

The Brief Classroom Interaction Observation–Revised: An Observation System to Inform and Increase Teacher Use of Universal Classroom Management Practices

Wendy M. Reinke, PhD¹, Melissa Stormont, PhD¹, Keith C. Herman, PhD¹, Sean Wachsmuth, PhD², and Lori Newcomer, PhD¹

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Abstract

Schools are increasingly using multi-tiered prevention models to address the academic and behavior needs of students. The foundation of these models is the implementation of universal, or Tier 1, practices designed to support the academic and behavioral needs of the vast majority of students. To support teachers in the use of effective Tier 1 classroom practices, researchers and practitioners need reliable and valid measures of these practices that are sensitive to change over time. The purpose of this study was to examine the reliability and validity of the *Brief Classroom Interaction Observation–Revised* (BCIO-R), which is a direct observation measure of classroom Tier 1 instructional and classroom management practices for use in elementary school classrooms. Findings indicate that the BCIO-R can be reliably implemented in the classroom context. In addition, the measure is associated with important teacher-reported constructs such as efficacy in classroom management and burnout. Furthermore, the measure is sensitive to change as indicated by demonstration of improvement in classroom management variables among teachers who received a universal classroom management intervention versus teachers who did not receive training. Having reliable and valid measures to evaluate and monitor teacher use of universal classroom practices can be useful when consulting to support teachers and improve student outcomes.

Keywords

classroom management, universal interventions, performance feedback, direct observation

Increasingly, schools are adopting multi-tiered prevention models to address the academic and behavior needs of students. The goal of these multi-tiered systems of support is to improve outcomes for all students through the use of evidence-based practices (Fuchs, Fuchs, & Stecker, 2010; Stormont, Reinke, Herman, & Lembke, 2012). The foundation of these models is the implementation of universal, or Tier 1, practices designed to support the academic and behavioral needs of the vast majority of students. Furthermore, Tier 1 interventions help schools determine the need for additional, more individualized supports (Tiers 2 and 3) based on a student's response, or lack of response, to Tier 1 initiatives (Stormont et al., 2012).

One important aspect of Tier 1 initiatives is the implementation of effective instructional and behavior management practices. Research has established a host of evidence-based Tier 1 classroom management practices that support student academic performance and appropriate social behavior (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Despite evidence to support their use, some

teachers struggle to effectively implement universal classroom management practices and may benefit from training and consultation designed to increase their adoption and use of such practices (Reinke, Stormont, Herman, Puri, & Goel, 2011). For example, in one recent study, teachers' use of effective classroom management practices was low even though they were within a school implementing school-wide Positive Behavior Interventions and Supports (Reinke, Herman, & Stormont, 2013). Supporting teachers in the use of effective universal strategies is important given the link between teacher practices and student behaviors in the classroom (e.g., Leflot, van Lier, Onghena, & Colpin,

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The Brief Student Teacher Classroom Interaction Observation

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Feedback in der Unterrichtspraxis Marie-Christine Vierbuchen, Frederike Bartels, 2019-05-08 Feedback is one of the most effective factors that influence everyday school life facilitating or obstructing processes of learning and development at various levels Building on theoretical concepts and recent research findings this volume provides an overview of feedback models and preconditions for successful feedback in the school context Central topics include ways of dealing with praise and criticism in classroom teaching feedback and social integration and inclusion feedback and a healthy mistake culture as well as feedback in teacher training and further training aimed at promoting professional skills The book thus provides a compact overview of the state of knowledge on the effective use of feedback in the context of school and teaching and provides a wide variety of suggestions for ways of implementing feedback practically and successfully

