

Developing Evidence-Based Behavioral Intervention Strategies Through Teacher Induction

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Preventing and responding to student misbehavior is an integral part of classroom management and one of the most important skills an educator can have. Despite its importance, many educators receive inadequate training in this area. Many leave their pre-service training lacking confidence in addressing behavior and do not receive training once hired into the field.

An educator's inability to effectively prevent and respond to student misbehavior negatively affects student success and contributes to professional burnout. Lack of effective classroom management can also escalate into more aggressive behavior. These aggressive behaviors often result in missed instructional time for students and further disenfranchisement from the school. Exclusionary discipline practices continue to be applied inequitably to students from marginalized communities further contributing to inequities that exist outside of the school setting. Additionally, the other students in the school experience elevated levels of disruption to the learning environment which contributes to teachers feeling frustrated and inadequate. Those feelings of frustration and inadequacy may manifest as burnout and decreased job satisfaction.

The aim of this study was to analyze the effectiveness of a formal training program on the acquisition and application of evidence-based strategies for preventing and responding to student misbehavior. The content was delivered as part of the teacher induction process and was obtained from the Kansas Technical Assistance System. The information was based on the stages of behavior escalation established by Dr. Geoff Colvin and Dr. George Sugai (2005). The objective

of the training was to help educators develop strategies to prevent and respond to misbehavior through an understanding of the seven stages of the escalation cycle.

The participants included fifteen educators who worked in a mid-Atlantic, suburban, middle school. They completed ten training modules that included self-paced videos and reflections and attended ten training sessions. Participants completed surveys at the beginning, middle, and end of the training and were assessed at the midpoint and conclusion. The analysis of the surveys and assessments indicate that the training resulted in more frequent use of evidence-based preventative measures and responses to misbehavior along with an appreciation of the practicality of the training.

Table of Contents

Preface.....	xi
1.0 Introduction.....	1
1.1 Operational Definitions.....	2
2.0 Review of Literature	5
2.1 Disproportionality in School Discipline: The Influence of Classroom Behavioral Interventions	5
2.2 Impact on Teachers	8
2.3 Disrupting the Cycle.....	11
2.4 Summary	12
3.0 Methodology	14
3.1 Theory of Practice	14
3.2 Research Questions	14
3.3 Setting	15
3.4 Inductees.....	16
3.5 Intervention.....	17
3.6 Data Collection and Analysis.....	18
3.6.1 Pre-Training Survey	18
3.6.1.1 Pre-Training Survey collection.....	18
3.6.1.2 Pre-Training Survey analysis	19
3.6.2 Module tasks	19
3.6.2.1 Module tasks collection	19

3.6.2.2 Module tasks analysis	21
3.6.3 Midpoint Formative Assessment	21
3.6.3.1 Midpoint Formative Assessment collection	21
3.6.3.2 Midpoint Formative Assessment analysis	21
3.6.4 Midpoint Survey	22
3.6.4.1 Midpoint Survey collection	22
3.6.4.2 Midpoint Survey analysis	22
3.6.5 Case Study	23
3.6.5.1 Case Study collection	23
3.6.5.2 Case Study analysis	23
3.6.6 Exit Survey	24
3.6.6.1 Exit Survey collection	24
3.6.6.2 Exit Survey analysis	24
3.7 Data Analysis and Collection Summary	24
4.0 Results	26
4.1 Pre-Training Survey Results	26
4.2 Module Task Results	28
4.3 Midpoint Formative Assessment Results	29
4.4 Midpoint Survey Results	31
4.5 Case Study Results	33
4.6 Exit Survey Results	36
4.7 Results Summary	38
5.0 Discussion	39

5.1 Summary of Findings	41
5.2 Pre-Training Survey Findings and Implications	41
5.3 Midpoint Formative Assessment Findings and Implications	43
5.4 Midpoint Survey Findings and Implications	43
5.5 Case Study Findings and Implications	44
5.6 Exit Survey Findings and Implications	46
5.7 Anecdotal Evidence	46
5.8 Conclusion	47
Appendix A Midpoint Formative Assessment.....	50
Appendix B Dev: A Case Study	51
Appendix C Introduction PowerPoint	53
Bibliography	64

List of Tables

Table 1. Complete Breakdown of Modules, Surveys, and Assessments	20
Table 2. Pre-Training Survey	27
Table 3. Midpoint Formative Assessment	30
Table 4. Quantitative Midpoint Survey Results.....	31
Table 5. Qualitative Midpoint Survey Results	32
Table 6. Case Study.....	34
Table 7. Quantitative Exit Survey	37
Table 8. Qualitative Exit Survey.....	37

Preface

When I began this process in the summer of 2019, I could have never predicted the challenges that the next year would include. In March of 2020, the onset of the COVID-19 pandemic challenged K-12 schools in ways that were previously unimaginable. The months that followed included a dramatic rise in political tension and demands for social justice in all aspects of society including our education system.

Each of these events influenced my decision to pursue this research. The many impacts of the pandemic included a rise in student misbehavior which contributed to increased levels of stress among educators. The pursuit of social justice in schools required an ongoing analysis of implicit bias and deficit thinking.

My hope is that this work supports educators in achieving success by increasing their self-efficacy and competency in preventing and responding to misbehavior. Once confident in this area, educators can more acutely focus on their instructional practices and on empowering students to take control of their own lives and achieve their own success.

To my advisor, Dr. Mary Margaret Kerr. Simply stated, I would not have made it without you. I will never forget the countless hours you spent with me and the fact that you never stopped pushing and supporting me. You are the perfect model of how to lead with honesty, empathy, and high expectations.

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To Jen, Maria, Gianna, Sofia, and Nina, sorry for all the time away and thanks for understanding and being my motivation to better myself. Mom, Dad, Art and Rosie, thanks for all the support and help and for modeling what strong work ethic and selflessness looks like in its purest form.

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1.0 Introduction

Every day, school leaders are likely to encounter teachers who are frustrated with student behaviors and students who are referred to the office for repeated misbehaviors or more serious infractions that can range from provocative to aggressive behavior. Beyond frustrated teachers and disenfranchised students, the cumulative effect of classroom misbehavior and the teacher responses they elicit include missed instructional time and low staff morale. These interactions also cause disruptions to student learning (Losen & Whitaker, 2017), further marginalize students of color (Bowditch, 1993), and contribute to teacher burnout (Friedman, 1995). Despite the importance of this topic, only 45% of new teachers report addressing classroom management during induction (Podolsky et al., 2016).

The purpose of this review was to learn more about how an educator's ability to prevent and address classroom behaviors impacts disproportionality in student discipline and teacher burnout. Additionally, this review explored best practices in new teacher induction to promote preventative, evidence-based behavioral interventions. This review answered three questions:

1. How does teacher failure to adopt evidence-based behavioral interventions contribute to disproportionality in school discipline?
2. How does the failure to adopt evidence-based behavioral interventions affect teachers?
3. What are examples of evidence-based behavioral interventions for deescalating classroom confrontations?

1.1 Operational Definitions

ACT 48 credits: Course credits that are applicable to Pennsylvania Congressional Act 48 of 1999 which requires all Pennsylvania educators holding Pennsylvania public school certification to participate in ongoing professional education (Pennsylvania Department of Education, n.d-a)

Asynchronous: A general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time (Great Schools Partnership, 2013a)

Classroom management: A variety of skills and techniques teachers can use to keep students organized, active, attentive, and productive in class (Dustova & Cotton, 2015)

De-escalation: A set of teacher behaviors that, when working in combination, help teachers limit the impact of student misbehavior on the maintenance of order (Henninger & Coleman, 2008)

Deficit thinking: A distorted lens, focused on student weaknesses, which blames students and their families for student difficulties rather than acknowledging the impact of our practices and broader structural inequities (McClure & Reed, 2022)

Disproportionality in discipline: The overrepresentation of children of color that are subject to discipline, suspension, and/or expulsion as compared to the total population of children in the community or institution (MAEC, 2016)

Expulsion: The exclusion of a student from school privileges for more than ten consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken (Law Insider, n.d.-b)

Formative assessment: Refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course (Great Schools Partnership, 2014)

Implicit bias: A bias or prejudice that is present but not consciously held or recognized (Merriam-Webster, n.d.)

Kansas Technical Assistance System Network (TASN): Provides technical assistance to support school districts' systematic implementation of evidence-based practices (TASN, 2015)

Learning Management System (LMS): An online integrated software used for creating, delivering, tracking, and reporting educational courses and outcomes; can be used to support traditional face-to-face instruction, as well as blended/hybrid and distance learning environments (Bureau of Indian Education, n.d.)

Pre-service training: The education and training that occurs prior to a practitioner obtaining a college degree and entering the workforce (ECPC, 2020)

Self-efficacy: A person's belief that they can be successful when carrying out a particular task (Cambridge Dictionary, n.d.)

SIAR Cycle: Research cycle that includes Strategize, Implement, Analyze, and Reflect (Perry et al., 2020)

Stages of Behavior Escalation (Colvin & Scott, 2015):

1. Calm: Overall behavior is cooperative and acceptable.
2. Triggers: Overall behavior involves a series of unresolved problems.
3. Agitation: Overall behavior is unfocused and distracted.
4. Acceleration: Overall behavior is staff-engaging, leading to further negative interactions.

