Intervention Name: The Classroom Check Up (CCU)

Function of Intervention:

> The Classroom Check Up is a classwide intervention targeting current and future student problem behavior through classroom teaching practices (Reinke, Herman, & Sprick, 2011). This consultation model is designed to increase behavior management while focusing on changing the entire classroom ecology addressing the need for classroom level support while minimizing treatment integrity problems common to school-based consultation.

Brief Description:

> Classroom management has a direct link to levels of student involvement and academic achievement, making it a critical component of teaching. Furthermore, a nationwide survey of teachers across all grade levels indicated that teachers feel a strong need for additional training and support in classroom management (Coalition for Psychology in Schools and Education, 2006). Effective classroom management can help to decrease disruptive classroom behaviors and increase student engagement in academic tasks (Reinke & Herman, 2002). One promising method for supporting teacher implementation of effective classroom behavior management practices is through the use of school-based consultation. Supporting teacher's competency of effective classroom management practices of classroom variables shown to be influential to student outcomes such as, use and type of praise, reprimands, and opportunities for student's to respond. Overall, classroom consultation can create meaningful, lasting teacher and student behavior change at the classroom level. The classroom check up's consultation model has been shown effective as a tool to increase teacher behaviors through feedback and support.

What "Common Problems" Does This Address?

> Although there is sufficient evidence to support the need for school-based consultation for classroom management, one time consultation training is not enough to effectively create sustainable change. Therefore, consultants should provide teachers continuous support throughout the various stages listed below.

Procedure:

> The Classroom Check Up utilizes a Motivational Interviewing (MI) framework for implementation purposes. MI is a collaborative style for strengthening a person's own motivation and commitment to change. The goal of MI is to elicit language that conveys a teacher's desire, ability, reasons, need, and/or commitment to make a change. Within the classroom check-up model, four processes of MI are implemented: *Collaboration*- Establishing a trusting relationship and involve the client in talking about issues. *Evocation*- Narrowing the conversation to patterns of the behavior that client wants to change. *Evoking*- Eliciting the client's motivation for change by increasing their confidence and readiness for change. *Planning*- Developing the practical steps the clients want to use to achieve the change they desire.

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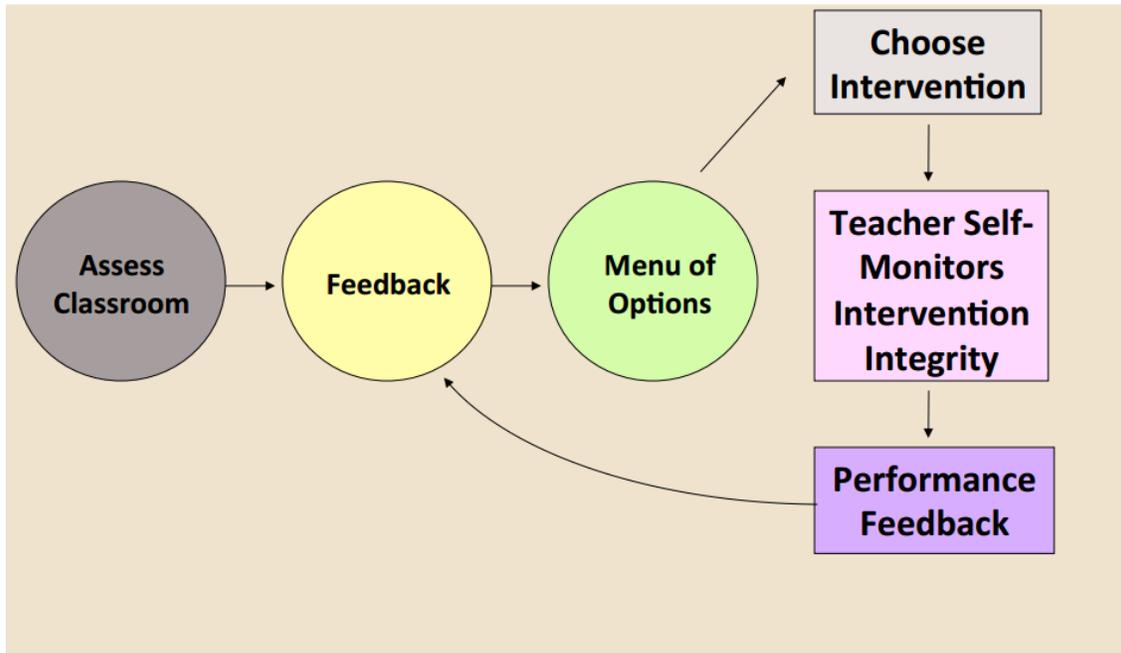
1. **Assess Classroom**
   Step one of the CCU is assessing the classroom environment through direct observation, completion of a teacher interview and brief classroom ecology checklist by the consultant. The purpose of the teacher interview is to establish rapport and to discover areas of strength and weakness (self-identified by the teacher) within the current classroom management system. The questions work to identify the client's values and motivations for teaching while addressing current and past classroom management strategies. The classroom ecology checklist is used to collect information about the instructional and behavior management systems of the classroom, routines and expectations, and the physical layout of the classroom. In addition, observing the classroom in the natural environment is critical.

