

GUIDANCE/CLASSROOM MANAGEMENT STRATEGIES OF CHOICE
AND TEACHERS' PERCEPTIONS OF EFFECTIVENESS IN
EARLY CHILDHOOD CLASSROOMS

A DISSERTATION

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MELISSA D. HARPER, B.S., M.S.

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DEDICATION

To my husband and children, who have provided love, patience, and support even when it was difficult to provide one, much less all three.

To my mother, for instilling the belief that an education is one of the most important pursuits in life.

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The graduate school journey that began as a good excuse to quit a job in January of 1999 is now coming to an end with the completion of this dissertation. It has been a journey that I will treasure for the rest of my life as will I treasure the many people who have helped me to this end.

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ABSTRACT

MELISSA D. HARPER

GUIDANCE/CLASSROOM MANAGEMENT STRATEGIES OF CHOICE AND TEACHERS' PERCEPTIONS OF EFFECTIVENESS IN EARLY CHILDHOOD CLASSROOMS

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The purpose of this research study was to examine the guidance/classroom management strategies being used in early childhood classrooms. In addition to examining these strategies, the researcher looked at whether or not the strategies were developmentally appropriate, how effective teachers believed these strategies to be, where the strategies were learned, and whether or not the strategies were mandated to the teachers.

The findings suggest that teachers are using both developmentally appropriate and non-developmentally appropriate strategies in the classroom and that most teachers feel they are effective at using guidance/classroom management strategies. In addition, teachers with more professional development courses in classroom management used more developmentally appropriate strategies. Finally, approximately one-third of the teachers in this study were using at least one strategy mandated to them by someone outside of their classrooms. This information is important for teacher education programs

as they prepare classroom management curriculum for beginning teachers and for schools
as they identify professional development opportunities for their teachers.

TABLE OF CONTENTS

	Page
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
LIST OF TABLES	x
LIST OF FIGURES	xii
 Chapter	
I. INTRODUCTION	1
Statement of the Problem	6
Statement of the Purpose	7
Theoretical Perspectives	8
Research Questions and Hypotheses	9
Definition of Terms	12
Assumptions	13
Delimitations	14
Limitations	14
Summary	14
II. REVIEW OF LITERATURE	16
Guidance	19
Theories of Guidance	19
Guiding Frameworks	22
Positive Guidance	24
Direct and Indirect Guidance	25
Antecedent Strategies	26
Classroom Management	27
Classification of Classroom Management Strategies	28
Pre-Service Teacher Beginning Strategies	31
The Overlap of Classroom Management and Guidance	32
Benefits of Effective Guidance/Classroom Management Strategies	33
Positive Outcomes for Children	33
Positive Outcomes for Teachers	34

Sources of Guidance/Classroom Management Strategies	35
Pre-Service Teacher Experiences	36
Mandated Strategies.....	39
Self-Efficacy	39
Summary	42
III. METHODOLOGY	44
Introduction.....	44
Protection of Human Participants	44
Institutional Review Board	45
Protection of Online Information.....	45
Participants.....	46
Sample and Population	46
Limitations	47
Sampling Procedure	48
Measures	49
Variables	51
Independent Variables	51
Dependent Variables	54
Data Treatment.....	57
Summary	57
IV. RESULTS	58
Introduction.....	58
Descriptive Characteristics of Participants	58
Research Questions and Hypotheses	61
Research Question One.....	62
Research Question Two	68
Research Question Three	75
Research Question Four.....	81
Research Question Five	93
Summary	98
V. DISCUSSION AND CONCLUSIONS	99
Introduction.....	99
Summary of the Study	99
Discussion.....	100
Strategies Used.....	100
Effectiveness	100
Sources of Learning	101

Mandated Strategies.....	102
Limitations	102
Implications.....	103
Practical Applications	104
Future Research	105
Summary	107
REFERENCES	108
APPENDICES	
A. Disclosure of Contact Information for Incentive Drawing.....	121
B. School Administrator Request for Participation Letter	123
C. Recruitment Flyer	125
D. Online Consent Disclosure	127
E. Online/Email Request for Participation	130
F. Survey	132
G. Panel Instructions.....	141
H. Write-In Strategies from Participants	143
I. Panel Designations.....	148

LIST OF TABLES

Table	Page
1. Means and Standard Deviations of Continuous Demographic Variables	59
2. Summary of Demographic Characteristics of Sample	60
3. Percentages of Guidance/Classroom Management Strategies Being Used in the Classroom	63
4. Frequencies and Percentages of Sources of Learned Strategies Being Used in the Classroom	66
5. Means and Standard Deviations of DAP Usage Scores by School Type and Grade...	70
6. Means and Standard Deviations of DAP Usage Scores by Educational Training Variables	72
7. Multiple Linear Regression Predicting DAP Usage Score from School Type, Grade, and Educational Variables	74
8. Means and Standard Deviations of DAP Usage Scores by Mandated Strategies.....	75
9. Means and Standard Deviations of OPE Scores by Demographic Variables.....	78
10. Means and Standard Deviations of OPE Scores by Educational Training Variables..	79
11. Multiple Linear Regression Predicting OPE Score from School Type, Grade, and Educational Variables	80
12. Means and Standard Deviations of Effectiveness Ratings of Specific Strategies Based on Source of Learning.....	82
13. Paired Samples Comparing Effectiveness Ratings of Strategies Based on DAP vs. non-DAP	87
14. Means and Standard Deviations of Effectiveness Ratings of Specific Strategies Based on Mandatory Nature of the Strategy.....	90

15. Frequencies and Percentages of Mandated Strategies and their Sources	95
16. Percentages and Cross-Tabulation of Mandated Strategy Usage Compared to Type of School	97

LIST OF FIGURES

Figure	Page
1. Continuum of Locus of Control	29
2. Percentage of Weekly Strategies Used that are DAP	69
3. Mean Effectiveness Ratings for Individual Guidance/Classroom Management Strategies	89

CHAPTER I

INTRODUCTION

Each school day, millions of American children (2010) are placed in the care of adults whose job it is not only to help them learn but also to ensure their physical, emotional, and psychological well-being. A child is expected to be able to enter the classroom and possess the skills, not only to meet the behavioral expectations of the teacher, but also to interact positively with the other children in the classroom. A child is expected to be able to sit quietly and not disturb others during the lesson, to be able to master the content presented during the lesson, and to be able to inhibit all inappropriate reactions and responses during a six-and-a-half- to seven-hour school day (National Center for Education Statistics, 2004-2005).

There are also expectations placed on teachers. Teachers are expected to have the skills to help children learn both the academic content and the social-emotional skills that children need to possess in order to be successful in both school and life. However, there is no one-size-fits-all method for ensuring that both children and teachers are successful in the classroom (Beyer, 1998; Fields & Fields, 2006). This brings to mind questions about how success in this endeavor may be achieved if there is no single method that is guaranteed to keep interactions running smoothly in the classroom and everyone working towards the same goal.

It is not uncommon to hear people complain that back in the “good old days” of education, problems were at a minimum because corporal punishment was widely used, and all current problems would be solved if schools returned to that practice (Gershoff, 2010). However, stories about the “good old days” are purely anecdotal evidence and do not give educators the evidence-based information they need to make effective choices about which guidance/classroom management strategies to use when working with young children in an early childhood classroom setting. A child who is off-task or noncompliant is not only negatively impacting her own instructional time but also that of the entire class (del Guercio, 2011; Freiberg, Huzinec, & Templeton, 2009). Disruptive student behavior is seen by the American public as one of the primary issues with public education (Freiberg & Lamb, 2009).

Behavioral issues have taken on greater importance as both national and state governments have mandated a minimum amount of proof of learning through standardized testing. In Texas, this accountability through testing began in the 1990s and continued at a federal level with the election of George W. Bush in 2000 and the implementation of the policy known as No Child Left Behind (Hurley, 2007). Since the adoption of No Child Left Behind (NCLB) (“No Child Left Behind Act of 2001,” 2002), a greater emphasis has been placed on making sure children learn enough information to pass the standardized tests given in most states (Duffy, Giordano, Farrell, Paneque, & Crump, 2008; Lee, 2008). The scores on these tests impact everyone at every level in the educational system because of the accountability measures linked to these test scores (Duffy et al., 2008). Many schools use the test scores to determine which children get

additional tutoring or summer school and which children get promoted to the next grade. States often use the test scores to designate which schools are more effective than other schools, and this, in turn, can impact everything from property values in the area (Black, 1999; Kane, Riegg, & Staiger, 2006) to increasing economic development in the area (Hanushek & Woessmann, 2012). Teacher assessments are often tied to the scores of the children in the teacher's classroom (Hinchey, 2010; Lee, 2008), so it is in the teacher's best interest to provide as much instruction time as possible in the hope of maximizing all children's test scores in the classroom.

However, classrooms are not just places for academic learning as preparation towards passing the required tests. Children are brought together in groups and expected to co-exist peacefully with other children in such a manner that promotes academic learning. Co-existence can sometimes cause problems for children and teachers (Walker, 2009), but being able to manage both academic and social learning in order to create an effective classroom environment is considered an essential skill for teachers (Rosas & West, 2009; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Classroom teachers are expected to have a variety of different skills that will assist children to be successful in all of areas.

As the need to increase instructional time, decrease disruptive behavior, and promote social skills has become more important, colleges and universities have started offering courses designed to help pre-service teachers develop a better understanding of effective strategies prior to assuming management of their own classrooms (Baker, 2005). Over the past 30 years, pre-service teachers have gone from hearing "If you write

a good enough lesson plan, you won't have discipline problems" (Clement, 2010, p. 41) to having thousands of books from which to draw ideas for developing effective plans. Pre-service teachers in many colleges and universities now receive at least some coursework related to classroom management, whether it is an entire university course devoted to the subject or the topic is embedded in another course (Stough, 2006). Currently, effective classroom management is viewed as one of the strongest positive contributors to effective instruction (Kern & Clemens, 2007; Wang & Haertel, 1993).

Wang and Haertel (1993), in their meta-analysis of 331 written sources, determined that classroom management was a significant factor in student achievement, and classroom management is the strategy by which teachers organize and facilitate their classrooms so that optimal learning can take place (Reupert & Woodcock, 2010). It is also the method by which teachers ensure their classrooms run smoothly and appropriate behavior is exhibited by the children in their care (Marzano, Marzano, & Pickering, 2003). Some teachers, especially teachers of younger children, may view their strategies as guidance rather than classroom management. While some of the goals of these two methods may seem similar, they are not completely interchangeable terms.

Being able to make effective guidance/classroom management choices has become even more important in the last several years. As the need not only to enhance instructional time but also to make it more effective has become a focus, teachers have been challenged to find ways to be more efficient in their guidance/classroom management strategies so that less time is spent dealing with noncompliant or off-task behavior from children (del Guercio, 2011). To maximize learning time and promote

social skills, teachers must be able to get children to follow directions, comply with instructions, and attend to the task at hand.

An even greater effort to increase skills in this area has been seen since the turn of the century due to the mandates of NCLB (Goldstein & Brooks, 2007). However, the content and practical applications of these college-level, teacher education courses have received mixed reviews from student teachers (Stoughton, 2007). Given that pre-service teachers consistently report classroom management skills as a primary concern, the need for effective training in this area should be of importance to all stakeholders in the field of education, especially teacher education programs (Rosas & West, 2009).

Given the importance of classroom management in a teacher's day, the following questions can provide insight into this aspect of teaching: If teachers are not learning effective classroom management strategies in their college classrooms, and they are not fortunate enough to have a natural instinct for the skill, how are these teachers learning to manage their classrooms? What classroom management strategies are they using to gain compliance and on-task behavior from the children in their classroom? Do teachers feel that the strategies they are using on a daily basis are effective in gaining compliance and on-task behavior? Or are they just using strategies that someone told them to use regardless of their efficacy?

Even with additional training, there is not, unfortunately, one proven 100% effective strategy for getting all children to comply in the classroom at all times. Each child comes to the classroom with a set of personal experiences and temperament (Evertson, Emmer, & Worsham, 2003). Some children come into the classroom from safe

and nurturing environments that provide many opportunities for learning and development (Baharudin & Luster, 1998). Other children come into the classroom needing a safe place to learn and a supportive environment to help them grow, something they do not have at home. This means that teachers need a wide variety of strategies to help them gain compliance and keep children on task in the classroom (Moberly, Waddle, & Duff, 2005). Ideally, this wide variety of strategies would consist of evidence-based guidance/classroom management strategies based on knowledge of child development and then tailored to meet the individual needs of each child (Copple & Bredekamp, 2009; Kauffman, Mostert, Trent, & Hallahan, 2002).

There seems to be little dispute that classroom management is an essential skill for teachers (Clement, 2010; Rosas & West, 2009; Simonsen et al., 2008). The more time spent attempting to get a child (or children) to be compliant means that less time is focused on instruction. In addition, having children who are consistently noncompliant or off-task is a stressor on classroom teachers (Putman, 2009). With pressure to increase student performance on standardized testing, continually taking time away from instruction to re-direct or re-focus a child can decrease a teacher's satisfaction with her chosen profession and possibly cause her to leave teaching altogether (Kauffman et al., 2002; Klassen & Chiu, 2010).

Statement of the Problem

With instructional time being at a premium in most U.S. classrooms, it is imperative that teachers use guidance/classroom management strategies that are effective at reducing both noncompliant and off-task behavior in a manner that helps children learn

to work and reason in the larger culture (Reupert & Woodcock, 2010). With a wide variety of guidance/classroom management strategies available to teachers, it is possible that some teachers are using strategies that are more effective than others.

Using the most effective guidance/classroom management strategies ensures that teachers are able to make the best use of their time for instructional purposes while promoting positive social and emotional growth in children (Rosas & West, 2009). It is also possible that the strategies currently being used by teachers are not perceived as being effective at reducing inappropriate classroom behavior (Baker, 2005).

Finally, given the need to maximize instructional time to the children's educational benefit (Rosas & West, 2009), some teachers are choosing methods that they learned from their undergraduate coursework or from professional development opportunities addressing classroom behavior. Some are being required to use guidance/classroom management strategies that are dictated by the administration (Delpit & White-Bradley, 2003), a team leader, or a mentor.

Statement of the Purpose

The purpose of this study is to examine the types of guidance/classroom management strategies that early childhood teachers are using in their classrooms on a daily basis and whether or not these strategies are developmentally appropriate. In addition to determining the types of strategies used, this study will also examine teachers' perceptions of the effectiveness of the individual strategies being used in the classroom, as well as teachers' overall perceptions of their own effectiveness at managing guidance/classroom management in the classroom. Finally, this study will examine the

sources of information from which teachers learn their guidance/classroom management strategies.

Theoretical Perspectives

One theoretical perspective and one framework form the foundation for the development of this study. The guiding theory for this research is that of Urie Bronfenbrenner (1979) and his ecological systems theory of development. The guidance framework used in determining the best guidance/classroom management approach is the National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practice (DAP) (Copple & Bredekamp, 2009).

Bronfenbrenner posits that children grow and develop in nested and interconnected environments (Bronfenbrenner, 1979). A child's world is impacted by direct relationships both within and outside the family. The child is also impacted by policies and decisions that affect not only the child directly, but also the other systems in the child's life.

Bronfenbrenner's ecological theory offers an explanation for the necessity of this research. In the simplest terms, the child's microsystem (the classroom setting) is directly affected by the decisions made by the classroom teacher. This is part of the child's ecology or enduring environment (Bronfenbrenner, 1974), which is the setting that actually contains the child. However, this research project also touches on the exosystem of a developing child. A child is directly impacted by the decisions that academics and administrators make about how to train teachers for the classroom. While any given child is not having direct interaction with the deans of teacher education programs, the child is

experiencing the effects of those decisions on a daily basis in her early childhood classrooms (Bronfenbrenner, 1979).

The guiding framework for determining the best approach to guidance/classroom management in the classroom is the work by the NAEYC and its DAP (Copple & Bredekamp, 2009). The authors of DAP set forth what are considered by many to be the best practices for engaging children in learning (Rushton & Larkin, 2001) through positive guidance in the early childhood classroom (Saunders, McFarland-Piazza, Jacobvitz, Hazen-Swann, & Burton, 2013).

Research Questions and Hypotheses

This research study will be guided by the following research questions:

1. What specific guidance/classroom management strategies are teachers of children in kindergarten through third grade using in their classrooms, and where were these strategies learned?

While there are a great many studies that discuss a variety of issues associated with guidance/classroom management, there are few recent studies that focus on the exact guidance/classroom management strategies being used by early childhood teachers on a daily basis. Many researchers have evaluated the general style of classroom management (Kaya, Lundeen, & Wolfgang, 2010), but few have evaluated the specific strategies being used in early childhood classrooms. While no specific hypotheses are offered in relation to this question, the descriptive data will provide exploratory information for those interested in this field of study, and possibly open avenues for future research.

2. Of the guidance/classroom management strategies being used by teachers in early childhood classrooms, what percentage of the strategies reflect developmentally appropriate practice (DAP), and are the differences in these percentages between groups based on demographic variables, educational training variables, and/or mandatory nature of the strategy?

It is hypothesized that a smaller percentage of strategies used in early childhood classrooms to manage behavior will be classified as developmentally appropriate while the majority of strategies will be classified as not developmentally appropriate. Whether or not a strategy is classified as developmentally appropriate or not will be determined by a panel of early childhood experts as outlined in Chapter 3.

3. How effective do teachers perceive they are at using guidance/classroom management strategies to achieve compliance and on-task behavior in the early childhood classroom, and how is this perception of effectiveness predicted by such things as demographic variables, educational training variables, DAP designation (DAP vs. non-DAP), and/or whether or not a strategy was mandated to them?

Given that teachers cite classroom management issues as a concern (Melnick & Meister, 2008), the issues of efficacy with actual strategies need to be explored. Teachers who perceive themselves to be effective at managing or guiding the children in their classrooms are, according to Bandura (1989), probably going to be more effective at actually carrying out a guidance or management plan.

It is hypothesized that there will be a statistically significant relationship in the level of perceived effectiveness of the teachers when compared to the type of guidance/classroom management strategy being used (DAP vs. non-DAP).

4. Are there differences in the perceived effectiveness of various guidance/classroom management strategies based on the source from which the strategy was learned, DAP designation (DAP vs. non-DAP), and/or mandatory nature of the strategy?

There are many different options for pre-service, novice, and experienced teachers to learn guidance/classroom management strategies. Some pre-service teachers are able to take university courses in one or both of these topics. Professional development is also an option for new and more established teachers to be exposed to current theories, trends, and research in the areas of guidance/classroom management. Finally, some schools provide mentoring, especially for novice teachers. Having a mentor may provide a beginning teacher a valuable option for learning from a more experienced peer.

It is also possible that perceptions of effectiveness of the different strategies a teacher may use could be influenced by whether or not the strategy is mandated by someone else or whether or not the strategy is developmentally appropriate.

It is hypothesized that there will be a relationship between the perceptions of effectiveness and the source of training, whether or not the used strategy is mandated, and whether or not the used strategy is DAP.

5. How many teachers are using guidance/classroom management strategies that are mandated by someone outside of the classroom, and how are these mandated strategies predicted by the demographic variables (type of school)?

It is hypothesized that there will be a relationship between whether or not a teacher is using a strategy that has been mandated and the type of school.

Definition of Terms

Appropriate behavior – behavior of children that is in compliance and cooperation with the established classroom procedures and rules (Evertson et al., 2003).

Classroom management – the ability of the teacher to facilitate both the social and academic aspects of the classroom, as well as the relationships between the two (Martin, Yin, & Mayall, 2006; Walker, 2009). There may be a focus on the behavior (and not the cause) and on controlling it at a group level (Stough, 2006).

Developmentally appropriate guidance – guidance that is based on an attitude of helping children learn from their behavior and assisting children in make better choices in the future (Copple & Bredekamp, 2009).

Direct guidance – personal interactions between the teacher and the child (Marion, 2011). This would include things such as setting and enforcing limits, redirecting, problem-solving, and giving choices.

Early childhood classroom – a classroom with children in kindergarten, first grade, second grade, or third grade (Copple & Bredekamp, 2009).

