

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

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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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