5. Peak: Overall behavior is out of control.
6. De-escalation: Overall behavior shows confusion and lack of focus.
7. Recovery: Overall behavior shows an eagerness for busy work and reluctance to interact.

Suspension: An exclusion from regular classroom activity for no more than ten consecutive school days (Law Insider, n.d.-a)

Synchronous: A general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place (Great Schools Partnership, 2013b)

Teacher burnout: A psychological condition that leads to exhaustion, depersonalization, and decreased teacher achievement and self-worth (Raines Evers, 2011)

Teacher induction program: The process that begins with the signing of a teaching contract, continues through orientation, and moves toward establishing the teacher as a professional (Camp & Heath, 1988)

Title I: Federally funded supplemental education program that provides financial assistance to local educational agencies to improve educational opportunities for educationally deprived children (Pennsylvania Department of Education, n.d.-b)

The following section offers an overview of the literature of disproportionality in school discipline. The specific focus of this section is on the failure to use evidence-based behavioral interventions in the classroom.

2.0 Review of Literature

2.1 Disproportionality in School Discipline: The Influence of Classroom Behavioral Interventions

Students showing problem behaviors will experience a variety of responsive approaches from teachers throughout their day. Because teachers are not relying on evidence-based responses, the effectiveness of those responses is overly reliant on personality, specifically, agreeableness and emotional stability (Kim et al., 2019), both of which can be unpredictable and inconsistent. Many of these responses reveal negative emotions to the whole class, inhibiting overall teacher effectiveness (Sutton et al., 2009). In addition, individual students are likely to receive office referrals resulting in a loss of instructional time which has been proven to contribute to lower achievement (Losen & Whitaker, 2017).

It is important to note that Black students continue to experience inequitable rates of missed instructional time due to discipline. Although Black students make up 16% of public-school students, they receive approximately 40% of out of school suspensions and 30% of expulsions (U.S. Department of Education, 2018). Research dating back as far as 1975 has provided evidence of racial disproportionality regarding Black students and school discipline including the application of harsher disciplinary strategies (Skiba et al., 2002). Racial disproportionality in school discipline is one of the factors contributing to overall inequity in schools (Skiba et al., 2002), which furthers inequity in society (Bowditch, 1993).

In addition to personality, a teacher's pre-determined perception of students is a factor when responding to misbehavior. These perceptions are often the by-product of implicit bias of

which the teacher is unconscious of and therefore cannot avoid. Gaining this awareness requires significant self-reflection and training. Unchecked implicit bias often manifests itself through actions that are guided by deficit thinking (Palmer & Witanapatirana, 2020). Deficit thinking places the responsibility for a student's behavior on their race, community, and upbringing while simultaneously discounting the possibility that microaggressions or other forms of racist practices could have factored into the behavior. Deficit thinking triggered by implicit bias has an effect on how teachers respond to student misbehavior as illustrated in the study summarized in the following paragraphs.

In a 2000 study involving 300 teachers from a variety of districts (Reed, 2020), inductees were asked what they believed was the catalyst for student misbehavior. Eighty-six percent of those teachers named reasons that place the responsibility solely on the student or their family. Examples included the following:

- Family background
- Lack of structure at home
- Domestic issues at home
- No parental support
- Learning disability
- Father not present
- Lack of educational skills
- Chaotic household
- Spoiled at home
- Not getting attention at home

Deficit thinking is inequitably applied to students from marginalized communities. This way of thinking often leads a teacher to believe that nothing can be done to change a student's behavior thus resulting in demeaning comments and an over-reliance on the threat of discipline or removal from class. Because these students have been considered “helpless,” no interventions are put into place. The lack of intervention then enables these behaviors to repeat themselves and escalate over time, leading to suspensions and other punitive actions and contributing to disproportionality in school discipline.

In the same study, when asked why they thought a student was misbehaving, a small number of teachers supplied anti-deficit responses that included the following:

- We need more social-emotional training for teachers and administrators
- Student is bored
- Inconsistent expectations from teacher
- Negative relationship with teacher
- The student is not being challenged enough
- Needs assistance completing work
- The student might not be engaged in the current activity
- Teacher/school involvement within teams is lacking

This anti-deficit way of thinking influences a teacher to seek solutions to the student's behavior by looking at what the professionals in the building can do differently. To deal with these anti-deficit causes, educators need training on proactive approaches and responses to student behavior. The overall effect would be less reliance on personality and emotion, and more reliance on evidence-based practices for all students when addressing misbehavior.

The following section of this literature review highlights what happens to teachers who cannot adopt evidence-based practices. Faced with situations that can grow out of control quickly, these teachers are at risk for burnout.

2.2 Impact on Teachers

The level of confidence with which a teacher begins their career is influenced by their personality and pre-service experiences which are unique to each individual (Patterson & Farmer, 2018). For example, Simoes and Calheiros (2019) found that teachers who strive for relationships with students who misbehave may experience side effects that lead to burnout. Specifically, if a teacher puts time and effort into reaching a student and the disruptive behavior continues, that teacher may develop feelings of depersonalization or a sense of failure. Sutton et al. (2009) studied the relationship between how a teacher manages emotions and their classroom management and found a frequent connection between the two. When combining those results with substantial empirical evidence supporting a link between classroom management and burnout, a claim can be made that a teacher's ability to manage emotions is a mediator to burnout.

The concept of burnout is a reality in many professional fields; however, De Heus and Diekstra (2010) conclude that teachers are more vulnerable than other workers to burnout symptoms. This claim is supported by Christina Maslach, one of the leading researchers on this topic and the creator of the Maslach Burnout Inventory (MBI). She defines burnout as “a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity” (Maslach et al., 1997).

The three components that Maslach includes in this definition—emotional exhaustion, depersonalization, and reduced personal accomplishment—have been widely accepted and studied by contemporary researchers (Maslach et al., 1997). Common symptoms of these components include a lack of energy (i.e., emotional exhaustion), negative attitudes about students and parents (i.e., depersonalization), and the feeling that personal efforts to affect students are futile (i.e., reduced personal accomplishment). One of the common contributors to all three components is a teacher's classroom management (Maslach et al., 1997).

MBI was used to investigate burnout levels of teachers in a study conducted among teachers in Turkey (Yavuz, 2009). The authors measured the components of burnout, including emotional exhaustion, depersonalization, and personal accomplishment, in conjunction with another inventory tool called the Attitudes and Beliefs on Classroom Control Inventory (ABCC) (Yavuz, 2009). The ABCC measures teacher perceptions of classroom management beliefs and practices through the dimensions of classroom management, instructional management, and people management. Teachers' attitudes towards classroom management were categorized as either interventionist, interactionalist, or non-interventionist (Yavuz, 2009). The study acknowledged that teacher attitudes about classroom management factor into teacher burnout.

In a more recent study of Finnish educators, Oli-Pekka Malinen and Hannu Savolainen (2016) found that teacher self-efficacy of classroom management had a negative effect on teacher burnout. In other words, a teacher's confidence in their own ability to control the classroom environment directly affects burnout potential.

When considering the impact of classroom management on burnout in North America, Fernet et al. (2012) found that Canadian teachers' "perceptions of interpersonal factors including student behavior and the principal's leadership behaviors are particularly influential in the burnout

process” (p. 14). In their own meta-analysis of 16 studies (8 of which were conducted in the United States) on the relationship between classroom management self-efficacy and burnout, Aloe et al. (2014) concluded “a moderate relationship between classroom management self-efficacy and the three dimensions of burnout (i.e., emotional exhaustion, depersonalization, and lowered personal accomplishment)” (p. 117). The context of each study was different; however, each identified classroom management as a factor in teacher burnout.

In a study of rural public educators, Lanza (2020) found that most educators found their responses to student misbehavior as ineffective. The available research confirms that regardless of the educational setting, classroom management and the ability to deal with classroom confrontations is often cited as one of the most stressful aspects of teaching (Hart et al., 1995).

If a teacher’s lack of classroom management is left unaddressed, there will be more frustrated teachers and an increase in all three components of teacher burnout, which impacts student learning (Yavuz, 2009). In many instances, teacher reactions to non-compliance escalate the situation. The frustration that manifests from these experiences has a negative impact on a teacher’s confidence and directly affects teacher motivation and empathy. The emotional impact of these experiences on teachers then carry over to the next instance of classroom confrontation (Lee & van Vlack, 2017). That same frustration can create barriers to teacher-student and teacher-parent relationships that are vital to an effective learning environment and job satisfaction. Research conducted with 297 Portuguese educators found that good relationships between teachers and students can prevent fatigue caused by misbehavior (Simoes & Calheiros, 2019).

These confrontation cycles often affect the entire school. Outside of salary, student discipline is the second highest reason for teachers leaving the profession (Hughes, 2012). This is more acute for nontenured teachers who face the daunting challenge of learning to regulate their

own emotional resources (Voss et al., 2017). The resulting emotional exhaustion can have a negative impact on the entire school because it leads to teacher turnover (Kim, 2008).

2.3 Disrupting the Cycle

Classroom management, establishing and applying rules and expectations and preventing or managing discipline issues that arise in the classroom (Fernet et al., 2012), is a part of all successful induction programs (Wong, 2002). Teachers are often faced with behaviors that are disruptive and therefore must be prepared to handle those disruptions efficiently and effectively. When a teacher applies effective classroom management, students can focus on learning and reduce their misbehavior (Wang et al., 1993). Conversely, when a teacher does not apply effective classroom management, behaviors disrupt the learning process.

