	7.3	41.8
6	14	12.7	54.5
7	11	10.0	64.5
8	10	9.1	73.6
9	10	9.1	82.7
10	19	17.3	100.0
Total	110	100.0	

Table 2

*Age Range of Participants***Age Range of Respondents**

Age Range	Frequency	Percent	Cumulative Percent
21-29	14	12.70	12.70
30-39	29	26.40	39.10
40-49	32	29.10	68.20
50-59	26	23.60	91.80
60 or older	8	7.30	99.10
Preferred not to say	1	.09	100.00

Figure 1

Highest Level of Education



Figure 1 illustrates the highest academic qualification achieved by the participants of the survey. The majority of teachers (52.7%, n=58) have a Bachelor degree, 19.1% (n=21) have a Teachers Diploma. This participating group is 25.4% (n=28) comprised of teachers who have completed further study at Postgraduate Diploma or Masters level.

The preponderance (98.2%, n=108) of teachers have received professional development, while 1.8% (n=2) of respondents indicated having received no professional development during their teaching career as illustrated in Figure 2 (p. 23).

Professional development.

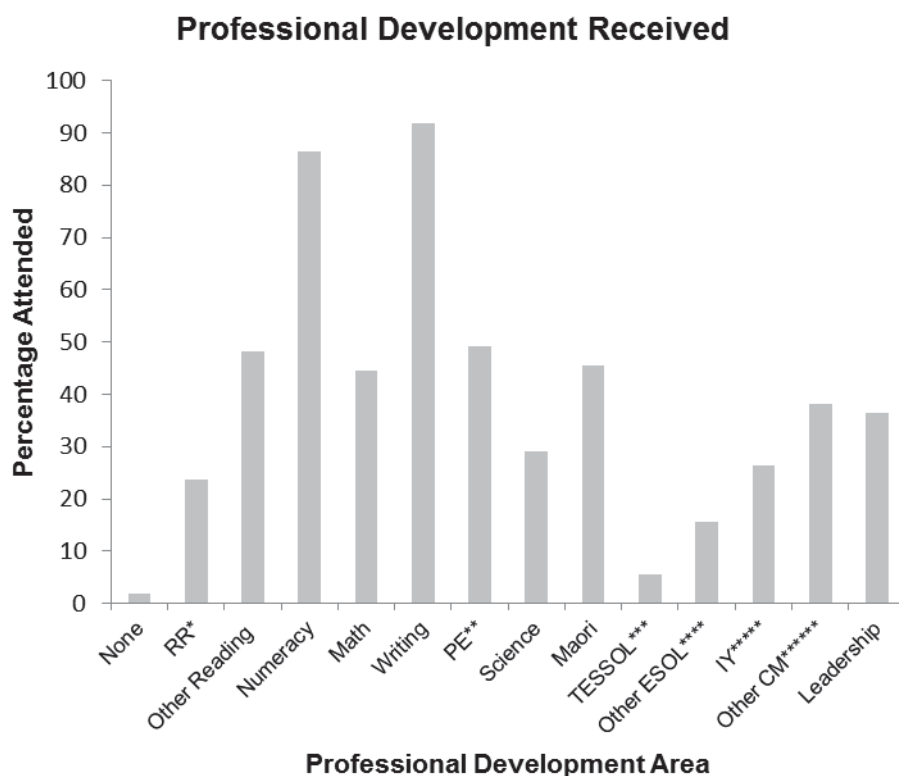
This section takes into consideration professional development that teachers have undertaken and queries which areas of professional development they would like to undertake in the future should the opportunities become available to them.

The majority of respondents have received professional development in curriculum based Writing (91.8%, n=101) and Numeracy (86.4%, n=95). Figure 3 (p. 24) illustrates additional detail on areas of professional development received. Interestingly, 64.6% (n=71)

of respondents indicated having trained in a classroom management programme: Incredible Years (26.4%, n=29) or other classroom management programmes (38.2%, n=42). Of the 26.4% of participants who attended Incredible Years Programme, 34.48% (n=10) reported also attending another classroom management programme. That considered, a total of 55.45% (n=61) of respondents have attended either one or more classroom management programmes.

Figure 2

Professional Development Received



*Reading Recovery

**Physical Education

***Teaching English in Schools for Speakers of Other Languages

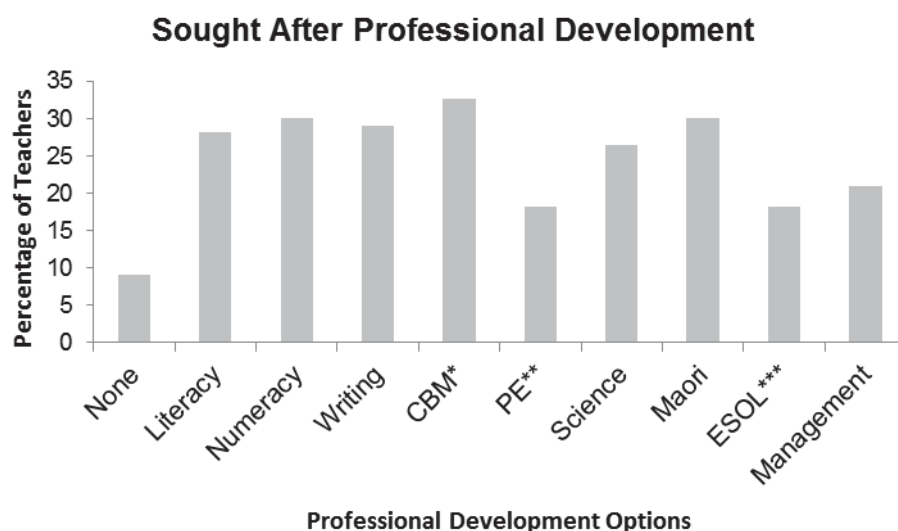
****English for speakers of other languages

*****Incredible Years

*****Classroom Management

Figure 3

Professional Development Sought by Participating Teachers



*Classroom behaviour management

**Physical Education

***English for speakers of other languages

Figure 3 illustrates the areas of professional development that are sought by the respondents. Even though 55.45% of respondents indicated they have received professional development in classroom management, this was the area of professional development that was most sought after by the respondents (32.7%, n=36). Numeracy (30%), Maori (30%), Writing (29.1%), Literacy (28.2%) and Science (26.4%) were also popular options for additional professional development. Of the 32.7% who indicated an interest in attending professional development in classroom management, 61.1% (n=22) have not attended professional development in this field previously. Almost 20% (19.7%, n=14) of those who have received training in classroom management, indicated an interest in additional training in this area (4.2% of whom attended Incredible Years training, 14.1% other classroom management programmes and 1.4% who have attended both Incredible Years and another classroom management programme). In all, 75.4% (n=83) of respondents have either attended or expressed an interest in attending professional development in classroom management.

It is also noted that the already high teacher confidence ratings in managing difficult classroom behaviour increased by 14.7% upon completing a CBM programme other than IYTCM, and by 17.25% in those who completed an IYTCM programme. The median years teaching for the total group of respondents is 13 years, as is the median of years teaching for those who have completed any of the CBM programmes. These results indicate no suggestive difference in teacher experience. Neither is decile rating indicative in these confidence ratings, with the largest decile rating difference being 1.3. The overall median decile rating for this survey is 6. Those receiving CBM have a median decile rating of 6.4; those completing the IYTCM have a median decile of 5.1 (this being the largest difference to the overall median of 6). While those who have completed both IYTCM and another CBM programme have a mean decile rating of 5.7 years.

Additional comments provided in professional development.

Sixteen participants (14.5%) utilised the opportunity to provide further comment in this section. Some thought-provoking comments are listed below:

- “No matter how much training or professional development we as teachers receive at the end of the day what matters is how we react to certain behaviours, how we deal with students and what our belief systems are”
- “So much to always do and so little time and energy left to do it after a full day of teaching”
- “Very poor social skills”
- “The incredible years teachers course was a great course to allow me to develop a more positive nature towards behaviour management”
- “We are getting more and more children with social problems”
- “I think there is too much PD that is talk and not enough modelling”
- “Every year we attend professional development - I could not list all”
- “I have taught for many, many years and am finding more and worse behaviour problems with children”

Classroom Behaviour Management

This section of the survey aims to understand how prepared teachers feel, both currently and at the beginning of their career, in dealing with classroom behaviour. Of particular interest is the teachers' perception of their confidence in managing problem behaviour. Also explored is the teacher perception of their preparedness upon completion of teacher training.

Teacher confidence.

The survey question on teacher confidence queries how confident teachers feel managing general behaviour and difficult behaviour in their classroom. It also queries how confident they feel in their ability to promote students emotional, social, and problem solving skills. The responses to these questions are listed in Table 3 (p. 27). The majority of teachers indicated that they feel confident in managing each of these areas, with 92.8% (n=102) of the teachers indicating a confident or very confident rating in managing general behaviour and 70.9% (n=78) in managing difficult classroom behaviour. In differentiating general and difficult behaviour, the very confident range drops from 44.5% for general behaviour to 18.2% for difficult behaviour.

Table 3***Managing Classroom Behaviour and Promoting Social Skills in Children*****Confidence in Managing Behaviour in the Classroom**

	General Behaviour		Difficult Behaviour		Promote Skills	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Unconfident	2	1.8	2	1.8	2	1.8
Unconfident	0	0	0	.0	0	.0
Somewhat Unconfident	0	0	2	1.8	1	0.9
Neutral	0	0	4	3.6	3	2.7
Somewhat Confident	6	5.5	24	21.8	19	17.3
Confident	53	48.3	58	52.7	65	59.1
Very Confident	49	44.5	20	18.2	20	18.1

Less than 'confident' rating.

Almost thirty four percent of respondents (33.6%, n=37) indicated a lower than 'confident' rating in the three questions relating to confidence in managing classroom behaviour. Of that 33.6%, 16.2% (n=6) have attended an Incredible Years training programme and 29.7% (n=11) attended another classroom management programme. The median decile rating of the respondents is 6 and the mode is 4. More than half (56.8%, n=21) of these respondents indicated that they would like to receive professional development in classroom management.

The 37 respondents in the less than confident category have a mean of 9.6 years of teaching experience, median=6, range=26, and a mode of first year teachers (13.5%, n=5). The total respondents (n=110) consisted of 15.8% (n=6) first year teachers, and 83.3% (n=5)

of these first year teachers indicated a less than confident rating in one of the three confidence in managing behaviour in the classroom areas.

The educational composition of the less than confident group is: Teachers Diploma 10.8% (n=4), University Diploma 2.7% (n=1), Bachelor Degree 59.5% (n=22), Postgraduate Diploma 21.6% (n=8), and Masters 5.4% (n=2). Nineteen percent of those who have Teachers diploma, 33.3% of those with a University Diploma, 37.9% of those with a Bachelor Degree, 34.8% of those with a Postgraduate Diploma, and 40% of those with a Masters Degree, indicated a less than confident rating on at least one of the three questions regarding confidence in managing behaviour in the classroom.

Of those in this group 13.5% (n=5) felt confident in managing difficult behaviour, but did not feel confident in promoting emotional, social, and problem solving skills with their students. A total of 16.4% (n=18) of all respondents did not feel confident in this area and 48.6% of those who indicated another area of less than confidence, also indicated a less than confident in this area. Just 7.3% (n=8) responded to feeling less than confident in managing general classroom behaviour.

Confident and very confident rating.

When considering the confidence ratings for general and problem classroom behaviour, 71% (n=78) of teachers felt confident or very confident in managing behaviour. However, 9% (n=7) of this group and 100% of first year teachers reported feeling less than confident or only somewhat confident in promoting emotional, social and problem solving skills. Of the 71% who felt confident or very confident in managing problem classroom behaviour, 30.8% (n=24) have attended an IYTCM programme and 42.3% (n=33) attended another classroom management programme. The median and mean decile rating of the respondents is 6 and the mode is 10. Interestingly, 23.1%, n=18 of these respondents indicated that they would like to receive professional development in classroom management. Half of the teachers who would like further instruction in CBM have had professional development in this area previously.

The 78 respondents in the confident to very confident category in managing CBM, have a mean of 15 years of teaching experience, median=12, and range=40. The educational composition of the confident/very confident group is: Teachers Diploma 10.8% (n=4), University Diploma 2.7% (n=1), Bachelor Degree 59.5% (n=22), Postgraduate Diploma 21.6% (n=8), and Masters 5.4% (n=2).

Confidence ratings and professional development.

In this section the confidence ratings for managing general classroom behaviour, managing difficult classroom behaviour, and promoting students' emotional, social, and problem solving skills, have been divided into four domains of professional development received. These four domains are (1) no classroom behaviour management (CBM) professional development (PD) received, (2) non IY (Incredible Years) CBM received, (3) IYTCM received, (4) IYTCM in addition to another CBM programme undertaken. For ease of use the ratings 'very unconfident', 'unconfident', 'somewhat unconfident', and 'neutral' have been combined to one rating, 'not confident' (or less than confident) in Table 4 (p. 30). Likewise, the ratings 'somewhat confident', 'confident', and 'very confident' have been combined to the rating 'confident' for the purposes of this table. Table 4 demonstrates an increase in 'managing difficult classroom behaviour' from a confidence rating of 61.7% for no professional development in this area, to 76.4% confidence after a non IY CBM, to 78.95% confidence rating after IYTCM and 90% confidence in managing difficult classroom behaviour upon completing both IYCM and another CBM programme. A similar trend is evident in 'promote students' emotional, social and problem solving skills', with an increase from 74.47% confidence rating with PD in CBM to 90% confident rating for respondents who have completed both IYCM and another CBM programme.

Table 4***Teacher Confidence in Comparison to CBM PD Received*****Confidence Ratings Compared to Professional Development Received in CBM**

Professional Development Received	Managing General Classroom Behaviour		Managing Difficult Classroom Behaviour		Promote Students Emotional, Social + Problem Solving Skills	
	Not Confident	Confident	Not Confident	Confident	Not Confident	Confident
No CBM PD	8.51% (4)	91.49% (43)	38.30% (18)	61.70 (29)	25.53% (12)	74.47% (35)
Non IY CBM	8.82% (3)	91.18% (31)	23.53% (8)	76.47% (26)	23.53% (8)	76.47% (26)
IYTCM	5.26% (1)	94.74% (18)	21.05% (4)	78.95% (15)	21.05% (15)	78.95% (15)
IYTCM and other CBM	0.00% (0)	100.0% (10)	10.00% (1)	90.00% (9)	10.00% (1)	90.00% (9)

Teacher training preparation.

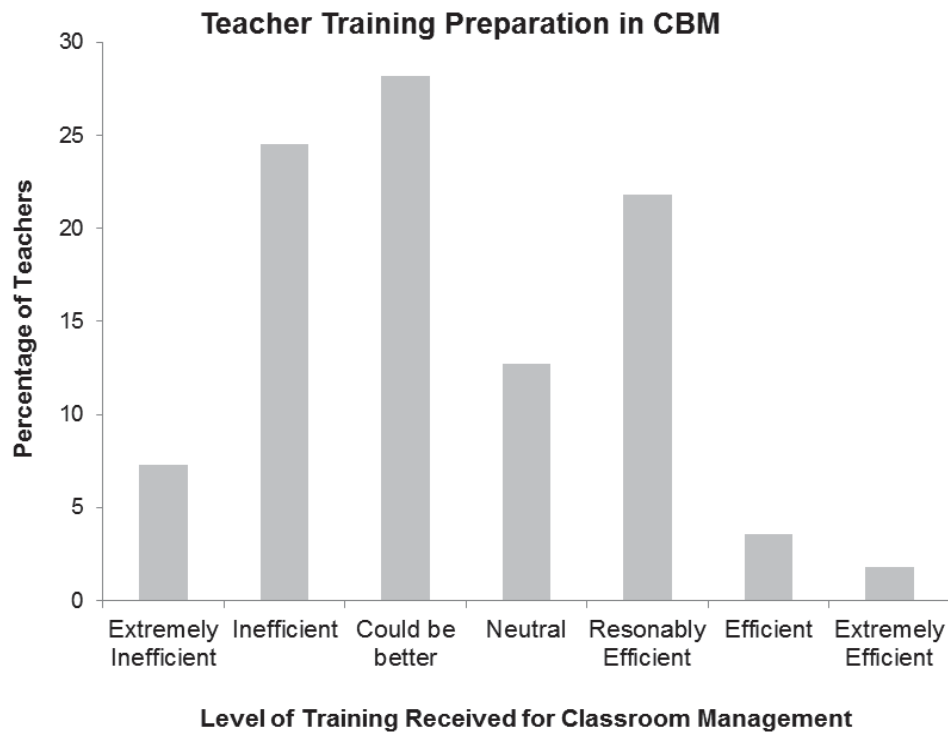
Figure 4 (p. 32) and Table 5 (p. 33) demonstrate teacher satisfaction with their preparation for managing classroom behaviour during their teacher training. A significant percentage (60%, n=66) of the responding teachers believed the classroom management instruction they received while training was less than satisfactory in preparing them for managing behavioural challenges in the classroom. Conversely, 5.4% (n=4 and 2 respectively) believed they received 'efficient' or 'extremely efficient' preparation for classroom management. Fourteen (12.7%) respondents felt 'neutral', neither positive nor negative, about their classroom behaviour management teacher training received. Thirty eight (34.5%) respondents gave additional comments for this question. Seven (18.4%) respondents expounded the value of classroom experience over theory, expressing a requirement for additional classroom experience along with assistance from colleagues.