Observing Teacher Identities through Video Analysis Amy Vetter, Melissa Schieble, 2015-09-25 Teaching is often seen as an identity process with teachers constructing and enacting their identities through daily interactions with students parents and colleagues This volume explores how conducting video analysis helps teachers gain valuable perspectives on their own identities and improve classroom practice over time This form of interactional awareness fosters reflection and action on creating classroom conditions that encourage equitable learning The volume follows preservice English teachers as they examine video records of their practice during student teaching and how the evidence impacts their development as literacy teachers of diverse adolescents By applying an analytic framework to video analysis the authors demonstrate how novice teachers use positioning theory to transform their own identity performance in the classroom Education scholars teachers and professional developers will greatly benefit from this unique perspective on teacher identity work

Designing a Prosocial Classroom: Fostering Collaboration in Students from PreK-12 with the Curriculum You Already Use

Christi Bergin, 2018-05-29 A practical how to guide for promoting positive classroom cultures A prosocial classroom is easy to spot Students are engaged in learning have a warm relationship with the teacher and can collaborate smoothly conflicts and behavioral problems are the exception rather than the rule Not only are students happier in this kind of positive environment their academic achievement improves But it s far from obvious how to establish and maintain such a productive and peaceful classroom In *Designing a Prosocial Classroom* Christi Bergin has distilled the complex literature about social emotional learning into a set of tools that all teachers can use to promote prosocial behavior As with any skill fostering kindness and collaboration requires deliberate practice but it does not require a separate curriculum These research based tools using effective discipline building prosocial habits developing positive relationships modeling good coping strategies are teaching practices that can be employed within any content area during regular instruction Each chapter includes authentic classroom vignettes highlights from the research on prosocial behavior and questions for reflection and discussion *Designing a Prosocial Classroom* is an engaging read and an ideal resource for a school wide book study group included in an appendix is

a case study for review and discussion of the teaching tools presented in the chapters Motivational Interviewing in Schools Keith C. Herman, Wendy M. Reinke, Andy J. Frey, 2020-12-07 Note to Readers Publisher does not guarantee quality or access to any included digital components if book is purchased through a third party seller Praise for the first edition The authors of this book have made a very important contribution in producing a book that literally provides a roadmap for how to realize MI's potential in school and family contexts They are the acknowledged leaders of MI in schools and deserve much credit for adapting this approach so well for effective use by educators I recommend it unconditionally as an invaluable resource for today's related services professional Hill Walker PhD University of Oregon The second edition of this seminal reference is still the only book available that provides detailed step by step guidance for using Motivational Interviewing MI to facilitate positive change in schools by working with parents teachers and students Featuring readily accessible proven strategies for promoting academic enabling behaviors this text describes the defining principles processes and skills of MI The new edition illuminates research based strategies for building teacher student and parent engagement in school based services and identifies best practice MI consultation skills and tailors these interventions to the specific needs of teachers students and parents Additionally the book identifies methods for combining MI with other school based intervention models as well as defining procedures for integrating MI within a school or across a school district New to the second edition is the innovative coaching framework HomeBase important literature updates on the science and practice of MI in schools and expanded information on new applications of MI with students The second edition also includes new strategies for motivating MI participants MI applications with school problem solving teams and a major update to the sections on Learning MI and Monitoring Implementation Quality Purchase of the print edition includes access to Ebook format New to the Second Edition Includes new HomeBase intervention program designed as a collaboration between parents and teachers to support children Delivers a new MI coaching framework Significantly updates sections on Learning MI and Monitoring Implementation Quality Reflects latest science regarding proper implementation of MI Expands coverage of MI applications with school problem solving teams Includes strategies for learning and improving MI skills Provides new dialogues scripts from successful parent teacher and student interactions Highlights specific interventions for gifted youth applications for student self monitoring and for support in alternative settings Key Features Demonstrates how to apply motivational interviewing to K 12 to help school professionals improve effectiveness Delivers expert tips for working with challenging families students and teachers Covers implementation and dissemination strategies for learning MI and monitoring fidelity Includes abundant opportunities for practice Includes examples of MI that promote everyday conversations about change Provides dozens of handouts to use with students teachers and parents **Identifying Patterns of Emotional and Behavioural Problems in Preschool children** Berit M. Gustafsson, 2018-12-20 Mental health problems often debut in early childhood and may last throughout adulthood thereby making early detection and intervention especially important The overarching aim of the

