


HICE - Hawaii International Conference on Education, January 7<sup>th</sup> 2019



**What Do I Think and Do about Inclusive Education and Classroom Management of Emotional and Behavioral Difficulties: Portrait of Preservice Teachers**

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Conseil de recherches en sciences humaines du Canada / Social Sciences and Humanities Research Council of Canada / Canada / LARIDAPE

## Aim of the paper session

Exposes results from a research project on **preservice teachers' beliefs** and **classroom management practices (CMP)** for **students with emotional and behavioral difficulties (EBD)**

## Introduction of the Topic

- Current of inclusive education
  - All children in the most normal possible context (UNESCO, 1994).
- Among those pupils
  - EBD students, recognized as being challenging (Fejin, Talmor & Erlich, 2005).
- For teachers
  - Leads to stress and others negatives impacts
  - Involve a low level of preparation in initial teacher education, particularly in classroom management (Maskan, 2007; O'Neill & Stepenson, 2013)

## Paper session's

Theoretical framework (concepts)

### • EBD student

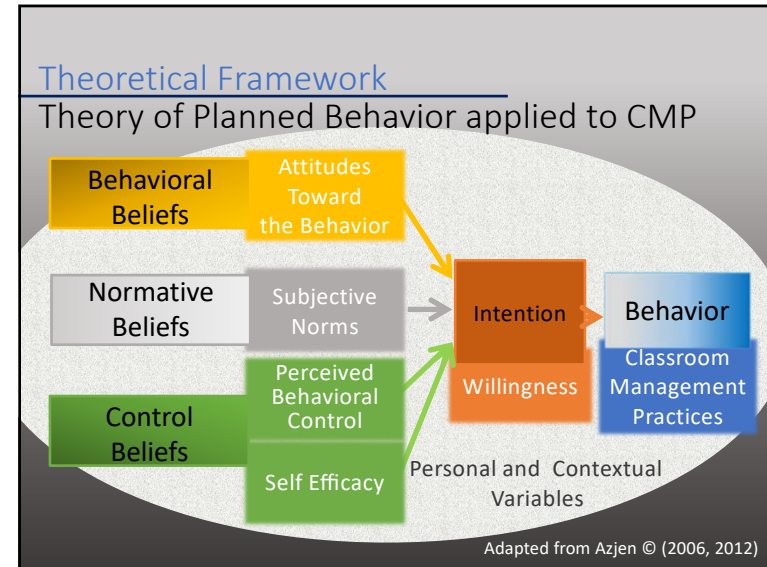


### • CMP

*Thoughtful, sequenced and simultaneous acts performed by teachers in order to establish, maintain and restore the learning environment in a classroom* (Gaudreau, 2017).

Paper session's  
Theoretical framework (research on PT)

- **Preservice teachers (PT) and inclusive CMP**
- **Skill deficit** (Clunies-Ross, et al., 2008; Forlin & Chambers, 2011)
  - Tend to be reactive rather than preventing-/positive- based
- **Variation across countries**
  - Suggesting effects for the way is taught or cultural differences (Woodcock & Reuper, 2017)
- **Related to beliefs**
  - For inclusion practices, for all