Some poignant anonymous comments are listed on the following page:

- “I completed the one year on line post grad diploma which barely prepares you for teaching let alone management behaviour, due to the time frame. Basically it is up to you and you learn by what you do wrong!”
- “Only really one lecture at uni that was really relevant to this.”
- “Training provided very little information on behaviour management.”
- “I feel fortunate that I had a background in behaviour management prior to starting teaching. The information we were provided with on our year grad dip of teaching course was very minimal, to the extent I felt sorry for my teacher friends who then got teaching positions and felt ill at ease supporting students in their class with behavioural difficulties or learning issues. For most of us I feel teaching is a, ‘baptism by fire’.”
- “All teacher trainees should also have to do Incredible Years.”
- “I think that all teacher training programmes should undertake the Incredible Years Programme”
- “Probably spent 3 hours in total over the year on this!”
- “Teacher training really didn’t prepare me for managing a class at all! This really is something they should focus more on”
- “Behaviour of children has changed since I started teaching, more challenging behaviours now”

Figure 4

Teacher Perception of Teacher Training Preparation for CBM



Other comments included references to experience gained from practicum, from colleagues and from being a parent. Additionally, reference was made to learning from personal experience in the classroom; erudition from personal failures and successes. A few teachers who have extensive teaching experience perceive children's behaviour to be deteriorating, and note that classroom management was easier at the beginning of their careers. Also mentioned was the prevalence of poor social skills in children currently.

Table 5***Teacher Perception of Teacher Training in Preparation for CBM***

**Teacher Perception of Preparedness for
Classroom Behaviour Management at Onset of
Teaching**

Level of Preparation	Percentage	Number
Extremely inefficient	7.3	8
Inefficient	24.5	27
Could have been better	28.2	31
Neutral	12.7	14
Reasonably well	21.8	24
Efficient	3.6	4
Extremely well	1.8	2

Classroom Management Strategies

The purpose of this section of the survey was to gain an understanding of what classroom management strategies teachers use, how often they use them, and how useful they perceive them to be. The participant was able to select one of seven levels of use for each strategy:

- Never
- Once a year
- Once a term
- A few times a term
- Weekly
- A few times a week
- Daily
- Two or more times a day

Table 6 (pp. 37-41) shows the frequency of each strategy used by the respondents and Table 7 (pp. 42-45) demonstrates how useful the respondents perceive each strategy to be. Tables 8 (p. 46) and 9 (p. 47) demonstrate the strategies ranked in most used to least used and most useful to least useful, respectively.

Thirty nine (35.5%) of the participants added additional comments in this section. Comments made here remark on the need to adapt your strategies to meet the individual needs of the child with the behavioural problem; not all strategies work with all children, and a strategy that works with one, is not always successful with another. One participant shared “when I reflect on my day there is always something that I am not happy about. The way I have handled it [the behaviour] and it seems that when I get overwhelmed with the busy classroom I default to negative behaviour management”. A similar contributing comment states: “my reactions often depend upon my own mood and how I am feeling at the time”. Several teachers mentioned that they set up class treaties instead of rules; the treaty is a collaborative exercise involving the teacher and students. Also mentioned, as an effective classroom management strategy, is restorative justice. Some of the strategies listed are mentioned in the comments as being useful strategies, however, when their students are well behaved, it is not necessary to implement them.

Three most used strategies.

The respondents selected ‘Encourage positive social behaviours (e.g., helping, sharing, waiting)’ as the most frequently used strategy; 76.4% (n=84) indicated that they use this strategy two or more times a day and 22.7% (n=25) using this strategy daily. This was also selected as the most useful strategy, with 83.6% (n=92) choosing the highest category of ‘very useful’ and 11.8% (n=13) selecting ‘quite useful’.

‘Give clear positive directions’ was selected as being used more than two times a day by 75.5% (n=83) of respondents and daily by 22.7% (n=25), this was the second highest response rate. It is also rated second highest (equal with ‘praise positive behaviour’) in the usefulness category with 79.1% (n=87) rating this strategy as ‘very useful’ and 12.7% (n=14)

rating it as 'quite useful'. The third most frequently used strategy is 'praise positive behaviour (including naming the positive behaviour receiving praise)'. This was selected as being used two or more times a day by 74.5% (n=82) of the respondents, and by 23.6% (n=26) using this strategy daily.

Three least used strategies.

The strategy that is used the least often by the respondents is 'send student home for aggressive or destructive behaviour'; 81.8% of respondents (n=90) indicated never having used this strategy. This was also thought to be the least useful strategy with 38.2% (n=42) selecting 'not at all useful', 2.7% (n=3) 'somewhat not useful', 5.5% (n=6) 'not useful', 42.7% (n=47) felt 'neutral' about this strategy, 7.3% (n=8) 'useful', and 3.6% (4) selected 'very useful'. One comment reflected that this was not at all an option, as they did not have the ability to make that decision.

The second least used strategy is 'teach students anger management strategies (e.g. Turtle technique, calm down thermometer)'; 30.9% (n=34) respondents indicated that they 'never' used this strategy, 13.6% (n=15) indicated using it 'once a year', 12.7% (n=14) 'once a term', 29.1% (n=32) 'a few times a term', 3.6% (n=4) 'weekly', 5.5% (n=6) 'a few times a week' and 4.5% (n=5) 'daily'. Although this strategy is not often used, its usefulness ratings do not correspond as they do with the top three strategies. The majority of respondents selected either 'neutral' or 'useful' both rating (37.4%, n=34). An additional 33.7% (n=37) rated as 'quite useful' or 'very useful', while 4.5% (n=5) rated this strategy as 'not at all useful' or 'somewhat not useful'.

The third least used strategy is 'send misbehaving students to Principal's (or another staff member's) office'. Almost 30% (29.1%, n=32) indicated 'never' using this strategy, 27.3% (n=30) 'once a year'; 16.4% (n=18) 'once a term', 22.7% (n=25) 'a few times a term', 0.9% (n=1) weekly, and 3.6% (n=4) 'a few times a week'. Again, the fact this is the third least used strategy is not indicative of the perceived usefulness of this strategy with 45.5%

(n=50) rating the usefulness of this strategy as useful to very useful. With 28.2 (n=31) rating the strategy as less than useful. Those remaining neutral were 26.4% (n=29).

Table 6

Frequency CBM Strategies Used

Classroom Management: Strategies Used - Frequency

Frequency	Never	Once a year	Once a term	A few times a term	Weekly	A few times a week	Daily	Two or more times a day
Encourage positive social behaviours (e.g. helping, sharing, waiting)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.9% (1)	0.0% (0)	22.7% (25)	76.4% (84)
Make children aware of, or, comment on bad behaviour	0.0% (0)	0.0% (0)	1.8% (2)	9.1% (10)	9.1% (10)	32.7% (36)	27.3% (30)	20.0% (22)
Reward a certain individual for positive behaviours with incentives	4.5% (16)	1.8% (2)	2.7% (3)	7.3% (8)	6.4% (7)	5.5% (6)	30% (33)	41.8% (46)
Use class wide individual incentive programmes	14.5% (16)	1.8% (2)	1.8% (2)	6.4% (7)	4.5% (5)	5.5% (5)	33.6% (37)	31.8% (35)

Reward groups for positive behaviours with incentives	17.3% (19)	1.8% (2)	5.5% (6)	7.3% (8)	10% (11)	15.5% (17)	30% (33)	12.7% (14)
Praise positive behaviour (behaviour specific praise)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.9% (1)	0.9% (1)	23.6% (26)	74.5% (82)
Use time out (allowing time for student to calm down) for aggressive behaviour	7.3% (8)	4.5% (5)	15.5% (17)	39.1% (43)	11.8% (13)	10.9% (12)	10.9% (12)	0.0% (0)
Teaching rest of class to ignore student in time out/calm down	6.4% (7)	10.9% (12)	15.5% (17)	33.6% (37)	3.6% (4)	13.6% (4)	11.8% (13)	4.5% (5)
Single out individual students or a small group of children for misbehaviour	9.1% (1)	3.6% (4)	10.9% (12)	25.5% (28)	11.8% (13)	22.7% (25)	10.9% (12)	5.35% (6)
Reprimand quietly	1.8% (2)	0.0% (0)	3.6% (4)	13.6% (15)	15.5% (17)	21.8% (24)	30.9% (34)	12.7% (14)
Reprimand in a loud voice	10.9% (12)	3.6% (4)	20.0% (22)	23.6% (26)	10.9% (12)	19.1% (21)	9.1% (10)	2.7% (3)
Send misbehaving students to Principal's office	29.1% (32)	24.3% (30)	16.4% (18)	22.7% (25)	0.9% (1)	3.6% (4)	0.0% (0)	0.0% (0)

Threaten to send student out of classroom for misbehaviour	24.5% (27)	15.5% (17)	16.4% (18)	30.0% (33)	5.5% (6)	7.3% (8)	0.0% (0)	0.9% (1)
Send student home for aggressive or destructive behaviour	81.8% (90)	13.6% (15)	2.7% (3)	1.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	0.0%
Call, email or send note home to parent/s to discuss bad behaviour	10.9% (12)	29.1% (32)	38.2% (42)	19.1% (21)	1.8% (2)	0.0% (0)	0.9% (1)	0.0% (0)
Ignore non-disruptive misbehaviour	12.7% (14)	0.0% (0)	2.7% (3)	16.4% (18)	11.8% (13)	20.9% (23)	21.8% (24)	13.6% (15)
Verbally redirect a child who is distracted	0.0% (0)	0.0% (0)	0.0% (0)	1.8% (2)	7.3% (8)	15.5% (17)	36.4% (40)	39.1% (43)
Use non-verbal signals to redirect a non-engaged child	0.9% (1)	0.0% (0)	0.0% (0)	6.4% (7)	6.4% (7)	11.8% (13)	35.5% (39)	39.1% (43)
Use problem solving strategy (e.g. define problem/ brainstorm solutions)	8.2% (9)	2.7% (3)	8.2% (9)	33.6% (37)	17.3% (19)	15.5% (17)	12.7% (14)	1.8% (2)
Use anger management strategy for yourself	20.0% (22)	13.6% (15)	12.7% (14)	22.7% (25)	10.0% (11)	10.9% (12)	8.2% (9)	1.8% (2)

Use a transition routine (e.g. countdown to clean up)	4.5% (5)	0.9% (1)	0.9% (1)	2.7% (3)	2.7% (3)	5.5% (6)	35.5% (39)	47.3% (52)
Give clear positive directions	0.0% (0)	0.0% (0)	0.0% (0)	0.9% (1)	0.0% (0)	0.9% (1)	22.7% (25)	75.5% (83)
Planned consequences for misbehaviour (e.g. loss of privileges)	9.1% (10)	1.8% (2)	7.3% (8)	19.1% (21)	17.3% (19)	15.5% (17)	23.6% (26)	6.4% (7)
Have clear classroom rules and refer to them	0.9% (1)	0.9% (1)	1.8% (2)	10.9% (12)	14.5% (16)	15.5% (17)	27.3% (30)	28.2% (31)
Use persistence or emotion coaching (focusing, being patient, working hard)	7.3% (8)	0.0% (0)	1.8% (2)	10.0% (11)	7.3% (8)	11.8% (13)	35.5% (39)	26.4% (29)
Send notes home about positive behaviour	14.5% (16)	1.8% (2)	10.0% (11)	33.6% (37)	23.6% (26)	10.9% (12)	5.5% (6)	0.0% (0)
Call parent to report good behaviour	26.4% (29)	2.7% (3)	12.7% (14)	35.5% (39)	12.7% (14)	7.3% (8)	2.7% (3)	0.0% (0)
Model self-regulation strategies for students	10.0% (11)	0.9% (1)	7.3% (8)	27.3% (30)	12.7% (14)	15.5% (17)	16.4% (18)	10.0% (11)

Teach specific social skills	1.8%	0.0%	4.5%	21.8%	27.3%	18.2%	19.1%	7.3%
	(2)	(0)	(5)	(24)	(30)	(20)	(21)	(8)
Teach students anger management strategies	30.9%	13.6%	12.7%	29.1%	3.6%	5.5%	4.5%	0.0%
	(34)	(15)	(14)	(32)	(4)	(6)	(5)	(0)

Table 7

*Participants Perception of CBM Usefulness***Classroom Management: Strategies Used - Usefulness**

Usefulness	Not at all useful	Some what not useful	Not useful	Neutral	Useful	Quite useful	Very useful
Encourage positive social behaviours (e.g. helping, sharing, waiting)	0.0% (0)	0.0% (0)	0.0% (0)	0.9 (1)	3.6% (4)	11.8% (13)	83.6% (92)
Make children aware of, or, comment on bad behaviour	4.5% (5)	7.3% (8)	4.5% (5)	18.2% (20)	33.6% (37)	17.3% (19)	14.5% (16)
Reward a certain individual for positive behaviours with incentives	1.8% (2)	1.8% (2)	1.8% (2)	5.5% (6)	23.6% (26)	24.5% (27)	40.9% (45)
Use class wide individual incentive programmes	9.1% (10)	0.0% (0)	1.8% (2)	9.1% (10)	20.9% (23)	20.0% (22)	39.1% (43)
Reward groups for positive behaviours with incentives	10.0% (11)	0.0% (0)	1.8% (2)	15.5% (17)	29.1% (32)	24.5% (27)	19.1% (21)
Praise positive behaviour (behaviour specific praise)	0.0% (0)	0.0% (0)	0.0% (0)	0.9% (1)	8.2% (9)	11.8% (13)	79.1% (87)
Use time out (allowing time for student to calm down) for aggressive behaviour	0.9% (1)	1.8% (2)	0.0% (0)	16.4% (18)	39.1% (43)	21.8% (24)	20.0% (22)

Teaching rest of class to ignore student in time out/calm down	0.9%	0.9%	0.9%	20.0%	32.7%	18.2%	26.4%
	(1)	(1)	(1)	(22)	(36)	(20)	(29)
Single out individual students or a small group of children for misbehaviour	6.4%	5.5%	7.3%	30.0%	33.6%	9.1%	8.2%
	(7)	(6)	(8)	(33)	(37)	(10)	(9)
Reprimand quietly	1.8%	1.8%	0.0%	8.2%	37.3%	30.0%	20.9%
	(2)	(2)	(0)	(9)	(41)	(33)	(23)
Reprimand in a loud voice	19.1%	10.0%	9.1%	20.0%	24.5%	10.9%	6.4%
	(21)	(11)	(10)	(22)	(27)	(12)	(7)
Send misbehaving students to Principal's (or another staff member's) office	15.5%	6.4%	6.4%	26.4%	29.1%	7.3%	9.1%
	(17)	(7)	(7)	(29)	(32)	(8)	(10)
Threaten to send student out of classroom for misbehaviour	20.9%	10.0%	4.5%	22.7%	30.0%	8.3%	3.6%
	(23)	(11)	(5)	(25)	(33)	(9)	(4)
Send student home for aggressive or destructive behaviour	38.2%	2.7%	5.5%	42.7%	7.3%	0.0%	3.6%
	(42)	(3)	(6)	(47)	(8)	(0)	(4)
Call, email or send note home to parent/s to discuss bad behaviour	2.7%	1.8%	0.9%	18.2%	44.5%	18.2%	13.6%
	(3)	(2)	(1)	(20)	(49)	(20)	(15)
Ignore non-disruptive misbehaviour	6.4%	2.7%	3.6%	21.8%	38.2%	17.3%	10.0%
	(7)	(3)	(4)	(24)	(42)	(19)	(11)