It is important that teachers develop classroom management skills during pre-service training and professional development throughout the span of a teaching career. Ample evidence suggests that pre-service teachers have low levels of self-efficacy when it comes to classroom management (Ma & Cavanagh, 2018). Fortunately, we now have effective strategies for helping preservice and in-service teachers avoid or defuse classroom confrontations.

In 1989 Geoffrey Colvin and George Sugai collaborated on the creation of a seven-stage model for describing acting-out behavior (Colvin & Sugai, 1989). The model lists successive behaviors that include five levels of escalation and two levels of de-escalation. The first level is *calm* followed by *trigger*, *agitation*, *acceleration*, and *peak*. Following the peak is *de-escalation* and *recovery*. The establishment of these stages, comprehensively referred to as the acting-out cycle, was the result of decades of observations and research literature (Colvin & Scott, 2015).

Ideally, all students would remain in the calm stage; however, that is not reality. Once a teacher can recognize the stages of the acting-out cycle, they can apply evidence-based intervention strategies that prevent further escalation at each level.

Successfully identifying the behaviors of each stage will empower a teacher to predict the next behavior and apply useful intervention and de-escalation strategies. A teacher who can successfully apply interventions will have increased levels of self-efficacy for classroom management. They will also be less likely to experience emotional exhaustion, depersonalization, and lowered personal accomplishment which often lead to teachers leaving the field.

2.4 Summary

Most teachers enter the field of education with energy, optimism, and an empathetic approach to working with children. Over the course of their career, a percentage of these teachers will gradually or in some cases abruptly, lose their optimistic approach and become fatigued, cynical, and unsatisfied. This change in attitude is attributed to “burnout,” and although not unique to education, is often found in professions that require individuals to work with other people (Maslach et al., 1997). Decades of research and empirical evidence have shown that student misbehavior in the classroom contributes to teacher burnout (Friedman, 1995) and teacher burnout has a negative effect on student learning (Zang & Sapp, 2008).

The issue continues once teachers are hired into the field where one third of teachers leave the profession within three years (Bowden & Portis-Woodson, 2017). Many of these teachers leave the field due to their inability to manage and respond to problem behaviors (Kim et al., 2019).

These statistics underscore the need for an effective induction program that intentionally trains new teachers on how and when to implement evidence-based responses to problem behavior.

As a teacher's career progresses, there are inadequate opportunities given to develop a higher level of competency in classroom management. Many schools rely upon their teachers pre-service training or natural ability to deal with disruptive students. Teachers then rely on their own instincts and the training they may or may not have received before having their own classroom. To mitigate the negative effects of student misbehavior on student learning, teachers should take part in effective professional development and training that enhance classroom management skills.

To improve the educational experience for students of color who face inequitable disciplinary rates, educators must turn to evidence-based approaches to managing behaviors. Proactive measures that are untainted by deficit mindset will set students up for success. Appropriate responses from teachers who are conscious of their own bias will positively impact disproportionality in exclusionary disciplinary practices by deescalating rather than escalating behaviors.

In cases where deans or administrators apply the discipline, the belief that consequences are not adequate affects morale in the building. In summary, the short-term consequence of not addressing this problem of practice include disruptions to the learning process. The long-term consequences include teacher burnout and negative effects on disproportionality in discipline and student success. These consequences significantly inhibit a school's ability for developing lifelong learners prepared to take on the challenges of the postmodern world.

3.0 Methodology

3.1 Theory of Practice

This study pursued the goal of incorporating evidence-based de-escalation strategies into new teacher induction. It is important that teachers develop these skills early in their career, when they are most likely to experience burnout and seek other professional fields (Voss et al., 2017). It is also important to prevent the acting out cycle from beginning by taking a proactive approach to student behavior. Students who are engaged in classroom instruction and experience positive interactions with adults are less likely to display problem behavior. New teachers must develop quality instructional methods so they can prevent escalation. When problem behavior does occur, these same teachers need to apply evidence-based behavioral interventions to minimize the impact on the learning environment, the student who is acting out, and teachers themselves.

3.2 Research Questions

This study addressed six research questions. Questions one through three assessed the acquisition of knowledge, and questions four through six assessed application of that knowledge.

1. Can inductees accurately list the 7 Stages of Behavior Escalation?
2. Can inductees accurately describe the 7 Stages of Behavior Escalation?
3. Can inductees accurately provide intervention tips for each of the 7 Stages of Behavior Escalation?

4. When given a case study, can inductees identify and note stages of the escalation cycle?
5. When given a case study, can inductees list proactive steps that could have been taken to avoid triggers?
6. When given a case study, can inductees identify and note moments where they would have intervened and describe how they would have intervened in order to avoid escalation?

3.3 Setting

This study took place in a mid-Atlantic, suburban middle school. The school serves 1,148 students in grades seven and eight. Nineteen percent of those students are Economically Disadvantaged, 1.3% are English Language Learners, and 20.5% receive Special Education services. 87.9% of the students are White, 3.6% are Hispanic, 3.6% are Asian, 3.2% are Two or More Races, and 1.7% are Black. There are 106 faculty members and three administrators in the building.

The school is part of a district that serves 7,250 students in a geographic area that covers 93.35 square miles. 17.4% of the students in the district are Economically Disadvantaged, 1.4% are English Language Learners, and 18.2% received Special Education services. 87.5% of the students are White, 3.7% are Two or More Races, 3.5% are Asian, 3.2% are Hispanic, and 2.0% are Black.

3.4 Inductees

The inductees included in this study were teachers who are in their first, second, or third year with the district, the one exception being a veteran teacher who volunteered to take part. There was a total of fifteen inductees, twelve of whom had less than four years total teaching experience. The other three teachers had six years, twelve years, and twenty-years' experience, respectively. The training was implemented as a part of their building level induction program which is required for teachers new to the district. In a typical year, first year, second year, and third year teachers meet separately; however, this year all inductees were included in one cohort.

There was a direct connection between these inductees and the Problem of Practice which calls for training to help new teachers learn and implement evidence-based behavioral interventions. Considering that twelve of the fifteen inductees have less than four years' experience, the study provides relevant evidence and data that can be applied to the improvement science approach and the Strategize, Implement, Analyze, and Reflect (SIAR) cycle (Perry et al., 2020). The members of this induction cohort (referred to as inductees throughout this study) included five Special Education teachers and an Emotional Support teacher who aids teachers and students with supporting behavioral issues in the classroom.

An added benefit of implementing this training as an annual part of new teacher induction is that it ensures that every new teacher receives training which will mitigate burnout and improve the learning environment in the classroom. Inductees will eventually themselves become mentors and a scenario will exist where both the mentor and the mentee have experienced the same training.

3.5 Intervention

Teachers received training provided online by the Kansas Technical Assistance System Network (TASN). The Kansas State Department of Education, Special Education, and Title Services funds the TASN and their mission to support districts' systematic implementation of evidence-based practices. For this study, teachers took part in a blended course that included components of asynchronous virtual, synchronous virtual, and in-person meetings. The aim of the training was to provide inductees with a solid foundation to develop their understanding and professional skills in de-escalation.

The training materials consisted of ten online modules with videos and accompanying worksheets that included an overview of the module, the main ideas from the module, a related activity, and a task that inductees completed prior to the following module. The training materials were based on the work of Dr. Geoff Colvin, Dr. George Sugai, Dr. Kathleen Lane, and Dr. Terry Scott. The intended outcome of the training was for teachers to be able to do the following (TASN, 2015):

- Understand why it is important to be able to effectively manage disruptive and noncompliant behaviors;
- Understand problem behaviors that occur within the acting-out cycle;
- Find proactive, preventative strategies that may decrease the occurrence of escalating behavior; and
- Name the seven stages of escalating behavior and ways to intervene during each stage of the cycle along with the importance of intervening early in an escalation.

In addition to the materials provided by TASN, inductees engaged in table talks where they shared their own experiences of misbehavior and escalation.

3.6 Data Collection and Analysis

3.6.1 Pre-Training Survey

3.6.1.1 Pre-Training Survey collection

Prior to beginning the training modules, each of the inductees were given an anonymous survey. Each inductee answered the following questions:

1. Thinking back to your teacher preparation program, were you required to take any courses dedicated to preventing and managing student behaviors in the classroom?
2. How confident are you in your ability to take proactive measures to prevent acting-out behaviors?
3. How confident are you when faced with students who refuse to comply with directives and/or openly argue with you in the classroom?
4. How confident are you when faced with students who are verbally (i.e., directing foul language and threats toward adults or peers) or physically (i.e., throwing items, pushing, shoving, or hitting adults or peers) aggressive in the classroom?
5. Have you had prior training in recognizing implicit bias? Implicit bias is defined as a bias or prejudice that is present but not consciously held or recognized.

6. Have you had prior training in behavior development? Behavior development is defined as changes in behavior across the lifespan and the environmental factors that impact those changes.

3.6.1.2 Pre-Training Survey analysis

Questions one, five, and six surveyed inductees on their prior learning experiences on topics relevant to student behaviors. These learning experiences could have come through post-secondary classes, induction programs, or district or independent professional development. Questions two, three, and four revealed teacher efficacies in preventing and managing misbehavior in the classroom. Comprehensively, this survey provided data that reflected the level of prior knowledge inductees brought into the training as well as their confidence level in responding to behaviors.