present thesis was to identify patterns of emotional and behavioural problems indicating mental health problems in preschool children To facilitate the detection of such problems early on one available screening instrument Strengths and Difficulties Questionnaire SDQ was validated The development and interaction of externalising problems in preschool children were studied over time Functioning and behaviour and their relations to protective and risk indicators in both environmental and personal characteristics were explored The long term goal was to increase knowledge about early identification of emotional and behavioural problems in preschool children in order to facilitate early intervention In Study I n 690 the subscales Hyperactivity and Conduct Problems were shown to be valid for children in the age group 1 3 years A reasonable level of validity was found for the age group 4 5 years when using the original SDQ four factor solution The preschool teachers considered most of the SDQ items relevant and possible to rate Based on the results of Study II n 815 a score of 12 on the SDQ Total Problems Scale is recommended as a cut off for Swedish preschool children There were significant differences between boys and girls on all subscales except for the Emotional subscale The Swedish norms for SDQ are to a large extent similar to findings from other European countries Study III n 195 showed that preschool children s conduct problems decrease over time Children exhibiting more initial hyperactivity at year 1 have less reduction in conduct problems over time i e the more hyperactivity early in life the more conduct problems at year 3 In Study IV n 197 children high in engagement and social interaction function well over time even in the presence of hyperactivity while children with low engagement and interaction alone or in combination with hyperactivity and conduct problems continue to have problems Stability was related to the existence of a larger number of protective or risk indicators respectively Taken together this thesis has shown that the SDQ can be used to identify preschool children at risk of developing mental health problems later in life

Classroom Observation Matt O'Leary, 2020-05-12 Building on recent changes and debates surrounding the use of observation this fully updated second edition of *Classroom Observation* explores the role of lesson observation in the preparation assessment and professional learning of teachers lecturers and educators at all levels and across all educational organisations Offering practical guidance and detailed insights on an aspect of training that is a source of anxiety for many teachers this thought provoking book offers a critical analysis of the place role and nature of lesson observation in the lives of education professionals Updated to incorporate the latest research policy and practical developments on observation this new edition also includes greater coverage of research and developments in the field of observation beyond the UK Enabling readers to use observation as a lens for understanding informing and improving teaching and learning and equipping them with structured frameworks for applying observation this book includes sections on Teacher autonomy and professional identity Performance management professional standards and accountability Peer observation self observation and critical reflection Educational assessment and evaluation Peer based models of observation Using digital technology to inform learning Written for all student and practising teachers as well as teacher educators and those engaged in educational research *Classroom*

Observation is an essential introduction to how we observe why we observe and how it can be best used to improve teaching and learning **Resources in Education** ,1994 Research in Education ,1974 Observation Skills for Effective Teaching Gary D. Borich,2016-01-08 Thoroughly updated for the new era of Common Core Standards this seventh edition of Observational Skills for Effective Teaching is vital in this time of educational change It offers a detailed yet easily accessible handbook for teachers to prepare for and design their first classroom experiences Updated with the newest research on effective teaching and learning the book cogently introduces such topics as learning climate classroom management and lesson clarity with the newest findings that lead to desirable cognitive social and emotional outcomes in learners