Verbally redirect a child who is distracted	0.0%	0.0%	0.9%	1.8%	33.6%	31.8%	31.8%
	(0)	(0)	(1)	(2)	(37)	(35)	(35)
Use non-verbal signals to redirect a non-engaged child	0.0%	0.0%	0.9%	3.6%	28.2%	30.0%	37.3%
	(0)	(0)	(1)	(4)	(31)	(33)	(41)
Use problem solving strategy (eg. define problem and brainstorm solutions)	1.8%	1.8%	1.8%	20.9%	30.0%	22.7%	20.9%
	(2)	(2)	(2)	(23)	(33)	(25)	(23)
Use anger management strategy for yourself	6.4%	0.9%	0.0%	27.3%	32.7%	17.3%	15.5%
	(7)	(1)	(0)	(30)	(36)	(19)	(17)
Use a transition routine (e.g. countdown to clean up)	0.0%	0.0%	0.0%	5.5%	22.7%	21.8%	50%
	(0)	(0)	(0)	(6)	(25)	(24)	(55)
Give clear positive directions	0.0%	0.0%	0.0%	0.0%	8.2%	12.7%	79.1%
	(0)	(0)	(0)	(0)	(9)	(14)	(87)
Planned consequences for misbehaviour (e.g. loss of privileges)	1.8%	0.9%	0.0%	11.8%	36.4%	16.4%	32.7%
	(2)	(1)	(0)	(13)	(40)	(18)	(36)
Have clear classroom rules and refer to them	0.9%	0.0%	0.0%	7.3%	21.8%	12.7%	57.3%
	(1)	(0)	(0)	(8)	(24)	(14)	(63)
Use persistence or emotion coaching (focusing, being patient, working hard)	0.9%	0.9%	0.9%	12.7%	25.5%	20.9%	38.2%
	(1)	(1)	(1)	(14)	(28)	(23)	(42)

Send notes home about positive behaviour	2.7%	0.0%	0.0%	20.9%	29.1%	22.7%	24.5%
	(3)	(0)	(0)	(23)	(32)	(25)	(27)
Call parent to report good behaviour	1.8%	0.0%	0.0%	27.3%	29.1%	20.9%	20.9%
	(2)	(0)	(0)	(30)	(32)	(23)	(23)
Model self-regulation strategies for students	1.8%	0.0%	0.0%	17.3%	36.4%	22.7%	21.8%
	(2)	(0)	(0)	(19)	(40)	(25)	(24)
Teach specific social skills	0.0%	0.0%	0.0%	7.3%	30.0%	27.3%	35.5%
	(0)	(0)	(0)	(8)	(33)	(30)	(39)
Teach students anger management strategies	2.7%	1.8%	0.0%	30.9%	30.9%	15.5%	18.2%
	(3)	(2)	(0)	(34)	(34)	(17)	(20)

Table 8**Strategies: Most Used to Least Used**

Frequency of Classroom Management Strategy Utilised, Most to Least Used	
Strategy	Weekly or More
Encourage positive social behaviours (e.g. Helping, sharing, waiting)	100.00%
Praise positive behaviour (behaviour specific praise)	99.90%
Give clear positive directions	99.10%
Verbally redirect a child who is distracted	98.30%
Use non-verbal signals to redirect a non-engaged child	92.80%
Use a transition routine (e.g. Countdown to clean up)	91.00%
Make children aware of, or, comment on bad behaviour	89.10%
Have clear classroom rules and refer to them	85.50%
Reward a certain individual for positive behaviours with incentives	83.70%
Use persistence or emotion coaching (focusing, being patient, working hard)	81.00%
Reprimand quietly	80.90%
Use class-wide individual incentive programmes	75.40%
Teach specific social skills	71.90%
Reward groups for positive behaviours with incentives	68.20%
Ignore non-disruptive misbehaviour	68.10%
Planned consequences for misbehaviour (e.g. Loss of privileges)	62.80%
Model self-regulation strategies for students	54.60%
Single out individual students or a small group of children for misbehaviour	50.75%
Use problem solving strategy (e.g. Define problem/ brainstorm solutions)	47.30%
Reprimand in a loud voice	41.80%
Send notes home about positive behaviour	40.00%
Use time out (allowing time for student to calm down) for aggressive behaviour	33.60%
Teaching rest of class to ignore student in time out/calm down	33.50%
Use anger management strategy for yourself	30.90%
Call parent to report good behaviour	22.70%
Threaten to send student out of classroom for misbehaviour	13.70%
Teach students anger management strategies	13.60%
Send misbehaving students to Principal's office	4.50%
Call, email or send note home to parent/s to discuss bad behaviour	2.70%
Send student home for aggressive or destructive behaviour	0.00%

Table 9**Strategies: Most Useful to Least Useful****Classroom Management Strategies Used - Usefulness, Most to Least**

Strategy	Useful-very useful
Give clear positive directions	100.00%
Praise positive behaviour (behaviour specific praise)	99.10%
Encourage positive social behaviours (e.g. Helping, sharing, waiting)	99.00%
Verbally redirect a child who is distracted	97.20%
Use non-verbal signals to redirect a non-engaged child	95.50%
Use a transition routine (e.g. Countdown to clean up)	94.50%
Teach specific social skills	92.80%
Have clear classroom rules and refer to them	91.80%
Reward a certain individual for positive behaviours with incentives	89.00%
Reprimand quietly	88.20%
Planned consequences for misbehaviour (e.g. Loss of privileges)	85.50%
Use persistence or emotion coaching (focusing, being patient, working hard)	84.60%
Use time out (allowing time for student to calm down) for aggressive behaviour	80.90%
Model self-regulation strategies for students	80.90%
Use class-wide individual incentive programmes	80.00%
Teaching rest of class to ignore student in time out/calm down	77.30%
Call, email or send note home to parent/s to discuss bad behaviour	76.30%
Send notes home about positive behaviour	76.30%
Use problem solving strategy (e.g. Define problem and brainstorm solutions)	73.60%
Reward groups for positive behaviours with incentives	72.70%
Call parent to report good behaviour	70.90%
Use anger management strategy for yourself	65.50%
Ignore non-disruptive misbehaviour	65.50%
Make children aware of, or, comment on bad behaviour	65.40%
Teach students anger management strategies	64.60%
Single out individual students or a small group of children for misbehaviour	50.90%
Send misbehaving students to Principal's (or another staff member's) office	45.50%
Threaten to send student out of classroom for misbehaviour	41.90%
Reprimand in a loud voice	41.80%
Send student home for aggressive or destructive behaviour	10.90%

Three least useful strategies.

The first perceived least useful strategy is mentioned previously, as it is also perceived as the least used strategy; 10.9% of respondents believed sending a student home for aggressive or destructive behaviour as 'useful' or 'very useful', while 46.4% rated this strategy to be less than useful and 42.7% felt 'neutral' about this strategy.

The second perceived least useful strategy is 'threaten to send student out of classroom for misbehaviour'; 20% (n=23) selected 'not at all useful', 10% (n=10) 'somewhat not useful', 4.5% (n=5) 'not useful', 22.7% were neutral, 30% (n=33) rated this strategy as useful, 8.2% as 'quite useful' and 3.6% as 'very useful'.

The third perceived least useful strategy is 'reprimand in a loud voice'; 38.2% (n=42) rated this strategy as less than useful, 20% (n=22) responded neutrally, and 41.8% (n=46) perceive this strategy to be 'useful' to 'very useful'. Remarkably, only the 'sending a student home for aggressive or destructive behaviour' strategy rates higher in the less than useful than it does in the usefulness categories.

Misrepresented strategies

Interestingly the strategies 'Send notes home about positive behaviour' and 'Call parent to report good behaviour' are used on a daily basis by only 5.5% and 2.7% of respondents respectively. When additionally taking into account 'weekly' and 'a few times a week', these numbers increase to 22.7% and 40% respectively. Although these percentages appear minimal and it suggests these strategies are not used on a regular basis, comments made in the 'additional comments' section signals that these figures may be deceptive due to the amount of parent contact these teachers experience. The respondents rated the usefulness of these two strategies identically, with both receiving 84% in the 'useful' to 'very useful' category.

Another strategy that appears to be used sparingly is 'teach students anger management strategies (e.g. turtle technique, calm down thermometer)'. Moreover, 71% of respondents believed this strategy to be in the range of 'useful' to 'very useful', signifying the

value realised in this strategy despite the low frequency of use. A similar trend is seen with 'use time out' which is used by 33.6% weekly or more often, but is seen as being 'useful' to 'very useful' by 80.9% of respondents. In the same tenet, 'teaching rest of class to ignore student in time out/calm down' is used by 33.5% of respondents, but is seen as 'useful' to 'very useful' by 77.3%.

While 'praise positive behaviour (behaviour specific praise)' is rated as the second most utilised and most useful strategy, with 99.9% using it weekly or more and 99.1% rating it as useful to very useful (see tables 13 and 14), conversely, 'reprimand in a loud voice' is a strategy used by 41.8% and 'reprimand quietly' by 80.9% of respondents weekly or more often. Additionally, 41.8% of respondents believed a loud reprimand and 88.2% a quiet reprimand, to be a 'useful' to 'very useful' strategy and although 'reprimand loudly' rates second to last on the usefulness table (see table 9) this is still a significant percentage. Notably, those who have attended IYTCM indicate 10% less use of this strategy, and 13% less rated the strategy as 'useful' to 'very useful', than those who have not attended CBM professional development.

Additional comments provided for classroom management strategies.

The following are a selection of additional comments added by respondents regarding classroom management strategies and their usefulness.

- "With a difficult class, I find that good classroom management is vital and unless I carry out the majority of techniques listed above frequently, I am unable to move on to the teaching of academic subjects."
- "I have not yet had a child in my room with aggressive or destructive behaviour, therefore have not had to use anger management strategies."
- "My reactions often depend upon my own mood and how I am feeling at the time."
- "Very dependent on needs of the particular children in your class, some things needed more than others, some only needed for extreme behaviours."

- “It is very useful to have a variety of classroom management strategies to use to make it effective.”
- “Experienced management of a difficult child, without parental back-up, with RTLB interventions, last year - answers would be different if this child was still in my class.”
- “Very difficult children even with a range of strategies do not respond magically to any strategies. I have found solution focussed behaviour management, mixed with Glasser concepts and a focus on team work (whole class is a team or no reward) that means everyone supporting those who find things difficult - not blaming (Glasser) works the best. However, taking care of myself in the tough years is important too. Some years you just have to try to spread kindness when you get a child (or more than one) with many issues resulting from very difficult lives.”
- “It is very dependent on the children in your class each year. One year I had some high [demand] behaviours so the survey would have appeared different. I use the same techniques but to varying degrees.”
- “I find particular anger management strategies unnecessary if the classroom environment is calm and expectations are high. Also, the children respond well to calm and reasonable modelling and self-talk.”

Additionally, there were several comments regarding talking with parents before and after school negating the need to phone or email parents regarding good/bad behaviour. Also merit cards, which the child takes home to their parents, were mentioned as a positive reinforcement. Most comments identify that strategies used are largely dependent on the students currently in their classroom and that pertinent strategies can change from year to year.

Behavioural challenges

Unfortunately the comments indicate that the ranking system for this particular question did not consistently work. In these cases the result defaulted to N/A (not applicable) and for this reason this category will not be reported on in this section and the percentages in Table 10 (pp. 53-54) will include only the number of respondents that have entered a valid ranking for each behavioural challenge. Taking this into consideration, number 1 is the most challenging behaviour and number 12 the least challenging.

Three most challenging behaviours.

This question required the respondents to rank a list of behaviours according to how much of a challenge they present in their classrooms (one being the most challenging). For a complete list of the results see Table 10. To ascertain which behaviours were considered the most challenging in the classroom, the percentages for any ranking of 1-6 were combined. 'Making inappropriate noises - talking too loud' was the highest ranked. Of the 102 respondents who ranked this behaviour, 90.2% (n=92) ranked this between 1 and 6, 66.6% (n=68) of which were in the first three rankings (1 to 3).

A close second, ranked with 90% (n=99) on the 1-6 scale is 'disruption of classroom activities', or 51.5% (n=51) in the first three rankings. The third highest ranked challenging behaviour in the classroom behaviour is 'refusal to follow directions (e.g. Challenging authority, not taking part in activities)', 87% (n=85) ranked this behaviour between 1 to 6 and 42% (n=37) from 1 to 3.

Three least challenging behaviours.

The results presented in this section relate to Table 10. The lowest ranked challenging behaviour presented in participants classrooms was 'self-injury (students intentionally hurting themselves)'; 75% (n=24) ranked this from 7 to 12 and 40.6% (n=13) in the 10 to 12 range. Second lowest with 73.6% (n=25) selecting a ranking between 7 and 12 is 'physical aggression towards teachers'. Almost 62% (61.8%, n=21) ranked 'physical

aggression towards teachers between the range of 10 and 12. The third lowest ranking challenging behaviour, with 73.4% (n=33) participants selecting ranking in the range 6 to 12 and 28.9% (n=13) in the range of 10 to 12, is 'verbal aggression towards teachers'.

Other challenging behaviours.

An additional five challenging behaviours warrant mentioning owing to more than half of the respondents rating them between 1-6 on a scale of 1-12, with 1 being the most challenging and 12 being the least challenging behaviours faced in the classroom. Ranking in fourth place overall, with 77.1% (n=78) of respondents ranking the behaviour between 1-6 is 'Wandering away from desk'. Next most challenging behaviour with 75.6% (n=62) is 'Verbal aggression towards other students'. At 73.1% (n=41) 'Physical aggression towards other students' comes next. Then 'Repetitive acts (hand flapping, circling)' with 67% (n=51) rating the behaviour between 1-6 on the challenging behaviour scale. The final ranking over 50% is 'Inward withdrawal (socially withdrawn)' which scores at 58.1% (n=50). This leaves one behaviour unmentioned, 'Intentional destruction of property'. The majority ranking for this behaviour is 58% (n=29) in the 7-12 range, indicating that it is ranked as a less frequent challenging behaviour in the classroom.

Table 10

Ranked Behaviour Challenges in Classroom

Behavioural Challenges Faced in Classroom - Ranked												
Rating 1-12	1	2	3	4	5	6	7	8	9	10	11	12
Physical aggression towards teachers	11.8% (4)	8.8% (3)	0.0% (0)	2.9% (1)	0.0% (0)	2.9% (1)	5.9% (2)	0.0% (0)	5.9% (2)	23.5% (8)	26.5% (9)	11.8% (4)
Physical aggression towards other students	32.1% (18)	7.1% (4)	12.5% (7)	5.4% (3)	8.9% (5)	7.1% (4)	7.1% (4)	12.5% (7)	1.8% (1)	1.8% (1)	0.0% (0)	3.6% (2)
Intentional destruction of property	0.0% (0)	2.0% (1)	8.0% (4)	10.0% (5)	8.0% (4)	14.0% (7)	14.0% (7)	10.0% (5)	22.0% (11)	8.0% (4)	4.0% (2)	0.0% (0)
Self-injury (intentionally hurting themselves)	6.2% (2)	9.4% (3)	0.0% (0)	6.2% (2)	0.0% (0)	3.1% (1)	6.2% (2)	9.4% (3)	18.8% (6)	3.1% (1)	6.3% (2)	31.3% (10)
Making inappropriate noises - talking too loud	28.4% (29)	18.6% (19)	19.6% (20)	10.8% (11)	6.9% (7)	5.9% (6)	2.0% (2)	1.0% (1)	2.9% (3)	3.9% (4)	0.0% (0)	0.0% (0)
Refusal to follow directions (challenging authority)	9.4% (8)	21.2% (18)	12.9% (11)	21.2% (18)	12.9% (11)	9.4% (8)	8.2% (7)	0.0% (0)	1.2% (1)	2.4% (2)	1.2% (1)	0.0% (0)

Verbal aggression towards other students

8.5%	8.5%	12.2%	15.9%	17.1%	13.4%	11.0%	9.8%	2.4%	1.2%	0.0%
(7)	(7)	(10)	(13)	(14)	(11)	(9)	(8)	(2)	(1)	(0)

Verbal aggression towards teachers

0.0%	6.7%	4.4%	2.2%	4.4%	8.9%	8.9%	17.8%	17.8%	15.6%	13.3%	0.0%
(0)	(3)	(2)	(1)	(2)	(4)	(4)	(8)	(8)	(7)	(6)	(0)

Repetitive acts (hand flapping, circling)

2.7%	11%	16.4%	12.3%	16.4%	8.2%	5.5%	12.3%	6.9%	4.1%	1.4%	2.7%
(2)	(8)	(12)	(9)	(12)	(6)	(4)	(9)	(5)	(3)	(1)	(2)

Disruption of classroom activities

15.2%	20.2%	16.2%	16.2%	10.1%	12.1%	4.0%	1.0%	2.0%	1.0%	1.0%	1.0%
(15)	(20)	(16)	(16)	(10)	(12)	(4)	(1)	(2)	(1)	(1)	(1)

Inward withdrawal (socially withdrawn)

6.9%	5.8%	4.6%	10.5%	10.5%	19.8%	8.1%	15.1%	3.5%	3.5%	10.5%	1.2%
(6)	(5)	(4)	(9)	(9)	(17)	(7)	(13)	(3)	(3)	(9)	(1)

Wandering (away from desk)

13.8%	12.8%	14.9%	11.9%	17.8%	5.9%	7.9%	4.0%	3.0%	2.0%	2.0%	4.0%
(14)	(13)	(15)	(12)	(18)	(6)	(8)	(4)	(3)	(2)	(2)	(4)

Frequency of challenging behaviours in the classroom.