3.6.2 Module tasks

3.6.2.1 Module tasks collection

At the conclusion of each module, inductees took part in tasks that were either shared out with the group or stored electronically. Tasks often included providing examples relevant to the module that had just been covered. If submitted or stored electronically, tasks were recorded in the online learning management system by the inductee. If shared out verbally, the tasks were recorded by the researcher of this study. Each specific task is listed in the last column in Table 1.

Table 1. Complete Breakdown of Modules, Surveys, and Assessments

Pre-Training Survey		
Module	Activity (Reflect upon)	Task (Record)
Module One – Introduction	Introduction PowerPoint (Appendix C)	N/A
Module Two- Signs of Escalation	Prior students displaying indicator behaviors	Observations of indicator behaviors with current students
Module Three- Early Interventions	Prior students in the trigger or agitation stage and the adult response	Observations of adult responses to triggers and agitations
Module Four- Escalation Reaction	The student in the video and how adults may have better responded	An example of a time a student was observed escalating to a peak and how adults handled it
Module Five- Crisis Management	Effective responses including detachment, proximity, and relationship with students	Personal knowledge and opinion of the school's crisis management plan
Midpoint Formative Assessment and Survey		
Module Six- Dealing with Student Non-Compliance	The interaction in the video between the student and teacher	Examples of students who acted out often and consider if behavior expectations were set and if consequences were provided in the form of choice
Module Seven- Dealing with Student Disruption	The response from the teacher in the video	Examples of students who disrupt and their relationship with the teacher
Module Eight- Dealing with Student Disrespect	The interactions in the video between the student and teacher	Examples of students who are disrespectful and consider pre-teaching regarding respectful interactions, whether disrespectful behaviors result in increased peer or adult attention or the stopping of instruction
Module Nine- Dealing with Provocative Student Behavior	The interactions in the video between the student and teacher	Examples of students who have problems with provocative behavior and consider pre-teaching regarding alternatives to behavior, whether consequences are presented as being in the best interest of the student and delivered as a choice
Module 10- Dealing with Aggressive and Fighting Behavior	The interactions in the video between the student and teacher	Examples of students who have problems with aggressive behavior and consider what pre-teaching is in place regarding peaceful ways to resolve conflict, prevention steps, and best ways to redirect once conflict has begun
Case Study and Exit Survey		

3.6.2.2 Module tasks analysis

The task responses were analyzed and used as formative assessment of whether there were logical reflections based on the information from the training. The hope was to see connections between the written or verbal examples of the inductees and the information from the training. In addition to proper connections, the tasks provided evidence of knowledge and understanding of key terminology. The next meeting was planned by using this data to develop lessons.

3.6.3 Midpoint Formative Assessment

3.6.3.1 Midpoint Formative Assessment collection

The Midpoint Formative Assessment required inductees to list and describe the seven behavior stages and list intervention tips for each. All fifteen inductees completed this assessment which was scored by applying a possible seven points to three learning tasks that asked inductees to do the following:

1. Accurately *list* the 7 Stages of Behavior Escalation.
2. Accurately *describe* the 7 Stages of Behavior Escalation.
3. Accurately give intervention tips for each of the 7 Stages of Behavior Escalation.

3.6.3.2 Midpoint Formative Assessment analysis

The learning tasks included on the Midpoint Formative Assessment gauged the effectiveness of the training on supporting inductee acquisition of knowledge as opposed to application of knowledge. Question one required inductees to list each of the stages of escalation in the correct order. Order was not factored into the score for learning task two or three. Those tasks were evaluated for correct connections between the listed stages and the descriptions and

interventions provided by the inductees. This assessment provided data that served as a guide to future training based on inductee strengths and areas of needed growth.

3.6.4 Midpoint Survey

3.6.4.1 Midpoint Survey collection

The Midpoint Survey asked inductees for feedback on the training. The survey asked the following questions:

1. What have you liked about the training after the first five modules?
2. What would you like see done differently in the next five modules?
3. Has it been easy to follow the organization of the training in One Note?
4. Do you find that 1.5 hours of Act 48 credits per module is fair?
5. During instances of students acting out, have you found yourself trying to determine what stage of the escalation cycle they are in?
6. Do you have any other suggestions for the upcoming modules?

To guarantee anonymity, blank surveys were printed out and given to each inductee. Upon completion, each completed survey was placed in an envelope in the main office.

3.6.4.2 Midpoint Survey analysis

The purpose of the Midpoint Survey was to inform the delivery and focus of the final five modules. A secondary impact was increasing inductee consciousness of their own preferred learning styles and mental application of the training during professional practice. Questions one, two, and five were left vague enough to provide inductees with flexibility as to what areas of the training were strengths or weaknesses, therefore not restricting the potential responses and

information gained. In contrast, questions three and four asked for feedback that reflected two specific components of the training (i.e., organization and professional development hours earned) that if viewed negatively by inductees would have an adverse impact on the training. Question four intended to measure inductee consciousness of the escalation cycle at this point in the training.

3.6.5 Case Study

3.6.5.1 Case Study collection

After module ten, there was a summative assessment in the form of a case study where inductees read a scenario and were asked to note specific moments where they could identify the following:

1. Which of the seven stages of the escalation cycle was the student in at a specific moment?
2. Which/What proactive steps could have been taken with this student to avoid triggers?
3. Where and how would you have intervened in order to avoid escalation?

3.6.5.2 Case Study analysis

The data gathered through the Case Study revealed the overall effectiveness of the training on each inductee's ability to apply evidence-based interventions, albeit in a hypothetical situation. After completing each of the three learning tasks, inductees earned a grade based on a point system of distinguished (3 pts.), proficient (2 pts.), or needs improvement (1 pt.). The total possible score for each candidate was nine points. The tasks comprehensively asked each inductee to recognize and intervene with escalation behaviors while also looking back to the triggers to see where escalation could have been avoided.

3.6.6 Exit Survey

3.6.6.1 Exit Survey collection

The training ended with inductees completing an Exit Survey that asked the following questions:

1. What interventions from the training have you tried in your classroom?
2. During instances of students acting out, have you been able to successfully determine what stage of the behavior cycle the student is in?
3. Have you been able to successfully intervene and keep a student from escalating their behavior?
4. What concepts from the training do you need more clarity about?
5. What is one lingering question you have from the training?

3.6.6.2 Exit Survey analysis

The data from the Exit Survey will guide improvements for future application of the training. It also provided guidance for follow up conversations and supplemental training with individual inductees.

3.7 Data Analysis and Collection Summary

Comprehensively, the data supported the SIAR cycle, specifically *Analyze* (i.e., data collection) and *Reflect* (i.e., data analysis) which includes collecting and analyzing data while striving to understand what worked, for who, and why. Reflection includes looking at what

occurred through others' eyes (Perry et al., 2020). To that extent, each of the surveys were designed to get the perspective of the inductees. The *Strategy* and *Implementation* of the final five modules training was guided by the data gathered through both the surveys (i.e., presentation of information) and assessments (i.e., content and presentation of information). The following section reveals the study's results in relation to the research questions.

4.0 Results

This study set out to answer the following research questions:

1. Can inductees accurately list the 7 Stages of Behavior Escalation?
2. Can inductees accurately describe the 7 Stages of Behavior Escalation?
3. Can inductees accurately provide intervention tips for each of the Stages of Behavior Escalation?
4. When given a case, can inductees identify and note stages of the escalation cycle?
5. When given a case, can inductees list proactive steps that could have been taken to avoid triggers?
6. When given a case, can inductees identify and note moments where they would have intervened and how you would have intervened in order to avoid escalation?

4.1 Pre-Training Survey Results

Table 2 outlines the Pre-Training Survey results.

Table 2. Pre-Training Survey

Question	Participant															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Avg.
1. Thinking back to your teacher preparation program, were you required to take any courses dedicated to preventing and managing student behaviors in the classroom?	N	N	N	Y	Y	Y	N	Y	N	N	Y	N	N	N	Y	37.5% Yes
2. How confident are you in your ability to take proactive measures to prevent acting-out behaviors?	4	4	5	4	4	4	5	4	4	4	5	4	4	4	4	4.20
3. How confident are you when faced with students who refuse to comply with directives and/or openly argue with you in the classroom?	2	2	5	4	3	4	5	4	3	2	4	3	4	3	4	3.47
4. How confident are you when faced with students who are verbally (i.e., directing foul language or threats toward adults or peers) or physically (i.e., throwing items, pushing, shoving, or hitting adults or peers) aggressive in the classroom?	3	3	5	4	2	4	4	5	4	2	4	2	3	3	3	3.33
5. Have you had prior training in recognizing implicit bias? Implicit bias is defined as a bias or prejudice that is present but not consciously held or recognized.	N	N	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	62.5% Yes
6. Have you had prior training in behavior development? Behavior development is defined as changes in behavior across the lifespan and the environmental factors that impact those changes.	N	N	N	Y	N	Y	Y	Y	N	N	Y	N	Y	Y	Y	50% Yes

Note. 5=Extremely Confident; 4=Somewhat Confident; 3=Neutral; 2=Somewhat Not Confident; 1=Extremely Not Confident

The overall response to questions one and six suggests post-secondary schools of education are lacking coursework dedicated to teaching behavior development and addressing student behaviors. This is especially important data when considering the impact that teacher efficacy in classroom management has on an educator's professional career and the students they teach.