2. **Feedback**
   After this comprehensive classroom evaluation, the consultant meets with the teacher to convey the findings. This includes a summary of the data and specific visual and verbal feedback addressing the teacher's strengths and weaknesses.

3. **Menu of Options**
   Using the feedback, predominantly that identified as an areas of concern, the consultant and the teacher work together to develop a menu of potential intervention strategies to implement in the classroom striving for positive classroom outcomes. This menu should be built by the consultant's knowledge of research and address the teacher's vision while building on his or her strengths.

4. **Choose Intervention**
   In collaboration, the consultant and teacher should select one or two interventions from the menus stage. This intervention should be tailored to the needs of the classroom and a corresponding action plan for implementation should be developed.

5. **Teacher Self-Monitoring of Treatment Integrity**
   Step five of the CCU (teacher self-monitoring of treatment integrity) begins on the first day of implementation of the individualized classroom intervention. During this stage, the teacher monitors daily implementation of the chosen intervention using an intervention procedural checklist. Teachers monitored whether or not they successfully completed each component of the intervention. Each day the teachers checked off the number of steps to the intervention they completed.

6. **Provide Ongoing Monitoring**
   During step 6, the coach conducts ongoing classroom observations and provides performance feedback. Teacher and coach then review and revise implementation practices as needed.

Critical Components that must be implemented for intervention to be successful:
Performance feedback and action planning:
The consultant accessing the classroom in order to assess current classroom management practices and provide valuable performance feedback producing a menu of options and ultimately an   appropriate evidenced based intervention.
Motivational Interviewing and Collaborative Partnership
Encouraging personal responsibility for decision making while giving direct advice if asked. Supporting teacher self-efficacy by identifying existing strengths.
Systemic Support
Utilizing steps 5 and 6, teacher self-monitoring of treatment integrity and ongoing monitoring from the consultant can significantly increase integrity of intervention implementation and the likelihood of future classroom management success.

Critical Assumptions/Problem-Solving Questions to be Asked:
Providing coaching for effective classroom management practices typically holds the assumption that that teachers welcome evaluation and feedback; however, many times teachers are in positions that where this partnership may not be received well or perhaps not voluntary. The Classroom Check Up consultation model has a unique component of motivational interviewing that addresses a client's current stage of change and provides support accordingly.

Online Component:
The Classroom Check-up website *<theclassroomcheckup.com>* can provide imperative support to The Classroom Checkup process. Providing essential information and resources for the consultant and teacher, this site makes each step feasible for schools where physical ongoing coach support is limited.

References
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Reinke, Herman & Sprick (2011). Motivational Interviewing for Effective Classroom Management: The Classroom Check-up. New York: Guilford Press

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