Respondents were asked to indicate approximately how often the listed challenging behaviours occur in their classrooms. They were given the following time periods to select from:

- Never
- Once a year
- Once a term
- A few times per term
- Weekly
- Two or three times per week
- Daily
- Two or more times a day
- Not applicable

Figure 5 (p. 56) illustrates frequency of the listed behavioural challenges. For the purposes of this graph, positive responses to weekly, two or three times per week, daily, and two or more times a day, were added together to demonstrate which behavioural challenges occur less and more frequently. Physical aggression (28.2%, n=29), Intentional destruction of property (9.9%, n=10) and Self-injury (3.3%, n=3) are considered to occur less frequently than the other challenging behaviours. The three 'challenging behaviours' that occur most recurrently are: Disruption of classroom activities (68.8%, n= 73), Wandering (71.4%, n=77), and Making inappropriate noises - talking too loud (78.9%, n=89).

Figure 5

Frequency of Behavioural Challenges Occurrences

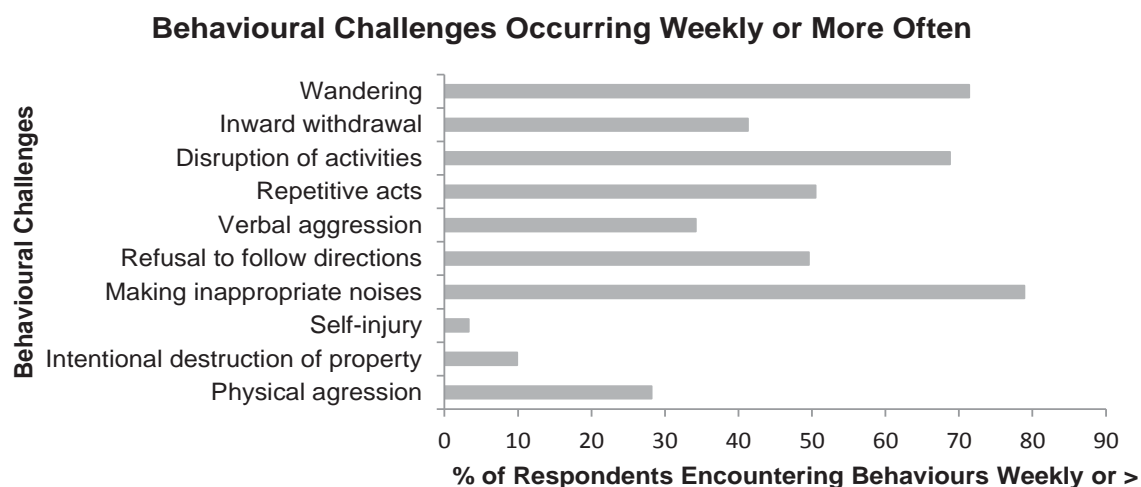


Table 11 (p.57), depicts all of the responses to the statement ‘how often challenging behaviours occur in the respondents classrooms’. The ‘not applicable’ selection has been removed and percentages altered accordingly; actual numbers are included in the table for reference. Additionally two categories were removed and were merged into a similar category. ‘Verbal aggression towards other students’ and ‘Verbal aggression towards teachers’ were merged to ‘Verbal aggression’. Additionally, ‘Physical aggression towards teachers’ and ‘Physical aggression towards other students’ were merged to ‘Physical aggression’.

Table 11

Participant Perception of Frequency of Behavioural Challenges in Classroom

Frequency of Occurrence of Behavioural Challenges in the Classroom

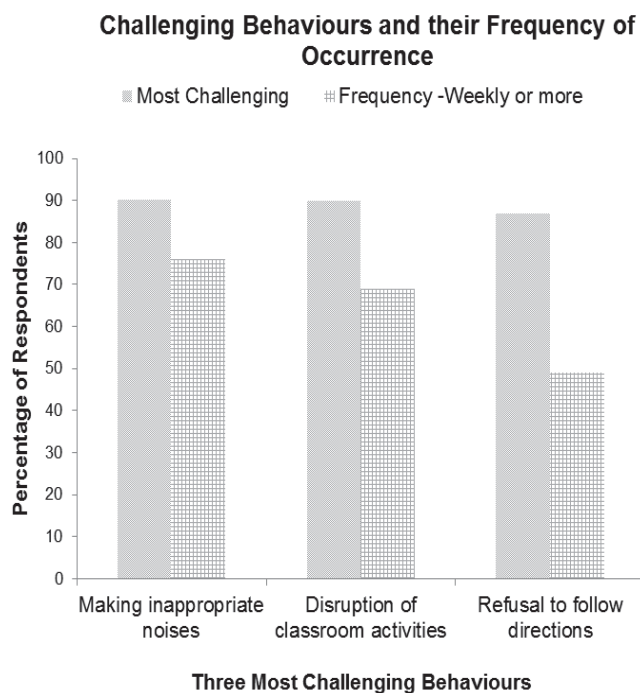
Frequency	Never	Once a year	Once a term	A few times a term	Weekly	2 or 3 times a week	Daily	2 or > times a day
Physical aggression	13.6% (14)	11.7% (12)	21.3% (22)	25.2% (26)	10.7% (11)	10.7% (11)	3.9% (4)	2.9% (3)
Intentional destruction of property	35.2% (36)	26.5% (27)	14.7% (15)	13.7% (14)	4.9% (5)	3.0% (3)	2.0% (2)	0.0% (0)
Self-injury (intentionally hurting themselves)	78.5% (73)	10.8% (10)	6.5% (6)	1.1% (1)	1.1% (1)	2.2% (2)	0.0% (0)	0.0% (0)
Making inappropriate noises - talking too loud	3.7% (4)	0.9% (1)	5.5% (6)	11.0% (12)	13.8% (15)	7.3% (8)	27.5% (30)	30.3% (33)
Refusal to follow directions (challenging authority)	12.1% (13)	11.2% (12)	7.5% (8)	19.6% (21)	18.7% (20)	10.3% (11)	12.1% (13)	8.5% (9)
Verbal aggression	21.2% (22)	11.8% (12)	10.8% (11)	21.6% (22)	13.7% (14)	14.7% (15)	2.9% (3)	2.9% (3)
Repetitive acts (hand flapping, circling)	22.3% (23)	3.9% (4)	6.8% (7)	16.5% (17)	12.6% (13)	10.7% (11)	12.6% (13)	14.6% (15)
Disruption of classroom activities	3.8% (4)	1.9% (2)	5.7% (6)	19.8% (21)	10.4% (11)	9.4% (10)	29.2% (31)	19.8% (21)
Inward withdrawal (socially withdrawn)	18.3% (19)	7.7% (8)	11.5% (12)	21.2% (22)	17.3% (18)	12.5% (13)	6.7% (7)	4.8% (5)
Wandering (away from desk)	8.3% (9)	1.9% (2)	3.7% (4)	14.8% (16)	5.6% (6)	14.8% (16)	24.1% (26)	26.9% (29)

Most challenging, compared with frequency.

Figure 6 below, displays the respondents' perception of the three most challenging behaviours in their classrooms (from previous section) and their perceived frequency of occurrence. The frequency included in this graph is determined by the behaviour being perceived to occur weekly or more often. The first challenging behaviour (Making inappropriate noises - talking too loud) corresponds with the highest occurrence frequency rate, which 78.9% (n=86) of respondents reported occurrences happening weekly or more often. The second most challenging behaviour 'disruption of classroom activities' is ranked as occurring at the third most frequent rate (68.8%, n=73). However, the third most challenging behaviour in the classroom, 'refusal to follow directions (challenging authority)' does not correspond with the top three frequency ratings. It is ranked as the fourth most frequent at 49.6% (n=53). The second most frequent occurrence of behaviours is 'wandering (away from desk)' with 71.4% (n=77) of respondents selecting this as occurring weekly or more often.

Figure 6

Comparison - Frequency of Three Most Challenging Behaviours



Additionally, Table 12 (p. 60) presents rankings according to those behaviours that are considered to be the most challenging. This table also shows the rates of 'weekly or more' occurrences of these challenging behaviours in relation to their rated severity.

Table 12**Behaviours 'Most Challenging' and 'Frequency' Ratings****Behavioural Challenges: Ranked by Level of Challenge Perceived by Teacher**

Behavioural Challenge	% ranked 1-6 Most challenging	Frequency weekly or more
Making inappropriate noises - talking too loud	90.20	78.90
Disruption of classroom activities	90.00	73.04
Refusal to follow directions (challenging authority)	87.00	34.32
Wandering (away from desk)	77.10	71.29
Verbal aggression towards other students	75.60	34.32
Physical aggression towards other students	73.10	28.15
Repetitive acts (hand flapping, circling)	67.00	50.48
Inward withdrawal (socially withdrawn)	58.10	40.95
Intentional destruction of property	42.00	9.69
Verbal aggression towards teachers	26.60	34.32
Physical aggression towards teachers	26.40	28.15
Self-injury (intentionally hurting themselves)	24.90	3.23

Additional comments made in this section.

An opportunity was given for respondents to comment on any other behaviour they find challenging in their classrooms, the following is a representation of those comments:

- “Low level noise of individuals who incessantly hum or talk to self... learned helplessness - learners who need constant reminding to be responsible for belongings, learning materials/equipment.”
- “Inability to sit still. Impulsivity - calling out, commenting, inappropriate language, attention seeking - sulking, reacting inappropriately to normal social interaction.”

- “Not being organised with the things they need at school also causes further disruption especially if it is on a regular basis.”
- “Sexualised behaviour.”

Parental Involvement

The final section of the survey queries participants about their perception of parental involvement in the school community. When the respondents were asked if they thought parental involvement at school is helpful for children who experience behaviour challenges 67.3% (n=74) responded positively to the statement, ‘yes, it helps to develop a home/school continuity’. A substantially smaller percentage believe involving parents is too difficult, 2.7% (n=3), and lastly 30% (n=33) selected ‘sometimes, dependent on the child/parent relationship’.

There were 22 additional comments submitted in this section; these statements covered a wide range of responses from the opportunity to provide parents with behavioural management strategies, using a third party (for example: a counsellor) to communicate with parents, the importance of involving parents, and parental difficulties reflecting in the children’s behaviour.

Difficulties in parental involvement.

A comparatively small number (2.7%, n=3) of respondents selected to answer the question ‘do you think parental involvement at school is helpful for children who experience behavioural challenges?’ with ‘yes, but it is too difficult to involve parents’. However, 36.4% (n=40) of the respondents made comments in the section ‘if you think it is difficult to involve parents, what makes it difficult?’

There were some reoccurring themes throughout this comment section, below are the categories and the percentage of respondents that perceived the particular category as a barrier to an effective school parent relationships:

- Bad parental skills (20%, n=8)
- Parental denial (40%, n=16)

- Excessive parental punishment (7.5%, n=3)
- Lack of parental interest (25%, n=10)
- Lack of parental time (25%, n=10)
- Parental bad (education) experiences (17.5%, n=7)
- Separated parents (5%, n=2)
- Language barriers (5%, n=2)

In this section, the bad parental skills category include comments such as:

- “Non-engagement of caregiver/whanau, refusal to accept ownership of the situation, inability to support initiatives”
- “Some parents find it difficult to manage the behaviour themselves”
- “Some children behave the way they do as a result of poor parenting”
- “Parents who have lost control of child”
- “So often the parents themselves have many issues in managing their own behaviour and this has contributed to the issues of the child”

Parental denial is defined here as a parent not accepting there is a problem with their child’s behaviour or denying the problem is as severe as claimed by the teacher. This is the most commented on barrier to successful school home relationships in this comments section, with 40% of the respondents contributing (n=16) to it. Some of the comments made include:

- “Inability to understand severity of issue/problem, inability/refusal to support initiatives put in place by the school”
- “[Some] parents refuse to believe their child has behaviour problems and blame this on others”
- “Some parents are in denial about their children’s behaviour”
- “[They] think everything is the teacher’s fault”

Excessive parental punishment is commented on three times by the respondents, comments include:

- “Guardians over punish the child for behaviours that have already been dealt with at school”
- “Over the top battering of the child to cause the child to switch off”

Lack of parental interest and time were both commented on by 25% of the respondents. Examples of these comments are:

- “Working parents, not interested in how or what their children are doing”
- “Some parents are too ‘busy’ or ‘uninterested’ in their child’s behaviour at school”
- “Lack of response from parents is time consuming”
- “They are not interested”

Parental bad experiences, refers to parents who have had negative experiences, or who feel like they did not achieve during their own time at school. Some of the teachers’ comments include:

- “I think it depends on their own school experiences”
- “For some it is their own experience of school”
- “Them not feeling comfortable in school grounds, seeing us as a threat”

Separated parents and language barriers both have the least amount of unprompted comments with 5% (n=2) each. The respondents perceive that it can be difficult to achieve an effective home school relationship with parents who have relationship problems to deal with and when children are in a shared custody arrangement. Those respondents citing language barriers as an issue have simply stated “language barriers” referring to parents whose first language is not English.

Parental communication.

The first part of this question asks about the frequency of newsletters sent home to parents and the provision of additional times (outside of parent interviews) for parents to

speak with teachers regarding their child's progress. Table 13 below, illustrates how often the respondents indicated they send newsletters home. The majority of respondents (51.8%, n=57) indicated they distribute newsletters on a weekly basis. Subsequent to this, 27.3% (n=30) specified sending home newsletters a few times a term. A small percentage, 1.8% (n=2) indicated sending home newsletters more than once a week. Furthermore, 17.3% (n=19) choose to send a newsletter home once a term. One respondent (0.9%) selected 'not applicable' and clarified this in the comment section by stating that they are available on a daily basis to speak with parents and due to the young age of the children parents are often in contact.

Table 13

Frequency of Newsletters Sent Home to Parents

Frequency of Newsletters Home

	Frequency	Percent
Not applicable	1	.9
Yearly	1	.9
Once a term	19	17.3
A few times a term	30	27.3
Weekly	57	51.8
More than once a week	2	1.8

The second part of this question inquires about provision of additional times (outside of parent interviews) for parents to speak with their child's teacher regarding the academic or social progress of their child. Table 14 (p. 65), depicts a summary of these results. The majority of respondents, 50.9% (n=56) indicated they are available for consultation with the parents 'more than once a week'. A total of 74.5% (n=82) of respondents reported making themselves available 'weekly' or 'more than once a week' to speak with parents. Less than a quarter (17.3%, n=19) are available to consult with parents 'a few times a term'. Four (3.6%) participants entered 'not applicable', however 75% (n=3) of these respondents wrote in the

comments that they have an open door policy and that parents are welcome to speak with the teacher at any time. Adding these three to the weekly or more teacher availability category increases this total to 77.3%. The fourth participant who entered 'not applicable' did not provide any further information in the comment section.

Table 14

Parental Access to Teacher Contact

Teacher Availability		
	Frequency	Percent
Not applicable	4	3.6
Yearly	1	.9
Once a term	4	3.6
A few times a term	19	17.3
Weekly	26	23.6
More than once a week	56	50.9

It should be noted that the one participant who indicated being available 'once a year' noted in the comments section that "parents are able to contact the teacher at any time". None of the 'once a term' respondents made any further comment. Of the 17.3% (19) who indicated being available once a term, the comments section revealed that 31.6% (n=6) operate an open door policy and make themselves available to parents as required.

Sixty (54.5%) of the respondents made comments about this question. The majority (88.3%, n=53) of whom remarked that they personally, or their school, operate an open door policy, welcoming parents to communicate with the teacher as required. Two of the respondents (3.3%) indicated that parents were welcome anytime, as long as they made an appointment initially. Technological communication was also mentioned by 11.7% (7) of the respondents, mentioning that parents have the option to email or text the teacher as needed.