Early childhood teachers – teachers who are teaching children ranging in age from kindergarten through third grade (Copple & Bredekamp, 2009).

Experienced teacher – A teacher who has been teaching six or more years (Martin et al., 2006).

Guidance – when a teacher adult interacts with a child in such a way as to attempt to alter the child's behavior (Marion, 2011) while keeping in mind the child's developmental stage and possible reasons the child may act out (McFarland, Saunders, & Allen, 2008).

Indirect guidance – ways of influencing a child's behavior through thoughtful design of the classroom, schedule, curriculum, materials, and activities (Marion, 2011).

Noncompliance – the inability of a child to behave according to the expectation of the teacher (Goldstein & Brooks, 2007).

Novice teacher – A teacher who has been teaching five years or fewer (Martin et al., 2006).

Positive guidance – guidance strategies that are grounded in the belief that children need to be taught appropriate ways to behave rather than to be punished (Marion, 2011).

Pre-service teacher – A teacher who is still completing coursework and/or student teaching in order to become a certified teacher.

Assumptions

Certain assumptions will be made in order to conduct the proposed research appropriately. These assumptions are as follows:

1. Knowing how to manage the behavior of children effectively is a skill that educators need to possess.

2. Not every guidance/classroom management strategy will work equally well with each child.
3. The ability to manage the behavior of children is a skill that adults can acquire.

Delimitations

The parameters of this study are established by the following delimitations:

1. The participants in this study are teachers of children ranging in age from kindergarten to third grade.
2. Teachers of children in special education, preschool program of children with disability (“PPCD”) classrooms, and those teaching special area subjects (*i.e.*, music, physical education, art, etc.) are not included.

Limitations

1. A teacher’s perceived effectiveness of a particular guidance/classroom management strategy may not be an accurate measure of actual effectiveness. Teachers may be hesitant to admit that they are using a strategy that they do not perceive to be effective.
2. The devised survey may not capture all possible guidance/classroom management strategies that are currently being used in early childhood classrooms.
3. Teachers who are more conflicted about their own guidance/classroom management strategies may be less likely to participate in research on this topic.

Summary

Keeping children on-task and compliant in the classroom benefits both children and teachers. Children have a more positive learning environment when the classroom is

less chaotic and valuable time is spent on instruction. Teachers suffer from less stress and enjoy more job satisfaction when the children exhibit more on-task and compliant behavior (Gonzalez, Brown, & Slate, 2008; Klassen & Chiu, 2010).

There are multiple pathways to becoming a more effective classroom manager. One of the ways to become more effective in classroom management is to have an understanding of whether or not the strategies used are effective with children in the classroom.

CHAPTER II

REVIEW OF LITERATURE

Educating children in groups has long been the norm in the United States. Group education began as a formality in the early 1800s (Goldstein & Brooks, 2007), and the common school appeared in the 1830s (Labaree, 2008). At that point in time, most children were educated in multi-level groups. Today, for the most part, children are educated in groups of 20 to 30 children in a classroom that makes up part of a larger grade of similarly aged children. These grades are, in turn, combined to form a school that is part of a larger school system or district.

Gathering young children together in groups of 20 to 30 for the purposes of learning and socialization has its benefits, but it also presents its own set of challenges. There are a variety of reasons for the challenges of managing young children in a group setting. Some children have not yet developed the necessary readiness skills to meet the demands of the classroom, while sometimes the needs of the group are in direct conflict with the needs of an individual child (Stoughton, 2007). At the end of the day, teachers have a certain amount of content they need children to learn, and it is easier to get children to learn this academic content if the children are compliant and on-task during the appropriate times (Khan, Khan, & Majoka, 2011). However, even though children need a set of skills to be successful in the early childhood classroom, teachers need a certain set of skills, too.

The period of early childhood and elementary school is a distinct time in the lives of children and presents its own sets of concepts and challenges (Berk, 2005). This period of time in childhood has distinct theories associated with it for understanding how children develop and learn, and these must be taken into account when developing strategies for interacting with children in the early childhood classroom. The fact that young children are not just learning on an academic level during these years should help influence teachers and other professionals to develop plans based upon the multiple domains of development in which learning occurs during these years: behavioral, social, and emotional (Carter & Doyle, 2006).

The variety of care and learning environments for young children makes it difficult to develop a consistent and coherent method for training teachers in the area of guidance/classroom management. For the purposes of this research, though, discussion will be limited to teachers working in public and private elementary schools and those teachers working in registered/licensed daycare or preschool facilities that include programs for four-year-olds and/or private kindergarten. In addition, the primary focus of this research involves those teachers working in early childhood education.

The method of training teachers can be an obstacle to gaining proficiency in guidance/classroom management because there is not a standardized educational requirement for all teachers (Evertson & Weinstein, 2006; Landau, 2001). Even for those teachers who are required to have a degree, not all teacher education programs offer the same type of required coursework (Jones, 2006). Some teachers may have received training in guidance, while others may have received training in classroom management.

Private school teachers may not be required to obtain certification before teaching in an early childhood classroom (Butler, 2008). Because of this, some teachers may be dependent upon alternate methods of learning effective guidance/classroom management strategies.

Currently, not all pre-service teachers receive training in guidance/classroom management strategies during their college coursework (Evertson & Weinstein, 2006; Landau, 2001). Evertson and Weinstein (2006) theorize that the lack of guidance/classroom management coursework for some teachers could be due to several factors. First, they posit that the term “classroom management” has come to mean so many different things that it is difficult to define the concept and devise a course to teach it effectively. A course might be designed to instruct teachers on how to control children, on how to help children become independent, critical thinkers, or maybe it could incorporate some of each. Second, because the definition is not well accepted, it is difficult for teacher preparation programs to know where to place it within their degree plans. Some programs might place it within pedagogy, while others might place it in content knowledge or psychological foundations. Because of this confusion, it is easy for these types of classes to get overlooked (Evertson & Weinstein, 2006).

While there may be some overlap between classroom management concepts and those of guidance, the subjects might be segregated in some higher education degrees. Classroom management, when taught as a separate course, is generally found on the degree plans for those seeking a general teaching degree or, even more likely, for those studying special education (Stough, 2006). In contrast, courses that teach guidance may

be found in degree programs that train those college students seeking degrees in early childhood education or child development. Even when offered, though, many programs make the courses optional and do not require them for all education majors (Stough, 2006).

Guidance

Guidance is generally viewed as a comprehensive framework in which adults have a purposeful method for helping individual children learn the appropriate behavior for a given situation based upon the prevailing norms of the larger culture (Copple & Bredekamp, 2009; Fields & Fields, 2006; Gartrell, 2004; Marion, 2011). Depending on the age of the children, the goals of this purposeful method might include learning to share, learning to complete tasks independently, and learning how to manage relationships in a group environment, to name a few. There are multiple theories and frameworks that inform and guide those professionals using a guidance approach when working with young children. For those wishing to extrapolate the theories and frameworks to practical classroom applications, there are numerous guidance textbooks that provide teachers with specific guidance strategies to use in their classrooms.

Theories of Guidance

While there are many child development theories that inform all domains of development—including Bronfenbrenner’s ecological theory that guides the foundation of this research—three theories are of particular interest when discussing guidance as evidenced by their use in guidance textbooks. These theories cover various aspects of the developing child: Maslow’s hierarchy of needs (Maslow, 1970), Piaget’s theory of

cognitive development (Piaget, 1952; Piaget & Inhelder, 1969/2000), and Adler's work with young children, group membership (Marion, 2011), and missing skills (Adler, 1988).

Maslow. Maslow's hierarchy of needs is based upon the idea that humans must first meet the most basic of all needs (air, food, sleep, and shelter) before higher level needs can be met (Maslow, 1970). From there the pyramid ascends with additional human needs that need to be met once the lower level needs are no longer of concern. These additional needs in order of importance are: safety needs, love needs, esteem needs, and self-actualization needs.

In order to learn, children need to have their basic needs met (Maslow, 1968/1999), and it is imperative that teachers have an understanding of these needs to be effective in the classroom. Children are going to struggle if they are not adequately fed, hydrated, and rested. In addition, children need to feel safe and secure in both the physical and psychological sense. Once this is accomplished, then children can move on to the higher points of the triangle that involve having their social and esteem needs met. Children who are well-fed, rested, and feel safe are going to be more successful in meeting the demands of the early childhood classroom than children who are hungry and tired. A teacher who is knowledgeable about these needs and how they impact developing children will understand that sick children do not care about homework nor do hungry children necessarily care about the feelings of their classmates (Maslow, 1970). Further, children who do not feel safe in a chaotic classroom will be focused on obtaining a sense of security rather than learning the ABC's.

Piaget. Piaget is known for his work in understanding how children think and work at constructing the world around them. Piaget's work, like Maslow's, influences both direct and indirect guidance in the early childhood classroom. Because indirect guidance covers the areas of appropriate activities and curriculum (Marion, 2011), it is important to have an understanding of how children think in order to plan activities that are not too easy—thus, creating boredom, and not too difficult—thus, creating frustration. It is also important for teachers to have an understanding of how children's memory and cognition work (Piaget & Inhelder, 1969/2000) because this will impact their ability to follow directions and retain information for future use. This is how children learn from their experiences (Piaget, 1952). Younger children will also have difficulty focusing on more than one thing at a time, which can impact how classroom rules are developed and enforced. Finally, a thorough understanding of Piaget's work will help teachers understand the operating mechanisms between children's ability to think and their ability to put those thoughts into words (Piaget & Inhelder, 1969/2000).

Adler. Alfred Adler provides information on the social lives of children, how they attain group membership (Marion, 2011), and how they develop a sense of competence (Crosbie-Burnette & Lewis, 1993). The basis of Adler's work is that living as social beings requires certain skills that must be learned (Adler, 1930). For children who are learning in a group environment on an almost daily basis, it is crucial that they be able to establish and maintain positive and appropriate relationships. Children unable to attain group membership may be suffering from incorrect perceptions that cause them to seek a great deal of

attention, inappropriately exert power, seek revenge, or exhibit incompetence through their actions (Marion, 2011). In addition, teachers need to understand that some children do not have the same home experiences and will, therefore, need help and support to acquire such skills as concentration, the ability to engage with others, and knowledge of self-worth (Adler, 1988).

Guiding Frameworks

In addition to the well-established theories that inform professionals who work with children, there are somewhat newer frameworks that offer research-based knowledge. Two of the prevailing frameworks in the field of guidance are DAP (Copple & Bredekamp, 2009), as developed by NAEYC, and the caregiving styles proposed by Diana Baumrind after multiple research studies that examined the relationships between parents and young children (Baumrind, 1966; Baumrind, 1967; Baumrind, 1971).

Each of these theorists discussed above and both frameworks have contributed to the body of knowledge available, not only to teachers, but also to those who teach teachers. Some of the strategies being taught in guidance textbooks for aspiring teachers include developmentally appropriate practice, caregiving styles, positive guidance, indirect guidance, and antecedent strategies that help a teacher learn how to prevent non-compliant or off-task behavior.

Developmentally appropriate practice. One of the guiding philosophies of childhood guidance is DAP (Copple & Bredekamp, 2009). NAEYC publishes a manual that sets forth best practices for children from birth through age 8. These practices include everything from curriculum and relationships with families to guidance. DAP

does not promote guidance as a means to an academic end, but rather as a way to help young children develop social and emotional skills that will be important for them through the rest of their lives.

Guidance that is practiced with DAP in mind uses children's behavior as a way for the teacher to help children learn to make better choices in the future. Under DAP, children have a voice in the classroom, and the teachers understand that their own behavior is a model for the children under their care. Teachers encourage behavior that they would like to see from children rather than punishing the behavior they do not wish to see. Even in school-aged children, teachers are encouraged to help children work on the underlying processes that will help them achieve academic success (Copple & Bredekamp, 2009).

Caregiving styles. Another basic framework of childhood guidance is Baumrind's caregiving styles (Baumrind, 1966; Baumrind, 1971; Marion, 2011). Baumrind conducted multiple studies of young children and discovered patterns of interaction styles between parents and children (Baumrind, 1967; Baumrind, 1971). Baumrind's initial work, in 1961, with 32 three- and four-year-olds, provided the parenting dimensions of control, maturity demands, communication, and nurturance that would later evolve into the four caregiving styles (Baumrind, 1967). These four caregiving styles were outlined in Baumrind's 1971 study of 130 preschool children and their families, which study was an expansion from the three caregiving styles outlined in her 1966 study (Baumrind, 1966). These three styles fall along dimensions of demandingness and responsiveness and include the authoritative (high demandingness

and high responsiveness), authoritarian (high demandingness and low responsiveness), and permissive (low demandingness and high responsiveness) styles (Baumrind, 1971).

The optimal caregiving style is considered to be the authoritative style, which balances high, yet realistic, expectations of children with warmth, concern, and responsiveness on the part of the adult (Marion, 2011). This style is neither harsh nor permissive and is adjusted based on the development and maturity of the children.

Walker (2009), in her study of children and teachers, found that authoritative teachers increased the self-efficacy reported by the children in their classrooms. Children who are engaged in an authoritative manner are typically well socialized, independent, explorative, and self-reliant (Baumrind, 1967).

Positive Guidance

Putting together both the theories and frameworks, it is possible to develop a system of guidance that predicts positive outcomes for children. This system of guidance has been written about in numerous textbooks (Fields & Fields, 2006; Gartrell, 2004; Marion, 2011). Positive guidance is generally viewed as antithetical to punishment because one approach is based on criticism while the other is based on teaching (Gartrell, 2004). In general, the purpose of punishment is to gain immediate compliance and halt the inappropriate behavior. The purpose of positive guidance is to help children understand why a particular behavior is inappropriate and what some appropriate choices would be in the future under the same or similar circumstances (Marion, 2011). Experts in the field of early childhood education generally agree that positive guidance should be the goal of those teachers working in the field (McFarland et al., 2008).

Positive guidance is not about allowing children unlimited freedom to make any and all choices but, rather, about taking knowledge of child development and creating a plan that will offer some choices and control while establishing limits and boundaries. There are a number of positive guidance strategies that are espoused in guidance textbooks for early childhood teachers. Some of these strategies include: setting and consistently enforcing appropriate limits, redirecting inappropriate behavior to a more appropriate activity, teaching children how to resolve conflict, preventing overstimulation, and evaluating the need for a new strategy when necessary (Marion, 2011; Saunders et al., 2013).

Natural and/or logical consequences are also an option to help children learn from their behavior (Saunders et al., 2013). A natural consequence is a consequence that children encounter that involves no intervention from the outside. For example, if a child is playing at the table and spills a drink, the natural consequence is that now the child has nothing to drink. In this same situation, a logical consequence would be that the teacher would require the child to clean up the mess of the spilled drink. Both of these consequences are directly related to the behavior the child has exhibited, but one requires the intervention of an adult and the other does not (Kaiser & Rasminsky, 2007).

Direct and Indirect Guidance

Direct guidance is what people typically think of when they think of guidance and the foundation of the typical guidance textbook (Fields & Fields, 2006; Marion, 2011). This type of guidance involves direct interaction between an adult and a child. Teachers are using direct guidance when they impart rules, give instructions, enforce limits, and

guide children through logical consequences. They are also using direct guidance when they help children solve problems, learn prosocial behaviors, and learn to predict the consequences of their actions.

There is another aspect of guidance that includes strategies which do not involve direct interaction with children. Indirect guidance revolves around creating an environment for children that meets their needs and reduces noncompliance and off-task behavior (Marion, 2011). The setup and organization of the classroom, the daily schedule, and the appropriateness of material and activities are all part of the environment that can help a teacher achieve compliant and on-task behavior (Marion, 2011). Children who have access to a wide range of age appropriate activities, a private place to get away from other children, and plenty of time to meet their physical, emotional, and learning needs will be less likely to be noncompliant or off-task (Fields & Fields, 2006; Marion, 2011).

Antecedent Strategies

The ability of the teacher to reflect on children's noncompliant or off-task behavior and then develop a plan to prevent that behavior in the future is known as an antecedent strategy (Marion, 2011). While similar to indirect guidance, antecedent strategies are developed based on knowledge of events or environmental triggers that may create a situation of noncompliance or off-task behavior. These strategies require that the teacher be able to monitor the children on an ongoing basis and make adjustments to the environment as necessary (Kern & Clemens, 2007).

Kern and Clemens (2007) analyzed multiple studies on antecedent strategies and made the following recommendations: teachers should make the classroom rules and expectations clear; teachers should provide a foundation of consistency so that children can make accurate predictions about their day; teachers should base tasks on the abilities of the children in the class; and teachers should offer children appropriate choices. Teachers should also be able to recognize when the noncompliance or off-task behavior is due to the fact that the child lacks a specific skill and some instruction in that area may be needed (Kern & Clemens, 2007).

Classroom Management

Classroom management is a concept that encompasses three dimensions of management: instruction, people, and behavior (Martin, Yin, & Baldwin, 1998). Both the classroom environment and the interactions occur under the direct supervision of the classroom teacher. At a very basic level, classroom management concepts are organized around the amount of and type of control that a teacher exerts over the children in her care (Glickman & Wolfgang, 1978).

In the past, the training teachers received in classroom management was not in any way formal, and possibly consisted of only some words of wisdom from their supervising teachers (Clement, 2010). Given that not all pre-service teachers are required to take a classroom management class (Clement, 2010), some of the training they received was their own experience as students (Balli, 2011). Levin and He (2008) reported that sometimes teachers' beliefs about classroom management come from their own familial experiences. In some cases, the only method of classroom management

involved corporal punishment applied to everything from defiance to failing to understand an academic concept (Butchart, 1998). Some teachers received bits of folk wisdom that included advice like not smiling until Christmas (Balli, 2011; Nucci, 2006). Without formal classroom management training, teachers were left to their own devices and possibly the insight from a colleague or compassionate principal. If they were fortunate, they had an intuitive sense of how to guide and manage children.

Classification of Classroom Management Strategies

In general, classroom management strategies are classified on a continuum based on the locus of control in the classroom (Kaya et al., 2010). On one end of the continuum is a classroom that is completely teacher-controlled and in which the teacher makes all of the rules and determines all of the consequences. On the opposite end of the continuum is a classroom in which the teacher shares the power with the children and focuses on building relationships with the children. In the middle is a classroom in which the teacher shares power with the children but retains the right to correct behavior when children are noncompliant or off-task.

In an article discussing how school counselors can assist classroom teachers with classroom management, Glickman and Wolfgang (1978) gave an overview of three categories of classroom management: non-interventionist, interactionist, and interventionist. These categories not only attempt to group the type of management that is occurring in the classroom, but also to capture a basic belief about the underlying cause of children's behavior. The teacher with a non-interventionist philosophy will allow children to construct the solutions to any problems that may arise and has complete faith

in the ability of children to successfully find these solutions. A teacher who identifies with the interactionists believes in the abilities of a child to solve problems, but also understands that there are instances when adult support and guidance may be necessary. Finally, the interventionist teacher believes that children need direct instruction from an adult in order to maintain proper behavior (Glickman & Wolfgang, 1978).