International Guide to Student Achievement John Hattie,Eric M. Anderman,2013-01-17 The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today There are many often competing claims about how to enhance student achievement raising the questions of What works and What works best World renowned bestselling authors John Hattie and Eric M Anderman have invited an international group of scholars to write brief empirically supported articles that examine predictors of academic achievement across a variety of topics and domains Rather than telling people what to do in their schools and classrooms this guide simply provides the first ever compendium of research that summarizes what is known about the major influences shaping students academic achievement around the world Readers can apply this knowledge base to their own school and classroom settings The 150 entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick easy reference Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries guiding readers to apply this knowledge to their own classrooms their curriculums and teaching strategies and their teacher training programs **Thesaurus of ERIC Descriptors** ,1984 **The SAGE Handbook of Research on Teacher Education** D. Jean Clandinin,Jukka Husu,2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can

influence future teacher education practices and policies

SAGE Handbook of Research on Classroom Assessment

James H. McMillan, 2012-11-02 The Sage Handbook of Research on Classroom Assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of K 12 classroom assessment The handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area It presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior Editor James H McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education

Social Goals in the Classroom Martin H. Jones, 2019-09-18 Social Goals in the Classroom is the first volume to comprehensively examine the variety of students non academic goals and motivations within the classroom Each expertly written chapter defines and investigates a particular aspect of students social objectives before addressing related findings on academic performance interpersonal outcomes and directions for future research Presented in three succinct and comprehensive parts this book reviews expands upon and theoretically synthesizes current research on the many different social goals to offer readers a thorough understanding of non academic desires and their consequences on learners educational experiences Situated in evidence based theory as well as real world contexts such as ethnicity sexual orientation and social media this insightful collection ideal for graduate students teachers and researchers explores how students social motives influence their academic performance and peer relationships

Handbook of Behavioral Interventions in Schools Keith C. Radley, Evan H. Dart, 2019-03-11 Tasked chiefly with providing effective instruction classroom teachers must also manage student behavior Prevalence of student problem behavior is a strong indicator of failing schools and has been linked to reduced academic achievement truancy bullying and loss of teacher time As such demand is on the rise for intervention programs that may effectively reduce levels of problem behavior in schools Handbook of Behavioral Interventions in Schools is a comprehensive collection of evidence based strategies for addressing student behavior in the classroom and other school settings Experts in the fields of special education and school psychology provide practical guidance on over twenty behavior interventions that can be used to promote appropriate student behavior Framed within a multi tiered system of support a framework representing one of the predominant service delivery models in schools interventions are categorized as Tier I Tier II or Tier III and chapters provide insight into how students might be placed in and moved through respective levels of service intensity Each chapter details a specific intervention strategy and includes reproducible materials to facilitate use of the intervention case studies and further reading for school based practitioners Introductory chapters on behavior analysis

multi tiered systems of support and law and ethics place the practical guides in a context that is relevant for school based practice Walking readers through the entire process of assessment of problem behaviors to intervention and progress monitoring Handbook of Behavioral Interventions in Schools is an invaluable resource for special education teachers school psychologists and trainees in these fields English Medium Instruction in Secondary Education Jack Pun,2024-04-19 Jack Pun presents best practices in pedagogy and teaching to facilitate effective content subject learning at the secondary school level Increasingly parents are sending their children to English Medium Instruction EMI secondary schools in their home countries to prepare them for full immersion in EMI in English native speaking countries The book explores the teaching and learning processes in EMI senior secondary science classrooms based in thirty secondary schools in Hong Kong Conducting analyses of classroom teacher and student perception data the author discusses the issues of teaching science through the medium of English in secondary schools the implications and applications for professional development of science teachers and other content subject teachers and suggests strategies for teaching science in different EMI contexts This volume is highly relevant to scholars in the field of educational linguistics particularly in English language teaching content based instruction content and language integrated learning and English as a medium of instruction It is also useful to education policymakers school teachers research students English and education majors *TEACHER EDUCATION, THIRD EDITION* MOHAN, RADHA,SOMASHEKAR, T.V.,2025-05-01 Teacher Education is the cornerstone of all educational systems To ensure its effectiveness it is vital to establish a framework that equips teacher trainees with the skills needed to excel in classroom settings The book delves into strategies for enhancing teacher training improving education programs and delivering quality education The National Education Policy NEP 2020 emphasises the significance of teacher education reinforcing the vision of India as a Vishwa Guru It mandates fifty hours of Continuous Professional Development CPD for in service teachers annually in both online and offline modes integrating technology into education Furthermore it proposes the introduction of National Professional Standards for Teachers NPST and mandates school based experiences such as internships in pre service teacher programs to cultivate humane educators with essential competencies Now in its third edition this book emphasises teacher skill development addressing the growing role of technology and the evolution of education policies procedures and frameworks Each chapter has been carefully updated to align with the latest NCTE norms and the recommendations of the Justice Verma Commission KEY FEATURES Focuses on core pedagogical skills and competencies to foster professional excellence in teachers Offers a comparative analysis of teacher education across various countries to broaden perspectives Incorporates numerous flowcharts and diagrams to simplify complex concepts and enhance understanding The present edition continues to serve as an indispensable guide for teacher education preparing educators to meet the dynamic demands of modern classrooms in offline online and hybrid modes TARGET AUDIENCE M A Education M Ed B Ed Diploma in Teaching trainees *The Routledge International Handbook of Research on Dialogic Education* Neil Mercer,Rupert Wegerif,Louis