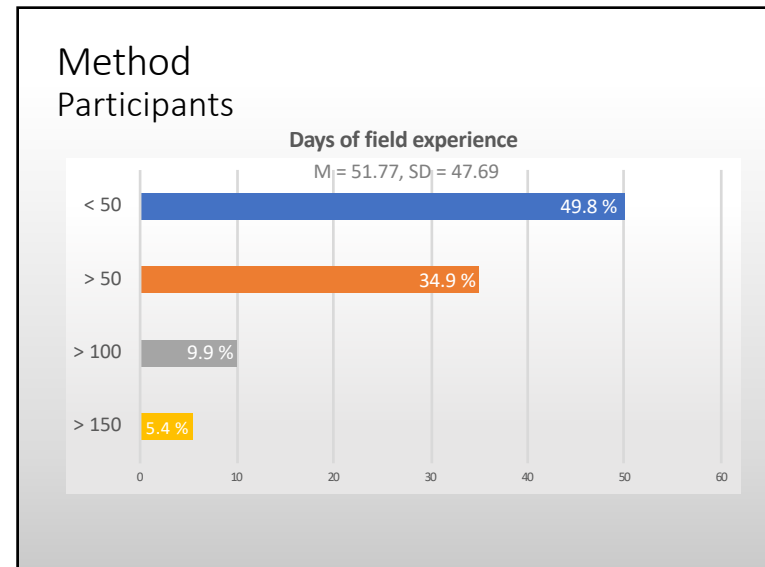
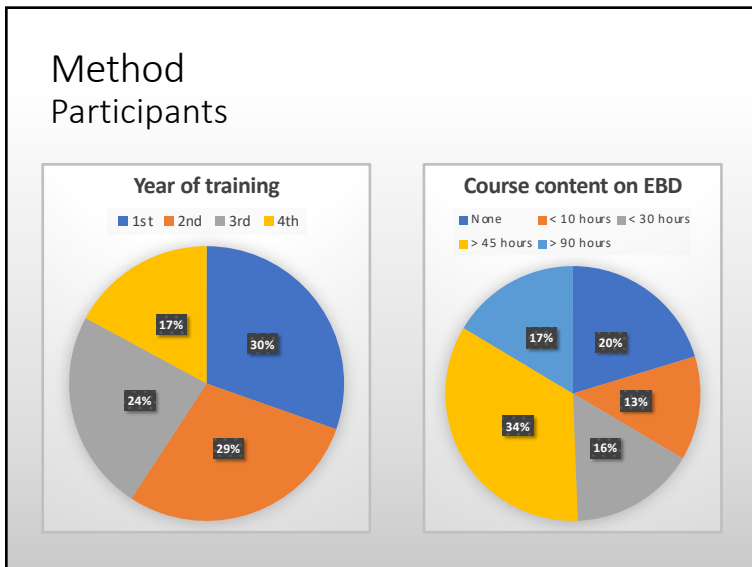
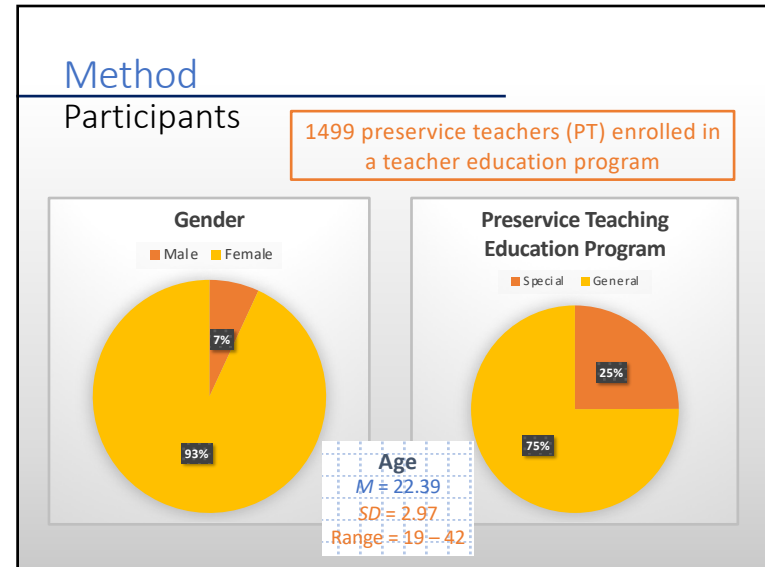
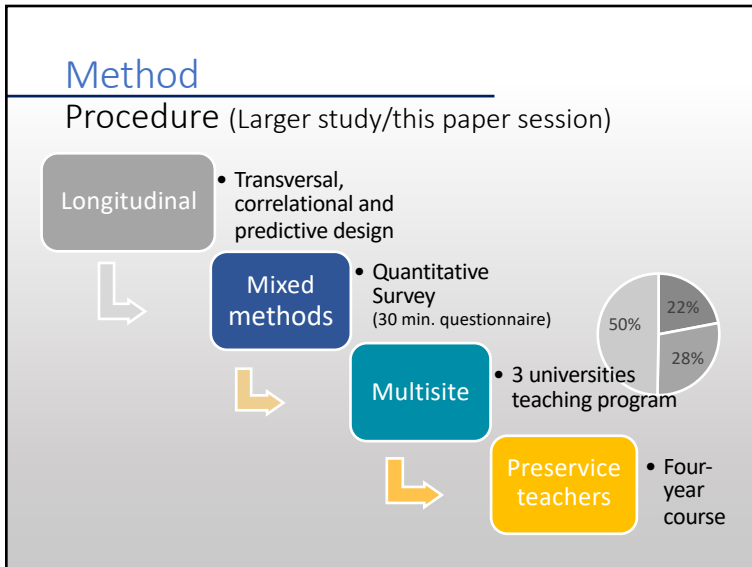
Research aims and questions

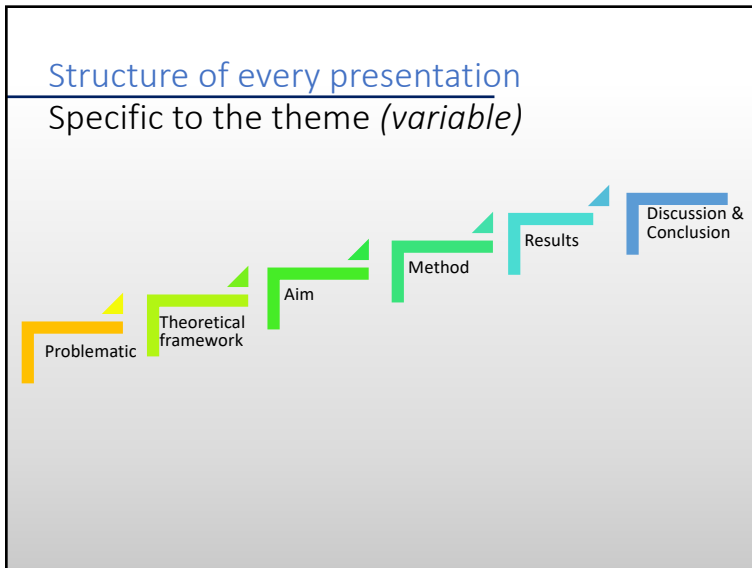
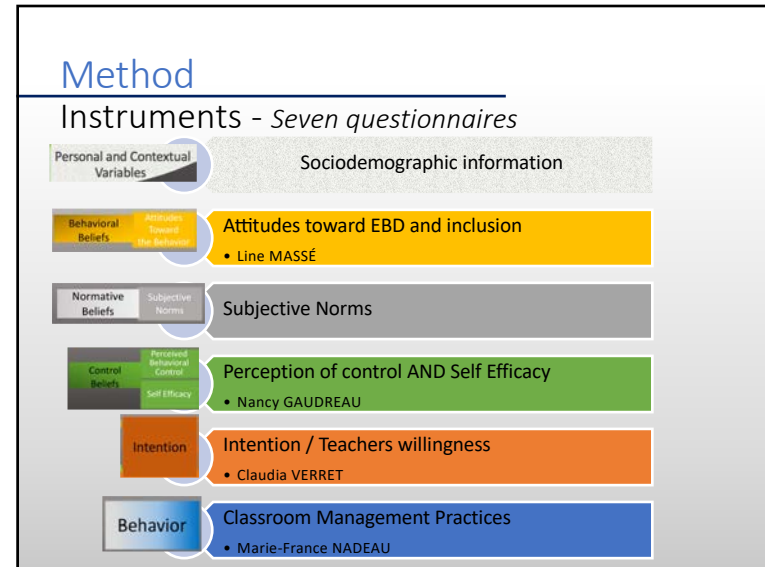
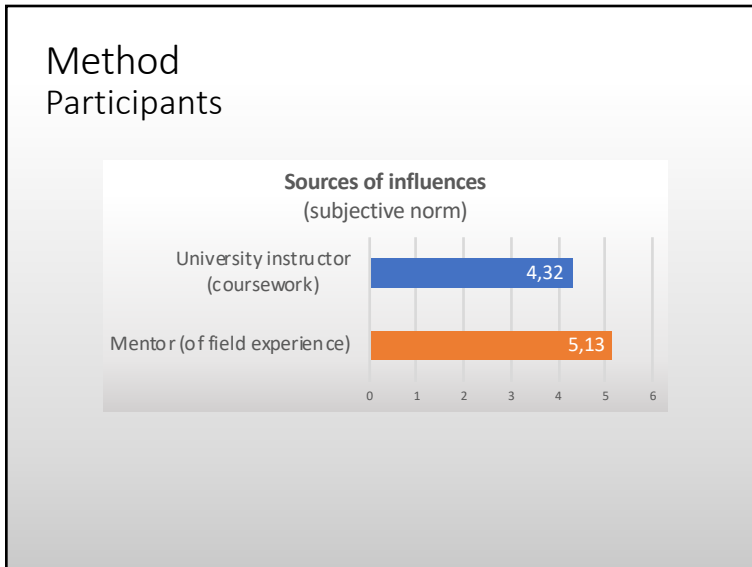
What are their beliefs?      What practices are they using?