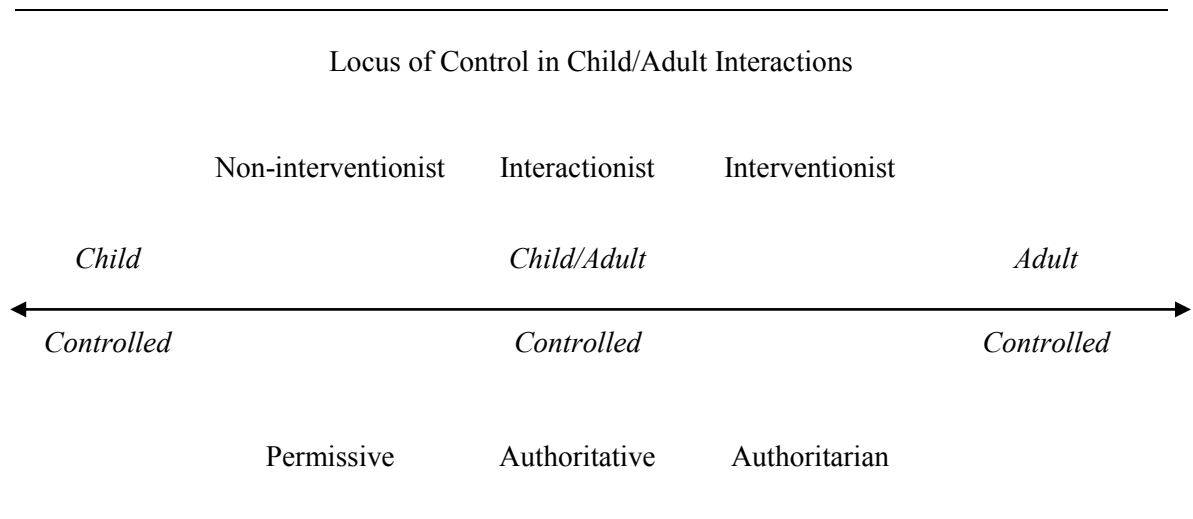


Figure 1. Continuum of locus of control

Person-centered strategies. Another way of examining these strategies is by classifying them as person-centered or teacher-directed strategies. The person-centered approach was first developed by Carl Rogers as an approach to therapy before extending out to different areas of interpersonal relationships and education (Cornelius-White, 2007). Rogers (1979) states that individuals need to move from being externally controlled to learning self-control and independence. He proposes a classroom that involves student choice and shared responsibility, control, and power (Rogers, 1977).

Person-centered strategies revolve around developing empathy and warmth on the part of the teacher and a classroom that features activities that are both child-initiated and

child-directed (Cornelius-White, 2007). This strategy also has a focus on internal motivation for learning in children (Mader, 2009). Flexibility and willingness to change are characteristics of this person-centered approach (Cornelius-White, 2007). The person-centered strategy allows the needs of both the teacher and the children to be met in a way that requires high expectations of children and a facilitated learning environment from the teacher (Freiberg & Lamb, 2009).

Teacher-centered strategies. Many teachers who use a teacher-centered strategy of classroom management use a system of reward and incentives to induce children to be compliant and on-task (Freiberg & Lamb, 2009). This type of approach encourages children to focus on the outcome of their behavior or assignment rather than on the process (Mader, 2009). In a survey of 92 teachers, researchers in Missouri found that almost all the teachers used an extrinsic reward as their incentive of choice (Moberly et al., 2005). Using such strategies requires a great deal of time and planning on the part of teachers, thus reducing both the internal and external resources they have for other aspects of management and instruction (Freiberg & Lamb, 2009).

Another aspect of teacher-centered instruction involves a fixed set of rules and consequences (Freiberg & Lamb, 2009). With such a system in place, it is impossible for the teacher to assign a consequence related to specific behavior that takes into account varying circumstances. There is one consequence that is applied to all but the worst behavior. When the consequence is not directly related to the behavior, it is more difficult for children to understand the relationship between behavior and consequences, and it is less likely they will make a better choice in the future (Freiberg & Lamb, 2009).

In reality, these “consequences” are actually punishments in disguise (Moberly et al., 2005). Because these consequences are not naturally or logically related to the behavior at issue, the only purpose of the consequence is to make the children realize that the result of the behavior is so unpleasant that it should not be repeated. If, on the other hand, the teacher uses a natural or logical consequence, it will help children see their behavior in the larger context and understand what is expected the next time the same situation is encountered.

Pre-Service Teacher Beginning Strategies

In 2010, Reupert and Woodcock surveyed 336 pre-service teachers in a Canadian teacher preparatory program to determine which types of classroom management strategies were used most frequently. The researchers found that the most often used strategy involved moving closer to a student or calling the student’s name as a warning. The least used strategies were those that required separating the child from the class through time-out or from the classroom altogether by referring the child to someone outside of the classroom (*e.g.*, counselor, principal, etc.).

However, in this particular study the researchers found a disconnect between the strategies being used by the pre-service teachers (Reupert & Woodcock, 2010). The teachers reported that, although rewards and preventative strategies were not as frequently used, they were more successful at gaining compliance and on-task behavior than the initial corrective strategies used. Moreover, a difference was found between those pre-service teachers at the beginning of their training and those nearing the end.

The teachers nearing the end of their training were more likely to use preventative strategies and to find them successful (Reupert & Woodcock, 2010).

The Overlap of Classroom Management and Guidance

Some researchers are beginning to explore the concepts from early childhood guidance in relationship to K-12 classrooms. The idea of applying authoritative caregiving concepts to K-12 teaching finds a good fit with the person-centered approach to personal interactions proposed by Rogers. Walker (2008) suggests that authoritativeness is a successful approach because it balances “recognition of children’s need for autonomy and their ability to conform to expectations” (p. 220).

Some of the DAP guidelines align with the student-centered approach from classroom management (Copple & Bredekamp, 2009). One example is this:

Teachers offer opportunities that promote initiative, cooperation and other prosocial behaviors, perseverance, task orientation, and self-regulation by providing many engaging activities, encouraging individual choices, allowing ample time for children to complete work, and ensuring numerous opportunities for one-on-one time with the teacher or with close friends (Copple & Bredekamp, 2009, p. 300).

This type of teaching would align most closely with the positive guidance strategies taught in early childhood education classrooms (Marion, 2011; Walker, 2008). The purpose of positive guidance is to help children learn to problem-solve, reason, resolve conflict, and make better choices in the future (McFarland et al., 2008).

Benefits of Effective Guidance/Classroom Management Strategies

It is important, for a variety of reasons, for teachers to be using effective guidance/classroom management strategies in their classrooms. These reasons include not only benefits to the children in the classroom but also benefits for teachers as well.

Positive Outcomes for Children

There are multiple positive outcomes for children when they are in classrooms with a teacher who is effective in managing and guiding young children. All children in the classroom will benefit from more instructional time when the teacher spends less time dealing with noncompliant or off-task behavior.

Authoritative caregiving. Baumrind (1967) studied 32 preschool children and found that those children who experienced authoritative care were more socialized, independent, and self-controlled. Children who interacted with an authoritative teacher developed more self-confidence, learned problem-solving skills, and were more likely to develop internal motivation for learning. Authoritative caregivers exhibited supportive yet consistently demanding behaviors with young children (Baumrind, 1967). These caregivers were also clear in their communication style about expectations and limits.

Less time out of class. If a teacher is not able to deal effectively with noncompliant or off-task behavior in the classroom, the teacher may choose to seek additional help that requires children to leave the classroom. Each time children are referred out of the classroom for a behavior issue, they are losing valuable instructional time in the classroom (Milner IV & Tenore, 2010). While for some children this time out of the classroom may only amount to short periods of time, for others who receive

suspensions and expulsions for their behavior, this time can add up so that the children's academic achievement is negatively impacted (Milner IV & Tenore, 2010).

More responsiveness to diverse student populations. Teachers who are more focused on finding strategies that work for individual children will be able to respond to those children from diverse backgrounds. Researchers have found that Black children in elementary classrooms are more likely to be referred out of the classroom than White children (Bradshaw, Mitchell, O'Brennan, & Leaf, 2010). A teacher who is using effective guidance/classroom management will attempt to understand children's behavior from an individual stance rather than viewing the situation and behavior from preconceived ideas about how all children should behave.

Positive Outcomes for Teachers

The ability for teachers to be more effective in managing behavior in their classrooms also has benefits for teachers. These benefits for teachers are also, indirectly, a benefit for the children they teach.

Less teacher turnover. The inability to manage children's behavior effectively has been cited as a reason for teachers to leave the profession (Gonzalez et al., 2008). With shortages of teachers in certain fields, retaining teachers can be a priority in some schools. Teachers who feel better able to manage student behavior report that they are more satisfied with their jobs (Klassen & Chiu, 2010) and, therefore, less likely to leave due to dissatisfaction.

Less stress for teachers. Issues with classroom management are often cited as a source of stress for teachers. Researchers found in a sample of 95 teachers that classroom

behavior issues were one of the more prominent types of stress for teachers (Clunies-Ross, Little, & Kienhuis, 2008). In turn, teachers with lower stress levels are shown to have higher levels of overall effectiveness.

Sources of Guidance/Classroom Management Strategies

While some classroom teachers may have an instinctive ability to manage the children in their classrooms effectively, other teachers need more formal training on how to manage children in the classroom setting. In the past, teachers were required to learn guidance/classroom management skills through trial and error, and, possibly, through anecdotal discussions with colleagues. In recent years, colleges and universities that train teachers have begun offering formal coursework in guidance/classroom management.

It might seem to some that the majority of learning about guidance/classroom management would come during teachers' formal coursework while obtaining their teaching degrees. Teacher coursework includes courses related to teaching children to read, teaching them mathematical and science concepts, and ways to develop curriculum. Given that guidance/classroom management skills are skills that a teacher will need throughout the day and not just during one subject or another, the importance of teaching these guidance/classroom management skills becomes more apparent (Jones, 2006).

Moberly, Waddle, and Duff (2005) surveyed Pre-K through third grade teachers about the sources from which they learned their classroom management strategies. Of the 124 respondents, over half indicated that observing a fellow teacher was the most influential way of learning classroom management strategies. Only five percent responded that the most influential source of learning strategies was their college

coursework. Because the researchers do not appear to have surveyed the participants about whether or not they were able to take coursework in guidance/classroom management, it is not possible to determine if the coursework was ineffective or not available. Finally, only 12% of the teachers stated that the most influential source for learning classroom management strategies was professional development (Moberly et al., 2005).

Pre-Service Teacher Experiences

The student teaching experience is one of the primary ways that pre-service teachers develop ideas about children, learning, and the classroom. Not only do pre-service teachers participate in the classroom as student teachers, but they also have direct interaction with more experienced teachers who share their own philosophies and experiences. However, even if pre-service teachers have taken coursework in guidance/classroom management, it does not mean that those teachers necessarily feel comfortable putting these ideas into practice in a classroom full of children (Rosas & West, 2009). Balli (2011) suggests that pre-service teachers have difficulty reconciling the need to establish a positive classroom environment but at the same time set and enforce effective limits.

Although many pre-service teachers have the opportunity to take guidance/classroom management classes as part of their formal training, researchers found that more than a quarter of their participants attributed their thoughts and ideas about teaching to experiences that could be attributed to their own K-12 educational experience (Levin & He, 2008). Levin and He (2008) examined the personal practice

theories of 94 post-baccalaureate teachers and found that 28% of their theories were attributed to their K-12 experiences. Other researchers found that some pre-service teachers were specifically modeling one of their own K-12 teachers (Mertz & McNeely, 1991). Not only is this important for specific strategies used in the classroom once these students become teachers, but it is also important because these early experiences play a role in how formal coursework information is received and interpreted by pre-service teachers (Balli, 2011).

Mentoring or discussions with colleagues and administrators also provides an opportunity for teachers to increase their effectiveness with guidance/classroom management (Baker, 2005). Given that Moberly et al. (2005), in their survey of 124 teachers, found more than half (52.4%) of the teachers learned their guidance/classroom management strategy from observing another teacher, this type of informal mentoring can be viewed as a huge contribution to the acquisition of guidance/classroom management skills.

In addition, as professional development has proliferated, teachers may have additional options to gain skills or knowledge in this area by either attending outside educational opportunities or through professional development that might be offered on their campuses. Seibert (2005) conducted a qualitative study that involved partnering with the local teachers' union to provide additional guidance/classroom management training to eight pre-service teachers. According to Siebert, "by providing opportunities for student teachers to develop more realistic, research-based understanding of anti-social behavior, they felt supported in their efforts to learn 'classroom management'" (p. 390).

Another finding to come out of Seibert's 2005 study was that pre-service teachers were interested in additional educational opportunities related to guidance/classroom management strategies because they felt not enough practical information was disseminated during formal university coursework. In particular, pre-service teachers were interested in in-depth information on how to handle anti-social behavior with real children in a real classroom.

Similarly, in a survey of 5,306 pre-service teachers conducted by Rosas and West (2009), pre-service teachers had much less confidence in their ability to get disruptive children to become compliant than did their experienced counterparts. Pre-service teachers may come into the profession with more traditional ideas about classroom management because that is what they remember from their own experience as students (Levin & He, 2008; Marks, 2010). However, with experience and coursework related to new classroom management ideas, these teachers may come to see their relationship with children in a new way.

One of the problems researchers have discovered relating to pre-service teachers and guidance/classroom management training is a gap between theory and practice (Putman, 2009; Siebert, 2005). In other words, pre-service teachers might be learning a great deal about the theories behind the guidance/classroom management strategies espoused by the faculty, but then finding a much different version of guidance/classroom management when they begin working in a classroom alongside a supervising teacher (Putman, 2009).

For student teachers who do wish to implement ideas from their undergraduate coursework into their own teaching style, some complain about the difficulty of taking the theory taught in coursework and translating it into practical applications in the classroom. Putman (2009) studied 71 pre-service teachers and found that these teachers cited theory or classroom instruction as the source of their information only 26% of the time. Of these instances, behaviorism was the primary theory cited when theory was indicated as a source of information.

Mandated Strategies

Some teachers may not even have the luxury of determining which guidance/classroom management strategies they will use in their classrooms. In some school districts around the country, the ability for teachers to make decisions about the type of intervention needed with children has been taken out of the teachers' control (Milner IV & Tenore, 2010). Some schools and districts mandate the guidance/classroom management procedures a teacher will follow. For some teachers this is mandated at the grade-level, so that while the decision-making process has moved closer to the teacher, the teacher is still not capable of making personal choices. For these teachers, knowing a child and what might work best for that child is irrelevant to the situation at hand.

Self-Efficacy

The concept of self-efficacy is important in the study of guidance/classroom management strategies being used in early childhood classrooms because it offers a framework for examining why some teachers appear to be better at managing the behavior of young children. Bandura (1982), as part of his social learning theory, defines

self-efficacy as the ability of people to “produce and to regulate events in their lives” (p. 122). For teachers, this would be the belief that they possess the skills to gain compliance and on-task behavior from their children (Bandura, 1977). Research has shown that guidance/classroom management skills are a primary concern with pre-service teachers (Putman, 2009; Stoughton, 2007), but there is a question if it is still a concern as teachers gain more experience.

According to social learning theory, teachers will judge their ability to gain compliance and on-task behavior primarily from their personal success with the strategies they employ in the classroom. In addition, they could also gather information just from observing the guidance/classroom management strategies of other teachers (Bandura & Walters, 1963). Teachers may gather information about their efficacy through coaching from others, but may be deterred by extremely stressful situations with children over which they cannot seem to gain control (Bandura, 1982).

The prevailing wisdom about self-efficacy would seem to indicate that teachers would seek out new guidance/classroom management strategies when they judge their current strategies ineffective. However, if only a few strategies are known to the teachers, it could be more difficult for them to develop a different plan of action to gain compliance and on-task behavior from the children in their classrooms. Also, according to Bandura (1989), having the knowledge of what to do in any given situation is just part of the equation. Teachers must be able to use the guidance/classroom management strategies they know consistently and effectively across a wide variety of classroom situations (Bandura, 1989). This could help explain why pre-service teachers abandon the

strategies and theories they were taught in their undergraduate coursework and adopt the prevailing strategies of their supervising teachers.

However, if teachers are experiencing a great deal of psychological distress over guidance/classroom management issues, then they may prove to be ineffective in this area. This could create a cyclical issue that increases the stress and job dissatisfaction experienced by pre-service, novice, and experienced teachers. In a study of 1,430 teachers in Canada, researchers found that those with lower levels of self-efficacy also reported less job satisfaction (Klassen & Chiu, 2010). In a qualitative study of eight teachers who left the profession after only one year of teaching, researchers received responses from all participants that discipline was a significant factor in the determination to leave the field of teaching (Gonzalez et al., 2008).

Administrators and consultants can tailor educational opportunities and professional development for teachers once they have an understanding about how effective the teachers feel in the area of guidance/classroom management (Baker, 2005). Teachers who believe they are more effective in dealing with noncompliant or off-task behavior actually become more effective because they believe they are ready and able to meet the demands of the classroom environment (Baker, 2005).

Teachers having knowledge about classroom management or behavior theories do not necessarily translate into a well-managed classroom. In addition to this information, teachers need to understand and be able to implement specific strategies successfully, and they need to believe that they have the skills to manage a classroom effectively.

Summary

Teachers who possess the ability to manage the children in their classrooms effectively have a positive impact on the children in their care, on themselves, and on their greater school communities. Understanding the guidance/classroom management strategies that teachers are using, where they learned these strategies, and their belief in the effectiveness of these strategies will help administrators and other professionals identify areas for improvement in early childhood classrooms.

The goal of this research is to take the available research on the topic of guidance/classroom management strategies in the early childhood classrooms and answer the following research questions:

1. What specific guidance/classroom management strategies are teachers of children kindergarten through third grade using in their classrooms, and where were these strategies learned?
2. Of the guidance/classroom management strategies being used by teachers in early childhood classrooms, what percentage of the strategies reflect developmentally appropriate practice (DAP), and are the differences in these percentages between groups based on demographic variables, educational training variables, and/or mandatory nature of the strategy?
3. How effective do teachers perceive they are at using guidance/classroom management strategies to achieve compliance and on-task behavior in the early childhood classroom, and how is this perception of effectiveness predicted by such things as

demographic variables, educational training variables, DAP designation (DAP vs. non-DAP), and/or whether or not a strategy was mandated to them?

4. Are there differences in the perceived effectiveness of various guidance/classroom management strategies based on the source from which the strategy was learned, DAP designation (DAP vs. non-DAP), and/or mandatory nature of the strategy?

5. How many teachers are using guidance/classroom management strategies that are mandated by someone outside of the classroom, and how are these mandated strategies predicted by the demographic variables (type of school)?

CHAPTER III

METHODOLOGY

Introduction

Each day teachers across this country are making choices about how to interact with children in the classroom. Greater understanding is needed about exactly which choices are being made, how teachers feel about these choices, and the foundations from which these choices are being made. A quantitative methodology was used for this study in order for the researcher to gain not only a better understanding of the guidance/classroom management strategies being used in the early childhood classroom but also teachers' thoughts on the efficacy of these strategies and their sources of learning. The purpose of this chapter is to outline the quantitative method used for obtaining qualified participants, describe the variables for analysis, and summarize the method for analyzing the data.

Protection of Human Participants

In accordance with both federal and university guidelines, the researcher completed the study in such a way as to protect the participants who chose to complete the survey.

Institutional Review Board

The methods of this study were granted approval by the Institutional Review Board at Texas Woman's University prior to the commencement of any data collection and analysis. Care was taken to ensure the confidentiality of the participants by using an online survey system that allowed the participants to submit confidential responses. Contact information that is voluntarily provided by participants for incentive distribution (see Appendix A) was not tied to survey responses because it was collected through a different survey link provided at the end of the study survey, and the corresponding IP addresses were not downloaded. This contact information will be destroyed at the conclusion of the research study and subsequent distribution of incentives. Finally, care was taken to only ask questions pertinent to the research questions for this study in order to minimize the loss of time to participants.

Protection of Online Information

Although the risks associated with Internet research are minimal, participants may still be at a low risk (Fowler, 2009). Loss of confidentiality is a risk associated with Internet research. The researcher used PsychData to collect all survey and contact information. All surveys hosted with PsychData are encrypted using 256-bit SSL (Secure Socket Layer) Technology that is equivalent to the industry standard for securely transmitting credit card information over the Internet. This technology encrypts both the questions displayed to the participants and their responses. Once research data is stored on a PsychData server, it is held in an isolated database that can only be accessed by a researcher with the correct username and password. This gives researchers full control

over their data, including the ability to delete all data at the completion of their survey. Every participant who completes a survey at PsychData is automatically assigned a Respondent ID Number that is an internal number to PsychData. Researchers can use this data to create a confirmation page for participants by displaying the Respondent ID Number within their survey or at its conclusion. One important use of this feature is to provide participants with a unique number representing a record of their participation that is disconnected from their identity.

Participants

Sample and Population

This study surveyed teachers at all stages of the teaching career, from those teachers participating in a student teaching field experience to those teachers who have been teaching for many years. The sample included 150 teachers from across all variables examined in this study (see Tables 1 and 2). In addition, participants were from at least 50 different counties across the state of Texas.