The collective response to question five reveals that 62.5% of the inductees have received training on recognizing their own implicit bias. The ability to recognize implicit bias can prevent a teacher from falling into deficit thinking which contributes to disproportionality in school discipline. More research needs to be done to discover the extent of this training and its application to behavior management in the classroom. The questions related to self-efficacy show that a teacher enters the classroom confident in their ability to prevent misbehaviors. Once there are misbehaviors, confidence decreases and continues that trend as the severity of behaviors increase. In summary, as student behavior becomes more threatening, a teacher feels less comfortable in their ability to respond to the situation, highlighting the need for training that empowers a teacher to avoid escalation.

4.2 Module Task Results

The tasks completed at the conclusion of each module revealed that inductees correlated their professional experiences with the topics of the modules. There were logical connections between the topic and the examples recorded and shared out during meetings. The inconsistency of data collection method from module to module made it difficult to compare the effectiveness of each module. For example, each inductee combined methods of either submitting tasks into the electronic management system or sharing out during a meeting. There was inconsistency within

the induction group with participating in both methods. Some inductees were more likely to participate while others had limited oral or written responses to tasks.

4.3 Midpoint Formative Assessment Results

The data from the Midpoint Formative Assessment (completed after the first five modules) gauged the level of effectiveness of the training on supporting inductees' acquisition of knowledge through a series of three learning tasks that reflected the three research questions listed below. Each task had a total of seven possible points.

1. Can inductees accurately list the 7 Stages of Behavior Escalation?
2. Can inductees accurately describe the 7 Stages of Behavior Escalation?
3. Can inductees accurately provide intervention tips for each of the 7 Stages of Behavior Escalation?

Table 3 illustrates the results of this assessment.

Table 3. Midpoint Formative Assessment

Task	Participant															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Avg.
1. Accurately list the 7 Stages of Behavior Escalation.	6	7	6	7	5	7	7	7	7	6	5	6	7	6	5	6.27
2. Accurately describe the 7 Stages of Behavior Escalation.	4	5	4	4	5	6	6	5	7	4	4	4	6	6	4	4.93
3. Accurately provide intervention tips for the 7 Stages of Behavior Escalation.	3	6	3	3	5	7	7	4	7	4	4	4	6	5	4	4.80
Total score	13	18	13	14	15	20	20	16	21	14	13	14	19	17	13	16.00

Note. There were 7 possible point for each task.

A comparison of the average scores of each learning task shows that the greatest challenge for inductees at the midpoint was providing intervention tips for each of the seven stages of behavior escalation. Listing the seven stages in their correct order proved to be the simplest task and one where the inductees showed the highest ability. The results exposed a need to increase focus and discussions on the characteristics of each stage and what can be done to intervene. This assessment increased inductee consciousness of what they knew, what they had not yet absorbed, as well as what they felt they needed to learn more about.

4.4 Midpoint Survey Results

The Midpoint Survey Results are described in Tables 4 and 5.

Table 4. Quantitative Midpoint Survey Results

Question	Participant											Avg.
	1	2	3	4	5	6	7	8	9	10	11	
Has it been easy to follow the organization of the training in One Note?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100% Yes
Do you find that 1.5 hours of Act 48 credits per module is fair?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100% Yes
During instances of students acting out, have you found yourself trying to determine what phase of the escalation cycle they are in?	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	81.8% Yes

Table 5. Qualitative Midpoint Survey Results

Question	Themes to emerge
What have you liked about the training after the first five modules?	Discussions and reflections from others; videos; learning about escalation prevention; combination of self-paced work and in-person discussions; accessibility and organization of material; self-awareness gained regarding response to student behavior; relatable content to everyday teaching; simplified breakdown of behaviors stages
What would you like to see done differently in the next five modules?	More group practice scenarios; more discussions about how to handle students in peak; preferences in meeting times
Do you have any other suggestions for the upcoming modules?	More discussion about crisis planning; more self-paced group work

Eleven of the fifteen inductees completed the survey. The responses to questions three and four revealed that inductees approved of the organization of material and professional development hours offers awarded for each module. At this juncture in the training, all but two of the inductees who took part in the survey indicated that they consciously considered the acting out cycle during instances of acting out. The pencil and paper format of the survey (Table 5) left open the opportunity for inductees to add commentary. Regarding question five, multiple responses referenced inductee reflection upon the escalation cycle *after* instances of acting out, as opposed to considering the cycle *during* the incident. As intended, questions one, two, and five garnered diverse answers that drew feedback on both delivery of content and organization.

4.5 Case Study Results

While reading the Case Study, inductees were asked to complete the following learning tasks which reflected the research questions connected to the inductees' ability to apply knowledge:

1. Identify and note the stages of the escalation cycle.
2. List proactive steps that could have been taken to avoid triggers.
3. Identify and note moments where you would have intervened and how you would have intervened in order to avoid escalation.

Table 6 summarizes the Case Study results.

Table 6. Case Study

Assessment criteria	Participant														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Avg.
Ability to identify and note stages of the escalation cycle	3	3	3	3	3	3	3	3	3	2	3	2	3	3	2.86
Ability to list proactive steps that could have been taken to avoid triggers	3	2	2	3	2	1	2	3	3	3	2	2	2	2	2.29
Ability to identify and note moments where you would have intervened and how you would have intervened in order to avoid escalation	2	3	3	3	3	2	2	3	3	2	2	2	2	2	2.43
Total score out of a possible 9 points	8	8	8	9	8	6	7	9	9	7	7	6	7	7	7.58

Note. 3=Distinguished; 2=Proficient; 1=Needs Improvement

Each inductee was rated on a scale of 1-3 for each of the learning tasks, meaning the highest total score for each inductee was nine. For the first learning task, scores were determined by the inductee's ability to note moments of escalation and de-escalation throughout the entirety of the Case Study, which had multiple moments of peak behaviors. Identifying the stages is arguably the most important skill when considering that no intervention can take place without first accurately recognizing the stage. Missing signs of escalation or mis-identifying a stage could lead to unintentional escalation. For example, if a student is in acceleration, which is an unteachable moment, and a teacher singles them out for not completing work, the situation could escalate to peak. Correctly identifying when the student is in acceleration allows for the teacher to apply appropriate interventions such as providing reasonable options to the student in a non-threatening way while remaining conscious of body language and facial expressions.

The second learning task proved to be the most difficult for inductees. It asked inductees to analyze the situation and consider what could have been done *prior* to the escalation to avoid escalation. A key component to averting escalation is having an awareness of a student's trigger. For example, if a Health teacher is beginning a lesson on drug use and chemical dependency, that could be a trigger for a student who has a parent or sibling at home dealing with addiction. The discomfort caused by their connection to the topic may lead to disruptive behavior or refusal to pay attention. With knowledge of the trigger, a teacher can intervene by excusing the student from the lesson and collaborating with a counselor to deliver that curriculum in a way that is empathetic to the student's situation at home.

The final learning task measured the inductee's knowledge of available and appropriate interventions and when to apply them. The results were consistent with those of the Midpoint Formative Assessment indicating that more training time needs to be dedicated to the application

of interventions. In the midpoint assessment, inductees averaged a score of 68.57% when asked to provide intervention tips. Although a different scoring system was utilized with the Case Study, a claim can be made that there was growth when considering that six out of the 14 inductees who completed the activity scored a 3/3 when asked when and how they would have intervened. The other eight inductees scored a 2/3, leaving zero candidates who scored a 1/3.

4.6 Exit Survey Results

Like the Midpoint Survey, the Exit Survey completed by inductees provided insight into what worked and for who, the overarching theme to improvement science. The major difference was that the results of the Exit Survey obviously would not be able to be applied to this training. Those results will, however, guide improvements to forthcoming training benefitting future inductee groups. Answering these questions also allowed inductees to assess their own growth and areas they want to further explore (see Table 7 and Table 8).

Table 7. Quantitative Exit Survey

Question	Participant												
	1	2	3	4	5	6	7	8	9	10	11	12	Avg.
During instances of students acting out, have you been able to successfully determine what stage of the behavior cycle the student is in?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100% Yes
Have you been able to successfully intervene and keep a student from escalating their behavior?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	100% Yes

Table 8. Qualitative Exit Survey

Question	Themes to emerge
What interventions from the training have you tried in your classroom?	Establishing clear expectations during calm and following through; redirecting from triggers; avoiding consequences until recovery; spending more time getting to know students' triggers; validating student feelings during acceleration
What concepts from the training do you need more clarity about?	Responding to disrespectful students; strategies to identify and remove triggers; strategies for remaining calm; implementing interventions; separating agitation and acceleration; dealing with students in peak
What is one lingering question you have from the training?	Responding to peak; responding to refusal to follow directions; offering supports to students who are perpetually agitated; working with colleagues who escalate

4.7 Results Summary

The comprehensive results of the Pre-Training Survey, Midpoint Formative Assessment, Midpoint Survey, Case Study, and Exit Survey indicate that educators have limited training and self-efficacy when confronted with student misbehavior. However, when presented with induction training on the use of evidence-based strategies for preventing and responding to misbehaviors, educators are likely to apply those strategies and prevent escalation.

Specifically with the research questions, the training was successful in supporting both the acquisition of knowledge and application of knowledge regarding evidence-based prevention and responses to student misbehavior. The next section addresses the implications of the intervention and study as well as recommendations for future improvements.