Additional comments made in this section.

Twelve (10.9% of total participants) additional comments were made in this section. Two (16.7%) respondents commented that their answers in this survey related to the class they are currently teaching and the answers do not necessarily reflect previous or subsequent years. Behavioural management strategies and requirements vary depending on the diverse challenges faced each year. Five (41.7%) participants reiterated the importance they perceive in good classroom management skills; one stated “classroom management is vital to effective learning and teaching and should be given a strong priority in pre-service courses”. It was also highlighted that behavioural problems and academic struggles coexist and establishing a good home/school relationship is essential to combating this cycle. A few of the germane comments follow:

- “Effective classroom behaviour management is a huge part of being a teacher. This needs to happen for learning to take place and for the students to feel safe at school”
- “It’s definitely worthwhile to get the parents on board. Even the ones with the worst records of being a dud parent still want the best for their children”
- “The children whose parents are constantly positively involved with their children and call to the school to pick them up and informally talk to the staff have mostly the better behaved children”
- “Classroom management is vital to effective learning and teaching and should be given a strong priority in pre-service courses”
- “[I] always try to share positive things with parents in my community and if they happen to be at school”

The results obtained from the ‘Classroom Behaviour Management Strategies’ survey and presented in this chapter, will be discussed in Chapter Five.

Chapter Five: Discussion

In this chapter the results from Chapter Four are interpreted and discussed in relation to the original research questions outlined in Chapter One. Survey findings will be synthesised and recommendations for future research will be discussed.

Pre-service Preparation and Participation in Professional Development

Pre-service teacher training.

First year teachers were more likely than other teachers to report a level of less than confident in managing classroom behaviour. Five of the six first year teachers reported feeling less than confident when dealing with problem behaviour in their classrooms. Considering the majority of first year teachers feel less than confident in their ability to cope with difficult behaviour, thought should be given to the preparation teacher trainees receive. While this sample size of first year teachers is small, it does reflect the findings of research undertaken by Dinham and Scott (2000) and Johansen, Little and Akin-Little (2011) which indicates a distinct dissatisfaction with the training provided in classroom management strategies. Even those teachers who rated themselves as 'confident' or 'very confident' in managing difficult classroom behaviour were inclined to rate teacher training in this area unfavourably. Of particular concern is the training of those teachers who complete a post graduate diploma in teaching. Due to the short time period in gaining the qualification, not all areas of the profession can be explored sufficiently to provide the confidence needed to meet the job requirements.

Teachers responding to this survey commented that the absence of sufficient, effective training means there is a requirement for new teachers to learn CBM from personal experience, on the job, and from other teachers or mentors within the school. Some respondents believe their experience as a parent assisted their CBM strategies. Unfortunately, if a new teacher does not find the support necessary to build the required skills and strategies to cope and gain confidence in CBM they may experience difficulties and

develop ineffective coping strategies in their CBM that accumulate to emotional exhaustion resulting in an ineffective learning environment for the students and unhealthy stress levels for the teacher (Oral, 2012; Reupert & Woodcock, 2010; Stoughton, 2007; Webster-Stratton, Reid, & Stoolmiller, 2008). This suggests that to ensure effective strategies are utilised, training in CBM is required. This training can assist in ensuring that positive reinforcing skills and strategies are enabled to provide the best possible learning environment for the students and teacher alike (Jennings & Greenberg, 2009; Walker, Ramsey, & Gresham, 2004). Harris and Sass (2011) argue that teacher experience (gained on the job), especially in the first three years of teaching, provides the largest gain in teacher productivity. This gain is believed to be more substantial than that possible through teacher training. This would suggest that training in CBM would be more favourable in situations where teachers/teacher trainees are able to put the newly discovered tenets into practice in a timely manner. Providing training at the beginning, or before the start (allowing for theory and practical application), of a teacher's career is likely to assist in: preventing challenging behaviour of students, enhancing teachers' job satisfaction, creating positive proactive teachers, providing effective learning environments, and more supportive student/teacher relationships.

Professional development.

This survey indicates that teachers receive professional development in Writing and Numeracy more than in any other area. Conversely, Townsend (2011) stated that teachers sought professional development in classroom behaviour management (CBM) more than in any other field. This statement is reinforced by the current survey results, with the largest percentage of respondents indicating they would choose to receive professional development in CBM. This is irrespective of the fact that more than half of the responding teachers have previously received professional development in CBM. Interestingly, almost 20% of those who have previously completed a CBM programme indicated the desire to complete another course in this field. Sixteen percent of these teachers have completed a non IYTCM programme and a little over four percent have completed an IYTCM programme.

The decrease demonstrated by those who have completed the IYTCM programme may indicate a higher overall confidence success rate with this programme.

Confidence in Managing Classroom Behaviour

In this sample, teacher confidence in their use of CBM strategies is high. However, this percentage is higher for those teachers who have completed one or more CBM programmes. The highest confidence rating came from those teachers who had completed a IYTCM programme.

It could be assumed that the teachers who have completed this professional development have more teaching experience than those teachers who have not. However, this is an incorrect assumption as these results indicate no substantial difference in teacher experience. Data collected show decile rating is not a mitigating factor associated with these confidence ratings either. Considering these factors, the researcher concludes that the CBM programmes are likely to contribute to teachers' confidence in addressing challenging behaviours in the classroom.

Teacher Experience.

The majority of the respondents have many years teaching experience, with more than 36% having taught for in excess of 15 years. Additionally, a large proportion of the respondents are 30 years old or older. This may reflect in the higher overall confidence ratings as a result of personal (and life) experience gained in CBM. As teacher emotional burnout often results in teachers, who do not feel confident, leaving the profession within their first five years of teaching (Skaalvik & Skaalvik, 2011), this survey may not truly reflect the confidence of those teachers who encounter difficulty in their earlier years. However, this research does reveal first year teachers as being the most susceptible to a lack of confidence in CBM. Research undertaking a confidence survey, with teachers who have been teaching between one and five years, to ascertain any differences in confidence levels may provide additional insight regarding teacher attrition rates.

Behavioural Challenges

The three most challenging behaviours were reported as: Firstly, 'Making inappropriate noises - talking too loud', additionally this behaviour also has the highest rating frequency rating. This type of behaviour, along with number 2 on this list, 'disruption of classroom activities', makes it difficult for the teacher and other students to concentrate and interrupts the learning environment of the classroom. Third on this list, 'refusal to follow directions (challenging authority)' is considered to be relatively challenging however, this behaviour was reported as infrequent. This suggests that while this behaviour is considered difficult to manage, it is also a behaviour that is not faced regularly by the majority of teachers. Considering not only those behaviours that teachers find challenging, but those that also occur most often, there are three behaviours that present as the most distracting from tasks. In the perception of this survey's respondents, the most consistently disruptive behaviours are:

1. Making inappropriate noises - talking too loud
2. Disruption of classroom activities
3. Wandering (away from desk)

Interestingly, they are not behaviours that cause physical harm to students or teachers, or destruction of property, but behaviours that generally disrupt the general routines and proceedings of the learning environment in the classroom. Importantly, these are the type of behavioural issues that can be targeted using effective CMB strategies (Webster-Stratton, 2012).

Skiba and Peterson (2000) state the most important teaching skills are those that provide effective behaviour management and behaviour support in the classroom. These are skills that are the foundation to enable teachers to provide a suitable learning environment for their students; without these skills the learning environment is compromised. In the comments sections provided throughout this survey, some of the long-serving teachers reported their belief that general student behaviour has deteriorated over the years, initiating the necessity for a larger skill set in managing challenging behaviour. This belief is

reinforced by Skiba and Peterson (2000) and Webster-Stratton, Reid, Tolan, Szapocznik & Sambrano, (2007) who also reflect that deterioration in student behaviour has occurred over time. Moreover, they indicate that a highly punitive system is ineffective in creating a reduction in problem behaviour and that improved classroom management and conflict resolution have more of an impact on improving behavioural challenges.

Confronting and effectively managing behavioural challenges is imperative; as stated previously in this thesis. Students whose behaviour is not positively redirected can result in dire consequences for the pupil and others in their proximity (Luiselli, Putman, Handler & Feinberg, 2005). Research has shown, teachers who maintain clearly defined classroom rules, give explicit instruction in social skills and conflict management, offer high levels of praise, demonstrate a move away from punitive responses, and are supportive to each of their students have positive effective relationships with their students resulting in fewer discipline issues than teachers who do not (Jennings & Greenberg, 2009; Marzano & Marzaon, 2001; Walker et al., 2004).

It would appear that the most challenging and frequently occurring behaviours are most often remediated by the use of strategies such as 'encourage positive social behaviours' and 'praise positive behaviour', both of these strategies are utilised often by the responding teachers, which is possibly why the majority of the responding teachers feel confident in their ability to manage difficult classroom behaviour. However, it may be beneficial for these teachers to be reminded of the most useful implementation of corrective statement to behaviour specific praise ratio. Research has shown that teachers are not necessarily aware of their own use of behaviour specific praise and are more likely to overestimate their own use of this strategy (Wright, Ellis & Baxter, 2012). It has been shown that teachers benefit from personal coaching provided by an observer who is able to accurately relate the amount and types of praise given. When teachers are made aware and are provided with strategies to encourage an increase in behaviour specific praise, teacher behavioural habits improve with an increase in behaviour specific praise and a decrease in behavioural challenges (Hemmeter, Snyder, Kinder & Artman, 2011; MacSuga & Simonsen,

2011; Mesa, Lewis-Palmer, Reinke, 2005; Reinke, Lewis-Palmer & Merrell, 2008, Simonsen, Myers & DeLuca, 2010; Wright et al., 2012).

Strategies: Frequency and Usefulness

Carolyn Webster-Stratton (1999) introduces her book 'How to Promote Children's Social and Emotional Competence' with an introduction chapter solely focused on educating teachers in the importance of managing personal stress. Emphasised in this introduction is the resulting futility and frustration when implementing insufficient, ineffective CBM skills and strategies. Also discussed are the complications that can occur when teachers become emotionally overwhelmed and do not possess the correct skills, strategies, and attitude to positively face challenging situations. As the majority of the respondents to this research survey indicated feeling confident in managing general and difficult behaviour in their classrooms, it is likely that many of these teachers have developed effective CBM strategies through their experience in teaching and professional development attended.

The most utilised CBM strategies.

This study reveals that teachers predominately use three strategies, with more than 50% of the teachers using these strategies more than once a day, of the 30 listed strategies (tables 6 and 7). These behaviours are considered both, very useful and are utilised more frequently than any other. They are: 1) Encourage positive social behaviours 2) Give clear positive directions, and 3) Praise positive behaviour. These three strategies are strongly positive and the consistent, frequent use of them are likely to be a strong contributor to the high level of perceived confidence in managing CBM (Webster-Stratton, 2012). Each of these strategies guides, teaches and encourages students to demonstrate and maintain positive behaviour in the classroom.

There are another seven strategies that are recorded as being frequently utilized. While these seven strategies are not employed as frequently as the first three, there is a marked difference of usage between these seven and the remaining 20 strategies, with more than 50% of respondents employing these strategies daily. As there is a high percentage of

perceived confidence in CBM amongst these teachers, the following strategies warrant mention: 4) Use a transition routine 5) Verbally redirect a child who is distracted 6) Use non-verbal signals to redirect a non-engaged child 7) Reward a certain individual for positive behaviours with incentives 8) Use class-wide individual incentive programmes 9) Use persistence or emotion coaching 10) Have clear classroom rules and refer to them.

Misrepresented strategies.

Interestingly the strategies 'send notes home about positive behaviour' and 'call parent to report good behaviour' are used infrequently. However, even though the data suggest the afore mentioned strategies are not used on a regular basis, comments made in the 'additional comments' section signals that the results may be deceptive. Many teachers, especially teachers of year 1 students, reported face-to-face contact with parents on almost a daily basis, which negates the need for written notes or phone calls home. The teachers report communicating almost daily with their students' parents; where achievements and concerns are discussed in a current timely manner. The respondents rated the usefulness of these two strategies identically, with both receiving 84% in the 'useful' to 'very useful' category. Therefore, it could be assumed, that should the teachers not have consistent face-to-face contact with the parents of the students, they may consider using this strategy to contribute to establishing home to school communication.

Additionally, the strategy 'teach students anger management strategies (e.g. turtle technique, calm down thermometer)', while predominantly being classed as useful to very useful, is also seldom used. Additional comments made by the teachers suggest some strategies (such as this one) are not applicable for all students. Techniques that are utilised need to reflect the current social needs of the students in the class. If anger issues are not a behavioural challenge experienced in that particular classroom, then it is not appropriate for the teacher to consistently use this strategy. In the same tenet, 'use time out' and 'teaching rest of class to ignore student in time out/calm down' are seen as a useful strategies, but are not regularly

implemented. The data indicate that the majority of respondents use these strategies, when required, congruently as anticipated by Webster-Stratton (1999).

Strategy rated least used and least useful.

The strategy, 'send students home for aggressive or destructive behaviour' was considered to be the least useful and the least used strategy of the 30 strategies listed. The data collected indicate that the more often this strategy was used, the less value the respondents recognised in its use. The use of this strategy would be considered extreme and one that would need to meet the directions outlined by the New Zealand Ministry of Education (2013) Stand-downs, suspensions, exclusions and expulsions from school guidelines. Schools are obligated to report all occasions a student is denied access to school. The Ministry of Education (2013) states "if the incident does not fit into one of the three categories (gross misconduct, continual disobedience or behaviour risking serious harm) then you may not stand-down or suspend" (p. 5). There is sometimes speculation, or research (Yuan, Turner & Irving, 2010) that implies this type of strategy would be utilised more often in low decile schools (ranked 1-3 in the lower socio economic sector). The results of this survey indicate a propensity towards this speculation, with a mean decile ranking of 4.1 for those schools using this strategy, a mode of 2 and a range of 9. Additionally, the use of this strategy would be highly dependent on the individual children attending the school, as having a child who demonstrates conduct disorder could result in a more likely possibility of this strategy being implemented.

Least used strategy comparison.

When comparing the strategies 'send students home for aggressive or destructive behaviour' and 'teach students anger management strategies' a common thread can be noted. Although both of these strategies are not commonly utilised, they coexist in 75% of this survey's respondents. This would indicate the 'teach students anger management strategies' is being implemented in situations where problem behaviour is likely to occur. Additionally, when comparing 'send students home for aggressive or destructive behaviour'

with the frequency scale for 'physical aggression' in the behavioural challenges section, a correlation can be seen, with higher rates of physical aggression being seen in this category. While the percentage of respondents who have used this category ('send students home for aggressive or destructive behaviour') is only 18%, 'physical aggression' correlates with this strategy for 100% of 'two or three times a day', 50% of 'daily', 36% of 'weekly' and 23% of 'a few times a term'. There is also a much higher rate of 'intentional destruction of property', 'verbal aggression' and 'refusal to follow directions' behavioural challenges compared to respondents who 'never' used the 'send students home' strategy.

Teacher anger management technique.

Although, as previously discussed, teacher techniques for managing their own stress are imperative in preventing emotional burnout and high attrition rates in this profession (Stoughton, 2007; Webster-Stratton, 1999) only a small percentage of respondents referred to adopting the 'use anger management strategy for yourself' strategy on a 'daily' or more often basis, see table 6. Webster-Stratton, Reinke, Herman and Newcomer (2011) elucidate the importance of the teacher being a positive model, as such they need to remain calm and deal with anger management appropriately. The way this strategy is worded may have determined the outcome, as the term 'anger management' could be perceived to have a negative connotation. If this strategy was positively stated as "use calming, coping and self-praise thoughts" (Webster-Stratton, 1999, p.5) for yourself, it may increase the usage response to this strategy. This strategy, in its various forms of self-control, stress management and self-talk are recommended by many researchers (Dinham & Scott, 2000; Jennings & Greenberg, 2009; Johansen, Little & Akin-Little, 2011; Oral, 2012; Skaalvik & Skaalvik, 2011) for the positive effect created on teachers' wellbeing, which in turn ensures a better learning environment for students.

Praise strategy versus reprimand strategy.