In order to determine the appropriate sample size for the statistical tests needed in this study, a power analysis was conducted using G*Power 3.1.2. Based on power set at = .80, a moderate effect size of .30, alpha = .05, and the use of ANOVAs, multiple regressions, and chi square, a sample size of 128 was determined to be necessary to conduct the analysis for this study. Additional participants were included as needed to achieve a minimum of ten percent in each level of the demographic variables when possible. Accordingly, there should be sufficient power to detect statistical significance in the analysis.

Both private and public school teachers from Texas were surveyed because of the variation in training and credentials required by the different institutions. Private school teachers are not required in all locales to be certified in the same manner as public school teachers. In addition, there may be differing types of professional development offered by the different types of schools.

Kindergarten teachers were used at the lower end of the age limit because these children are typically moving into larger child/adult ratio guidelines that govern older children (Copple & Bredekamp, 2009). Teachers of children in third grade were used as the upper limit because this is the upper age covered by NAEYC in their DAP guidelines (Copple & Bredekamp, 2009).

Limitations

Only general education classroom teachers were surveyed. Special area teachers (*i.e.*, art, music, physical education, or Special Education) do not spend hours each day with the same children and may possibly teach children who are not in the age range of this study. Special Education teachers were not included in this study because of the collaborative approach that may be in place for some or all of the children in their classrooms. In addition, the presence of an aide in the classroom may impact the choices available to a Special Education teacher.

In addition, four participants were excluded from the study because of a high number of children indicated in the classroom. These four participants were all third grade teachers and indicated a classroom size of between 40 and 89 children. The researcher made the assumption that these teachers were teaching different groups or sets

of students throughout the day (*e.g.*, the teacher was teaching math to all students in the grade across different periods). Special area teachers were excluded because they were not teaching the same children for most of the day, and it was decided to exclude these four participants based on the same factor.

Sampling Procedure

Participants were obtained through multiple methods of purposive, non-probability sampling. The researcher solicited participation by approaching school district administrators and heads of school at private schools in Texas. More than 2,000 school administrators were contacted via email (see Appendix B). Administrator names and email addresses of public schools were obtained by first identifying elementary schools in the state via the Texas Education Agency website (Texas Education Agency, n.d.). After the schools were identified, administrators were identified from the district websites. Independent school administrators were identified via the websites of two different independent school conferences, Southwest Preparatory Conference and Texas Association of Private and Parochial Schools (Southwest Preparatory Conference, n.d.; Texas Association of Private and Parochial Schools, n.d.). Email addresses for both groups of administrators were obtained either through the schools' websites or through an Internet search.

Administrators were offered the opportunity to participate in two ways. Administrators were able to choose to participate by either sharing the survey link with their teachers, or they could request that the researcher come to the school to present information about the study. Only one school within the required geographic area

requested a meeting with the researcher. The letters and emails included a recruitment flyer (see Appendix C) that described the research study and included the online survey link. The online survey began with a consent disclosure that outlined the purpose and risks of the confidential, online survey (see Appendix D). Finally, volunteer participants were also obtained through social media and email solicitation (Appendix E).

Before beginning the survey, participants were offered the opportunity to enter a drawing to win one of four possible incentives. Participants voluntarily provided contact information upon choosing to opt in for the incentive drawing. The drawing was conducted in such a way as to ensure an equal opportunity to win by all participants who chose to enter the drawing. Because IP addresses were not downloaded, the contact information provided by participants was not linked in any way to their survey responses, thus keeping their responses confidential. The drawing for the incentives occurred within 30 days of the survey being closed, and the winners were notified. The incentives included one gift card equal to the cost of the most current iPad (32-gigabyte, Wi-Fi model) and three \$100 gift cards to an office supply store.

Measures

The participants answered questions via a self-administered, confidential online survey (see Appendix F) designed by the researcher. A textbook by Marion (2011) and work by Reupert and Woodcock (2010) were used to compile a list of specific guidance/classroom management strategies that might be used to gain compliance and keep children on-task. The survey also contained questions about the participant's overall perception of efficacy when using guidance/classroom management strategies, questions

about the perceived efficacy of the individual strategies used by the participant, questions about the source from which the participant learned the used strategies, and a question about whether or not the strategies being used are mandated by someone outside of the classroom. In addition to this information, there were some basic demographic questions on the survey to elicit responses to information that might influence guidance/classroom management strategies used, perceived efficacy, and sources of learned strategies. This demographic information included items about gender, the number of children in the classroom and school, the age of the children taught, type of teaching credentials, and the amount of training teachers have received in both guidance and classroom management. The survey was completed through a secure online survey.

Because this survey was designed by the researcher, it was piloted on a group of participants that equaled ten percent of the number required by the power analysis. Only teachers who met the criteria for participation were surveyed for the pilot and they were recruited in the same manner as subsequent participants. The teachers were asked to complete the survey and make comments on the content and clarity of the survey through an open-ended question at the conclusion of the survey. Pilot participants were given the option to register for the incentive drawing. Because the responses on the pilot study did not indicate any changes needed to be made to the survey, pilot study responses were included in the final analysis.

Variables

Multiple variables were explored in this research and are outlined as follows:

Independent Variables

The independent variables for this study include the demographic and educational training variables. These variables encompass data about the teacher, classroom, and training in guidance/classroom management.

Gender. Gender was determined by responses to Question #2 on the demographic part of the survey. Gender has been found to have an impact on locus control in classroom management styles (Martin et al., 2006) and efficacy (Klassen & Chiu, 2010). This categorical variable provided the nominal data of “female” or “male.”

Age of children taught. Respondents indicated the grade they were teaching on Question #3 of the survey. This variable provided nominal data that included the following options: kindergarten, first grade, second grade, and third grade. Any participants who taught a transitional grade between kindergarten and first grade were asked to respond with “first grade.”

Experience. The number of years a teacher has been teaching in the classroom has been shown to have an influence on the style of classroom management the teacher chooses to use (Martin et al., 2006) and to have an impact on self-efficacy (Klassen & Chiu, 2010). Respondents indicated their experience by selecting the number of years and/or months (if necessary) that they had been teaching in early childhood classrooms on Question #4 of the survey. This variable is continuous and provided ratio level data for analysis. For analysis requiring categorical data, length of time teaching was collapsed

into the following categories: Pre-Service Teachers, who are in the process of student teaching; Novice Teachers, who have one through five years of experience in the early childhood classroom; and Experienced Teachers, who have six or more total years teaching this age group (Martin et al., 2006). Time teaching was specified as time spent teaching as a lead teacher in the classroom and did not include time spent in other capacities (*i.e.*, aide, volunteer, etc.).

Type of school. Teachers in both public and private schools were surveyed in order to explore any differences that might exist with respect to the use of developmentally appropriate strategies, mandated strategies, or perceptions of efficacy. Respondents indicated whether they were teaching in a public or private school on Question #5 of the survey. This dichotomous variable consisted of the nominal level data of “Private” or “Public” school.

Type of certification/education. Although no major differences in perceived skill or instructional skills have been found between teachers who hold traditional certification versus alternative certification (Yao & Williams, 2010), there is limited research relating to specific guidance/classroom management strategies, perceived efficacy, and source of learning. This categorical variable provided nominal level data for analysis. Question #6 on the survey allowed the respondents to indicate which of the following certification/credentialing they hold: traditional teacher certification with a Bachelor’s degree, alternative certification with a Bachelor’s degree, no certification with a Bachelor’s degree, or other credentialing, with a blank space for the respondent to input the type of credential held.

Size of classroom. Because the number of children in the classroom can impact a number of interactional factors between the teacher and children (Bruhwiler & Blatchford, 2011), the participants were asked to indicate the number of children in their classrooms. On Question #7, participants were able to indicate the size of their classrooms by stating the number of children they currently had enrolled in their classrooms. This continuous variable provides ratio level data for analysis.

In order to conduct analysis based on class size, it was necessary to collapse the number of children into the following categories: small classrooms with up to 15 children; medium classrooms with 16-21 children; and large classrooms with 22 or more children (Achilles, 2012).

Educational training. Participants indicated how much college coursework and/or professional development they had received in both guidance/child development and classroom management on Questions #8-11. They were asked to indicate the number of college courses they had taken that relate to guidance/child development and classroom management. They also identified the amount of professional development training they had received in both guidance/child development and classroom management during the previous five years. Categories of educational variables were created based on the number of courses taken. The categories were “0 Courses,” “1-2 Courses,” or “3+ Courses.”

Because courses about guidance/classroom management may have different names at different universities, a sample of course titles was provided. These sample

titles were found by surveying degree plans at public universities in the state where the researcher resides.

Source of learning. Participants indicated the sources from which they learned the strategies listed on the survey (Questions #59-81). Participants were able to choose from the following options for sources of information: college coursework, an administrator, a mentor, professional development, another teacher, a book/publication, or indicate that they have not learned the strategy. The data was analyzed as both the frequency and percentage at the categorical level. Because participants indicated the number of times they used a given strategy from the source of learning, it was possible to compute an overall percentage—using ratio level data—of the sources from which strategies were learned. The overall percentage of sources of strategies was analyzed using the descriptive statistics of means and standard deviations.

Mandated strategy. A mandated strategy is a strategy that the teacher is required to use by someone outside the classroom. These types of strategies may be mandated at the grade-, school-, or district-level. Participants indicated if any of the strategies they are using are mandated strategies and, if so, from where they are being mandated (Questions #83-105). A percentage of participants using mandated strategies are reported, as are whether or not mandated strategies were perceived as more effective and whether or not they were more likely to be DAP or not.

Dependent Variables

The dependent variables for this study revolve around the use of guidance/classroom management strategies by early childhood teachers. These variables

include the types of strategies being used, the sources from which the teachers learned these strategies, how effective teachers perceive these strategies to be in gaining compliance or on-task behavior, and whether or not the strategies are mandated to the teacher by someone outside of the individual early childhood classroom.

Efficacy. There was a question asked to gauge the participants' overall feelings of perceived efficacy (OPE) using guidance/classroom management strategies to gain compliance and on-task behavior in the classrooms (Question #12). Participants indicated their overall efficacy using a 7-point Likert-type scale based on Bandura's self-efficacy ratings (Bandura, 2006) which provided interval level data. For each individual strategy listed on the survey, participants indicated how effective they perceived the strategy to be in helping gain compliance and on-task behavior (Questions #13-35). The effectiveness of individual strategies were rated on a 7-point Likert-type scale ("not at all effective" to "always effective") with an option of "I've never used this strategy."

Strategies. Participants were provided a list of common guidance/classroom management strategies from which the participants can select all of the strategies currently used (Questions #36-58). For each strategy that participants indicated they used, they also indicated how many times in a week they used the specific strategy (from "1" to "20+" with an "N/A" option). This is a continuous, interval level variable. At the end of the survey, participants had an opportunity to input two additional strategies that were not included in the survey and indicate the amount of time that strategy was used during a week (Questions #106 and #112). In addition to writing in strategies, participants were able to provide the following information about the strategies:

effectiveness ratings of the strategies (Questions #108 and #114), number of times per week the strategies were used (Questions #109 and #115), the source from which the strategies were learned (Questions #110 and #116), and whether or not the strategies were mandated (Questions #111 and #117).

Developmentally appropriate strategies. Participants indicated on the survey (Questions #36-58) which specific guidance/classroom management strategies they were using in their classrooms which provided nominal level data. These strategies were then analyzed to determine if the strategies are developmentally appropriate or not. A panel of three professionals with a Ph.D. in Child Development/Early Childhood Education and with experience in DAP categorized the strategies as being developmentally appropriate or not developmentally appropriate using a “yes/no” category. The panel was given a definition of developmentally appropriate guidance and a list of guidance/classroom management strategies used by the participants (see Appendix G). Each professional indicated whether or not the strategy is DAP based on the definition. The percentage of agreement will be computed for purposes of inter-rater reliability.

Because each participant indicated the number of times in a week each strategy was used, it was possible to compute a mean DAP score from the number of times participants indicated they were using each strategy during the specified period of time with this interval/ratio level data. This mean score is the DAP Usage Score. The higher the DAP Usage Score, the more time the participant spends using DAP guidance/classroom management strategies. An overall comparison of usage of DAP versus non-DAP strategies was analyzed using the descriptive statistics of means and

standard deviations. In addition, a t-test was conducted to compare the means of DAP versus non-DAP strategy usage.

Data Treatment

The online survey system PsychData was used to collect and store the surveys completed online. Once the survey responses were entered into PsychData, the information was transferred into Statistical Package for the Social Sciences (“SPSS”) Version 21.0 for statistical analysis. Both systems were maintained in such a way as to ensure anonymity for participants and their responses. Every participant who completed a survey at PsychData was automatically assigned an internal number called the Respondent ID Number. The researcher was then able to use this data to create a confirmation page for participants by displaying the Respondent ID Number within their survey or at its conclusion. One important use of this feature was to provide participants with a unique number representing a record of their participation that was disconnected from their identity. Survey responses will be kept for a minimum of one year.

Summary

This is a quantitative study to explore the relationships between guidance/classroom management strategies and how teachers perceive their own efficacy in this area, as well as the sources from which the teachers learned their strategies. In this chapter, the researcher outlined the methods to be used during the course of this study. The participants, the sampling method, the survey, and the variables are all presented in detail in this chapter.

CHAPTER IV

RESULTS

Introduction

The research questions posed in this study provided information from participants that were analyzed using various statistical methods. Both parametric and non-parametric statistics were used as appropriate to report the findings of this study. In addition, the data set was checked to ensure a normal distribution and that the distribution did not exhibit skew or kurtosis. In the case of non-normal distribution, appropriate statistical transformations or nonparametric statistics were conducted to account for the discrepancy.

Descriptive Characteristics of Participants

Descriptive analyses were conducted for all of the demographic variables. For this particular study, many of the demographic variables were continuous variables that could be collapsed into categorical variables as necessary. Frequencies and percentages were calculated for the following demographic categorical variables: gender, age of children taught, type of school, and type of certification. Frequencies and percentages were also calculated for DAP versus non-DAP strategies used by participants in their classrooms. Descriptive statistics in the form of means, standard deviations range, and minimum and maximum values are provided for the following continuous variables: total number of teaching years in an early childhood classroom; number of children in the classroom;

number of college courses related to child guidance; number of college courses related to classroom management; number of professional development sessions taken in the last five years that were related to child guidance; number of professional development sessions taken in the last five years that were related to classroom management; and number of courses taken related to child development (see Tables 1 and 2). Because of a non-normative distribution in the educational variables, the variables were categorized for analysis (“0 Courses,” “1-2 Courses,” and “3+ Courses”).

Table 1

Means and Standard Deviations of Continuous Demographic Variables

	N	Mean	Median	SD	Min	Max
Years in early childhood classroom	150	12.11	10.04	9.30	.08	38.08
Number of children in classroom	150	18.51	19.00	4.17	5	29
Number of college courses related to child guidance/child development	149	4.24	3.00	5.56	0	36
Number of college courses related to classroom management	149	2.98	2.00	3.02	0	24
Number of professional development sessions related to child guidance/child development	150	4.61	3.00	6.25	0	50
Number of professional development sessions related to classroom management	150	4.14	3.00	4.65	0	30

Table 2

Summary of Demographic Characteristics of Sample

Characteristics		N	%
Gender			
	Male	5	96.7
	Female	145	3.3
Number of years teaching			
	Pre-service	7	4.7
	Novice	42	28.0
	Experienced	101	67.3
Age of children taught			
	Kindergarten	39	26.0
	1 st Grade	32	21.3
	2 nd Grade	44	29.3
	3 rd Grade	35	23.3
Type of school			
	Public	122	81.3
	Private	28	18.7
Type of certification			
	Traditional certification	122	81.3
	Alternative certification	21	14.0
	No certification but have a B.A./B.S.	6	4.0
	Other certification/ credentialing	1	0.7
Number of children in classroom			
	1 - 15	28	18.7
	16 - 21	84	56.0
	22-29	38	25.3

(continued)

Number of college courses related to child guidance/child development			
	0	15	10.1
	1-2	53	35.6
	3 or more	81	54.4
Number of professional development sessions related to child guidance/child development			
	None	30	20.0
	1-2	42	28.0
	3 or more	78	52.0
Number of college courses related to classroom management			
	None	12	8.1
	1-2	71	47.7
	3 or more	66	44.3
Number of professional development sessions related to classroom management			
	None	18	12.0
	1-2	42	28.0
	3 or more	90	60.0

(*N* = 150; Professional Development *n* = 149)

Research Questions and Hypotheses

Each research question with the corresponding hypothesis(es) was analyzed as described below. In addition, for the analysis related to developmentally appropriate practice, the researcher had a panel categorize the guidance/classroom management

strategies into developmentally appropriate practices and non-developmentally appropriate practices using a “yes/no” categorical response. Finally, post hoc analyses were conducted as necessary.

Research Question One

What specific guidance/classroom management strategies are teachers of children kindergarten through third grade using in their classrooms, and where were these strategies learned?

To analyze this first research question, frequencies and percentages were calculated for each guidance/classroom management strategy used in the classroom (see Table 2). Of the 150 participants, 8 participants did not answer questions about the specific strategies they were using in the classroom so a total of 142 participants were included in this analysis.

Participants had the opportunity to list up to two additional strategies. Strategies that fit within existing categories were folded into the appropriate category and included in the analysis. For a list of write-in strategies, see Appendix H.

There were 23 strategies presented to participants. Of these 23 strategies, ten were designated as DAP by the expert panel, and 13 were designated as non-DAP (see Appendix I). Overall the expert reviewers were in agreement regarding whether a strategy was or was not DAP 72.1% of the time. A method was designated as DAP if two of the three reviewers rated it as a DAP strategy. Of the strategies that were eventually rated as DAP, the reviewers were in agreement 72.7% of the time.

As shown in Table 3, redirecting a child to a more acceptable activity or behavior was the DAP strategy used by the most participants ($n = 140$, 98.6%), and praise/encouragement was the DAP strategy used most often in a given week ($M = 16.84$, $SD = 5.69$). Using reward systems for individual children and removing privileges were the non-DAP strategies used by the most participants ($n = 134$, 94.4%), with reward systems for individual children also being the most frequently used ($M = 11.80$, $SD = 7.14$). Behavior contracts were the DAP strategy used by the least amount of participants ($n = 82$, 57.7%), and referral outside of the classroom was the DAP strategy used the least number of times in a given week ($M = 1.32$, $SD = 2.55$). Writing repetitive lines/sentences was the non-DAP strategy used by the lowest number of participants ($n = 38$, 26.8%) and was also used with the least frequency ($M = .82$, $SD = 2.31$).

Table 3

Percentages of Guidance/Classroom Management Strategies Being Used in the Classroom in a Given Week

	% of participants using strategy		Average number of times strategy is used	
	n	%	Mean	SD
DAP				
Time out for calming purposes	131	92.3	4.06	3.70
Redirect child to more acceptable activity/behavior	140	98.6	11.52	6.05
Praise/encouragement	135	95.1	16.84	5.69
Behavior contract	82	57.7	2.71	4.47
Nonverbal body language	136	95.8	13.96	6.35
Referral outside of the classroom	86	60.6	1.32	2.55
Phoning/emailing parents/guardians	131	92.3	4.49	4.37

(continued)

Match curriculum/activities to children's interests	135	95.1	10.65	6.53
Modify curriculum/activities to learning needs	140	98.6	11.37	6.47
Setting/enforcing limits	137	96.5	14.22	6.40
Non-DAP				
Time-out as a consequence/punishment for behavior	125	88.0	4.54	4.42
Reward system for entire class	125	88.0	8.39	6.83
Reward system for individual student	134	94.4	11.80	7.14
Color stick or chart	85	59.9	6.87	8.20
Name on the board	58	40.8	1.80	3.75
Ignoring noncompliant or off-task behavior	118	83.1	5.32	5.66
Raising or lowering voice to get attention	133	93.7	10.66	6.75
Removing privileges	134	94.4	7.30	5.55
Detention	49	34.5	.84	2.03
Picking up trash/cleaning classroom	48	33.8	1.08	3.02
Writing repetitive lines/sentences	38	26.8	.82	2.31
Issuing threats/warnings	102	71.8	4.17	5.43
Yelling	66	46.5	1.46	2.68

Note. Total possible $N = 142$.