5.0 Discussion

Teachers who have not received training on preventing and responding to student behavior are in danger of taking misbehaviors personally and responding emotionally in ways that escalate, rather than de-escalate a situation. These experiences negatively affect teacher burnout, student learning, and disproportionality in student discipline. To avoid escalation, teachers should instead rely upon evidence-based strategies that prevent, de-escalate, and support a positive learning environment.

Historically, classroom management has been a determining factor in the overall success and professional satisfaction of classroom teachers (Stronge et al., 2011). The ability to prevent and respond to student behaviors became increasingly important following the widespread school shutdowns that were prevalent during the second semester of the 2019-2020 school year and continued through the 2020-2021 and 2021-2022 school years. These shutdowns were the result of an international pandemic caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) that became known as COVID-19. In comparison to the first semester of the 2019-2020 school year (prior to the disruptions caused by COVID-19), educators experienced a significant increase in student misbehaviors during the following school year (Kurtz, 2022). At the same time, teachers were reporting increased levels of stress compared to what they experienced prior to the pandemic. Although many factors can be attributed to the increased stress levels, prior research tells us that classroom management and dealing with misbehaviors was a contributing factor.

In summary, educators are not provided adequate training on preventing and responding to classroom behaviors, classroom behaviors negatively impact teacher burnout and stress, and

student misbehaviors are higher than any recent time in history. If left unaddressed, these conditions will have a negative impact on every aspect of education.

The purpose of this study was to discover if a new teacher induction training program focused on prevention and response to student behavior would result in the acquisition of new knowledge and subsequent application of evidence-based practices by inductees. The chosen training program was based on the Cycle of Escalating Behavior (Colvin & Sugai, 1989). The training materials were retrieved from the Kansas Technical Assistance System Network and are the work of Dr. Geoff Colvin, Dr. George Sugai, Dr. Kathleen Lane, and Dr. Terry Scott. The training and data collected through surveys and assessments set out to answer the following research questions:

1. Can inductees accurately list the 7 Stages of Behavior Escalation?
2. Can inductees accurately describe the 7 Stages of Behavior Escalation?
3. Can inductees accurately provide intervention tips for each of the 7 Stages of Behavior Escalation?
4. When given a case, can inductees identify and note stages of the escalation cycle?
5. When given a case, can inductees list proactive steps that could have been taken to avoid triggers?
6. When given a case, can inductees identify and note moments where they would have intervened and how they would have intervened in order to avoid escalation?

The inductees included fifteen teachers who were in their first, second, or third year with the district, as well as one veteran teacher. They completed a ten-module training over the course of five months that included asynchronous course work and both in-person and virtual collaborative meetings. The Pre-Training Survey assessed the prior knowledge and self-efficacy

of inductees prior to the training. Upon the completion of five modules (the midpoint of the training), inductees were assessed for their acquisition of knowledge and surveyed for feedback on the organization and delivery of information. After completing the tenth and final training, inductees completed a Case Study that assessed their ability to apply their knowledge to a case study. Inductees then completed a final survey to assess the overall effectiveness of the training and complete a SIAR cycle of Improvement Science.

5.1 Summary of Findings

The aim of this study was to evaluate the effectiveness of a teacher inductee training program designed to prepare inductees for the application of evidence-based interventions to student misbehavior. Effectiveness was measured through formative and summative assessment of inductee acquisition and application of knowledge. Data collection included a Pre-Training Survey that assessed prior knowledge and self-efficacy, a Midpoint Formative Assessment that assessed the acquisition of knowledge, a Midpoint Survey that assessed the delivery of the training, a Case Study that assessed the application of knowledge, and an Exit Survey that assessed whether the training led to instances of inductee use of evidence-based responses to student misbehavior.

5.2 Pre-Training Survey Findings and Implications

The results of the survey supported research that teachers do not receive enough pre-service training in classroom management and enter the field with low self-efficacy in this area (Freeman

et al., 2014). Among the fifteen inductees, ten (62.5%) reported that they were not required to take a course dedicated to preventing and responding to student behaviors. More research needs to be completed to identify which state departments of education and higher education pre-service programs (e.g., elementary, secondary, special education) required courses dedicated to classroom management.

While they cannot control what course content new candidates are exposed to in higher education, elementary and secondary school administrators can control what topics new hires are exposed to during induction programs. Once they enter the field, only 45% of teachers report that classroom management is part of their induction program (Podolsky et al., 2016). Building administrators need to find effective training on preventing and responding to classroom behaviors and implement it during the formative years of a professional teacher. These are the years when teachers are most likely to leave the field, with classroom management contributing to their quick burnout (Boyd et al., 2011).

The pressures to prepare students to perform on standardized tests that measure teacher effectiveness is a contributing factor to the claim that administrators have a responsibility to provide training in classroom management. Research indicates that effective teachers have effective classroom management strategies (Stronge et al., 2011). Administrators who are looking to reach local, federal, and state expectations for growth, should not ignore the impact of misbehaviors in the classroom on the learning process.

5.3 Midpoint Formative Assessment Findings and Implications

At the midpoint of the training, inductees demonstrated the ability to list the seven stages of the Behavior Escalation Cycle with high proficiency. Having this baseline knowledge and common understanding of vocabulary was vital to ensuring that everyone involved in the training could contribute to meaningful discussions that enabled experiential learning in the classroom. Waiting until the midpoint of the training left open the possibility that inductees may go through half of the modules without ensuring that they acquired the knowledge necessary to maximize the learning. In future induction training, earlier, formative assessments should be given to inductees to ensure this knowledge is gained quickly. Inductees should be able to list the stages after completing the first module and describe the stages after the second module.

5.4 Midpoint Survey Findings and Implications

Feedback from the Midpoint Survey indicated inductees wanted to spend more time on addressing students who are in the peak stage along with more discussion on a crisis plan. Comprehensively, these responses exposed an uncertainty among inductees about what they would do if a student reached peak in their classroom. Left unknown was how often inductees had considered their responses to outbursts of behavior prior to the training. This is a question that should be presented to future induction groups to test the assumption that educators in more affluent suburban schools wrongly expect that these types of situations will not occur.

The survey also exposed the need for a building wide plan for responding to emergency situations in classrooms, an example being if a student becomes a threat to an adult or another

student. Effective crisis plans should include an established crisis team, response procedures, designated safe areas, clearly identified roles and responsibilities, and a clear communication system (Sugai & Colvin, 2005).

5.5 Case Study Findings and Implications

The responses to the learning tasks included in the Case Study revealed the training was highly effective in supporting the acquisition of knowledge and less effective in preparing inductees to apply that knowledge in a hypothetical situation. To further develop confidence in inductees, there should be frequent opportunities to discuss case studies and practice responding to mock scenarios with their peers. Experiencing full escalation, even in a simulated situation will allow inductees to practice general strategies and receive immediate feedback in a no-stakes situation, meaning if they fail, there are no real consequences. The first time a teacher practices bringing a student out of peak should not be in a real-life situation where the stakes are extremely high for all involved.

Additionally, the Case Study identified a need to focus more training time on proactive measures to student misbehavior. If there is effective training on setting expectations and getting to know students during calm (stage 1), becoming conscious of triggers (stage 2), and being able to recognize agitation (stage 3), acceleration (stage 4) and peak (stage 5) stages can be avoided altogether.

Beyond training, school leaders need to implement procedures and set aside time for administrators, counselors, school psychologists, teachers, and other professionals to discuss individual students' academic, social, and behavioral development and patterns. Annually taking

this step prior to the school year will give classroom teachers as well as administrators vital insight into a student's triggers and signs of agitation. These discussions should continue through the school year as triggers can change for a litany of reasons including academic successes and failures, social pressures, loss of loved ones, and instability in the home.

Scheduling and maintaining this sharing of information is especially important at the secondary level where a teacher may have as many as 180 students on their rosters. Because it would be impossible to know the background and trigger of every student, counselors and school leaders can assist by focusing on students with past incidents of escalation and updating classroom teachers with any information that may impact behavior or academic effort.

Careful consideration needs to be given to how these meetings are conducted including ensuring that the information being shared is void of bias and deficit thinking. To achieve this, there needs to be careful selection of who discloses the information. For example, consider a student who has a full year of conflict with a Physical Education teacher, but is fine in every other class. The Physical Education teacher should contribute what they see as the student's triggers. There is a danger that this teacher, whose history of conflict with this student may be the result of implicit bias, could resort to defending themselves by engaging in deficit thinking which could transfer to the student's new teachers. This scenario would have the opposite effect of what was intended and, instead of providing one educator with useful information regarding triggers and signs of agitation, might serve as a means for another to transfer their own feelings and bias.

When engaging in the sharing of student information, it is important to note that there must be full compliance with the Family Educational Rights and Protection Act (FERPA) and full consideration of all who fall under the classification of "school official" and have a "legitimate educational interest" in the information (Cole, 2021, p. 7).

5.6 Exit Survey Findings and Implications

It is encouraging that all inductees who participated in the Exit Survey stated that they had successfully applied the training and were able to accurately determine what stage of the escalation cycle a student was in and successfully intervene with evidence-based strategies. Moving forward, these inductees should strive to increase the frequency in which they use their newly acquired strategies until those strategies become ingrained as a part of their professional practice.

Accomplishing that goal would have a positive impact on student learning as well as educator success and satisfaction. As these inductees continue to grow, they should be encouraged to contribute to future induction trainings supplying anecdotal evidence from their own professional practice to new educators. Their continued participation will influence them to continue to use the training and avoid their own emotional response to student misbehavior.