Research repeatedly divulges that when praise is appropriately used, a decrease in aversive behaviour and an increase in on-task behaviour can be observed (Bani, 2011; Cardarella, Christensen & Densley, 2011; Conroy, Sutherland, Snyder & Marsh, 2008; MacSuga & Simonsen, 2011; Moore Partin, Robertson, Maggin, Oliver, & Wehby, 2010; Musti-Rao & Haydon, 2011). Research also suggests that when teachers attend to inappropriate behaviour with reprimands but tend to ignore appropriate behaviour, a contentious, deleterious classroom environment can be created. Students learn that desirable behaviour does not gain teacher responsiveness, but undesirable behaviour does. Thus, positive reinforcement to undesirable behaviour is likely to increase its occurrence. This survey reveals a remarkably high rate of reprimand (quiet or loud) and while the rate of behaviour specific praise is higher, research demonstrates that teachers are likely to overestimate the amount of behaviour specific praise they give (Conroy, Sutherland, Snyder, Al-Hendawi & Vo, 2009; Wright et al., 2012), perhaps including general praise in their perception of praise given. Given that experts recommend a ratio of 4:1; four positive statements for one reprimand (Regan, Michaud & Mason, 2011) or 5:1 (Conroy et al., 2008; Musti-Rao & Haydon, 2011), the actual ratio for these respondents would be interesting to calculate. Unfortunately the data received does not reveal enough information to derive the perceived ratio. Providing teachers with the theory for this skill set and coaching them to achieve this ratio could provide interesting pre and post intervention data in challenging behaviour demonstrated, in relation to teachers' ratio scores.

Student social skills.

Kauffman and Landrum (2009) allege that children learn a significant amount through observation of others. They elucidate that appropriate behaviour should not only be modelled but also explicitly taught. Students need to be taught problem solving strategies that give them the option to react according to their choices and they should be rewarded for appropriate actions. There are five particular strategies that apply to this tenet, they are:

- Use persistence or emotion coaching
- Model self-regulation strategies for students
- Use problem solving strategy
- Use anger management strategy for yourself
- Teach students anger management strategies

‘Reward a certain individual for positive behaviours with incentives’ could also be considered here, but due to the ‘with incentives’ direction, it has not been included in this part of the discussion. To ascertain percentages for strategies listed in the above bullet points refer to data in tables 13 and 14. While only one of the above strategies are listed in the top ten most frequently used strategies, (in tenth place is ‘use persistence or emotion coaching’), none of these strategies rate in the top ten for useful strategies. However, the data indicate the majority of respondents believe these strategies to be useful for CBM even though they are not necessarily implemented on a regular basis.

In certain environments these strategies may not be seen as important due to prevalence of appropriate behaviour. However, each of these strategies are also preventative measures, ensuring children have appropriate behavioural responses when required (Webster-Stratton, 2012; Webster-Stratton & Reid, 2012; Westling, 2010). Considering these strategies are not regularly implemented, teachers may benefit from being reminded how these strategies can be utilised within their classrooms to promote an increase in positive social behaviours from their students.

Classroom rules.

Classroom rules that are consistently enforced with behaviour specific praise for compliance are more likely to be adhered to (Barbetta, Norona & Bicar, 2005). Conroy et al. (2008), Gable, Hester, Rock and Hughes (2009) and Regan et al. (2011) concur that in

order to establish a safe, educational environment it is important for classroom rules to be established at the onset of the school year and that these rules be adhered to and supported by teacher positive reinforcement. All students should be completely aware of the rules and need to understand, by explicit teaching, the behavioural expectations placed on them. While the strategy 'have clear classroom rules and refer to them' is placed quite high on the weekly frequency of use list and rated highly in usefulness, it is interesting to note the low use of this strategy on a daily basis. It is unclear whether the respondents believe they should use this strategy more often or whether they believe this strategy does not necessarily require daily reinforcement.

Ignoring non-disruptive misbehaviour.

The strategy 'ignore non-disruptive misbehaviour' appears to be an underutilised and underrated by the majority of the participants of this survey. In tables 13 and 14 this strategy appears 15th on the list for frequency and 23rd for usefulness. Nonetheless, Conrad et al. (2009) and Regan et al. (2011) agree that by frequently using praise the teacher is empowered to reduce negative behaviour by implementing extinction through ignoring non-disruptive behaviour. Interestingly, the majority of the participants who completed a IYTCM programme rated this strategy as 'useful' to 'very useful' and a large percentage reported using this technique 'daily' or 'two or more times a day'. Understandably, not all behaviour can be ignored; Gable et al. (2009) recommend reprimands should be directed quietly to a child and should provide corrective feedback to ensure the student understands the type of replacement behaviour that is expected. The data indicate a propensity toward quiet reprimand in preference to using an ignoring strategy amongst those who have not completed a CBM, but a preference for 'ignore non-disruptive misbehaviour' amongst those who have.

Use of incentives.

There are three strategies aimed at rewarding positive behaviours with incentives, they are:

1. Reward a certain individual for positive behaviours with incentives
2. Use class-wide individual incentive programmes
3. Reward groups for positive behaviours with incentives

The first two of these strategies aim to reward individuals for their behaviour and the third group focuses on the behaviour of a group of children.

Group incentives.

This third group utilises a point system. This type of reward system has been a prominent part of classroom environments for decades. Points can be awarded to a group as a whole (when all members have achieved a task), or for an individual's success. It appears to give a sense of camaraderie, with students supporting each other within their group, teacher offering praise and reward for correct behaviour and a general sense of competition amongst the groups. Webster-Stratton (1999) recommends a group system claiming it provides "potential power of peer pressure to motivate students" (p. 88). Nonetheless, the 'reward groups for positive behaviours with incentives' strategy appears only moderately popular, see tables 8 and 9. Looking carefully at the data for this strategy it is notable that only a small percentage use this strategy on a daily basis. As this is a strategy that requires ongoing reinforcement to establish active student participation, it would appear that a true commitment to using it has not been established in the majority of instances. Additionally, although a fairly large percentage have positively rated the usefulness of this strategy, less than a third of those have rated this strategy as 'very useful'. For those using this strategy 'two or more times a day' there is less than 1% difference in use between those who have completed a CBM programme and those who have not, however ,

those who have completed a CBM programme rated this strategy more highly than those who have not, almost doubling the 'very useful' rating. This implies that although those who have completed a CBM course understand the usefulness of this strategy, not all are implementing the strategy to its full potential.

Individual incentives.

Comparatively, the second incentive type strategy, 'use class-wide individual incentive programmes' is seen as more useful than 'reward groups for positive behaviours with incentives' by the participants. The 'class-wide individual incentive programmes' is also utilised more frequently, with a large percentage of respondents using this strategy 'weekly or more often'. Surprisingly, the most frequently used and most highly rated in usefulness, is the first incentive type strategy, 'reward a certain individual for positive behaviours with incentives'. This strategy singles out students for individualised incentive plans, but does not include all the students in the class and not all students have the opportunity to earn these incentives. This can be a highly motivating initiative for students who experience behavioural challenges and can be a powerful tool for increasing appropriate behaviour in individuals (Walker et al., 2004), however, there is a possible demotivating factor for those not involved in an incentive programme. Those who have completed a CBM programme and those who have not received professional development in this field do not vary greatly on the use of this strategy. The data collected in this survey indicates a teacher preference for a more individualised incentive programme for their students who require additional assistance with behavioural challenges.

Additional comments.

Commenting on bad behaviour.

A strategy that is made interesting by its very different placement in tables 13 and 14 is 'make children aware of, or, comment on bad behaviour'. While this strategy is used

frequently by the majority of teachers, teachers do not rate this strategy as being useful. There is no appreciable difference in frequency of use, or perceived usefulness between those who have and those who have not completed a CBM programme. As this strategy appears to be more frequently used than its considered usefulness, it may be considered that some teachers use this strategy when under pressure even though they do not believe it to be a useful strategy.

Sending students to Principal.

The strategy 'send misbehaving students' to Principal's office' is one of the less used strategies. While this strategy is not often used, almost half of respondents indicated that they believed this strategy to be 'useful' to 'very useful'. Webster-Stratton (1999) however, believes this is a strategy that should only be utilised in dire circumstances, as children can become reinforced in misbehaviour by the attention received, or relate negative connotations to the principal's role. Even though the IYTCM was created by Webster-Stratton there is no evidence of her recommendation to not use this strategy demonstrated by those who have undertaken this professional development, with more than half of these participants indicating that this strategy is 'useful' to 'very useful'.

Threatening exile from classroom.

Similar to 'send misbehaving students' to Principal's office', 'threaten to send student out of classroom for misbehaviour' is not a frequently utilised strategy. If a threat is made, then it is imperative that it be followed through. If it is not a threat that can be safely and effectively utilised, then it must not be implicated. If this strategy is used to provide time out, then it is important to recognise if the misbehaviour is being reinforced by what the teacher perceives to be a punishment, but is in actuality a positive reinforcer (Maag, 2001). Interestingly, none of the participants who have completed the IYTCM programme indicated using this strategy on a 'weekly or more' basis.

Frequency of use versus usefulness perception.

Overall, a difference between frequency and usefulness of strategies can be seen, with much higher ratings for usefulness, than for perceived frequency of use. Thirty strategies are listed, with a possibility of 100 percent for each strategy, giving a total possible score of 3,000 for each category: frequency and usefulness. Perceived frequency of strategies used was 1,737.35 or 57.9% and perceived usefulness of strategies was 2,258.1 or 75.27% (this information was derived using the data in tables 13 and 14). The disparity between perceived frequency and usefulness is likely to be accounted for by the strategies which are not required for reasons outlined previously in this chapter. Although some of these strategies are not applicable in some situations, they can still be perceived as a useful strategy to utilise should the behaviour in the classroom qualify their use.

Parental Involvement

The majority of respondents indicated a high level of parental involvement in their school environment. This appears to be accomplished despite a very low number of teachers phoning, emailing or sending notes home to report positive or negative behaviour (see Table 6) during the school day. However, there were many additional comments in this section of the survey, where teachers indicated that parents come in to school in the mornings to drop their children off and are often at school in the afternoons to pick them up. This parental presence provides opportunities for caregivers to ascertain how their children have conducted themselves during the day and both negative and positive feedback can be shared by the teacher on a regular basis. This type of feedback is timely and suitable for those parents who are available before and after school. However, if teachers are solely relying on this type of contact with parents, then working parents who are unable to be present at these times of the school day will not enjoy the benefits of receiving a regular flow of feedback. It is hoped that teachers of these groups of children remember to provide written notes or make phone calls to these parents to alleviate this disadvantage and to keep parental involvement in their child's educational and social development maximised.

An 'open door' policy, allowing parents to contact the teacher at any time appears to largely be the norm for this survey's respondents. While this is an admirable policy, and beneficial to parents who are confident in their communication with educators, those parents who are hesitant or maintain their own negative school memories may be hindered in establishing suitable home/school communication (Hornby & Lafaele, 2011). Teachers need to ensure that parents who are not seen at school regularly, and who are not contacting the teacher to discuss issues, also receive updates on their children's progress and receive teacher initiated school/home communication. Additionally it is important that positive information is shared to encourage a relationship between the school community and a possibly 'hesitant to be involved' parent. Moreover, teachers do not necessarily have the strategies or knowledge of how to involve parents in their children's education and parents who want to be involved do not necessarily know how to become involved in a valuable way (LaRocque, Kleiman & Darling, 2011). The most viable way to overcome the issues of establishing parental involvement would be to provide professional development or lessons for teacher trainees in establishing working relationships with parents.

Furthermore, Church (2003) attributes a significant contribution of behavioural issues, at school and at home, to parents' inability to set limits and to teach acceptable behaviour with consequences for inappropriate behaviour. A number of the teachers responding to this survey also perceive parent/child relationships as contributing to children's inability to demonstrate acceptable behaviour. Webster-Stratton et al. (2007) suggest that some parents may find managing their child's behaviour difficult and suggests that in cases such as these, programmes like the Incredible Years Parent and Child classes could be beneficial. The parent classes teach parents how to manage their children's behaviour in a positive, affirmative, non-punitive manner. The children classes promote social competence, which endorses positive behaviour. Research indicates that parental training, such as this, is the most effective way to reduce problem behaviour, both at home and in school, and earlier intervention results in more successful outcomes (Fergusson, Stanley & Horwood, 2009; Greene et al., 2004; MacKenzie, 2007; Webster-Stratton, Reid & Hammond, 2001). Benefits

of providing this type of education for parents and children in the school or pre-school environment, instead of 'blaming' parents for their lack of knowledge or understanding, could be invaluable in establishing better home/school relationships and assisting behaviour improvement in both environments.

Chapter Six: Conclusion and Recommendations

This study has been thought-provoking. The resulting data raise more questions and suggests new topics for future research than was initially envisioned. Possible avenues for further research are mentioned in this chapter along with a reflection of the main findings and areas of interest.

Pre-service Preparation in Classroom Management

This research has, in particular, highlighted previous New Zealand research undertaken by Johansen, Little, and Akin-Little (2011). The majority of teachers in both studies perceived the training they received in CBM as insufficient to provide teacher confidence in managing the behaviour of students in their classrooms. CBM can be seen as the foundation for learning within the classroom environment; without these skills a teacher will find it difficult to provide a productive learning environment for students. Taking the results of these studies, and others based in different countries, into consideration, an improvement to the teacher training programme is paramount in supporting teachers in providing the best possible commencement of their teaching careers. A method including a more comprehensive, holistic approach to classroom management techniques could be beneficial in the reduction of emotional burnout and the high attrition rate amongst teachers. It also provides a preferred learning environment for students. Of particular concern are those academic pathways that require a one year focus in education. A further study to ascertain what degree of CBM is undertaken, the availability of practical reinforcement of these techniques and how confident these graduates feel in their CBM abilities may be enlightening and could highlight areas of concern for future training.

Participation in Professional Development

Also reiterated is Townsend's (2011) research, which reports that teachers choose PD in CBM more than in any other field. Of particular interest is the number of teachers who indicated an eagerness to be involved in a CBM program even when they had previously

completed analogous CBM PD. Understanding if future PD in this area is desired due to unmet expectations of previous involvement or whether there was too much valuable information to absorb and subsequently implement at the time of involvement would be of interest. This survey found that teachers who undertook the IYTCM programme were less likely to indicate a requirement for future involvement in CBD PD. This was possibly due to the extended time span of this programme, which permits a chronology of implementation and reporting back of successes in strategies previously discussed and trialled in their classrooms. This programme also involves in-class feedback provided by an Incredible Year's professional. This professional is able to build a rapport with individual teachers and observe the effectiveness of strategies implemented and discuss these findings on a one-to-one basis. This extra engagement may provide the opportunity for these strategies to become solidly cemented in their habitude. Many researchers (Hemmeter, Snyder, Kinder & Artman, 2011; MacSuga & Simonsen, 2011; Mesa, Lewis-Palmer & Reinke, 2005; Reinke, Lewis-Palmer & Merrell, 2008; Simonsen, Myers & DeLuca, 2010; Wright, Ellis & Baxter, 2012) concur that teacher monitoring (or observation), coupled with specific feedback enhance teacher performance in the practice of utilising specified behavioural improvement strategies. Furthermore, a study encompassing a programme such as IY with additional extensive comprehensive support, involving intensive coaching support focused on high impact classroom management strategies, could yield interesting and promising results.

Although PD in CBM is the most sought after, more teachers have received PD in Numeracy and Writing. It would be interesting to poll financial decision makers in schools to ascertain their preferences for spending in PD. Discovering where the financial decision makers' priorities lie in comparison to teachers could be of relevance. Understandably, Numeracy and Writing are both subjects which have undergone a curriculum shift in recent years and therefore an element of additional training to ensure teachers provide a neoteric approach to their teaching is vital. Conversely, CBM skills are not always seen as a contemporary area of the curriculum and therefore are not necessarily seen as a field that requires consideration for upskilling of teachers. However, teachers' perception of crucial

training, based upon what they experience in their classrooms on a daily basis may differ quite significantly to those who are involved in education, but do not experience the daily encounters of classroom teachers. Importantly however, without an effective grasp in CBM, the teaching of any curriculum becomes difficult. As Skiba and Peterson (2000) implicate, CBM capabilities provide the foundation for the learning environment.

Confidence in Managing Classroom Behaviour

A substantial number of respondents to this survey reported a high level of perceived confidence in managing classroom behaviour. This research focused on each teacher's perceived personal rate of confidence in CMB. This perceived confidence is likely to have a direct effect on the teacher's emotional wellbeing and be instrumental in decisions regarding future career opportunities. While this research has emphasised the importance of teachers' personal perceptions, it is possible that teacher observation and critique by another may reflect some perceived differences. Wright et al. (2012) state that teachers generally do not have an accurate perception of their own use of CBM strategies. Furthermore, MacSuga and Simonsen (2011) suggest that training alone is not sufficient to result in effective change and propose training be reinforced with the provision of feedback mentoring of skill use. Further research to ascertain confidence levels of teachers prior and subsequent to CBM training, in consideration with a mentor's feedback, could provide valuable insights to the worth of providing this type of coaching. Additionally, New Zealand research to ascertain the effectiveness of providing data of CBM strategy utilisation could be beneficial in obtaining the best training results possible.