In addition, frequencies and percentages were calculated for the sources from which each strategy was learned (see Table 4). Books and professional publications were not reported as popular sources for guidance/classroom management strategies. Only setting and enforcing limits was learned by more than 10% ($n = 15$, 11%) of the participants from this source. All of the DAP strategies appear to be relatively well-

known to the participants. Only one strategy—behavior contracts—was reported as not being known by more than 5% of the sample ($n = 9$, 6.6%).

Of the non-DAP strategies, many were reportedly learned from another teacher. Five of the non-DAP strategies were learned from another teacher by at least 40% of the sample: reward system for entire class (49.3%), reward system for individual student (40.4%), color stick or chart (48.5%), name on the board (42.6), and removing privileges (46.3%). Another four non-DAP strategies were learned from another teacher by at least 30% of the participants: raising or lowering voice to get attention (33.8%), writing repetitive lines or sentences (36.0%), and issuing threats or warnings (36.0%).

Table 4

Frequencies and Percentages of Sources of Learned Strategies Being Used in the Classroom

	College Course		Mentor		Administrator		Another Teacher		Professional Development		Book/ Professional Publication		Don't know this strategy	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
DAP														
Time out for calming purposes	28	20.6	29	21.3	8	5.9	28	20.6	32	23.5	6	4.4	5	3.7
Redirect child to more acceptable activity/behavior	46	33.8	29	21.3	3	2.2	12	8.8	35	25.7	11	8.1	0	0
Behavior contract	27	19.9	15	11.0	29	21.3	20	14.7	28	20.6	8	5.9	9	6.6
Nonverbal body language	30	22.1	36	26.5	5	3.7	31	22.8	28	20.6	6	4.4	0	0
Referral outside of the classroom	17	12.5	8	5.9	73	53.7	25	18.4	8	5.9	2	1.5	3	2.2
Phoning/emailing parents/guardians	29	21.3	28	20.6	26	19.1	37	27.2	11	8.1	4	2.9	1	.7
Match curriculum/activities to children's interests	50	36.8	8	5.9	8	5.9	11	8.1	43	31.6	11	8.1	5	3.7
Modify curriculum/activities to learning needs	49	36.0	7	5.1	6	4.4	10	7.4	50	36.8	10	7.4	4	2.9
Setting/enforcing limits	41	30.1	19	14.0	10	7.4	21	15.4	29	21.3	15	11.0	1	.7

(continued)

Non-DAP															
67	Time-out as a consequence/ punishment for behavior	33	24.3	29	21.3	10	7.4	34	25.0	18	13.2	6	4.4	6	4.4
	Reward system for entire class	18	13.2	25	18.4	5	3.7	67	49.3	17	12.5	3	2.2	1	.7
	Reward system for individual student	24	17.6	29	21.3	10	7.4	55	40.4	15	11.0	2	1.5	1	.7
	Color stick or chart	21	15.4	15	11.0	9	6.6	66	48.5	12	8.8	3	2.2	10	7.4
	Name on the board	18	13.2	11	8.1	3	2.2	58	42.6	5	3.7	6	4.4	35	25.7
	Ignoring noncompliant or off-task behavior	34	25.0	17	12.5	4	2.9	31	22.8	22	16.2	10	7.4	18	13.2
	Raising or lowering voice to get attention	23	16.9	35	25.7	3	2.2	46	33.8	19	14.0	5	3.7	5	3.7
	Removing privileges	27	19.9	24	17.6	9	6.6	63	46.3	8	5.9	4	2.9	1	.7
	Detention	11	8.1	7	5.1	48	35.3	22	16.2	8	5.9	1	.7	39	28.7
	Picking up trash/cleaning classroom	9	6.6	6	4.4	9	6.6	31	22.8	5	3.7	0	0	76	55.9
	Writing repetitive lines/sentences	8	5.9	10	7.4	10	7.4	49	36.0	2	1.5	2	1.5	55	40.4
	Issuing threats/warnings	16	11.8	15	11.0	6	4.4	49	36.0	4	2.9	0	0	46	33.8
	Yelling	7	5.1	6	4.4	2	1.5	44	32.4	1	.7	0	0	76	55.9

Note. Total possible $N = 136$.

Research Question Two

Of the guidance/classroom management strategies being used by teachers in early childhood classrooms, what percentage of the strategies reflect developmentally appropriate practice (DAP), and are the differences in these percentages between groups based on demographic variables, educational training variables, and/or mandatory nature of the strategy?

The DAP Usage Score was created by summing the number of times teachers reported using developmentally appropriate strategies in a normal school week. The upper limit of times used was 20, therefore a teacher who reported using a strategy more than 20 times was given a frequency of 20. Ten strategies were listed as developmentally appropriate plus teachers were given the opportunity to write-in up to two additional strategies used. Because both strategies could have been rated by the expert panel as developmentally appropriate, any participant could have up to 12 strategies and rated the frequency of use in a week between 0 and 20, for potential DAP scores between 0 and 240.

Descriptive analyses were conducted on participants' developmentally appropriate strategy usage scores (DAP usage). On a potential scale from 0 to 240 usages per week, all participants provided responses between 28 and 179 with a mean of 98.64 ($SD = 32.46$, $Mdn = 99.50$). An examination of the normality of the DAP Usage Score revealed no significant deviation from normality (Shapiro-Wilk statistic = .99, $p = .426$). Skewness and kurtosis values were both within ± 1.06 . Thus, parametric statistics were deemed appropriate for analysis of the DAP Usage Score.

Of the total number of strategies reported by participants in a week, an average of 61.61% (SD = 10.08%) of them were developmentally appropriate. The range percentage of DAP strategies reported by participant teachers ranged from 31.48 to 87.32% (see Figure 2).

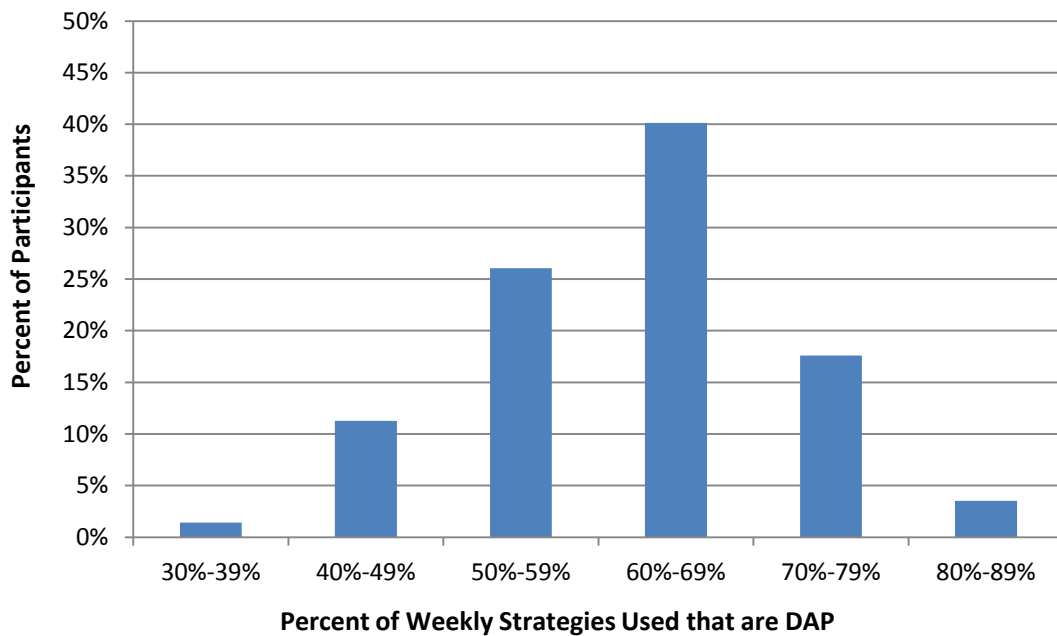


Figure 2. Percentage of weekly strategies used that are DAP

Hypothesis 1. Hypothesis 1 compared the DAP Usage Score of participants with various demographic variables:

1a. It was hypothesized that there would be a statistically significant difference in DAP Usage Score based on whether or not the school is a public or private school.

A one-way ANOVA set at .05 alpha level was conducted to determine if there were differences in the DAP Usage Score (dependent variable) based on the type of school (independent variable). As shown in Table 4, there was no significant difference

in the DAP Usage Score based on whether or not the school was public or private, $p = .202$.

1b. It was hypothesized that there would be a statistically significant difference in DAP Usage Score based on the age of the children being taught.

A one-way ANOVA set at .05 alpha level was conducted to determine if there were differences in the DAP Usage Score (dependent variable) based on the age of children taught (independent variables). There was no significant difference in the DAP Usage Score based on the age of the children taught, $p = 1.66$ (see Table 5).

Table 5

Means and Standard Deviations of DAP Usage Scores by School Type and Grade

	n	Mean	SD	Min	Max	F	p
H _{1a} DAP Usage Score						1.65	.202
Public	115	100.33	32.11	28	179		
Private	27	91.44	33.59	42	179		
H _{1b} DAP Usage Score						1.72	.166
Kindergarten	38	97.13	37.59	29	179		
1 st Grade	30	98.03	34.29	28	161		
2 nd Grade	43	106.77	27.20	43	161		
3 rd Grade	31	89.81	29.33	39	150		

Hypothesis 2. Hypothesis 2 compares the DAP Usage Score of participants with the educational training variables:

2a. It was hypothesized that there would be a statistically significant difference/relationship in DAP Usage Score based on the independent variable of number of guidance/child development (CD) courses and guidance/child development professional development sessions a teacher had taken.

One-way ANOVAs set at .05 alpha level were conducted to determine if there were differences in the DAP Usage Score (dependent variable) based on the number of guidance/child development courses and guidance/child development professional development sessions a teacher had taken (independent variables). There was no significant difference in the DAP Score based on the number of guidance/child development courses or on the number of professional development courses taken, $ps > .05$ (see Table 5).

2b. It was hypothesized that there would be a statistically significant difference/relationship in the DAP Usage Score based on the number of classroom management courses and classroom management professional development sessions a teacher had taken.

A one-way ANOVA showed a significant difference in the DAP score based on the number of classroom management professional development courses taken, $p = .05$ (see Table 6). Teachers who had no classroom management professional courses had significantly lower DAP Usage Scores ($M = 78.53$, $SD = 36.46$) than teachers who had taken 1-2 courses ($M = 101.05$, $SD = 33.62$) or 3 or more courses ($M = 101.52$, $SD = 30.01$). No significant differences were found in DAP usage between teachers with different numbers of classroom management courses.

Table 6

Means and Standard Deviations of DAP Usage Scores by Educational Training Variables

		n	Mean	SD	Min	Max	F	p
H _{2a}	DAP Usage Score						.01	.990
	0 CD courses	15	99.07	32.89	43	151		
	1-2 CD courses	49	98.96	34.55	28	179		
	3+ CD courses	77	98.21	31.62	37	179		
H _{2a}	DAP Usage Score						2.84	.062
	0 CD							
	professional development	26	85.23	28.27	29	129		
	1-2 CD							
	professional development	42	100.40	31.55	28	179		
	3+ CD							
	professional development	74	102.35	33.51	40	179		
H _{2b}	DAP Usage Score						1.40	.250
	0 CM courses	11	86.64	30.98	43	148		
	1-2 CM courses	68	96.60	33.02	28	179		
	3+ CM courses	62	102.82	32.10	40	179		
H _{2b}	DAP Usage Score						3.86	.023
	0 CM							
	professional development	17	78.53	^a 36.46	29	146		
	1-2 CM							
	professional development	39	101.05	^b 33.62	28	179		
	3+ CM							
	professional development.	86	101.52	^b 30.01	40	179		

Note. Means with different superscripts differed significantly using Tukey's posthoc tests, $p < .05$.

A multiple linear regression was used to determine whether the type of school, teaching experience, age of children taught, type of certification, size of classroom or educational training variables predicted the DAP Usage Score (see Table 7). The model was significant, $F(17, 106) = 1.93, p = .023$, and predicted 23.6% of the variance in the DAP Usage Score (adj. $R^2 = .114$). Controlling for demographic characteristics, educational variables, and whether teachers were using any mandated strategies, being in a public school (vs. private) predicted more DAP usage (Beta = .25, $p = .012$). Having a small classroom size predicted more DAP usage compared to a medium (Beta = -.38, $p = .010$) or large (Beta = -.31, $p = .047$) size classroom. Having either 1-2 (Beta = .40, $p = .010$) or 3 plus (Beta = .39, $p = .022$) professional courses in classroom management predicted higher DAP usage.

Table 7

Multiple Linear Regression Predicting DAP Usage Score from School Type, Grade, and Educational Variables

	Coefficients ^a		Standard- ized Beta	T	<i>p</i>
	Unstandard- ized β	SE			
Private (vs. public)	21.95	8.58	.26	2.56	.012
Experienced (vs. Novice)	0.57	6.50	.01	.09	.930
1 st grade (vs. Kindergarten)	2.03	8.60	.03	.24	.814
2 nd grade (vs. Kindergarten)	12.69	8.00	.18	1.59	.115
3 rd grade (vs. Kindergarten)	-6.09	8.38	-.08	-.73	.469
Traditional certification (vs. Alternative)	-6.67	9.05	-.07	-.74	.463
Medium class size (vs. small)	-24.85	9.51	-.38	-2.62	.010
Large class size (vs. small)	-22.43	11.15	-.31	-2.01	.047
College courses taken in CD (1-2) (vs. none)	-5.82	11.81	-.09	.49	.623
College courses taken in CD (3+) (vs. none)	-13.21	11.54	-.20	-1.14	.255
Prof. Dev. Taken in CD (1-2) (vs. none)	5.88	10.00	.08	.59	.557
Prof. Dev. Taken in CD (3+) (vs. none)	6.63	9.95	.10	.67	.507
College courses Taken in CM (1-2)	21.52	12.33	.33	1.75	.084
College courses Taken in CM (3+)	20.82	12.92	.32	1.61	.110
Prof. Dev. Taken in CM (1-2)	28.81	10.98	.40	2.62	.010
Prof. Dev. Taken in CM (3+)	25.41	10.92	.39	2.33	.022
Any DAP mandated strategy (vs. none)	6.53	6.12	.10	1.07	.288

a. Dependent Variable: DAP Usage Score

Note. $F(17, 106) = 1.93$, $p = .023^b$, $R^2 = .114$

Hypothesis 3. It was hypothesized that there would be a statistically significant difference the in DAP Usage Score based on whether or not the teacher is using mandated strategies.

As shown in Table 8, a one-way ANOVA set at .05 alpha level was conducted to determine if there are differences in the DAP Usage Score (dependent variable) based on the usage of mandated strategies (independent variable). There was no statistical difference in the DAP Usage Score based on whether or not teachers were using mandated strategies, $p > .16$.

Table 8

Means and Standard Deviations of DAP Usage Scores by Mandated Strategies

	n	Mean	SD	Min	Max	F	p
DAP Usage Score						1.97	.163
Using at least 1 mandated strategy	49	103.41	29.60	39	179		
Using no mandated strategies	87	95.22	34.29	28	179		
DAP Usage Score							
Using at least 1 mandated DAP strategy	88	95.60	34.28	28	179	2.24	.138
Using no DAP mandated strategies	48	102.88	29.68	39	179		

Research Question Three

How effective do teachers perceive they are at using guidance/classroom management strategies to achieve compliance and on-task behavior in the early childhood classroom, and how is this perception of effectiveness predicted by such things as

demographic variables, educational training variables, and/or whether or not a strategy was mandated to them?

Descriptive analyses were conducted on participants' ratings of effectiveness in using guidance/classroom management in the classroom (Overall Perceived Efficacy or OPE). On a scale from 1 (not effective) to 7 (very effective), all participants provided responses between 3 and 7 with a mean of 6.09 ($SD = .82$, $Mdn = 6.00$). An examination of the normality of the Overall Perceived Efficacy score revealed minor violations in skewness (3.82) but not kurtosis (1.61). For these reasons, all analyses using the Overall Perceived Efficacy variable were conducted using parametric and nonparametric analyses. Findings were the same for all analyses, therefore only the parametric findings are reported.

Hypothesis 4. Hypothesis 4 involved comparing the Overall Perceived Efficacy scores of participants with certain demographic variables (gender, number of years teaching, type of certification, and number of children in the class):

4a. It was hypothesized that there would be a statistically significant difference in Overall Perceived Efficacy scores in using guidance/classroom management strategies based on gender.

Not enough men participated in the sample to make this comparison possible. At least 25 men were needed for analysis, and only five completed the survey.

4b. It was hypothesized that there would be a statistically significant difference in Overall Perceived Efficacy scores in using guidance/classroom management strategies based on the number of years teaching.

As shown in Table 8, a one-way ANOVA revealed that experienced teachers rated their overall perceived effectiveness in using guidance/classroom management in the classroom significantly higher than did novice teachers, $p < .05$.

4c. It was hypothesized that there would be a statistically significant difference in Overall Perceived Efficacy scores in using guidance/classroom management strategies based on type of certification.

A one-way ANOVA, shown in Table 8, indicated that there was no significant difference in Overall Perceived Efficacy scores based on the participant's type of certification, $p < .05$.

4d. It was hypothesized that there would be a statistically significant difference in Overall Perceived Efficacy in using guidance/classroom management strategies based on the number of children in the class.

The one-way ANOVA used for this analysis showed no significant differences in Overall Perceived Efficacy scores based on the number of children in the class, $p < .05$ (see Table 9).

Table 9

Means and Standard Deviations of OPE Scores by Demographic Variables

	n	Mean	SD	Min	Max	F	p
H _{4b} OPE Score						5.63	.019
Novice	42	5.93	0.68	5	7		
Experienced	101	6.25	0.75	4	7		
H _{4c} OPE Score						2.58	.080
Trad. certification	122	6.15	0.77	3	7		
Alt. certification	21	5.71	0.90	4	7		
Bachelor's Degree/ No certification	6	6.71	1.33	4	7		
H _{4d} OPE Score						1.93	.149
Small classroom	22	5.77	1.15	3	7		
Medium classroom	90	6.13	0.74	4	7		
Large classroom	38	6.16	0.75	4	7		

Hypothesis 5. Hypothesis 5 compared the Overall Perceived Efficacy score of participants with the educational training variables:

5a. It was hypothesized that there would be a statistically significant difference/relationship in Overall Perceived Efficacy scores in using guidance/classroom management strategies based on the amount of guidance/child development training.

5b. It was hypothesized that there would be a statistically significant difference/relationship in Overall Perceived Efficacy scores in using guidance/classroom management strategies based on the amount of classroom management training.

Both of these hypotheses were tested together by using a two-way ANOVA set at .05 alpha level. There were no statistical differences found between the Overall Perceived Efficacy Score and the educational training variables (see Table 10).

Table 10

Means and Standard Deviations of OPE Scores by Educational Training Variables

	n	Mean	SD	Min	Max	F	p
H _{5a} OPE Score						.02	.98
0 CD courses	15	6.07	.80	5	7		
1-2 CD courses	53	6.09	.81	4	7		
3+ CD courses	81	6.11	.81	3	7		
H _{5a} OPE Score						.22	.81
0 CD professional development	30	6.17	.91	4	7		
1-2 CD professional development	42	6.10	.73	4	7		
3+ CD professional development	78	6.05	.84	3	7		
H _{5b} OPE Score						.42	.66
0 CM courses	12	6.00	.74	5	7		
1-2 CM courses	71	6.06	.79	4	7		
3+ CM courses	66	6.17	.83	3	7		
H _{5b} OPE Score						.61	.55
0 CM professional development	18	6.28	.75	5	7		
1-2 CM professional development	42	6.10	.76	4	7		
3+ CM professional development	90	6.04	.86	3	7		

A multiple linear regression was used to determine whether years of teaching, type of certification, or educational variables predicted the OPE, see Table 11. None of the variables predicted the OPE score.