The Midpoint and Exit Surveys both reflect an uneasiness among inductees when it comes to the prospect of dealing with students in peak. This is not surprising considering that a student in peak not only disrupts the learning environment but more significantly could present a danger to everyone around them. The combination of this training along with an effective crisis response plan developed collaboratively by teachers and administrators will go a long way towards easing those anxieties.

5.7 Anecdotal Evidence

Inductees provided formal and informal feedback throughout the training. In both the Midpoint and Exit Surveys inductees were given the opportunity to anonymously opine on the

usefulness of the information. The results of those surveys included overwhelmingly positive commentary about the practicality of the training and revealed a sincere appreciation for training that could immediately be applied to real-life situations that educators experience daily. Inductees also shared examples from their classrooms where they had applied effective evidence-based strategies for both preventing and responding to behavior. Those examples included the use of common vocabulary and interventions that prevented escalation and allowed those teachers to maintain an environment conducive to learning.

Along with the surveys, inductees also shared their own stories of escalation and interventions during discussions. These discussions were commonly noted as one of the most popular aspects of the training. Once one inductee felt safe to share their successes and failures with addressing behavior, more became willing to show the same vulnerability. This sharing of experiences was identified as a powerful learning tool that provided points of reference for different stages of the escalation cycle. Inductees were honest about their own low self-efficacy in addressing behavior at the outset and how the training empowered them with newfound confidence.

5.8 Conclusion

The ability to manage a classroom has always been and will always factor into an educator's ability to reach students and avert professional burnout. When educators are not equipped with evidence-based preventative measures and responses to behavior, they are prone to default to their own emotional responses that escalate rather than de-escalate a situation. In these instances, teachers are left frustrated, emotionally exhausted, and with low self-efficacy while

students miss class time and become disenfranchised with school. These emotional responses are susceptible to implicit bias and deficit thinking which disproportionately affect students from marginalized communities and contribute to inequities in suspension rates. Despite the obvious importance, there is not enough emphasis on classroom management in teacher preparations programs or induction programs for new educators.

A danger for educators who experience infrequent escalations that include peak behaviors is that they may not prioritize taking proactive measures such as getting to know students triggers and establishing clear expectations which are proven to influence positive behavior in the classroom (Marzano & Marzano, 2003). The environment where an educator works is a contributing factor to where their professional priorities lie. For example, educators in non-Title 1 schools are more likely to worry about standardized test scores than they are about student behavior (Northup, 2018), meaning they may be more inclined to spend their time and attention on covering content as opposed to relationship building and classroom management.

Any time there is a lack of attention to classroom management there is an increased likelihood of misbehavior. Because their students may typically respond to simple redirection or conform to adults yelling and threatening consequences, emotional teacher responses occur with little consideration given to the possibility of a student escalating to a dangerous peak. These approaches work until this educator encounters a student who is not intimidated by the forceful approach or may even feel threatened by it due to past traumatic experiences. Rather than conforming, these students could quickly escalate to peak. If that peak includes physically aggressive behavior, everyone in the proximity of the volatile student is in danger. The student responsible for the aggressive behavior then faces expulsion along with charges from law

enforcement. Educational leaders should not depend on teacher preparation programs to supply this training and should incorporate it into their new teacher induction programs.

Appendix A Midpoint Formative Assessment

Mid-Point Formative Assessment Stages of Behavior Escalation (Colvin & Sugai, 1989)

Behavior Stage	Description of Stage	Intervention Tips
	➤	➤
	➤	➤
	➤	➤
	➤	➤
	➤	➤
	➤	➤
	➤	➤

Appendix B Dev: A Case Study

Dev: A Case Study

By Victor Solorsano-Greene

Dev is an orphan boy rescued from the slums of Mumbai, India. Anna, a U.S. journalist, saw the abandoned child and decided to adopt him. Dev was abandoned when his mother disappeared, and many locals told Anna she was murdered. After a long battle with the U.S. and India's government over international adoption policies, Anna was able to adopt the four-year-old child.

Anna loves Dev and she vows to give Dev a family, education, and a life a child in the slums of India can only dream of having. Dev, however, is an angry kid. He feels that he is not accepted by his peers because of the pigment of his skin. He lives in a white neighborhood in Tennessee, and he is often looked down upon.

Dev is sitting in front of Nick, a popular JV football player. The teacher, Mrs. Kai, is presenting a PowerPoint where she talks about the presidents of the United States. Nick looks at Mrs. Kai and when she is not looking, he leans forward and smacks Dev's ear, so hard it hurts.

Dev quickly turns to look at him, but Nick pretends it was not him. Dev knows it was him, because this is not the first time Nick has picked on Dev. Dev feels like saying something to Mrs. Kai but thinks he will wait until she finishes her presentation to the class.

Nick again leans forward and does the same thing. He hits Dev's ear, this time even harder. Dev has had enough, and he turns to him. "Can you stop?" says Dev. The entire class turns to look.

When she sees Dev staring angrily at Nick, Mrs. Kai asks, "What's going on?"

"Dev, please turn around and look at the board," asks Mrs. Kai.

Dev waits a bit before turning to look at the board. But he does not tell Mrs. Kai what's going on. He is hoping that by staring at Nick, it will signal to Mrs. Kai that something is up with Nick. He does not want to make a big scene in front of the class.

Nick seems to be enjoying himself. Again, he leans forward, and he is getting ready to hit Dev in the ear. Mrs. Kai turns and sees Nick in the act.

“Nick, what do you think you are doing?!”

By now, Dev is burning inside with anger. He tackles Nick, taking a few school desks with them as they go down on the floor. Dev begins punching Nick in the face.

“How does it feel huh?! It hurts, doesn't it?” says Dev.

“Dev, get off him!” shouts Mrs. Kai.

Dev then bites Nick's ear until blood comes out.

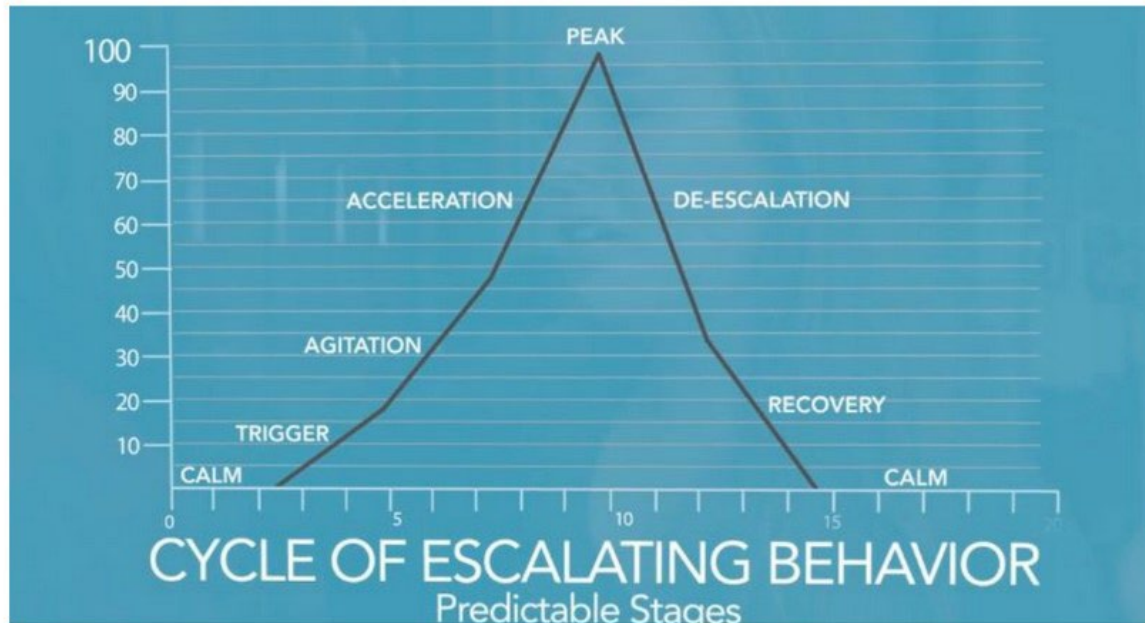
“Go get the principal! NOW!” Mrs. Kai shouts. She pulls Dev away from Nick, who is tossing and turning on the floor.

Dev is sobbing with anger. “He had it coming,” cries Dev.

One of the female students turns to Dev. “What kind of monster are you?”

Then the whole class turns on him. Dev can't take any more and runs out of the class.

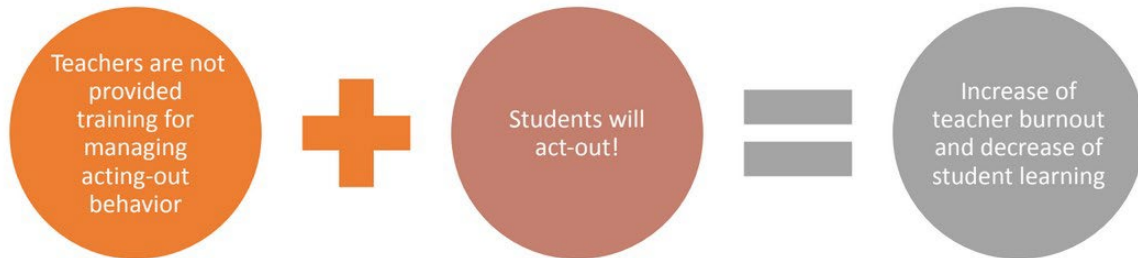
Topic: Managing Acting-Out Behavior



Why focus on this topic?