Considering the average respondent to this survey has been teaching for 15 years or more and is aged 40 years or older, it would be interesting to understand how this is reflected in the results. It is possible the high rate of confidence is associated with the length of time teaching. Research (Stoughton, 2007; Webster-Stratton, 1999) has indicated that the emotional burnout associated with the difficulty in maintaining classroom behaviour results in high attrition rates within the first five years of teaching. Therefore, those who have

remained in the profession for longer may have established more effective CBM strategies. A survey that was limited to teachers who have been teaching five years or fewer, may reflect differing outcomes, due either to less life (and teaching) experience or the absence of knowledge regarding effective CBM strategies in their teaching practice.

Additionally, it would be of interest to analyse data gathered by the MoE in association with the IYTCM programme. Confidence related data is collected prior and post training. An analysis to ascertain changes in which strategies are utilised, their perceived usefulness, and confidence teachers have established through training, could provide an insight to areas of the utmost value.

Behavioural Challenges

Effective behaviour management is imperative in providing a safe and efficacious educational environment for students and teachers. Skiba and Peterson (2000) reflect on the importance of teachers establishing non punitive and practical CBM techniques. The majority of teachers involved with this survey reported a high level of confidence in their utilisation of CBM techniques. However, without these techniques teachers are more likely to suffer emotional burn out and students of these teachers are subsequently immersed in an unsatisfactory learning environment. According to Westling (2010) a deficiency in CBM training results in many teachers leaving their chosen profession within the first five years of their career. Gathering data from teachers who have contemplated or have undergone a career diversion to determine their rationale may provide insight to the high attrition rate in this profession. Either determining the contribution of CBM techniques insufficiency or ascertaining other contributing factors, it may also be possible to appreciate how teachers could be better equipped for the classroom environment. CBM skills appear to be coming increasingly imperative as teachers in this survey and researchers (Skiba & Peterson, 2000; Webster-Stratton, Reid, Tolan & Szapocznik, 2007) specify a belief that a deterioration of student behaviour has occurred over recent years. While difficult to substantiate the

reliability of this observation, it is evident that more efficient teacher training in CBM is essential.

The results of this study revealed that teachers who had completed the IYCM programme display a slightly higher confidence rate than those who had completed other CBM programmes. A further study comparing differences in the programmes, preferably with prior and post surveys would be beneficial in demonstrating elements that encourage confidence in teachers. Additionally, research into the effectiveness of the Dinosaur programme (Thompson, 2010; Webster-Stratton, 2000; Webster-Stratton & Reid, 2010), the IY children's programme that explicitly teaches children social and emotional skills, alongside teacher training in CBM or trained teachers providing the Dinosaur programme within their classrooms may provide further insight into CBM. The three most challenging behaviours determined in this survey are all related to social competence. Teaching children how to behave and react in different social circumstances will give them an alternative to the inappropriate behaviour and promote social competence. The Dinosaur programme is not currently available in New Zealand schools, however, this type of programme in association with teacher and parent training could provide substantial improvement in the quality of schooling in New Zealand.

Strategies: Frequency and Usefulness

This study has only considered teachers' perceptions; confirmation of their perceptions would require a much more intensive study than could be allowed for with this thesis. As previously stated in this chapter, reality can and probably does, differ from perception. Importantly, Carolyn Webster-Stratton (1999) associates the appropriate use of these CBM strategies to teachers' ability to manage their work stress. The most surprising element for this section of the survey is those strategies that are not utilised often. For example the 'ignoring non-disruptive misbehaviour' strategy appears underutilised. However, it is not possible to ascertain if the perception of use of this strategy is truly reflected in the actual use. Many researchers (Hemmeter et al., 2011; MacSuga &

Simonsen, 2011; Mesa, Lewis-Palmer & Reinke, 2005; Reinke, Lewis-Palmer & Merrell, 2008, Simonsen, Myers & DeLuca, 2010; Wright et al., 2012) advocate the use of strategies such as 'praise positive behaviour' and 'encourage positive social behaviours' (which are perceived as well-utilised in this study) provide a stable, positive foundation for the use of the ignoring strategy. Teachers should perhaps be reminded that they are not required to attend to, or comment on, all non-disruptive, unsuitable behaviour. Instead of attending negatively to this behaviour, they can practise other strategies to accentuate appropriate behaviour. Further study could ascertain teachers' reasons for reaction to this type of behaviour, discovering if the required foundations are utilised or if the perceived need for the reaction is required due to a lack of positive strategies being instigated or if there is a perceived belief that the student will consider a lack of reprimand as a victory.

Another strategy that is surprisingly underutilised is 'use problem solving strategy'. This technique, although perceived as quite useful is not often implemented. Additionally, other strategies that are reflected as teaching student social skills that are not implemented frequently are 'use anger management strategy for yourself' (providing a positive role model in behavioural self-management) and 'teach students anger management strategies'. It is possible that these skill sets are perceived as surplus to requirements in a classroom where inappropriate behaviours are not overtly evident. However, regardless of the current environment, it is important for individuals to know how to behave before a situation occurs. Not all individuals will implicitly obtain these skills and therefore should be explicitly taught how to behave and techniques for managing (and understanding) anger in situations that may arise. Conversely, a strategy that rates highly in frequency of use, but is seen as not useful is 'make children aware of, or, comment on bad behaviour'. This would indicate a tendency to use this strategy when under pressure even though teachers generally do not believe it to be an effective or useful strategy.

Parental Involvement

The respondents to this survey indicated a high rate of parental involvement. This may be a result of the year group included in this study, being years 1 to 4, with parents still walking children to and picking children up from their classrooms. This summation is drawn from the high rate of comments indicating that they see parents on a regular basis before and after school. There is also a correspondingly high rate of teachers indicating an 'open door' policy for parents. Many researchers (Church, 2003; El Nokali, Bachman & Votruba-Drzal, 2010; Fan & Williams, 2010; Galindo & Sheldon, 2012; Larocque, Kleiman & Darling, 2011; Semke, Kwon, Sheridan, Woods & Garbacz, 2010; Walker et al., 2004; Webster-Stratton, Reid & Stoolmiller, 2008), indicate a correlation of parental involvement with increased acceptable behaviour and augmented academic achievements. It would be interesting to compare in more detail, CBM confidence rates of teachers who experience a high rate of parental involvement with those who experience lower rates.

Although a large number of the respondents believed contact with home to be very beneficial, the frequency of use did not correspond, with low numbers of teachers phoning, emailing or sending notes home to parents. This may be, as previously indicated, due to the high number of parents involved in drop-offs and pickups and impromptu discussion ensuing between teachers and parents. However, LaRocque, Dleiman and Darling (2011) elucidate that teachers may not have the strategies or knowledge of how to involve parents in their children's education and may require prompting to contact working parents and those parents who are unable to meet with the teacher in a spontaneous manner. Trainee teachers should also be provided with information that will assist them with establishing positive relationships between school and home.

Concluding Comments

In conclusion, this study has highlighted the need for additional training for trainee and beginning teachers in CBM and possibly parental relationship building. This type of training is important for establishing safe, effective and successful learning environments for

students and their teachers. Further research on providing a more comprehensive approach to CBM PD, including extended, more intensive coaching support focused on high impact management strategies would be beneficial. Additionally, explicit teaching of social skills to all children may have a powerful impact in providing alternative behaviours in situations which may otherwise escalate to challenging behaviour.

Teachers and students alike require strategies for dealing with behaviours encountered on a regular basis in the school environment. While teachers require strategies for effectual CBM, students require the security and boundaries those strategies establish. Additionally, both teachers and students require the strategies in regulating their own behaviour and their reactions to others within their environment. Likewise, relationships between school, parent and student benefit from co-operation and consistency in establishing regulating strategies and supporting relationships between home and school for the student.

Glossary

CBM	An acronym for Classroom Behaviour Management
CM	An acronym for Classroom Management
Behaviour Specific Praise	“An affirmative statement delivered by the teacher immediately following the completion of a specified academic or social behaviour” (Musti-Rao & Havydon, 2011, p.92).
Decile Rating	Also known as Socio-Economic Decile Bands. “Relates to the economic and social factors of the community immediately surrounding it” (Valentine, 2013)
ESOL	An acronym for English for Speakers of Other Languages
IP address	A unique string of numbers that identifies each computer communicating over a network
IY	An acronym for Incredible Years
IYTCM	An acronym for Incredible Years Teacher Classroom Management
MoE	An acronym for the Ministry of Education
ODD	An acronym for Oppositional Defiance Disorder

PD	An acronym for Professional Development
PE	An acronym for Physical Education
RR	An acronym for Reading Recovery
Teacher Trainees	Refers to any student who is training to be a classroom teacher
TESSOL	An acronym for Teaching English in Schools for Speakers of Other Languages
Writing	Part of the school curriculum eg: narrative, persuasive, and creative writing

Appendices

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Appendix A

Principal Email

Subject: Classroom Behaviour Management Strategies, What Works?

Kia ora [Principal's name]

Having been a teacher myself I understand the importance of classroom behaviour management strategies. I'm interested in discovering and sharing, which strategies teachers perceive as the most useful.

I am currently training as an Educational Psychologist at Massey University. For my thesis I am seeking teachers of year 1 to 4 students to complete an online 10-15 minute survey.

All information is completely anonymous and no identifying information will be collected.

A summary of the findings will be available to those interested by emailing lynettpowell@gmail.com with 'summary report' typed in the subject line.

Could you please send this email link to teachers of year 1-4 students.

<https://www.surveymonkey.com/s/GZN6QS2>

Your assistance is greatly appreciated.

Thank you.

Lynette Powell

lynettpowell@gmail.com

0297706815 or 09 8108405

Appendix B

Teacher Survey

Classroom Behaviour Management Strategies

Introduction

Kia ora tātou (Hello to you all)

I am seeking teachers of year 1 to 4 students to complete this 10-15 minute (approximately) survey. Please forward this link to other teachers you know who teach in these areas.

The purpose of this survey is to gain a teachers' perspective on managing behaviour in the classroom, including currently used strategies and the support teachers would like to assist them.

This survey will contribute towards my thesis project for a Masters degree at Massey University. Your assistance would be GREATLY APPRECIATED.

All information is completely anonymous and no identifying information will be collected. A summary report will be available for those interested by emailing lynettpowell@gmail.com with 'summary report' typed in the subject line.

You may choose to withdraw your involvement at any time by exiting the survey.

If you have any questions regarding the research or survey, please contact either:

Researcher:
Lynette Powell
lynettpowell@gmail.com
(09)8108405

Or

Supervisor:
Hal Jackson
H.Jackson@massey.ac.nz
(06) 3569099 (x-8875)

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher named above is responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher, please contact Professor John O'Neill, Director (Research Ethics), telephone 06 350 5249, e-mail humanethics@massey.ac.nz



Classroom Behaviour Management Strategies

1. By agreeing to participate in this survey you are stating that:

- you have read the above information
- you voluntarily agree to participate
- you are a currently practicing New Zealand teacher

☐ Agree

☐ Disagree

Classroom Behaviour Management Strategies

Demographics

The following questions will provide the researcher with non-identifying information about you and a little about your current teaching position.

2. What is the highest level of education you have completed?

- | | |
|--|---|
| <input type="radio"/> Teachers Diploma | <input type="radio"/> Masters Degree |
| <input type="radio"/> University Diploma | <input type="radio"/> Post Masterate Postgraduate Diploma |
| <input type="radio"/> Bachelors Degree | <input type="radio"/> Doctorate Degree |
| <input type="radio"/> Postgraduate Diploma | |

Other (please specify):

3. To clarify question 1 you can list any qualifications achieved here (optional):

4. Which category includes your age?

- | | | |
|-------------------------------------|-----------------------------------|---|
| <input type="radio"/> 21 or younger | <input type="radio"/> 40-49 | <input type="radio"/> I prefer not to say |
| <input type="radio"/> 21-29 | <input type="radio"/> 50-59 | |
| <input type="radio"/> 30-39 | <input type="radio"/> 60 or older | |

5. How many full years have you been teaching?

If more than 15, please specify:

6. How many years have you taught at your current school?

7. What class level do you currently teach?

Classroom Behaviour Management Strategies

8. What is the decile rating of the school you teach at?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

9. Please indicate all areas that you have received Professional Development in:

- | | |
|--|---|
| <input type="checkbox"/> No professional development courses | <input type="checkbox"/> Science |
| <input type="checkbox"/> Reading Recovery | <input type="checkbox"/> Maori culture |
| <input type="checkbox"/> Other reading programme | <input type="checkbox"/> TESSOL |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Other ESOL course |
| <input type="checkbox"/> Math | <input type="checkbox"/> Incredible Years Teacher programme |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Other classroom management programme |
| <input type="checkbox"/> Physical Education | <input type="checkbox"/> Leadership course |

Other courses attended (please specify):

10. Are there any areas that you would like to receive professional development in? Select all that apply.

- | | |
|---|---|
| <input type="checkbox"/> None | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Science |
| <input type="checkbox"/> Numeracy | <input type="checkbox"/> Maori |
| <input type="checkbox"/> Writing | <input type="checkbox"/> ESOL |
| <input type="checkbox"/> Classroom behaviour management | <input type="checkbox"/> Management |

Other (please specify), or comment:

11. Are there any additional comments you would like to make regarding this section? (optional)

Classroom Behaviour Management Strategies

Classroom Behaviour Management

The questions on this page will ask you to rank how confident you feel in managing classroom behaviour. When providing a ranking, think of your current teaching year.

12. Please rate how confident you feel with your ability to:

	Very unconfident	Unconfident	Somewhat unconfident	neutral	Somewhat confident	Confident	Very confident
Manage general classroom behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage difficult behaviour in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote students emotional, social, and problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How well did teacher training prepare you for managing behavioural challenges in the classroom?

14. Are there any additional comments you would like to make regarding this section? (optional)

Classroom Behaviour Management Strategies

Classroom Management: Strategies Used

In this section you will be asked to identify how frequently you use management techniques and how useful you feel each is in your classroom.

15. Please make a choice that best represents your frequency of use and your belief of their usefulness for the following classroom management strategies.

	Frequency	Usefulness
Encourage Positive social behaviours (eg. helping, sharing, waiting)	<input type="text"/>	<input type="text"/>
Make children aware of, or, comment on bad behaviour	<input type="text"/>	<input type="text"/>
Reward a certain individual for positive behaviours with incentives (eg. stickers, group points)	<input type="text"/>	<input type="text"/>
Use classwide individual incentive programs (eg. stickers, prizes for targeted behaviour)	<input type="text"/>	<input type="text"/>
Reward groups for positive behaviours with incentives	<input type="text"/>	<input type="text"/>
Praise positive behaviour (including naming the positive behaviour receiving praise)	<input type="text"/>	<input type="text"/>
Use Time Out (allowing time for student to calm down) for aggressive behaviour	<input type="text"/>	<input type="text"/>
Teaching rest of class to ignore student in time out/calm down	<input type="text"/>	<input type="text"/>
Single out individual students or a small group of children for misbehaviour	<input type="text"/>	<input type="text"/>
Reprimand quietly	<input type="text"/>	<input type="text"/>
Reprimand in a loud voice	<input type="text"/>	<input type="text"/>
Send misbehaving students to Principal's (or another staff member's) office	<input type="text"/>	<input type="text"/>
Threaten to send student out of classroom for misbehaviour	<input type="text"/>	<input type="text"/>
Send student home for aggressive or destructive behaviour	<input type="text"/>	<input type="text"/>
Call, email or send note home to parent/s to discuss bad behaviour	<input type="text"/>	<input type="text"/>
Ignore non-disruptive misbehaviour	<input type="text"/>	<input type="text"/>
Verbally redirect a child who is distracted	<input type="text"/>	<input type="text"/>
Use non-verbal signals to redirect a non-engaged child	<input type="text"/>	<input type="text"/>
Use problem solving strategy (eg. define problem and brainstorm solutions)	<input type="text"/>	<input type="text"/>
Use anger management strategy for yourself (eg. deep breaths, positive self-talk)	<input type="text"/>	<input type="text"/>
Use a transition routine (eg. countdown to clean up)	<input type="text"/>	<input type="text"/>
Give clear positive directions	<input type="text"/>	<input type="text"/>
Planned consequences for misbehaviour (eg. loss of privileges)	<input type="text"/>	<input type="text"/>
Have clear classroom rules and refer to them	<input type="text"/>	<input type="text"/>
Use persistence or emotion coaching (focusing, being patient, working hard)	<input type="text"/>	<input type="text"/>
Send notes home about positive behaviour	<input type="text"/>	<input type="text"/>
Call parent to report good behaviour	<input type="text"/>	<input type="text"/>
Model self-regulation strategies for students	<input type="text"/>	<input type="text"/>
Teach specific social skills	<input type="text"/>	<input type="text"/>
Teach students anger management strategies (eg. turtle technique, calm down thermometer)	<input type="text"/>	<input type="text"/>

Classroom Behaviour Management Strategies

**16. Are there any additional comments you would like to make regarding this section?
(optional)**

Classroom Behaviour Management Strategies

Behavioural Challenges

Rank the following behaviours according to how much of a challenge they present in your class (1 being the MOST challenging)
Then indicate the frequency of these types of behaviour.