Table 11

Multiple Linear Regression Predicting OPE Score from Years of Experience, Type of Certification, and Educational Variables

	Coefficients ^a		Standard -ized Beta	t	p
	Unstandardized β	SE			
Public (vs. private)	-.26	.20	-.13	1.28	.204
Experienced (vs. Novice)	.25	.15	.16	1.61	.111
1 st grade (vs. Kindergarten)	-1.00	.20	-.06	-.50	.625
2 nd grade (vs. Kindergarten)	1.00	.19	.06	.53	.599
3 rd grade (vs. Kindergarten)	.07	.20	.04	.35	.728
Traditional Certification (vs. Alternate)	.12	.21	.06	.57	.572
Medium class size (vs. small)	.52	.22	.35	2.33	.021
Large class size (vs. small)	.50	.26	.30	1.90	.061
1-2 CD courses (vs. none)	.27	.28	.18	.97	.333
3+ CD courses (vs. none)	.15	.27	.10	.54	.590
1-2 CD professional development (vs. none)	-.39	.23	-.25	-1.66	.099
3+ CD professional development (vs. none)	-.19	.23	-.13	-.81	.422
1-2 CM Courses (vs. none)	.28	.29	.19	.97	.334
3+ CM Courses (vs. none)	.49	.30	.33	1.61	.111
1-2 CM professional development (vs. none)	-.09	.26	-.06	-.35	.728
3+ CM professional development (vs. none)	-.21	.26	-.14	-.82	.417
Any DAP strategy mandated (vs. none)	.06	.14	.04	.41	.681

a. Dependent Variable: OPE

Note. $F(17, 106) = 1.35, p = .177, R^2 = .046$

Research Question Four

Are there differences in the perceived effectiveness of various guidance/classroom management strategies based on the source from which the strategy was learned, DAP designation (DAP vs. non-DAP), and/or mandatory nature of the strategy?

Descriptive statistics were analyzed for the perceived effectiveness of guidance/classroom management strategies used in order to report which strategies were perceived as most and least effective.

Hypothesis 6. It was hypothesized that there would be a difference in the efficacy ratings of specific guidance/classroom management strategies and the source of training.

Hypotheses 6 was tested with a series of one-way ANOVAs set at .05 alpha level in order to determine if there were any group differences and/or effects related to source of learning. There were significant differences in the effectiveness ratings of ignoring noncompliant behavior, detention, cleaning the classroom, writing repetitive lines, issuing warnings, and yelling, $ps < .05$. All of the strategies for which the effectiveness was rated differently based on the source from which it was learned were non-DAP strategies. As shown in Table 12, those who did not learn the strategy of ignoring noncompliant or off-task behaviors rated it less effective than did those who learned it from a college course, mentor, or through professional development. Those who did not learn the strategies of detention, picking up trash/cleaning the classroom, and yelling, rated them as less effective than did those who learned them from another teacher. Those who did not learn the strategy of writing repetitive lines/sentences rated it less effective

than did those who learned it from a mentor or another teacher. Those who did not learn the strategy of issuing threats/warnings rated it less effective than did those who learned it from a college course, mentor, or another teacher. No other significant differences in effectiveness were found when comparing based on the source from which the strategy was learned.

Participants were offered six different sources from which they may have learned a strategy. In addition to these six sources, participants were offered the option of “I don’t know this strategy.” Some participants both rated the effectiveness of a strategy and indicated that the strategy was not known to them. Because of this discrepancy, these results should be viewed with caution.

Table 12

Means and Standard Deviations of Effectiveness Ratings of Specific Strategies Based on Source of Learning

	n	Mean	SD	Min.	Max.	F	p
Effectiveness of time out for calming purposes						.80	.495
College course	27	5.70	1.03	3	7		
Mentor	29	5.86	1.06	3	7		
Another teacher	28	5.54	1.20	3	7		
Professional development	32	5.97	1.26	1	7		
Effectiveness of redirecting child to more acceptable activity/behavior						1.63	.171
College course	45	5.71	1.20	2	7		
Mentor	28	6.39	.63	5	7		
Another teacher	12	5.92	1.24	4	7		
Professional development	35	5.91	1.27	1	7		

(continued)

Effectiveness of praise/encouragement						.02	.996
College course	44	6.57	.66	4	7		
Mentor	23	6.61	.50	6	7		
Another teacher	13	6.62	.77	5	7		
Professional development	30	6.60	1.16	1	7		
Effectiveness of behavior contract						2.17	.078
College course	21	4.71	1.87	1	7		
Mentor	14	5.57	1.60	1	7		
Administrator	27	4.22	1.76	1	7		
Another teacher	17	5.35	1.22	3	7		
Professional development	23	4.87	1.42	1	7		
Effectiveness of nonverbal body language						.35	.788
College course	28	6.04	.92	4	7		
Mentor	34	6.12	1.25	1	7		
Another teacher	30	6.07	1.05	3	7		
Professional development	27	6.30	.78	5	7		
Effectiveness of referral outside of the classroom						.29	.750
College course	16	4.75	2.02	1	7		
Administrator	66	4.67	1.55	1	7		
Another teacher	25	4.96	1.62	1	7		
Effectiveness of phoning/emailing parents/guardians						1.09	.359
College course	28	5.57	1.29	2	7		
Mentor	26	5.77	1.50	2	7		
Administrator	25	6.00	.87	4	7		
Another teacher	37	6.08	1.14	2	7		

(continued)

Effectiveness of matching curriculum/activities to children/s interests						1.44	.234
College course	44	6.14	1.07	2	7		
Another teacher	11	6.00	.89	5	7		
Professional development	43	6.40	.90	4	7		
Book/Professional publication	11	5.73	1.49	3	7		
Effectiveness of modifying curriculum/activities to learning needs						1.16	.316
College course	44	5.95	1.03	3	7		
Professional development	50	6.28	1.01	3	7		
Book/Professional publication	10	6.20	1.23	4	7		
Effectiveness of setting/enforcing limits						1.17	.326
College course	37	6.51	.77	4	7		
Mentor	18	6.17	1.47	1	7		
Administrator	10	6.50	1.27	3	7		
Another teacher	20	6.75	.55	5	7		
Professional development	27	6.59	.69	5	7		
Book/Professional publication	15	6.80	.41	6	7		
Effectiveness of time-out as a consequence/punishment for behavior						1.21	.309
College course	33	5.42	1.46	1	7		
Mentor	28	5.04	1.55	1	7		
Administrator	10	4.20	1.87	1	6		
Another teacher	34	5.06	1.58	1	7		
Professional development	17	5.29	1.79	1	7		

(continued)

Effectiveness of a reward system for the entire class						.77	.512
College course	16	5.88	1.63	1	7		
Mentor	24	6.00	1.18	2	7		
Another teacher	64	5.67	1.43	2	7		
Professional development	17	5.35	1.54	3	7		
Effectiveness of a reward system for individual children						.96	.431
College course	23	5.87	1.87	1	7		
Mentor	27	6.11	.97	4	7		
Administrator	10	5.70	1.70	2	7		
Another teacher	55	6.13	1.23	2	7		
Professional development	15	6.60	.63	5	7		
Effectiveness of a color stick/chart						1.78	.155
College course	20	4.60	1.70	1	7		
Mentor	14	5.57	1.28	3	7		
Another teacher	58	5.17	1.73	1	7		
Professional development	10	5.90	1.10	4	7		
Effectiveness of name on the board						3.04	.054
College course	15	3.73	2.05	1	7		
Another teacher	43	4.00	1.93	1	7		
Don't know this strategy	18	2.67	1.85	1	7		
Effectiveness of ignoring noncompliant/off-task behavior						6.58	< .001
College course	34	3.62 ^a	1.94	1	7		
Mentor	16	4.19 ^a	1.72	1	7		
Another teacher	31	3.06 ^{ab}	1.88	1	7		
Professional development	22	4.50 ^a	1.54	1	6		
Don't know this strategy	16	1.81 ^b	1.38	1	5		

(continued)

Effectiveness of raising/lowering voice to get attention						1.87	.139
College course	21	5.52	1.57	1	7		
Mentor	35	6.00	1.08	3	7		
Another teacher	45	5.29	1.44	2	7		
Professional development	18	5.67	1.28	2	7		
Effectiveness of removing privileges						1.50	.228
College course	27	5.63	1.55	1	7		
Mentor	22	5.14	1.32	2	7		
Another teacher	61	5.66	1.05	2	7		
Effectiveness of detention						3.71	.030
Administrator	36	4.06 ^{ab}	1.57	1	6		
Another teacher	15	4.60 ^a	1.24	3	7		
Don't know this strategy	17	3.18 ^b	1.59	1	6		
Effectiveness of picking up trash/cleaning classroom						59.59	< .001
Another teacher	25	4.60 ^a	.91	2	6		
Don't know this strategy	34	2.18 ^b	1.36	1	5		
Effectiveness of writing repetitive lines/sentences						8.64	< .001
Mentor	10	3.40 ^a	2.07	1	7		
Another teacher	39	3.10 ^a	1.83	1	7		
Don't know this strategy	23	1.43 ^b	1.04	1	5		
Effectiveness of issuing threats/warnings						8.29	< .001
College course	16	4.00 ^a	2.28	1	7		
Mentor	14	4.14 ^a	2.07	1	7		
Another teacher	48	3.75 ^a	1.80	1	7		
Don't know this strategy	38	2.11 ^b	1.48	1	6		

(continued)

Effectiveness of yelling					32.06	< .001
Another teacher	43	2.63 ^a	1.36	1	5	
Don't know this strategy	57	1.39 ^b	.82	1	4	

Note. Means with different superscripts differed significantly using Tukey's posthoc tests, $p < .05$. Any strategy with $n < 10$ was excluded due to small group size and non-generalizability of the findings. Effectiveness of the strategies was rated on a Likert scale from 1 to 7 with 1 being "Not effective" and 7 being "Very effective."

Hypothesis 7. It was hypothesized that there would be a statistically significant difference in the efficacy ratings of specific guidance/classroom management strategies based on whether or not those specific strategies are DAP.

Hypotheses 7 was tested with a paired sample t-test in order to compare effectiveness scores of DAP strategies with non-DAP strategies (see Table 13). There was a significant difference in the effectiveness scores for DAP strategies ($M = 6.06$, $SD = 0.72$) and effectiveness scores for non-DAP strategies ($M = 4.93$, $SD = 1.21$), $p < .001$.

Table 13

Paired Samples Comparing Effectiveness Ratings of Strategies Based on DAP vs. Non-DAP

	n	Mean	SD	t	p
Mean Effectiveness				20.96	<.001
DAP strategies	144	5.91	0.72		
Non-DAP strategies	144	4.39	0.98		

Figure 2 shows the mean effectiveness rating of each of the strategies. The DAP strategies are marked with an asterisk (*). The two DAP strategies of referral outside the

classroom and behavior contracts were rated somewhat lower than most of the other DAP strategies. Using a reward system for individual children was rated more effective than any of the other non-DAP strategies.

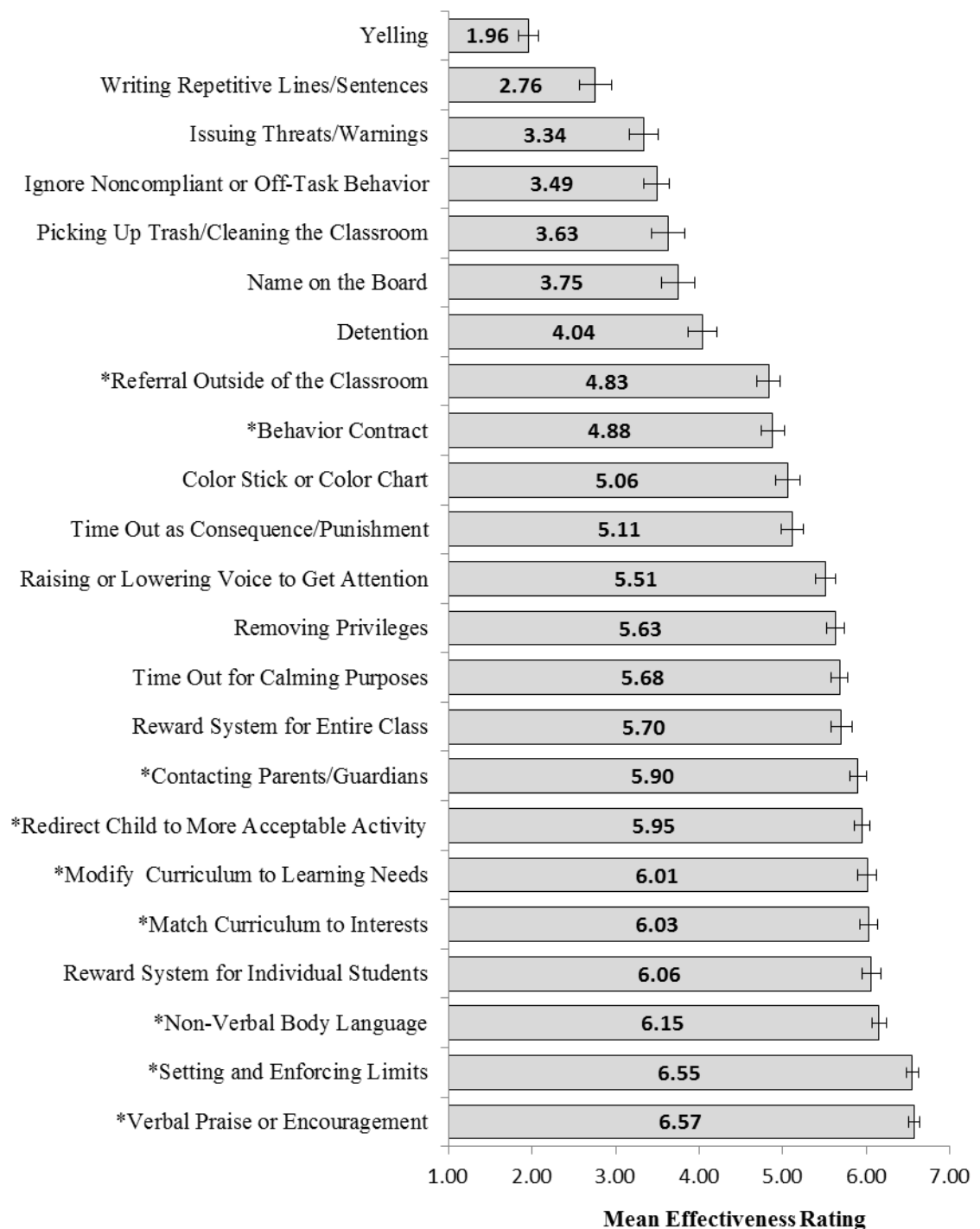


Figure 3. Mean Effectiveness Ratings for Individual Guidance/Classroom Management Strategies

*DAP strategies

Hypothesis 8. It was hypothesized that there would be a statistically significant difference in the efficacy ratings of specific guidance/classroom management strategies based on whether or not those specific strategies are mandated.

Hypotheses 8 was tested with a series of one-way ANOVAs set at .05 alpha level in order to determine if there were any group differences and/or effects related to usage of mandated strategies. As shown in Table 14, one DAP strategy, non-verbal body language, was rated as more effective when it was not mandated compared to when it was mandated, $p = .012$. In contrast, the two non-DAP strategies of writing repetitive lines/sentences and name on the board were rated as more effective when they were mandated compared to when they were not mandated, $p < .05$. There were no other differences in efficacy ratings based on whether or not a strategy was mandated.

Table 14

Means and Standard Deviations of Effectiveness Ratings of Specific Strategies Based on Mandatory Nature of the Strategy

	n	Mean	SD	Min.	Max.	F	p
Time out for calming purposes						.54	.463
Mandated	18	5.56	1.50	1	7		
Not mandated	109	5.78	1.14	2	7		
Redirect child to a more acceptable activity/behavior						.63	.429
Mandated	25	5.84	1.38	1	7		
Not mandated	103	6.03	.99	3	7		
Praise or encouragement						1.71	.194
Mandated	31	6.42	1.23	1	7		
Not mandated	88	6.64	.57	5	7		

(continued)

Behavior contract							.58	.447
Mandated	25	4.64	1.82	1	7			
Not mandated	80	4.93	1.57	1	7			
Non-verbal body language							6.54	.012
Mandated	16	5.50	1.97	1	7			
Not mandated	108	6.21	.83	3	7			
Referral outside of the classroom							.00	.989
Mandated	35	4.74	1.82	1	7			
Not mandated	84	4.74	1.61	1	7			
Phoning or emailing the child's parents/guardians							.02	.890
Mandated	34	5.91	1.36	2	7			
Not mandated	91	5.88	1.09	2	7			
Match classroom curriculum/activities to children's interests							.67	.414
Mandated	25	5.84	1.52	1	7			
Not mandated	98	6.07	1.19	1	7			
Modify the curriculum/activities to each child's learning needs							.96	.329
Mandated	31	6.16	1.32	1	7			
Not mandated	89	5.89	1.34	1	7			
Setting and enforcing limits							.05	.827
Mandated	23	6.52	.99	3	7			
Not mandated	99	6.57	.84	1	7			
Time out as consequence or punishment for behavior							.25	.619
Mandated	23	4.91	1.65	1	7			
Not mandated	103	5.10	1.59	1	7			
Reward system for entire class							.60	.439
Mandated	22	5.41	1.94	1	7			
Not mandated	102	5.69	1.41	2	7			

(continued)

Reward system for individual Children						1.68	.198
Mandated	24	5.71	1.85	1	7		
Not mandated	103	6.12	1.26	1	7		
Color stick /color chart that changes a child's color based on behavior						.75	.390
Mandated	20	5.35	2.06	1	7		
Not mandated	98	4.98	1.68	1	7		
Name on the board						6.11	.015
Mandated	10	5.20	1.75	1	7		
Not mandated	83	3.60	1.95	1	7		
Ignore noncompliant or off-task behavior						3.39	.068
Mandated	14	4.36	1.82	1	7		
Not mandated	112	3.39	1.85	1	7		
Raising/lowering voice to get attention						1.91	.169
Mandated	12	6.08	1.08	4	7		
Not mandated	113	5.50	1.43	1	7		
Removing privileges						.00	.993
Mandated	22	5.55	1.34	3	7		
Not mandated	105	5.54	1.23	1	7		
Detention						.69	.407
Mandated	24	4.25	1.96	1	7		
Not mandated	62	3.90	1.64	1	7		
Picking up trash/cleaning the classroom						.01	.926
Mandated	5	3.60	1.67	1	5		
Not mandated	72	3.68	1.88	1	7		
(continued)							

Writing repetitive lines/sentences						5.09	.027
Mandated	7	4.29	1.80	1	6		
Not mandated	78	2.68	1.81	1	7		
Issuing threats/warnings						2.88	.092
Mandated	8	4.50	1.07	3	6		
Not mandated	113	3.27	2.03	1	7		
Yelling						3.29	.072
Mandated	5	3.00	1.87	1	5		
Not mandated	106	1.92	1.28	1	7		

Research Question Five

How many teachers are using guidance/classroom management strategies that are mandated by someone outside of the classroom, and how are these mandated strategies predicted by the demographic variables (type of school)?

The frequencies and percentages of teachers using mandated strategies are presented in Table 15. In addition, information about the sources from which the strategies are mandated is presented. Referral outside of the classroom was the DAP strategy mandated to the most participants who reported using the strategy (43.0%). Modifying the curriculum to meet the needs of the children was the DAP strategy most often mandated at the district level ($n = 15$), and referral outside of the classroom was the DAP strategy most often mandated by the principal ($n = 26$). Redirection and praise/encouragement were the two strategies most often mandated by the teaching team ($n = 8$).

Detention was the non-DAP strategy mandated to the most participants who reported using the strategy (53.1%). Reward system for the entire class and detention were the two non-DAP strategies most often mandated at the district level ($n = 5$). Detention was the non-DAP strategy most often mandated by the principal ($n = 15$). Finally, reward system for individual children was the non-DAP strategy most often mandated by the teaching team ($n = 13$).