What is the portrait of preservice teachers, in terms of practices supporting schooling of EBDs, within their four-years in general or special education training program?

What is influencing them?      What is the relations between those variables?

General method and structure for each presentation





HICE – Hawaii International Conference on Education, January 2019

**“What do I think and do about inclusive education and classroom management of emotional and behavioral difficulties”**  
**Portrait of preservice teachers**

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**Behavioral Beliefs**

**Attitudes Toward the Behavior**

Which attitudes?

### Introduction

- Numerous studies closely relate attitudes of teachers to their behavior and, moreover, to their intervention choice.
- Others studies in health and social psychology have also linked behavioral beliefs, attitudes toward the behavior and the adoption of a prescribed behavior (Ajzen, 2012).

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graph LR; BB[Behavioral Beliefs] --- ATB[Attitudes Toward the Behavior]; ATB --> I[Intention]; I --- W[Willingness]; W --> B[Behavior Classroom Management Practices];
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### Introduction

- Attitudes toward inclusive education is reported to be influenced by the type of disability.
- Including students with emotional and behavioral difficulties (EBD) is generally linked with more negative attitudes than for students with learning disabilities...
  - For teachers (Cook, Cameron & Tankersley, 2007) .
  - For preservice teachers (PT) (Haq & Mundia, 2012; Markova, Pit-Ten Cate, Krolak-Schwerdt, & Glock, 2016; O'Toole & Burke, 2013).
- Behavioral difficulties are a major concern for PT (Clarke, Lodge et Shevlin, 2012).
- It is important to understand pre-service teachers' acquired attitudes towards inclusive education and how pre-service training programs influence these attitudes (Kim, 2011).

### Aim of this presentation

- To get a more thorough comprehension of attitudes maintained by preservice teachers toward students with EBD in the province of Quebec
- To describe different dimensions of attitudes by
  - Gender
  - Training Program (general vs special education)
  - Training received regarding behavior difficulties
  - Year of training
  - Hours of internship

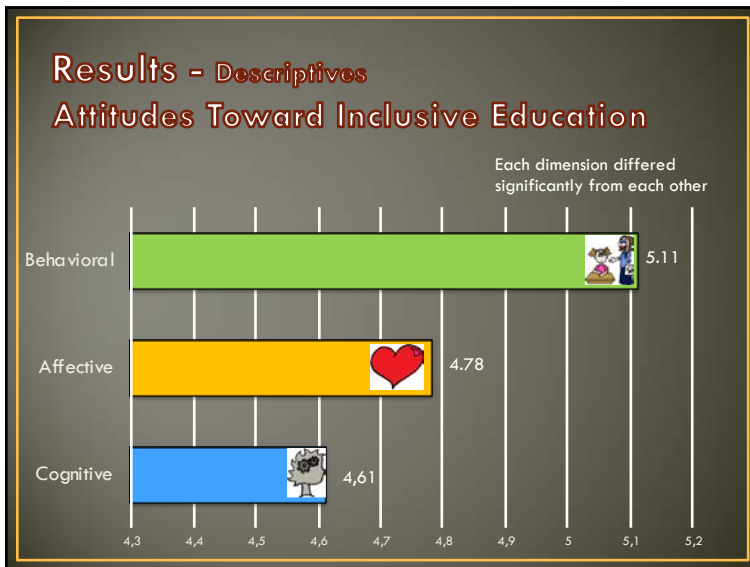
### Method - Instrument

- Multidimensional Attitudes Toward Inclusive Education Scale (MATIES - Mahat, 2008).
  - Three scales measuring different dimensions of attitudes
    -  Cognitive (6 items,  $\alpha = .71$ ) **I believe** that EBD students should be taught in special education classroom.
    -  Affective (6 items,  $\alpha = .72$ ) **I am uncomfortable** including EBD students in my classroom with other students without difficulties.
    -  Behavioral (6 items,  $\alpha = .84$ ) **I am willing** to encourage EBD students to participate in all social activities in the regular classroom.