- **Only 45% of new teachers report addressing classroom management during induction** (Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L., 2016. *Solving the teacher shortage: How to attract and retain excellent educators.*)
- **Studies show that classroom management/managing student behavior has a significant effect on the three dimensions of burnout in teachers** (Aloe, A. M., Amo, L. C., & Shanahan, M. E., 2014. *Classroom Management Self-Efficacy and Burnout: A Multivariate Meta-analysis*)
 - Emotional Exhaustion
 - Depersonalization
 - Personal Accomplishment
- **Burnout among teachers has a negative impact on teacher retention rates and student learning** (Yavuz, M., 2009. *An investigation of burn-out levels of teachers working in elementary and secondary educational institutions and their attitudes to classroom management.*)

Why focus on this topic?



Responding Personally to Problem Behavior



- Teachers may take student behaviors personally and react in a way that makes the student behavior worse
- Teachers may abandon logical or best-practices responses (that they may use when calm) because they take behaviors personally



(Diffusing Disruptive Behavior in the Classroom, p. 21)

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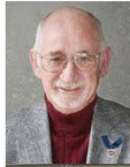
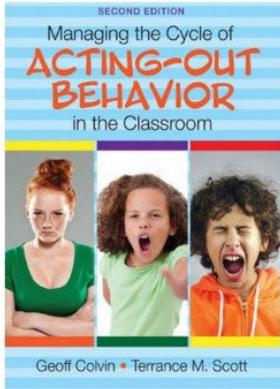
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About TASN

- [About_TASN.pdf - Google Drive](#)
 - Funded by the Kansas State Department of Education (KDSE) Special Education and Title Services (SETS)
 - Comes out of federal requirements of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disability Education Act (IDEA) which both require the state education agency to provide direct support to districts addressing these special populations. **(In PA we have PATTAN)** [PaTTAN - Hot Topics in Behavior: De-Escalation: Strategies for Defusing Challenging Behaviors](#)
 - VISION To provide coordinated evidence-based technical assistance to Kansas school districts is coordinated, based on sound data, and leads to improved outcomes for children and their families.
 - MISSION TASN supports Kansas districts' systematic implementation of evidence-based practices by establishing and maintaining communication and work alignment among all technical assistance providers in the network

Training Material Based on the Work of:



Dr. Geoff Colvin, Behavior Associates



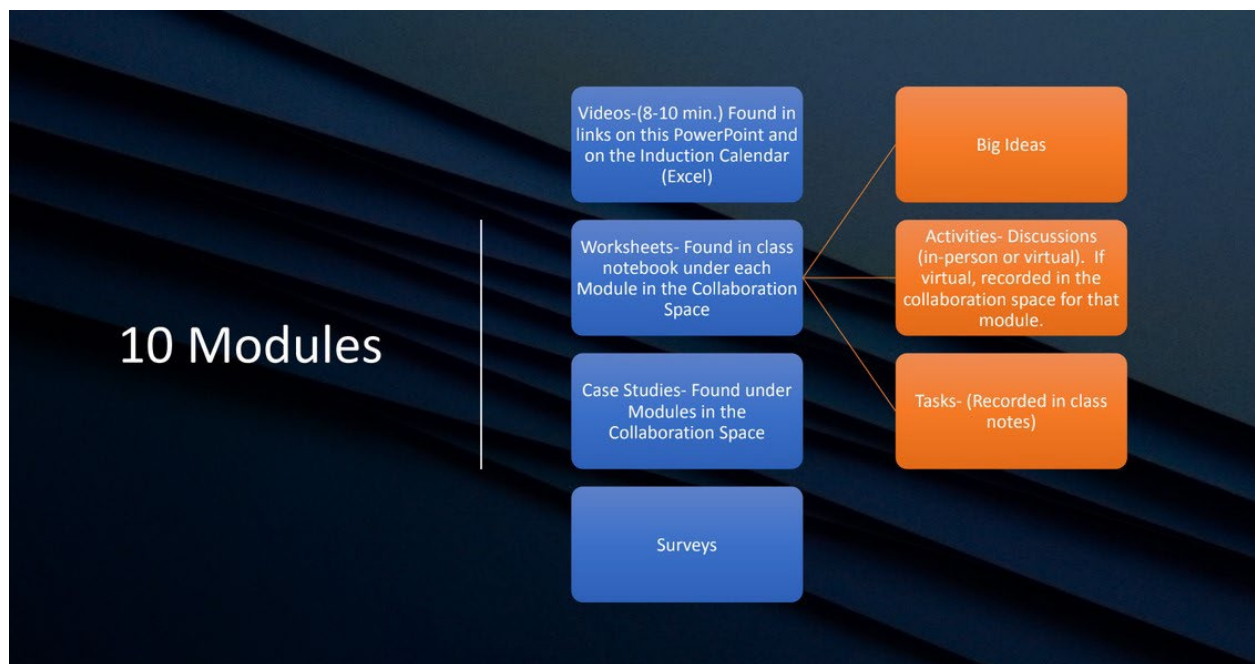
Dr. George Sugai, University of Connecticut



Dr. Kathleen Lane, University of Kansas



Dr. Terry Scott, University of Louisville



OUTCOMES

- ✓ Understand why it is important to be able to effectively manage disruptive and noncompliant behaviors
- ✓ Understand problem behaviors occur within the acting-out cycle
- ✓ Identify proactive, preventative strategies that may decrease the occurrence of escalating behavior
- ✓ Identify the seven phases of escalating behavior and ways to intervene during each phase of the cycle and the importance of intervening **early** in an escalation

Goal: To become **FLUENT** so you respond in a planned way that is automatic and smooth when problem behaviors occur.

Notes

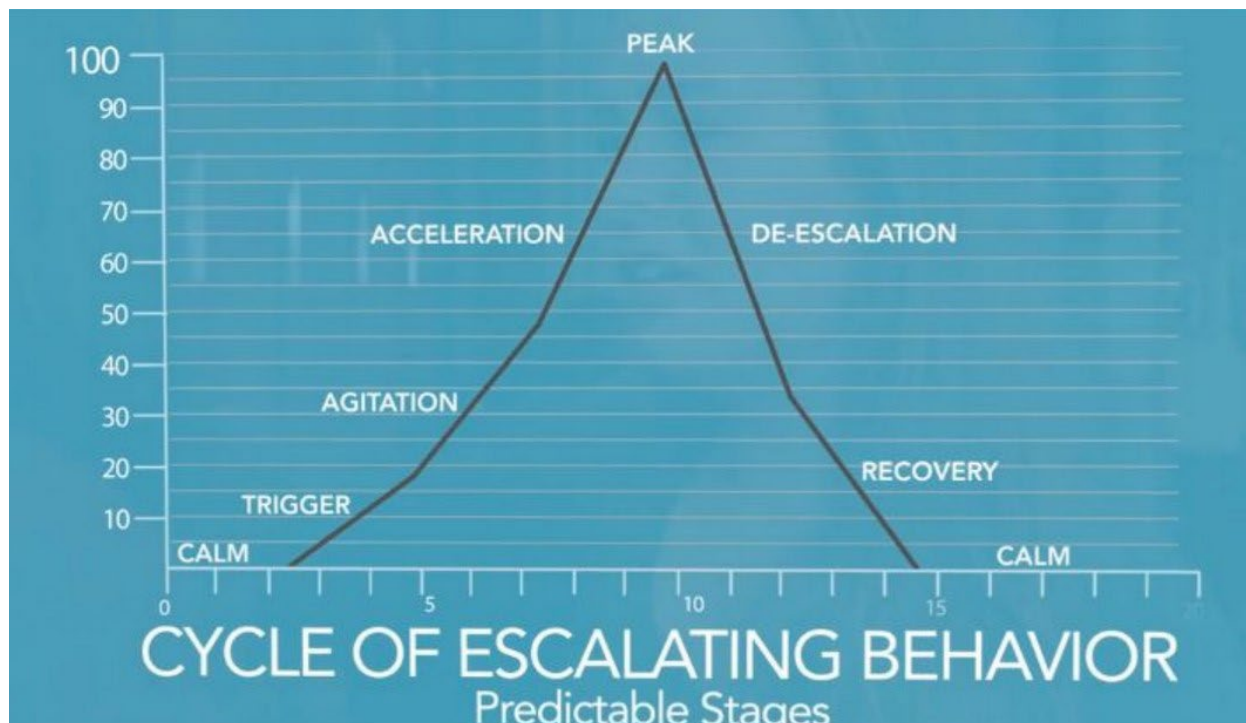


- What will you stop doing?
- What will you start doing?
- What do you need to know more about?
- What support do you need from others?



Schmitz, 2014

www.ksdetasn.org



Two Essential Components for Managing Severe Acting-Out Behavior

1. Understand the Model

- Specific behaviors for each phase
- Know exactly where the student is in the cycle (placement in Model).

2. Develop strategies for each phase

- Implement strategies based on student placement and needs





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Module 2-Signs of Escalation

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Module 3-Early Intervention

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Module 4- Escalation Reaction

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Module 5- Crisis Intervention

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Module 6- Dealing with Student Non-Compliance

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Module 7- Dealing with Student Disruption

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Module 10- Dealing with Aggressive and Fighting Behavior

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