Table 15

Frequencies and Percentages of Mandated Strategies and their Sources

	# of Teachers using strategy	% of Teachers using strategy as mandated		District		Principal		Teaching Team	
	n	n	%	n	%	n	%	n	%
DAP									
Time out for calming purposes	131	18	13.6	5	27.8	6	33.3	7	38.9
Redirect child to more acceptable activity/behavior	140	25	17.9	6	24.0	11	44.0	8	32.0
Praise/encouragement	135	33	24.4	9	27.3	16	48.5	8	24.2
Behavior contract	82	29	35.3	5	17.2	18	62.1	6	20.7
Nonverbal body language	136	17	12.5	5	29.4	7	41.2	5	29.4
Referral outside of the classroom	86	37	43.0	6	16.2	26	70.3	5	13.5
Phoning/emailing parents/guardians	131	35	26.7	8	22.9	21	60.0	6	17.1
Match curriculum/activities to children's interests	135	25	18.5	11	44.0	8	32.0	6	24.0
Modify curriculum/activities to learning needs	140	32	22.9	15	47.0	11	34.4	6	18.6
Setting/enforcing limits	137	26	19.0	7	26.9	13	50.0	6	23.1
Non-DAP									
Time-out as a consequence/punishment for behavior	125	23	18.4	3	13.0	10	43.5	10	43.5
Reward system for entire class	125	22	17.6	5	22.7	7	31.8	10	45.5

(continued)

Reward system for individual student	134	24	18.0	4	16.7	7	29.2	13	54.1
Color stick or chart	85	23	27.0	1	4.3	10	43.5	12	52.2
Name on the board	58	11	19.0	1	9.0	5	45.5	5	45.5
Ignoring noncompliant or off-task behavior	118	15	12.6	4	26.7	7	46.7	4	26.6
Raising or lowering voice to get attention	133	14	10.5	3	21.5	3	21.5	8	57.0
Removing privileges	134	23	17.0	3	13.0	8	34.8	12	52.2
Detention	49	26	53.1	5	19.2	15	57.7	6	23.1
Picking up trash/cleaning classroom	48	6	12.5	0	0	2	33.3	4	66.7
Writing repetitive lines/sentences	38	7	18.4	1	14.3	4	57.1	2	28.6
Issuing threats/warnings	102	9	9.0	0	0	1	11.1	8	88.9
Yelling	66	5	7.6	0	0	1	20.0	4	80.0

Finally, the fifth research question was analyzed with descriptive statistics to determine the frequencies and percentages of mandated classroom management strategies.

Hypothesis 9. It was hypothesized that there would be a statistically significant difference in the percentage of mandated strategies used based on the type of school.

This hypothesis was tested using a chi-square of independence to determine if the type of school made a difference in the number of mandated strategies used by the participants (see Table 16). Overall, 36.0% of participants were using at least one mandated strategy, and 64.0% were not using any mandated strategies. Of those teaching in a public school, 34.9% were using a mandated strategy, and 65.1% were not. Of those teaching in a private school, 40.7% were using a mandated strategy, and 59.3% were not. There was not a significant difference between the proportion of teachers in public and private schools who were using mandated strategies ($p > .05$).

Table 16

Percentages and Cross-Tabulation of Mandated Strategy Usage Compared to Type of School

	Type of School						χ^2	<i>p</i>
	Public		Private		Total			
	n	%	n	%	n	%		
							.324	.569
Any mandated strategies								
Yes	38	34.9	11	40.7	49	36.0		
No	71	65.1	16	59.3	87	64.0		
Total	109	100.0	27	100.0	136	100.0		

Summary

This chapter explored the data analysis for this quantitative study about the guidance/classroom management strategies being used in early childhood classrooms. In addition to the various strategies analyzed, information about the sources from which the strategies were learned and the mandatory nature of the strategies used was analyzed. Various statistical tests were used to analyze the data that was subsequently presented through narrative, tables and figures.

CHAPTER V

DISCUSSION AND CONCLUSIONS

Introduction

Guidance/classroom management strategies were the focus of this research study. Participants were asked to provide information about the specific guidance/classroom management strategies used in their classrooms as well as information about how effective they perceived these strategies to be, the sources from which they learned these strategies, and whether or not these strategies were mandated to them by someone outside of their classrooms.

The guiding theoretical perspective for this research was Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979). In addition to this overriding theory, several theories relating to child development and frameworks relating to the care and guidance of young children were used to inform the study and develop the survey. The care and guidance frameworks used were Diana Baumrind's caregiving styles (Baumrind, 1966; Baumrind, 1967; Baumrind, 1971) and NAEYC's Developmentally Appropriate Practice (Copple & Bredekamp, 2009).

Summary of the Study

The researcher surveyed 150 kindergarten through third grade teachers across the state of Texas about the guidance/classroom management strategies they were using in their classrooms. The participants represented a variety of experience levels, classroom

sizes, school types, and certification types. While most of the hypotheses were not supported by statistically significant results, the findings may inform practice in important ways.

Discussion

Strategies Used

Of the ten DAP strategies provided in the survey, eight of the strategies were reported as being used by more than 130 of the participants. This indicates that there has been some success in getting teachers to use DAP strategies in the early childhood classrooms that were the focus of this study but there is still work to be done given the number of non-DAP strategies begin used. When examining the use of non-DAP strategies, the results show that six of the 13 non-DAP strategies included in the survey were used by at least 120 of the participants. This indicates that more effective teacher education, both at the collegiate and professional development level, is needed if the widespread and consistent use of DAP guidance/classroom management strategies is a goal for early childhood classrooms.

Effectiveness

Effectiveness was evaluated at both the teacher level and the strategy level. One of the findings of this research was the lack of variance in the overall effectiveness in using guidance/classroom management strategies by teachers. On a scale from one to seven—with seven being the most effective—all but five of the 150 participants rated their own effectiveness with guidance/classroom management at five or higher. Given that teachers frequently report guidance/classroom management as a concern for them

(Evertson & Weinstein, 2006; Martin et al., 2006), the researcher did not expect to find that most teachers believe they are effective at guidance/classroom management.

However, these findings do correspond with the findings of Rosas and West that both pre-service and in-service teachers had a high belief in their classroom management skills (2009). The fact that most of the participants were experienced teachers and all were in early childhood classrooms may also explain these findings given that Wolters and Daugherty (2007) found both attributes contributed to higher self-efficacy ratings.

At the strategy level, participants rated DAP strategies as more effective than non-DAP strategies. This is an important finding because it has broad implications for how to focus education and training, especially through professional development.

Developmentally appropriate practice is promoted as a gold standard for interactions (Copple & Bredekamp, 2009) in early childhood education, and this research adds evidence that DAP strategies are not just good for children, but that they are also perceived as more effective by early childhood teachers.

Sources of Learning

When it came to learning non-DAP strategies, participants often identified other teachers as the source from which they learned these strategies. Five of the non-DAP strategies were learned from another teacher by at least 40% of the sample. Another four non-DAP strategies were learned from another teacher by at least 30% of the participants. It is possible that more focus on professional development for an entire teaching team or school might address the issue of teachers learning non-DAP strategies from each other.

Mandated Strategies

While this study did not find much in the way of significance relating guidance/classroom management strategies to whether or not the strategies are mandated, the researcher did find that approximately one-third of the participants were using at least one strategy mandated to them from someone outside the classroom. Given the number of teachers using mandated strategies, there are opportunities here for both qualitative and quantitative research to explore this approach to guidance/classroom management in more detail.

Limitations

While this study adds to the literature about which strategies are being used, where teachers are learning their strategies, and their perceptions of effectiveness, a few limitations exist. One of the limitations of this study was the researcher-created survey. There is the possibility that the list of strategies provided in the survey was not comprehensive enough, or that the strategies did not have the same meaning to all participants. In addition, it is possible that there are other sources from which participants learned strategies that were not included in the survey.

Another possible limitation of this study was the researcher's inability to recruit enough male participants to conduct meaningful analysis. This was partly due to the low number of males believed to be teaching in kindergarten through third grade in Texas. Specific numbers related to men teaching in kindergarten through third grade during the 2013-2014 school year will not be available from the Texas Education Agency until late March 2014 (personal communication, January 8, 2014). The agency reported, in a phone

call with the researcher, that they were unable to sort by this specific information for previous school years. It is possible, based on the work by Martin and Yin (1997), that male teachers use more controlling classroom strategies than do female teachers. Additional research needs to be done in this area.

An additional limitation is the nature of self-reported data. There is a noted potential for participants not to accurately recall information about past educational experiences or the number of times per week they used a particular guidance/classroom management strategy (Tourangeau, 2000). It is also possible that participants were not willing to accurately report some of the less desirable guidance/classroom strategies listed in the survey (Schaeffer, 2000). This limitation could be addressed in future research by adding a classroom observation component to determine if teachers are accurately reporting the strategy usage in their classrooms.

Finally, the use of a three-person panel to determine whether or not a given strategy was developmentally appropriate may not have given a comprehensive view of what is occurring in classrooms. All three panelists stated that some of the strategies could be either developmentally appropriate or not given extenuating circumstances that could not be captured from a static list. In addition, the agreement among the panel on whether or not a strategy was DAP or not was 72.1%. A higher percentage of agreement would have been preferable.

Implications

Despite the previously stated limitations of this research, there are some important ways that this study does contribute to the knowledge base about guidance/classroom

management in early childhood classrooms. The study also offers information to be considered by both school administrators and teacher educators.

Practical Applications

The practical applications of this research are two-pronged. The first application focuses on the use of professional development to continue teaching DAP guidance/classroom management strategies to early childhood teachers. Because there were significant findings in relation to professional development courses and classroom management strategies and the fact that many teachers related that they were learning non-DAP strategies from their peers, schools need to consider grade-level or school-wide professional development related to developmentally appropriate guidance/classroom management strategies.

The second application of this research is to inform teacher education programs about the need for including practical, DAP guidance instruction to beginning teachers. Because the survey results indicated that college coursework did not provide a significant source of learning for teachers, changes should be considered to the way this subject is approached in teacher education programs. Additional coursework and/or more in-depth coursework in this area may be needed as determined by McFarland, Saunders, and Allen (2008) in their finding that one course was not enough for all students to fully understand and implement positive guidance skills. Marks (2010) concluded from her study that teachers come to the classroom with traditional ideas and need college coursework to help them understand a more individualistic approach, as well as one that takes care and culture into consideration.

With other teachers being a source for learning non-DAP strategies, pre-service teachers need to gain not only practical knowledge in the college classroom, but also confidence in using that knowledge in a real world classroom. This goes hand-in-hand with Putman's (2009) discussion that there is a lack of consistency between what is taught in the college classroom and what is applied in the early childhood classroom. Teacher education programs should consider evaluating the effectiveness of how their students are translating their learned knowledge to practical application when using guidance/classroom management strategies. However, this should be done in partnership with school districts so that experienced teachers are also learning DAP strategies and applying them in their classrooms. As Stoughton (2007) stated, "We, as teacher educators, are challenged to consider carefully the perplexities our students express and find ways to move them from where they are to where they need to be as ethically aware teachers" (p. 1035).

Future Research

The results of this study provide several different avenues for new research. Research needs to be conducted at the university level regarding the preparation of new teachers. College coursework was not a significant factor in the guidance/classroom management strategies being used by the participants. This adds some confirmation to previous work that found teachers were more apt to use the guidance/classroom management strategies they observed during their student teaching or from other teachers rather than trying to make a practical application of their college coursework.

Qualitative research could be done in two different areas. The first area would be to examine how teachers and administrators are using and defining the strategy of modifying the curriculum to meet the needs of individual students. The second area of qualitative research would be to examine exactly what effectiveness in using guidance/classroom management strategies means to early childhood teachers.

Additional research should be conducted to examine the reward systems being used in early childhood classrooms. This could be a two-pronged approach to studying the issue by using a teacher questionnaire and classroom observation. Participants had the option of indicating that they used rewards either at the class level or at the individual level. However, some teachers opted to write in the specific rewards that they were providing. It would be beneficial to determine, based on the research available about rewards and incentives (Mader, 2009), if teachers have a comprehensive understanding of this type of strategy and the impact it can have on internal motivation and learning (Deci, Koestner, & Ryan, 1999).

Finally, research needs to be done to examine, in more detail, how teachers perceive mandated strategies and how these strategies are determined. Examining how teachers perceive mandated strategies could be accomplished with both qualitative and quantitative methods. With guidance/classroom management strategies being mandated at various levels, research needs to be done to determine the decision-making process that goes into mandated strategies and what sources are being used to determine what makes a strategy worth being mandated. There is also research that could be done to determine if there is a structure of formal versus informal mandated strategies. It is possible that there

are both written rules about which strategies teachers must use and more informal agreements about which strategies will be used.

Summary

This study offers a small glimpse into the guidance/classroom management strategies being used in early childhood classrooms. While it is encouraging to see the number of teachers using DAP strategies and feeling effective in their use of guidance/classroom management strategies, there is still some work that can be done to boost the use of DAP strategies. This study provides a basis for examining teacher education programs and professional development opportunities to find ways of giving teachers the tools to use guidance/classroom management strategies more effectively. Finally, it provides a foundation for future research in the area of guidance/classroom management strategies in the early childhood classroom.

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APPENDIX A

Disclosure of Contact Information for Incentive Drawing

Disclosure of Contact Information for Incentive Drawing

By completing the information below, you are entering your name into a drawing for an Apple gift card in an amount that equals the cost of the most current iPad (32 GB, Wi-Fi Capable) or one of three \$100 gift cards to an office supply store. Your contact information cannot be linked back to your survey responses in any way. The contact information will only be kept by the researcher until such time as the drawing has been completed and the prize has been delivered to the winner. The information will be used only by the researcher for purposes of determining the prize winner and the information will be stored in PsychData (encrypted with 256-bit SSL—the same technology used to secure credit card transactions).

Name: _____

Address: _____

Phone #: _____

Email: _____

APPENDIX B

School Administrator Request for Participation Letter

Date

[Address Block]

Re: Request for Participation in Doctoral Research Study Regarding Guidance and Classroom Management in Kindergarten through 3rd Grade

Dear [Name]:

My name is Melissa Harper and I am a doctoral student at Texas Woman's University in Denton, Texas. I am currently conducting a voluntary research study to determine which specific guidance and/or classroom management techniques teachers are using in their classrooms, how effective they perceive these techniques to be, and where these techniques were learned. This information will be gathered via a confidential survey that may be taken through an online survey system. All teachers can choose to be registered in a drawing for one of four incentives.*

You may choose to participate in one of two ways. I am happy to come meet with your teachers, explain the study, and offer them the opportunity to participate in the survey by handing out a flyer with all the pertinent study information.** If a face-to-face meeting is not possible for you at this time, please share the attached flyer, which includes the survey link, with your teachers. I anticipate that it will take your teachers 15-20 minutes to complete the survey.

I thank you for your time and appreciate any assistance you are willing to give in helping me complete this research study. If you have any questions, you may contact me at melissaharper@twu.edu or my supervising professor, Dr. Katherine Rose, at krose1@twu.edu.

Sincerely,

Melissa D. Harper
Doctoral Student
Texas Woman's University

Attachment: Recruitment Flyer

* An Apple gift card in an amount that equals the cost of the most current iPad (32 GB, Wi-Fi Capable) or one of three \$100 gift cards to an office supply store.

** If your school is within 60 miles of Dallas, Texas.

APPENDIX C

Recruitment Flyer

Are You a Classroom Teacher who Uses Guidance and/or Classroom Management on a Daily Basis?

If so, then I would like to invite you to participate in a voluntary research study about the things you do every day.

What is the purpose of this study?

The purpose of this study is to determine what types of guidance and/or classroom management strategies are being used in early childhood classrooms, how effective teachers perceive these techniques to be, and where these techniques were learned.

Who can participate?

Any regular classroom teacher of children kindergarten through third grade so please share this with anyone who might be eligible to participate (special education, art, music, physical education, and PPCD teachers are not eligible).

How can I participate?

Go to <https://www.psychdata.com/s.asp?SID=154372>, log in, answer the confidential survey questions, and help us learn about guidance and classroom management in early childhood classrooms.

Do I get anything for participating?

You will have the opportunity to enter a drawing for an Apple gift card in an amount that equals the cost of the most current iPad (32 GB, Wi-Fi Capable) or one of three \$100 gift cards to an office supply store. In addition, you will be helping us understand the guidance/classroom management needs of early childhood teachers.

What if I have questions?

Please contact Melissa Harper at (214) 507-0457 or melissaharper@twu.edu
Melissa is a doctoral student in Child Development at Texas Woman's University and this study is being conducted as partial fulfillment for her Ph.D.

Participation in this survey is completely voluntary and confidentiality will be protected to the extent that is allowed by law. There is a potential risk of loss of confidentiality in all e-mail, downloading, and internet transactions.

APPENDIX D

Online Consent Disclosure

TEXAS WOMAN'S UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

Title: Guidance/Classroom Management Strategies of Choice and Teachers' Perceptions of Effectiveness in Early Childhood Classrooms

Investigator: Melissa D. Harper.....melissaharper@twu.edu
Advisor: Katherine Rose, PhDkrose1@twu.edu 940/898-3154

Explanation and Purpose of the Research

You are being asked to participate in a research study for Ms. Harper's dissertation at Texas Woman's University. The purpose of this research is to examine the types of guidance and classroom management strategies that early childhood teachers are using in their classrooms on a daily basis.

Description of Procedures

As a participant in this study you will be asked to spend 15-20 minutes of your time completing a voluntary, confidential online survey. The survey will contain questions about the guidance and/or classroom management strategies that you use in your classroom. In order to be a participant in this study, you must be a general education teacher in the state of Texas who is teaching (or taught during the last school year if you are completing this over summer break) in kindergarten, first grade, second grade, or third grade.

Potential Risks

The researcher will ask you, via the confidential survey, questions about the guidance and/or classroom techniques that you use in your classroom. The survey will also include questions about how effective you believe these techniques to be, where you learned these techniques, and whether or not any of these techniques are mandated to you by someone outside of your classroom. A possible risk in this study is that you might feel coerced into completing this survey by an administrator at your school. This survey is completely voluntary, no incentives are being offered to your school for your participation, and your responses will remain confidential.

Another risk in this study is loss of confidentiality. Confidentiality will be protected to the extent that is allowed by law. The contact information and survey responses will be obtained through encrypted software and held in an isolated database that can only be accessed by a researcher with the correct username and password. This gives researchers full control over their data including the ability to delete all data at the completion of their survey.

Contact information that is voluntarily provided by participants for incentive distribution will in no way be tied to survey responses because it will be collected through a different survey link provided at the beginning of the study survey and the corresponding IP addresses will not be downloaded. This contact information will be deleted at the conclusion of the research study and subsequent distribution of incentive.

The researchers will try to prevent any problem that could happen because of this research. You should let the researchers know at once if there is a problem and they will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

Participation and Benefits

Your involvement in this study is completely voluntary and you may withdraw from the study at any time. If you so choose, you may provide contact information that will be entered into a drawing for the possibility to win one of the following incentives: one gift card equal to the cost of the most current iPad (32-gigabyte, Wi-Fi model) and three \$100 gift cards to an office supply store. The drawing for the incentives will occur within 30 days of the survey being closed and the winners will be notified.

Questions Regarding the Study

The completion and submission of this survey will constitute your informed consent to participate in this research study. If you have any questions about the research study you should ask the researchers; their phone numbers are at the top of this page. If you have questions about your rights as a participant in this research or the way this study has been conducted, you may contact the Texas Woman's University Office of Research and Sponsored Programs at 940-898-3378 or via email at IRB@twu.edu.

APPENDIX E

Online/Email Request for Participation

You are being asked to participate in a voluntary research study as part of my dissertation entitled “Guidance/Classroom Management Strategies of Choice and Teachers’ Perceptions of Effectiveness in Early Childhood Classrooms.” If you teach in the state of Texas and are a regular classroom teacher of young children in grades kindergarten through third grade (special education, music, physical education, art, and PPCD teachers are not eligible) then you are eligible to participate. In order to gain more insight into the guidance/classroom management strategies currently being used in early childhood classrooms, you will be asked to answer questions related to the strategies that you use, how effective you find them to be, and to identify the source from which you learned the strategy. The link for the survey is: <https://www.psychdata.com/s.asp?SID=154372>

You may choose to enter your contact information for a chance to win one of four possible incentives. This contact information will not be linked back to your survey responses and only the researcher will have access to this information. Completion of the survey is not required to enter the drawing. The four incentives include an Apple gift card in an amount that equals the cost of the most current iPad (32 GB, Wi-Fi Capable) or one of three \$100 gift cards to an office supply store.