← 1 Strongly Disagree Strongly Agree 6 →

### Method - Analysis

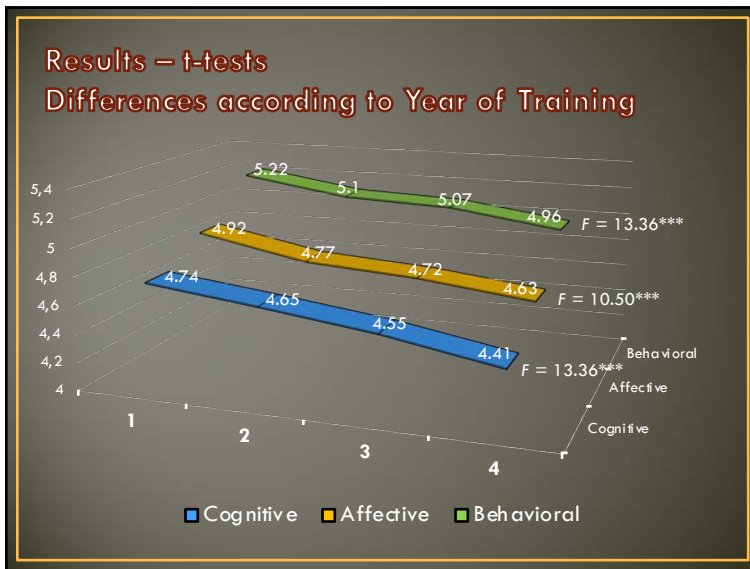
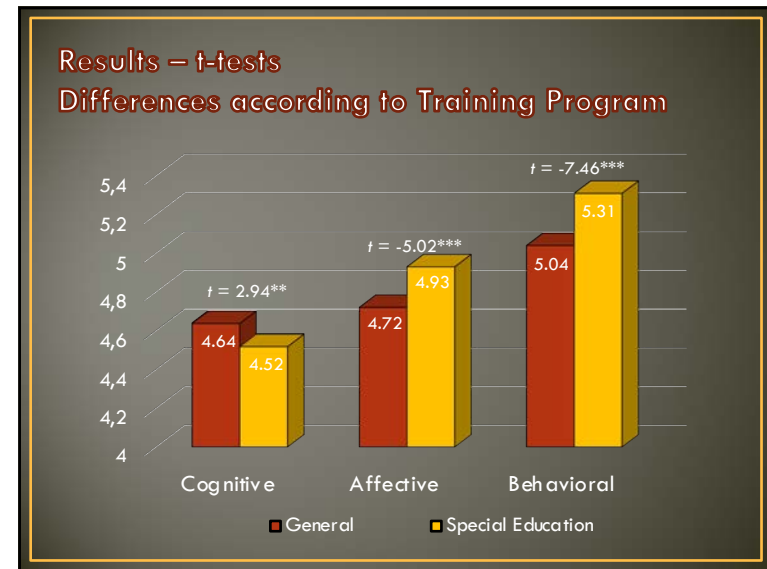
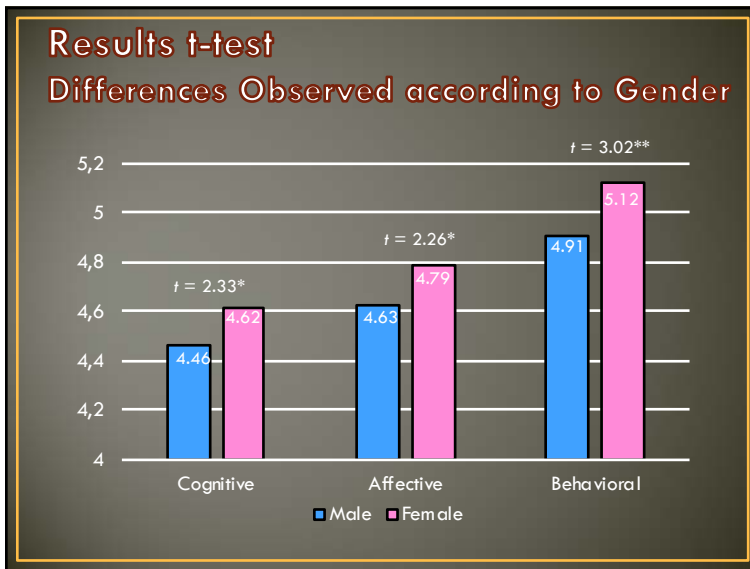
- Types of analysis
  - Descriptive
  - T tests
  - ANOVA
    - Post-hoc



### Results

#### Differences observed according to variables

Variable	Cognitive	Affective	Behavioral
Gender	Women	Men	
Training Program	G > S	G < S	G < S
EBD Training			
Year of training			
Hours of internship	$r = -.16^{***}$	$r = -.13^{***}$	$r = -.16^{***}$



### Discussion

- Globally, attitudes of preservice teachers toward inclusion of student with EBD are somewhat positive but vary significantly depending on different dimensions of attitudes.
  - Behavioral attitudes are significantly more positive than affective and cognitive ones.
  - Cognitive attitudes are neutral.
- PT's positive behavioral attitudes suggest their willingness to support EBD students' inclusion.
- This result is somewhat surprising, considering that cognitive and affective attitudes are, based on the TPB, predicting the behavioral ones (conation).

## Discussion

### Gender

- Results are different from Varcoe & Boyle (2014) where no difference have been observed.
- But similar with our study on in-service teachers (Massé et al., in preparation)

### Training program

- PT in special education have more positive affective and behavioral attitudes : they choose to work with students with special needs.
- On the other hand, PT in special education believe less in the benefits of school inclusion of EBD students.
  - In Quebec, they are more prone to teach in special classes.