17. Rank the following behaviours according to how much of a challenge they present in your class (1 being the MOST challenging).

<input type="text"/>	Physical aggression towards teachers	<input type="text"/> N/A
<input type="text"/>	Physical aggression towards other students	<input type="text"/> N/A
<input type="text"/>	Intentional destruction of property (eg. breaking windows, tearing books)	<input type="text"/> N/A
<input type="text"/>	Self-injury (students intentionally hurting themselves)	<input type="text"/> N/A
<input type="text"/>	Making inappropriate noises - talking too loud	<input type="text"/> N/A
<input type="text"/>	Refusal to follow directions (eg. challenging authority, not taking part in activities)	<input type="text"/> N/A
<input type="text"/>	Verbal aggression towards other students (yelling at others, threatening, name calling)	<input type="text"/> N/A
<input type="text"/>	Verbal aggression towards teacher	<input type="text"/> N/A
<input type="text"/>	Repetitive acts (hand flapping, circling)	<input type="text"/> N/A
<input type="text"/>	Disruption of classroom activities	<input type="text"/> N/A
<input type="text"/>	Inward withdrawal (socially withdrawn)	<input type="text"/> N/A
<input type="text"/>	Wandering (away from desk, not situated where they should be)	<input type="text"/> N/A

18. Are there any more behaviours that you feel should be listed in the previous question? Please specify and give a ranking of where you feel they would rank in the list prior. (optional)

Classroom Behaviour Management Strategies

19. Use the frequency scale to estimate how often you think the following types of behaviours are demonstrated.

	Never	Once a year	Once a term	A few times per term	Weekly	Two or three times per week	Daily	Two or more times a day	N/A
Physical aggression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intentional destruction of property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-injury	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making inappropriate noises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refusal to follow directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal aggression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Repetitive acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disruption of classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inward withdrawal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wandering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any other behaviours occurring on a frequent basis (please specify behaviour and frequency)

**20. Are there any additional comments you would like to make regarding this section?
(optional)**

Classroom Behaviour Management Strategies

Parental Involvement

21. Do you think parental involvement at school is helpful for children who experience behavioural challenges? (eg: Ongoing communication between school and home - email, texts. Parental assistance in the classroom.)

- ☐ Yes, it helps to develop a home/school continuity ☐ Sometimes, dependent on the child/parent relationship
☐ Yes, but it is too difficult to involve parents

Other (please specify):

22. If you think it is difficult to involve parents, what makes it difficult? (optional)

23. Please select the appropriate rating on the frequency scale.

	Yearly	Once a term	A few times a term	Weekly	More than once a week	N/A
How often do you send Newsletters home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you provide additional times (outside of parent interviews) for parents to speak with you regarding their child's progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Clarifying information:

Classroom Behaviour Management Strategies

24. Are there any additional comments you would like to make regarding this section?
(optional)

Classroom Behaviour Management Strategies

THANK YOU FOR YOUR TIME!

Thank you for taking the time to complete this survey.

If you would like to receive a summary sheet of this research please email lynettpowell@gmail.com with the words 'summary sheet' in the subject line.



Images :

<https://blogs.activelearning.org/2012/08/08/what-you-tell-me-is/>

<http://www.artsonline.com/tag/thank-you/>

Appendix C

Incredible Years Classroom Management Questionnaire



Teacher Classroom Management Strategies Questionnaire

The Incredible Years

Teacher's Name: _____

In completing this questionnaire, think about your general strategies for managing your entire classroom and not a specific child.

Very unconfident
Unconfident
Somewhat unconfident
Neutral
Somewhat confident
Confident
Very confident

A. Managing Classroom Behaviour

1. How confident are you in managing current behaviour problems in your classroom? ① ② ③ ④ ⑤ ⑥ ⑦
2. How confident are you in your ability to manage future behaviour problems in your classroom? ① ② ③ ④ ⑤ ⑥ ⑦
3. How confident are you in your ability to promote students emotional, social and problem solving skills? ① ② ③ ④ ⑤ ⑥ ⑦

B. Specific Teaching Techniques

In this section we'd like to get your idea of how often you use the following techniques, and how useful you find each one for managing your classroom.

	Frequency					Usefulness				
	Rarely/Never	Sometimes	Half the time	Often	Very Often	Rarely/Never	Sometimes	Half the time	Often	Very Often
1. Coach positive social behaviours (helping, sharing, waiting)	①	②	③	④	⑤	①	②	③	④	⑤
2. Describe or comment on bad behaviour	①	②	③	④	⑤	①	②	③	④	⑤
3. Reward targeted positive behaviours with incentives (e.g., stickers)	①	②	③	④	⑤	①	②	③	④	⑤
4. Praise positive behaviour	①	②	③	④	⑤	①	②	③	④	⑤
5. Use Time Out (Time Away to calm down) for aggressive behaviour	①	②	③	④	⑤	①	②	③	④	⑤
6. Single out a child or a group of children for misbehaviour	①	②	③	④	⑤	①	②	③	④	⑤
7. Use physical restraint	①	②	③	④	⑤	①	②	③	④	⑤
8. Reprimand in a loud voice	①	②	③	④	⑤	①	②	③	④	⑤
9. In-house suspension (send to Principal's office for misbehaviour)	①	②	③	④	⑤	①	②	③	④	⑤
10. Warn or threaten to send child out of classroom if s/he doesn't behave	①	②	③	④	⑤	①	②	③	④	⑤
11. Send child home for aggressive or destructive misbehaviour	①	②	③	④	⑤	①	②	③	④	⑤
12. Call parents to report bad behaviour	①	②	③	④	⑤	①	②	③	④	⑤
13. Ignore misbehaviour that is non-disruptive to class	①	②	③	④	⑤	①	②	③	④	⑤
14. Use verbal redirection for child who is disengaged	①	②	③	④	⑤	①	②	③	④	⑤
15. Use problem-solving strategy (e.g., define problem, brainstorm solutions)	①	②	③	④	⑤	①	②	③	④	⑤
16. Use anger management strategy for self (e.g., deep breaths, positive self-talk)	①	②	③	④	⑤	①	②	③	④	⑤
17. Prepare children for transitions with predictable routine	①	②	③	④	⑤	①	②	③	④	⑤
18. Use group incentives	①	②	③	④	⑤	①	②	③	④	⑤
19. Use special privileges (e.g., special helper, extra computer time)	①	②	③	④	⑤	①	②	③	④	⑤
20. Set up individual incentive program (e.g., stickers, prizes)	①	②	③	④	⑤	①	②	③	④	⑤
21. Give clear positive directions	①	②	③	④	⑤	①	②	③	④	⑤
22. Warn of consequences for misbehaviour (e.g., loss of privileges)	①	②	③	④	⑤	①	②	③	④	⑤
23. Use clear classroom discipline plan and hierarchy	①	②	③	④	⑤	①	②	③	④	⑤
24. Use emotion coaching	①	②	③	④	⑤	①	②	③	④	⑤
25. Use nonverbal signals to redirect child who is disengaged	①	②	③	④	⑤	①	②	③	④	⑤
26. Use persistence coaching (focusing, being patient, working hard)	①	②	③	④	⑤	①	②	③	④	⑤
27. Send home notes (or frowny faces) to report problem behaviour to parent	①	②	③	④	⑤	①	②	③	④	⑤

Please turn page and complete the other side

28. Send notes/happy grams home about positive behaviour	① ② ③ ④ ⑤	① ② ③ ④ ⑤
29. Call child after a bad day	① ② ③ ④ ⑤	① ② ③ ④ ⑤
30. Take a student interest survey	① ② ③ ④ ⑤	① ② ③ ④ ⑤
31. Call parents to report good behaviour	① ② ③ ④ ⑤	① ② ③ ④ ⑤
32. Model self-regulation strategies for students	① ② ③ ④ ⑤	① ② ③ ④ ⑤
33. Teach specific social skills in circle time	① ② ③ ④ ⑤	① ② ③ ④ ⑤
34. Use imaginary play/drama, stories and puppets to teach problem solving	① ② ③ ④ ⑤	① ② ③ ④ ⑤
35. Set up problem solving scenarios to practice prosocial solutions	① ② ③ ④ ⑤	① ② ③ ④ ⑤
36. Promote respect for cultural differences in my classroom	① ② ③ ④ ⑤	① ② ③ ④ ⑤
37. Teach children to ignore disruptive behaviour	① ② ③ ④ ⑤	① ② ③ ④ ⑤
38. Teach children anger management strategies (Turtle technique, calm down thermometer)	① ② ③ ④ ⑤	① ② ③ ④ ⑤

C. Working with parents

In this section we'd like to get your idea of how often you use each of the following approaches.

Please mark the response that most clearly describes your interactions.

	Never	1 time per year	2-3 times per year	Once a month	Once a week	Daily
1. Promote parent involvement in classroom	①	②	③	④	⑤	⑥
2. Teach parent skills to enhance classroom learning at home (e.g. coaching, reading, use of incentives)	①	②	③	④	⑤	⑥
3. Collaborate with parents on a home-school behaviour plan and share goals for student	①	②	③	④	⑤	⑥
4. Hold extra parent conferences for particular problems	①	②	③	④	⑤	⑥
5. Talk with parents about special activities to do with child at home	①	②	③	④	⑤	⑥
6. Develop teacher-parent partnerships	①	②	③	④	⑤	⑥
7. Send home Teacher-to-Parent Communication letters or newsletters	①	②	③	④	⑤	⑥
8. Ask parents to share ways to incorporate their cultural history/stories/traditions in the classroom	①	②	③	④	⑤	⑥
9. Make Home Visits	①	②	③	④	⑤	⑥
10. Hold parent support groups	①	②	③	④	⑤	⑥

D. Planning and Support

In this section we'd like to get your idea of how often you use each of the following Incredible Years (IY) Strategies.

Please mark the response that most clearly describes your approach.

	Never	1 time per year	2-3 times per year	Once a month	Once a week	Daily
1. Use IY self-reflective inventories to plan personal teaching goals	①	②	③	④	⑤	⑥
2. Review my progress in reaching goals for individual student behaviour plans	①	②	③	④	⑤	⑥
3. Review my discipline hierarchy according to the student's developmental ability	①	②	③	④	⑤	⑥
4. Collaborate with other teachers for solutions and support	①	②	③	④	⑤	⑥
5. Give support to other teachers	①	②	③	④	⑤	⑥
6. Read the IY classroom management book	①	②	③	④	⑤	⑥
7. Manage my stress level utilizing positive cognitive strategies	①	②	③	④	⑤	⑥
8. Encourage a positive school community (e.g., including input from teacher aides, sharing successes in the classroom with the principal)	①	②	③	④	⑤	⑥

Thank you

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Appendix D

Johansen, Little and Akin-Little (2011) Questionnaire

PERSONAL DETAILS

Tertiary qualifications:

Qualification	Year completed	Institution	Country

Year first registered as a teacher:

Currently teaching Year ____ at _____ with __(#)__ students.

Gender: M/F

Ethnicity:

CLASSROOM BEHAVIOUR MANAGEMENT

Use CONFIDENCE SCALE: Very unconfident – very confident, for these questions.

1. How confident are you in general classroom behaviour management?
2. How confident are you in managing difficult behaviour in your classroom?
3. How confident do you feel in your ability to promote students emotional, social and problem solving skills?

STRATEGIES USED

In this section please identify how often you use the following techniques and how useful each is in classroom management.

Use FREQUENCY SCALE: rarely/never – very often and USEFULNESS SCALE: rarely/never – very often for these questions.

1. Coach/guide/encourage positive social behaviours (helping, sharing, waiting).
2. Make children aware of, or, comment on bad behaviour.
3. Reward certain individual positive behaviours with incentives (eg. stickers, group points).
4. Use individual incentive programs (eg. Stickers, prizes for targeted behaviour).
5. Reward groups for positive behaviours with incentives.
6. Praise positive behaviour (including naming the positive behaviour receiving praise).
7. Use Time Out (allowing time for child to calm down) for aggressive behaviour.
8. Teaching rest of class to ignore child in time out/calm down.
9. Single out individual children or a small group of children for misbehaviour.
10. Reprimand quietly.
11. Reprimand in a loud voice.
12. Send misbehaving students to the Principal's (or another staff member's) office.

13. Threaten to send child out of classroom for misbehaviour.
14. Send child home for aggressive or destructive behaviour.
15. Call or email parent/s to discuss bad behaviour.
16. Ignore non-disruptive misbehaviour.
17. Verbally redirect a child who is distracted.
18. Use non-verbal signals to redirect a non-engaged child.
19. Use problem solving strategy (eg: define problem and brainstorm solutions).
20. Use anger management strategy for self (eg: deep breaths, positive self-talk).
21. Use a transition routine (eg: countdown to clean up).
22. Give clear positive directions.
23. Planned consequences for misbehaviour (eg: loss of privileges).
24. Have clear classroom rules and refer to them.
25. Use emotion coaching.
26. Use persistence coaching (focusing, being patient, working hard)
27. Send notes home to report problem behaviour to parent.
28. Send notes home about positive behaviour.
29. Call parent to report good behaviour.
30. Model self-regulation strategies for students.
31. Teach specific social skills at circle time.
32. Teach problem solving skills.
33. Teach children to ignore disruptive behaviour.
34. Teach children anger management strategies (turtle technique, calm down thermometer).

BEHAVIOURAL CHALLENGES

Rank the following behaviours according to how much of a challenge they present in your class (1 being the MOST challenging). Use the frequency scale to indicate how often these behaviours are demonstrated (Likert scale to be used, from more than 5 times a day -> hasn't occurred).

- Physical aggression (hitting, kicking)
- Intentional destruction of property (breaking windows, tearing books)
- Self-injury (Student intentionally hurting themselves)
- Making inappropriate noises - talking too loud
- Refusal to follow directions (challenging authority, not taking part in activities)
- Verbal aggression (yelling at others, threatening, name calling)
- Repetitive acts (hand flapping, circling)
- Disruption of classroom activities
- Inward withdrawal (socially withdrawn)
- Wandering (away from desk, not situated where they should be)
- Other ? _____
- Other? _____

PARENTAL INVOLVEMENT

1. Do you believe parental involvement in the school environment is helpful for children who experience behavioural challenges?

- a. Yes, it helps to develop a home/school continuity
 - b. Yes, but it is too difficult to involve parents
 - i. What makes it difficult? Please state.
 - c. No, children tend to behave better when their parents are absent
 - d. Sometimes, dependent on the child/parent relationship
 - e. Other: please state.
2. Do you send classroom newsletters home
 - a. Yes – (FREQUENCY SCALE)
 - b. No
 3. Do you provide additional times (outside of parent interviews) for parents to speak with you about their child's progress?
 - a. Yes – (FREQUENCY SCALE)
 - b. No
 4. Other strategies used to encourage parent involvement – please state.

TRAINING IN CLASSROOM MANAGEMENT

1. Do you believe your formal teacher training sufficiently prepared you for managing behavioural challenges in the classroom? Yes/No/Somewhat
2. Have you received any professional development specific to behavioural management subsequent to completing your teacher training?
 - a. No
 - b. Incredible Years Teacher Classroom Management Programme
 - c. Other: please state
3. How often have you been offered professional development in behaviour management?
 - a. Never
 - b. Once
 - c. Twice
 - d. More – please state
4. Do you believe you could benefit from professional development in classroom management techniques? Yes, someone help me/Somewhat, new skills are helpful/No I've got it covered.
5. What would the best way to provide additional classroom management support for you as a teacher?
 - a. Attending an Incredible Years Teacher Classroom Management programme.
 - b. Another classroom management programme. Please name.
 - c. Individual observation and coaching in the classroom situation.
 - d. Peer support/mentoring opportunities.
 - e. Other, please state.

ANY ADDITIONAL COMMENTS TO MAKE?

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