If you would like additional information concerning this study, please contact me at melissaharper@twu.edu. There is a potential risk of loss of confidentiality in all email, downloading, and internet transactions. Thank you for your willing to share your classroom experiences.

Please feel free to share this survey information with any potential participants.

Sincerely,

Melissa D. Harper
Doctoral Student
Texas Woman’s University
Department of Family Sciences

APPENDIX F

Survey

Survey
Demographics

1. Please indicate the Texas county in which you teach:
[drop-down menu of Texas counties]
2. Please indicate your gender:
 - a. Male
 - b. Female
3. Please indicate the age of the children you are currently teaching or the age at the end of the last school year (*If you are teaching a transitional grade between kindergarten and 1st grade, please check “1st grade”):
 - a. Kindergarten
 - b. 1st grade
 - c. 2nd grade
 - d. 3rd grade
4. Please indicate in years and months how long you have been teaching in an early childhood classroom (K-3rd grade)
 - a. # of years
 - b. # of months (if applicable)
5. Please indicate the type of school in which you are currently teaching or were teaching at the end of the last school year:
 - a. Public
 - b. Private
6. Please indicate the type of certification you currently hold:
 - a. Traditional
 - b. Alternate certification
 - c. No certification but have a B.A./B.S.
 - d. Other certification/credentialing, please specify _____
7. Please enter the number of students currently enrolled in your classroom or the number at the end of the last school year:
 - a. Input number of students

Education in Child Guidance/Classroom Management

8. Please indicate the number of college courses taken related completely to child guidance or child development? _____ These courses may have been entitled such things as:
Childhood Guidance (TWU)
Guidance of Child/Youth (UNT)
Child & Adolescent Guidance (TT)
Guiding Young Children in Groups (UT)
Guidance in Adult-Child Relationships (UT)
9. Please indicate the number of college courses related completely to classroom management? _____ These courses may have been entitled such things as:
Classroom Environment & Management (TWU)
Classroom & Behavioral Management Strategies (UNT)
Instruction and Management (Abrv. from TT Bilingual plan)
School Organization & Classroom Management (UT)
Classroom Management (MSU)
10. Please indicate the number of professional development sessions related to child guidance or child development that you have taken in the last five years?

11. Please indicate the number of professional development sessions related to classroom management that you have taken in the last five years? _____

Overall Effectiveness Using Guidance/Classroom Management

12. Rate how you perceive your overall effectiveness in using guidance and/or classroom management strategies to gain compliance or on-task behavior in your classroom on a daily basis by recording a number from 1 to 7 using the scale given below:

1	2	3	4	5	6	7
Not effective			Neutral			Very effective

Guidance/Classroom Management Strategy for the Class

Rate how effective you perceive the following strategies to be in gaining compliance or on-task behavior in your classroom by recording a number from 1 to 7 using the scale given:

1	2	3	4	5	6	7	
Not effective			Neutral			Very effective	Have never used

13. Time out for calming purposes
14. Time out as a consequence or punishment for behavior
15. Redirect child to a more acceptable activity/behavior
16. Reward system for entire class (*e.g.*, marbles added to a jar for appropriate group behavior)
17. Reward system for individual students (*e.g.*, stickers, tokens)
18. Color stick or color chart that changes a child's color based on behavior
19. Name on the board
20. Ignore noncompliant or off-task behavior
21. Praise or encouragement
22. Behavior contract
23. Raising or lowering your voice to get attention
24. Non-verbal body language (*e.g.*, touching a child's shoulder, giving a "look")
25. Removing privileges (*e.g.*, taking time off of recess, free choice play, etc.)
26. Detention
27. Referral outside of the classroom (*e.g.*, sending the child to the principal or counselor)
28. Phoning or emailing the student's parents/guardians
29. Picking up trash/cleaning the classroom
30. Writing repetitive lines/sentences
31. Match classroom curriculum/activities to children's interests
32. Modify the curriculum/activities to each child's learning needs
33. Issuing threats/warnings
34. Yelling
35. Setting and enforcing limits

How often do you use the following guidance and/or classroom management strategies in a week (1 – 20+)?

36. Time out for calming purposes
37. Time out as a consequence or punishment for behavior
38. Redirect child to a more acceptable activity/behavior
39. Reward system for entire class (*e.g.*, marbles added to a jar for appropriate group behavior)
40. Reward system for individual students (*e.g.*, stickers, tokens)
41. Color stick or color chart that changes a child's color based on behavior
42. Name on the board
43. Ignore noncompliant or off-task behavior
44. Praise or encouragement
45. Behavior contract
46. Raising or lowering your voice to get attention
47. Non-verbal body language (*e.g.*, touching a child's shoulder, giving a "look")
48. Removing privileges (*e.g.*, taking time off of recess, free choice play, etc.)
49. Detention
50. Referral outside of the classroom (*e.g.*, sending the child to the principal or counselor)
51. Phoning or emailing the student's parents/guardians
52. Picking up trash/cleaning the classroom
53. Writing repetitive lines/sentences
54. Match classroom curriculum/activities to children's interests
55. Modify the curriculum/activities to each child's learning needs
56. Issuing threats/warnings
57. Yelling
58. Setting and enforcing limits

Please indicate the source from which you learned the following strategies:

A college course	A mentor	An administrator	Another teacher	Professional development	A book/professional publication	I don't know this strategy
------------------------	-------------	---------------------	--------------------	-----------------------------	---------------------------------------	-------------------------------------

59. Time out for calming purposes
60. Time out as a consequence or punishment for behavior
61. Redirect child to a more acceptable activity/behavior

62. Reward system for entire class (*e.g.*, marbles added to a jar for appropriate group behavior)
63. Reward system for individual students (*e.g.*, stickers, tokens)
64. Color stick or color chart that changes a child's color based on behavior
65. Name on the board
66. Ignore noncompliant or off-task behavior
67. Praise or encouragement
68. Behavior contract
69. Raising or lowering your voice to get attention
70. Non-verbal body language (*e.g.*, touching a child's shoulder, giving a "look")
71. Removing privileges (*e.g.*, taking time off of recess, free choice play, etc.)
72. Detention
73. Referral outside of the classroom (*e.g.*, sending the child to the principal or counselor)
74. Phoning or emailing the student's parents/guardians
75. Picking up trash/cleaning the classroom
76. Writing repetitive lines/sentences
77. Match classroom curriculum/activities to children's interests
78. Modify the curriculum/activities to each child's learning needs
79. Issuing threats/warnings
80. Yelling
81. Setting and enforcing limits

82. Are any of the strategies that have been presented mandated to you by someone else? *Mandated in this instance means that someone else is telling you that you must use a particular guidance and/or classroom management strategy.

- a. Yes (If yes, follow to question #86; if no, follow to question #110)
- b. No

Who has mandated the following strategies to you?

Your district	Your principal	Your teaching team	This strategy isn't mandated
---------------	----------------	--------------------	------------------------------

83. Time out for calming purposes
84. Time out as a consequence or punishment for behavior
85. Redirect child to a more acceptable activity/behavior
86. Reward system for entire class (*e.g.*, marbles added to a jar for appropriate group behavior)
87. Reward system for individual students (*e.g.*, stickers, tokens)

88. Color stick or color chart that changes a child's color based on behavior
89. Name on the board
90. Ignore noncompliant or off-task behavior
91. Praise or encouragement
92. Behavior contract
93. Raising or lowering your voice to get attention
94. Non-verbal body language (*e.g.*, touching a child's shoulder, giving a "look")
95. Removing privileges (*e.g.*, taking time off of recess, free choice play, etc.)
96. Detention
97. Referral outside of the classroom (*e.g.*, sending the child to the principal or counselor)
98. Phoning or emailing the student's parents/guardians
99. Picking up trash/cleaning the classroom
100. Writing repetitive lines/sentences
101. Match classroom curriculum/activities to children's interests
102. Modify the curriculum/activities to each child's learning needs
103. Issuing threats/warnings
104. Yelling
105. Setting and enforcing limits

106. Are there any guidance and/or classroom management strategies not listed that you use on a weekly basis (You will be given the option to give two other strategies not previously listed.)

- a. Yes (if yes, go to question #110; if no, go to the end of survey)
- b. No

107. What is another guidance and/or classroom management strategy that you use on a weekly basis?

[free response]

108. Rate how effective you perceive this strategy to be in gaining compliance or on-task behavior in your classroom by recording a number from 1 to 7 using the scale given:

1	2	3	4	5	6	7
Not effective			Neutral			Very effective

109. How many times a week do you use this strategy? (1 – 20+)

110. Where did you learn this strategy?

A college course	A mentor	An administrator	Another teacher	Professional development	A book/professional publication	I don't know this strategy
------------------	----------	------------------	-----------------	--------------------------	---------------------------------	----------------------------

111. If this strategy is mandated to you, by who is it mandated?

Your district	Your principal	Your teaching team	This strategy isn't mandated
---------------	----------------	--------------------	------------------------------

112. Is there another guidance and/or classroom management strategy you use on a weekly basis that was not listed?

- a. Yes (if yes, go to question #117; if no, go to end of survey)
- b. No

113. What is another guidance and/or classroom management strategy that you use on a weekly basis?

[free response]

114. Rate how effective you perceive this strategy to be in gaining compliance or on-task behavior in your classroom by recording a number from 1 to 7 using the scale given:

1	2	3	4	5	6	7
Not effective			Neutral			Very effective

115. How many times a week do you use this strategy? (1 – 20+)

116. Where did you learn this strategy?

A college course	A mentor	An administrator	Another teacher	Professional development	A book/professional publication	I don't know this strategy
------------------	----------	------------------	-----------------	--------------------------	---------------------------------	----------------------------

117. If this strategy is mandated to you, by whom is it mandated?

Your district	Your principal	Your teaching team	This strategy isn't mandated
---------------	----------------	--------------------	------------------------------

Pilot Study Questions
(Administered in a separate survey link through PsychData)

1. Are there any widely used guidance and/or classroom management techniques that were not on the list of techniques provided? (list will be reprinted here)
2. Were there any terms with which you were not familiar?
3. Were there any other problems that you had in completing the survey?
4. Do you have any suggestions for making the survey easier for participants to understand and complete?

APPENDIX G
Panel Instructions

Panel Instructions

PANEL INSTRUCTIONS FOR DETERMINING DAP

Please use the following definition to determine whether or not, based on your knowledge of and experience with DAP, the strategies listed are developmentally appropriate or not.

Definition of DAP guidance –

Guidance is effective when teachers help children learn how to make better decisions the next time. Excellent early childhood teachers recognize children's conflicts and 'misbehavior' as learning opportunities. Hence, they listen carefully to what children say, model problem solving, and give patient reminders of rules (and reasons for them)—this, too, is effective guidance. A caring community of learners provides young children with a foundation that they will carry with them into their future lives in and out of school (Copple & Bredekamp, 2009).

If this definition is not sufficient to make a determination, please base your responses on the 2009 version of *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* edited by Copple and Bredekamp.

Strategy	Developmentally Appropriate	
	Yes	No

APPENDIX H

Write-in Strategies from Participants

WRITE-IN STRATEGIES FROM PARTICIPANTS

Strategy	Effectiveness Score	Times Used per Week	Source Learned from	Mandated Status	DAP vs. non-DAP
A signal to get the class' attention	7	20+	Professional Development	SNM	Yes
Allowing students to be helpers & leaders	6	20+	Another teacher	SNM	Yes
Allowing the students as much choice as possible.	7	20+	Book/Professional Publication	SNM	Yes
Because we are a Christian school, I have the opportunity to pray with children.	7	3	Another teacher	SNM	No
Brain Break	7	20+	Professional Development	SNM	Yes
Call cues (teacher says cue word for silence, children respond with own word)	6	20+	Another teacher	SNM	Yes
CHAMPS classroom procedures	7	20+	Professional Development	District	No
Class Dojo (app)	7	20+	Book/Professional Publication	SNM	No
Class Dojo-app on iPad	6	5	Mentor	SNM	No
Class store—students earn “money” for good behavior/responsibility. They receive “debits” for negative behavior	7	20+	Another teacher	SNM	No
Classroom guidance lessons from counselor	6	1	Mentor	SNM	Yes

CMR (Creating, Maintaining, Restoring)	7	20+	College Course	SNM	No
Compliments to TABLE groups – encourages working together	5	20+	Another Teacher	SNM	Yes
Conflict Resolution/Mediation	7	6	Professional Development	SNM	Yes
Conscious Discipline	6	10	Professional Development	SNM	No
Conscious Discipline	7	20+	Professional Development	SNM	No
Cooperative Learning	7	10	Professional Development	SNM	Yes
Extra recess	5	1	Another Teacher	Teaching Team	Yes
Flip Chart	7	7	Professional Development	SNM	No
Free reward time on Friday (ex. iPad, iPod, computer, etc.)	6	1	Mentor	SNM	No
Get them up & moving-dance, exercise, acting	7	10	Professional Development	SNM	Yes
Give me 5 - 5 finger management, eyes, ears, mouth, hands, feet	7	15	Another teacher	SNM	Yes
Group rewards/desks put together make a group & they work together for a reward	7	5	Another teacher	SNM	No
Graphing jewels earned for following classroom rules for rewards	6	20+	Another teacher	SNM	Yes
Honor Character Chart	6	20+	Professional Development	Teaching team	No

Honorable Character	7	18	Professional Development	Principal	No
I have my students go to a certain area in my classroom and problem solve the issue w/ the I-message	6	15	Another teacher	SNM	No
I use the color stick strategy but my students are able to move up and done so it is also positive	6	20+	Another teacher	SNM	No
If the children are not focused I "look at the clock...". the children know that I am figuring out	7	15	Mentor	SNM	No
Individual praise notes placed on a student's desk	7	15	Professional Development	SNM	Yes
Kagan structures (brain breaks)	6	11	Professional Development	District	Yes
Line up without talking = all of those minutes of recess.	7	10	Mentor	SNM	Yes
Love & Logic (choices)	7	20+	Professional Development	SNM	Yes
Magic potions/sprays (fix problems by sprinkling imaginary potions on them) (self created technique)	7	20+	Professional Development	SNM	No
My behavior book.	7	20+	College Course	SNM	No
Peer tutoring	5	3	Mentor	Teaching Team	Yes
Prayer and chapel time	6	5	Administrator	District	No
Praying with the child and talking about how Jesus feels about their behavior.	6	2	Administrator	SNM	No
Predictable routines	6	5	Mentor	SNM	Yes

Say, "Please stop what you are doing and make a better choice."	6	7	Mentor	SNM	Yes
Singing for transition to lower distraction time and time off-task	7	10	Mentor	SNM	Yes
Social skills groups	7	2	Professional Development	SNM	Yes
Songs/rhymes to get attention or during transitions	7	20+	Another teacher	SNM	Yes
Special privileges – reading to younger students	7	3	Another teacher	SNM	No
Students choosing their own logical consequence	7	10	Book/Professional Publication	SNM	Yes
Table group incentives	4	4	Another teacher	SNM	Yes
Teach Like a Champion	6	10	Book/Professional Publication	District	No
Teacher-student relationship building	7	5	Administrator	District	Yes
Using a treasure box/prize box at the end of the week for students who have met expectations all week	6	20+	Another teacher	SNM	No
Visual/auditory cues to help students self-monitor/regulate	7	20+	Professional Development	SNM	Yes
Warning stripes	7	7	Professional Development	SNM	No
We send home a weekly behavior chart displaying the positive and negative characteristics	7	5	Professional Development	Teaching Team	No

APPENDIX I
Panel Designations

PANEL DESIGNATIONS

Strategy	Rater #1	Rater #2	Rater #3	DAP vs. non-DAP
Time out for calming purposes	√	√	√	DAP
Time out as punishment/consequence		√		Non-DAP
Redirect child to a more acceptable activity/behavior	√	√	√	DAP
Reward system for entire class		√		Non-DAP
Reward system for individual students				Non-DAP
Color stick/color chart that changes a child's color based on behavior		√		Non-DAP
Name on the board				Non-DAP
Ignore noncompliant or off-task behavior				Non-DAP
Praise or encouragement	√	√		DAP
Behavior contract	√	√	√	DAP
Raising/lowering voice to get attention	√			Non-DAP
Non-verbal body language		√	√	DAP
Removing privileges				Non-DAP
Detention		√		Non-DAP
Referral outside of the classroom	√	√		DAP
Phoning/emailing the student's parents/guardians	√	√	√	DAP
Picking up trash/cleaning the classroom				Non-DAP
Writing repetitive lines/sentences				Non-DAP
Match classroom curriculum/activities to children's interests	√	√	√	DAP
Modify the curriculum/activities to each child's learning needs	√	√	√	DAP
Issuing threats/warnings				Non-DAP
Yelling				Non-DAP
Setting and enforcing limits	√	√	√	DAP
A signal to get the class' attention	√	√	√	DAP
Allowing students to be helpers & leaders	√	√	√	DAP

Allowing the students as much choice as possible.	√	√	√	DAP
Because we are a Christian school, I have the opportunity to pray with children.				Non-DAP
Brain Break	√		√	DAP
Call cues (teacher says cue word for silence, children respond with own word)	√	√		DAP
CHAMPS classroom procedures				Non-DAP
Class Dojo (app)				Non-DAP
Class Dojo-app on iPad				Non-DAP
Class store—students earn “money” for good behavior/responsibility. They receive “debits” for negative behavior				Non-DAP
Classroom guidance lessons from counselor	√	√		DAP
CMR (Creating, Maintaining, Restoring)	√			Non-DAP
Compliments to TABLE groups – encourages working together	√	√		DAP
Conflict Resolution/Mediation	√	√		DAP
Conscious Discipline	√			Non-DAP
Conscious Discipline	√			Non-DAP
Cooperative Learning	√	√		DAP
Extra recess				Non-DAP
Flip Chart				Non-DAP
Free reward time on Friday (ex. iPad, iPod, computer, etc.)				Non-DAP
Get them up & moving-dance, exercise, acting	√	√	√	DAP
Give me 5 - 5 finger management, eyes, ears, mouth, hands, feet	√	√	√	DAP
Group rewards/desks put together make a group & they work together for a reward				Non-DAP
Graphing jewels earned for following classroom rules for rewards				Non-DAP
Honor Character Chart				Non-DAP
Honorable Character				Non-DAP

I have my students go to a certain area in my classroom and problem solve the issue w/ the I-message	√			Non-DAP
I use the color stick strategy but my students are able to move up and done so it is also positive				Non-DAP
If the children are not focused I "look at the clock...". the children know that I am figuring out	√			Non-DAP
Individual praise notes placed on a student's desk	√	√		DAP
Kagan structures (brain breaks)	√		√	DAP
Line up without talking = all of those minutes of recess.				Non-DAP
Love & Logic (choices)	√	√	√	DAP
Magic potions/sprays (fix problems by sprinkling imaginary potions on them) (self created technique)				Non-DAP
My behavior book.				Non-DAP
Peer tutoring	√	√		DAP
Prayer and chapel time				Non-DAP
Praying with the child and talking about how Jesus feels about their behavior.				Non-DAP
Predictable routines	√	√		DAP
Say, "Please stop what you are doing and make a better choice."	√		√	DAP
Singing for transition to lower distraction time and time off-task	√	√	√	DAP
Social skills groups	√	√	√	DAP
Songs/rhymes to get attention or during transitions	√	√	√	DAP
Special privileges – reading to younger students				Non-DAP
Students choosing their own logical consequence	√	√	√	DAP
Table group incentives		√		Non-DAP
Teach Like a Champion				Non-DAP
Teacher-student relationship building	√		√	DAP

Using a treasure box/prize box at the end of the week for students who have met expectations all week				Non-DAP
Visual/auditory cues to help students self-monitor/regulate	√	√	√	DAP
Warning stripes		√		Non-DAP
We send home a weekly behavior chart displaying the positive and negative characteristics		√		Non-DAP