### EBD Training

- Congruent with results of Lee, Yeung, Tracey et Barker (2015) where teacher training did not influence teachers' support of including students with ADHD, but influenced the support for other students with difficulties.

## Discussion

### Year of training and hours of internship

- Results differ from Goddard & Evans (2018) where PT's attitudes toward inclusion strengthened across the training years (but no specific question for EBD students), and Varcoe & Boyle (2014) where no differences were observed.
- Goddard (2018) observes that attitudes are more related to environmental variables.
- May be associated to the reality of field experiment as PT's greatest concerns are related to the adequacy of school resources for supporting inclusive education (Woodcock et al., 2012).
  - Having previous experience teaching classes with special educational needs predicts less behavioural intention (Dias et Cadime, 2016; Varcoe & Boyle, 2014; Sharma & Sokal, 2015)
  - Experience influences positively only if it is a success (Ahmed, Sharma, & Deppeler, 2012)

## Conclusions

- Although global attitudes of PT toward inclusion are relatively more positive than negative and that PT self-reports about behavior attitudes suggest their willingness to support EBD students' inclusion, results on other aspects of attitudes raise some questions about PT needs for cognitive and affective supports in the process of inclusive education of students with EBD.
- It could be concluded that pre-service teachers' attitudes are more influenced by their perceptions of matters of classroom practice, such as the availability of resources and support rather than by any biases towards including children with special needs into mainstream classrooms.
- Results suggest a need for training institutions to more explicitly address issues of inclusive setting, resourcing and support in their teacher education programs.

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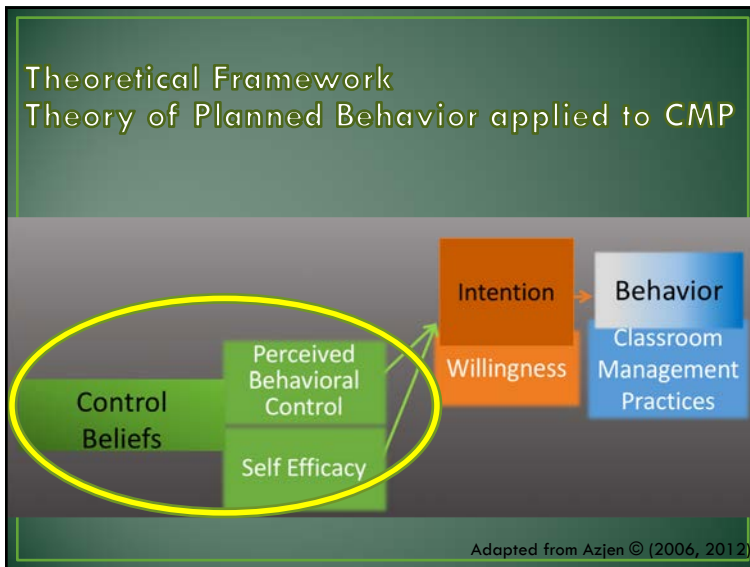
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HICE International Conference on Education, Hawaii, January 7<sup>th</sup> 2019

## Preservice Teachers' Self-efficacy and Perception of Control About Managing Behavior Difficulties in Classroom

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### Introduction

- Teachers' self-efficacy (TSE) is based on what teachers suppose they can achieve relying on their own expertise (Hoy & Spero, 2005).
- It can vary according to task performed and context of specific interventions (Dellinger, Bobbett, Olivier, & Ellett, 2008).
- In this context, TSE in classroom management can be described as teachers' beliefs in their capabilities to organize and execute the courses of action required to maintain classroom order (Brouwers & Tomics, 2000).
- A higher SE is associated with greater inclusive education and adoption of teaching practices supportive success of students with behavioral difficulties (Gordon, 2001).

### Aims

- To determine the preservice teachers' self-efficacy beliefs (PTSE) regarding managing difficult behaviors.
- To determine the perception of control of PT regarding managing difficult behaviors.
- To study the PTSE and perception of control differences according to ...
  - Gender
  - Training Program
  - Year of Training
  - EBD Training
  - Field experience
- To describe the links between PTSE, perception of control and ...

### Method Instrument

- Teachers' self-efficacy scale regarding classroom management (Gaudreau, Frenette, & Thibodeau, 2015)
  - One dimension of this scale : Managing difficult behaviors (9 items,  $\alpha = .89$ )

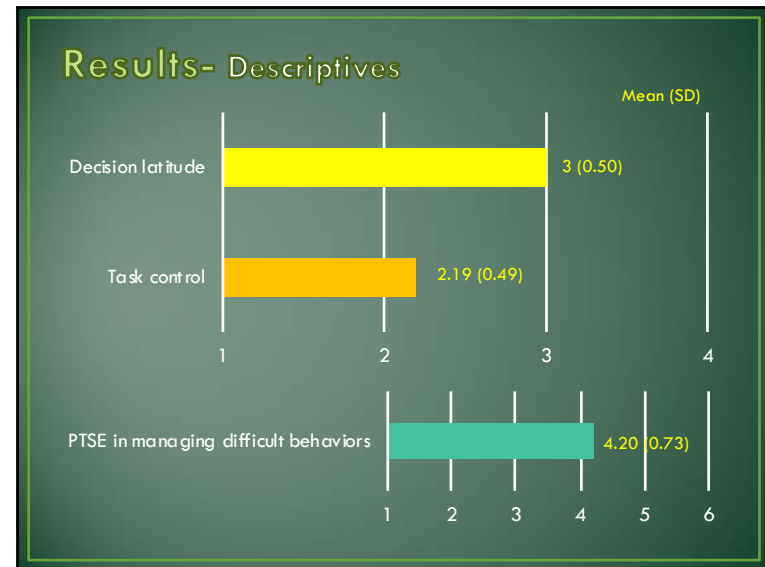
I can efficiently manage the situation when one of my students adopts provocative behaviors.