Major,2019-09-26 The Routledge International Handbook of Research on Dialogic Education provides a comprehensive overview of the main ideas and themes that make up the exciting and diverse field of Dialogic Education With contributions from the world s leading researchers it describes underpinning theoretical approaches debates methodologies evidence of impact how Dialogic Education relates to different areas of the curriculum and ways in which work in this field responds to the profound educational challenges of our time The handbook is divided into seven sections covering The theory of Dialogic Education Classroom dialogue Dialogue teachers and professional development Dialogic Education for literacy and language Dialogic Education and digital technology Dialogic Education in science and mathematics Dialogic Education for transformative purposes Expertly written and researched the handbook marks the coming of age of Dialogic Education as an important and distinctive area of applied educational research Featuring chapters from authors working in different educational contexts around the world the handbook is of international relevance and provides an invaluable resource for researchers and students concerned with the study of educational dialogue and allied areas of socio cultural research It will interest students on PhD programmes in Education Faculties Master s level courses in Education and postgraduate teacher training courses The accounts of results achieved by high impact research projects around the world will also be very valuable for policy makers and practitioners

Frontiers in Pen and Touch Tracy Hammond,Aaron Adler,Manoj Prasad,2017-12-01 This inspirational book contains evidence based research presented by educational scientists for the advancement of stylus based technology and its applications for college and K 12 classrooms Writing and sketching are an important part of teaching and learning and digital ink technologies enable us to perform these activities in a digital world Frontiers in Pen and Touch aims to highlight software and hardware practices and innovations to encourage transformational use of pen and touch in the classroom The content of the book is derived from the 2016 Conference on Pen and Touch Technology on Education CPTTE Chapters written by academic practitioners provide stories of success for ink including multimedia content creation and increasing student engagement Industry and academic researchers share their findings and present intelligent systems that enable pen and touch systems to teach and motivate students This book is a must read for anyone wanting to harness and integrate pen and touch for improving today s student experiences

Handbook of Early Childhood Teacher Education Leslie J. Couse,Susan L. Recchia,2015-07-24 This handbook synthesizes both contemporary research and best practices in early childhood teacher education a unique segment of teacher education defined by its focus on child development the role of the family and support for all learners The first volume of its kind the Handbook of Early Childhood Teacher Education provides comprehensive coverage on key topics in the field including the history of early childhood teacher education programs models for preparing early childhood educators pedagogical approaches to supporting diverse learners and contemporary influences on this quickly expanding area of study Appropriate for early childhood teacher educators as well as both pre and in service teachers working with children from birth through 8 this handbook

articulates the unique features of early childhood teacher education highlighting the strengths and limitations of current practice as based in empirical research It concludes by charting future directions for research with an aim to improve the preparation of early childhood educators

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