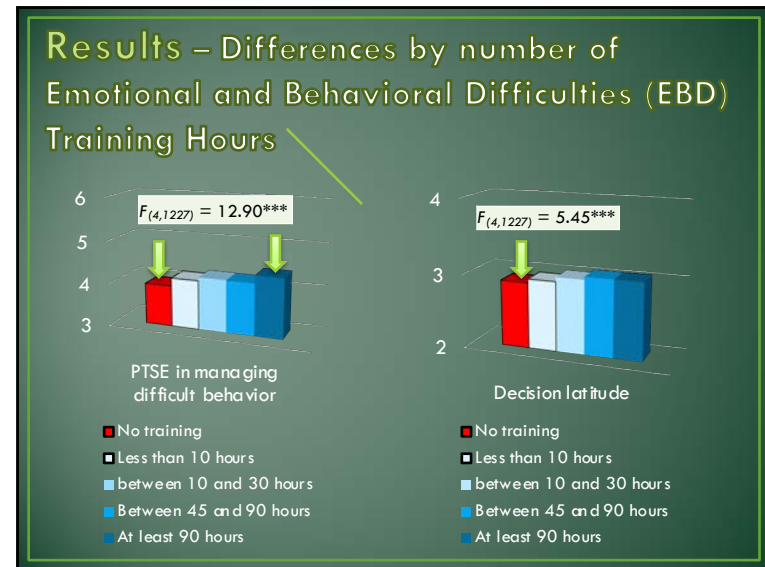
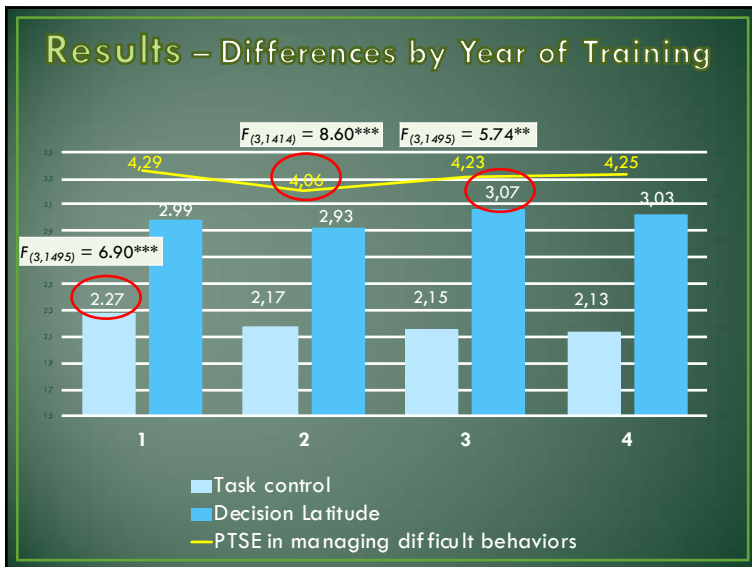
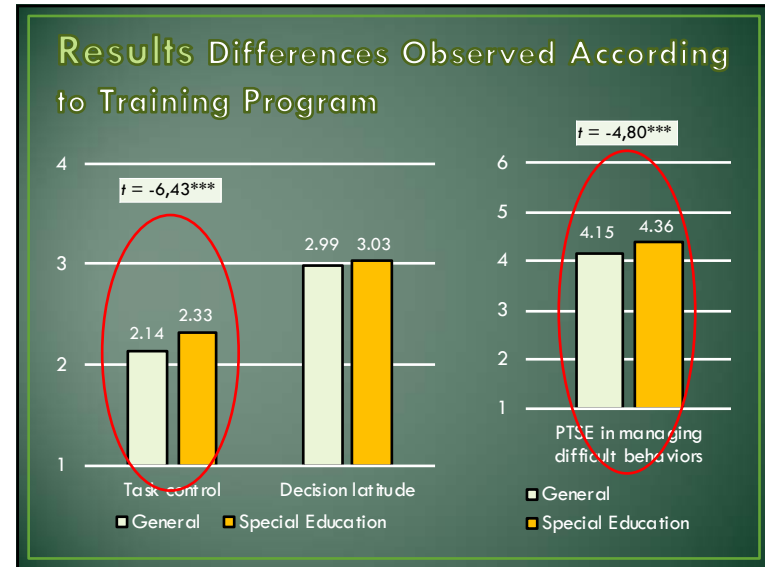
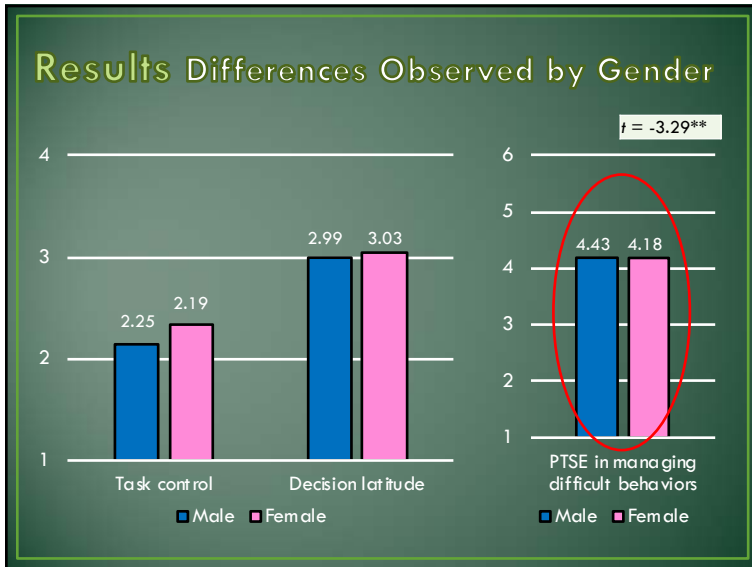
1 Strongly Disagree Strongly Agree 6

### Method Instrument

- French adaptation of the *Job Content Questionnaire* (JCQ; Karasek, 1985; Fernet et al., 2012)
- Two scales:
  - Task control ( $n = 6, \alpha = .73$ )
    - I have enough time to do these tasks.
    - I receive conflicting requests regarding behavior management.
    - Behavior management requires a lot of work.
  - Decision latitude ( $n = 3; \alpha = .61$ )
    - I can make autonomous decisions about behavior management in my classroom.
    - I have a lot of influence on how things go when I manage behaviors in my classroom.
    - I have the freedom to decide how to interact with students with behavioral difficulties.

1 Strongly Disagree Strongly Agree 4





### Results - Correlations between PTSE, perception of control and others variables

- The stronger is the TSE in managing difficult behaviors, the more they perceive decision latitude ( $r = 0.341^{**}$ ) and control task ( $r = 0.238^{**}$ )
- Older students have a stronger TSE to manage difficult behaviors ( $r = 0.08^{**}$ ) and perceive greater decision latitude than the youngest ( $r = 0.05^*$ ).
- The more the students have completed days of field experience, the more they perceive a decision latitude to manage difficult behaviors ( $r = 0.09^{**}$ ) and control task to manage difficult behaviors ( $r = 0.10^{***}$ ).

\*\*\* $p < .001$ , \*\* $p < .01$  \* $p < .05$

### Discussion

- There are numerous studies indicating notable variances in PTSE in terms of gender (e.g. Çalışkan et al. 2010; Martin et al., 2006; Özdemir, 2008).
- But many studies suggest that there are no difference between females and males (e.g. Baykara, 2011; Cerit, 2011; Üstüner et al., 2009).
- Other researchers also found higher SE scores for special education trainees (e.g., Romi & Daniel, 2001) and for practicing special education teachers (Buell et al., 1999; Freytag, 2001), compared with general educators.

### Discussion

- Participating in teacher training that addresses topics such as characteristics of students with disabilities, inclusion and behavior management has been found to be associated with higher SE scores for perceived capability to work with students with special needs (e.g. Brownell & Pajares, 1999; Lancaster & Bain, 2007).
- Other studies of TSE have shown that one possible way to promote a more realistic sense of efficacy in PT is to provide them with mastery experience in the form of well planned field placement experiences and observation of teaching (e.g. Abroampa et al., 2017; Charalambous et al., 2008; Knoblauch & Hoy, 2008).

### Conclusion

In conclusion, in order to support the development of strong control beliefs, this study confirm the importance to offer extensive courses on intervention for EBD students and greater opportunities to experiment proposed strategies in real-life context (internships).

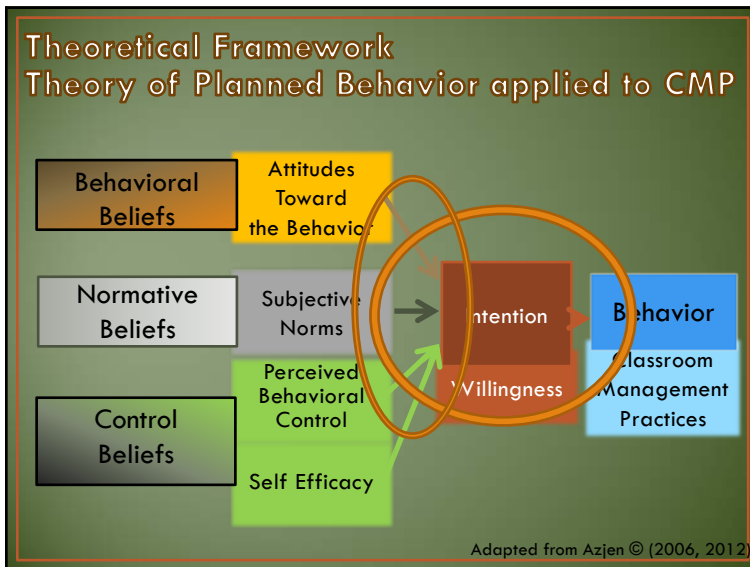
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## Willingness of Preservice Teachers to Work with EBD Students According to Planned Behavior Theory Analysis

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### Introduction

- Multiple studies have shown that intention to teach special educational needs students depends on several factors, including
  - Positive attitudes (Sharma et al., 2017),
  - Self-efficacy beliefs (Gaudreau et al., 2017),
  - Field experiences during teacher training program (Rakap et al., 2017),
  - Educational experiences (Castello and Boyle 2013),
  - Type of initial teaching program (Cameron, 2017).



### Method Instrument

- French adaptation of the *Teachers' Willingness to Work with Severe Disabilities Scale (TWSDL)* (Rakap & Kaczmarek, 2010; MacFarlane & Woolfson, 2013)
  - This scale provides a clinical vignette about a student with EBD ( $\alpha = .94$ ).
  - The vignette is followed by seven items that ask teachers how much they would be willing to have this student in their classroom and to learn skills to better support it.

1 Strongly Disagree ————— Strongly Agree 6

### Method Instrument – Vignette (1/2)

William is a student with behavioral problems who might be included into your classroom. He is of below average in his schoolwork. There are times when he becomes engaged in this schoolwork, and works as well as other student in the class. However, at other times (at least once a day), he does not pay attention or listen. On these occasions, he usually forgets the rules and does not follow the teacher's instructions.

### Method Instrument – Vignette (2/2)

He often disturbs others by talking out loud, taking items belonging to other children, and throwing them, causing general confusion in classroom. During these outbursts, he refuses to join in-class activities, and becomes very distracted.

In the classroom and outside, he quickly gets angry and is ready to fight with other children when he does not get his own way. When other children are playing and he wants to join them, he tends to take their toys or push them. The children tend to avoid William once they experience a bad interaction with him.

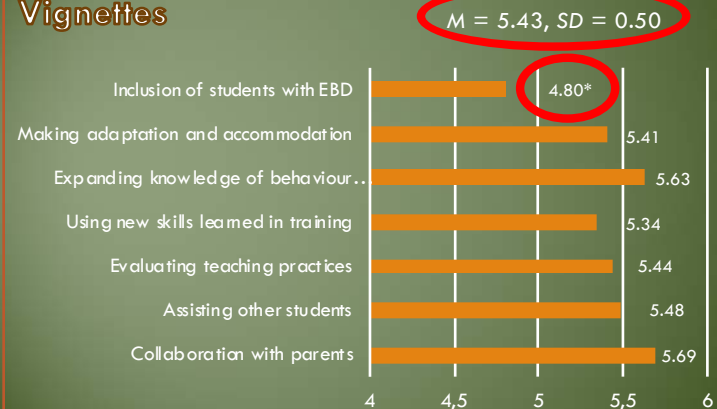
### Method Analysis

#### Types of analysis

- Descriptive
- T tests
- ANOVA
  - Post-hoc
- Correlations IV, DV

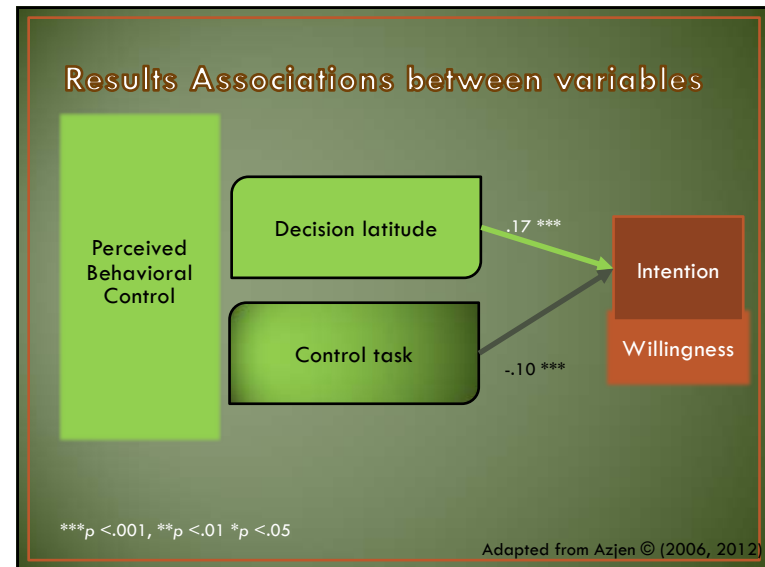
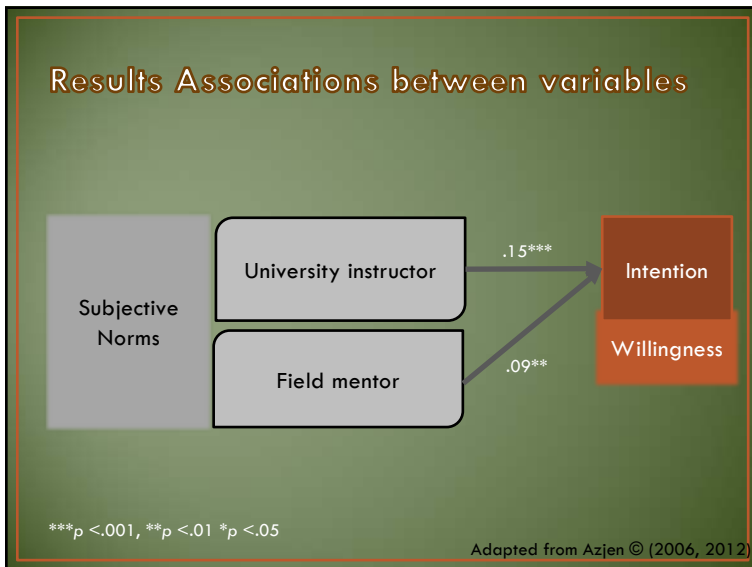
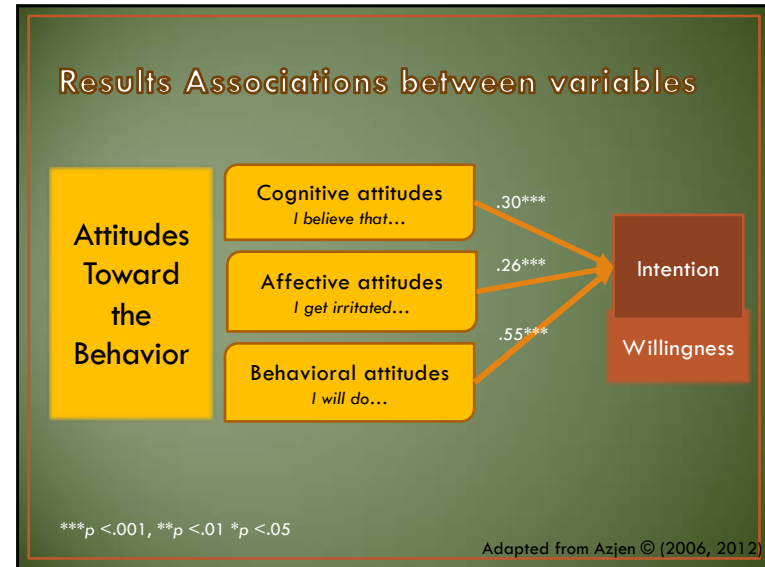
### Results

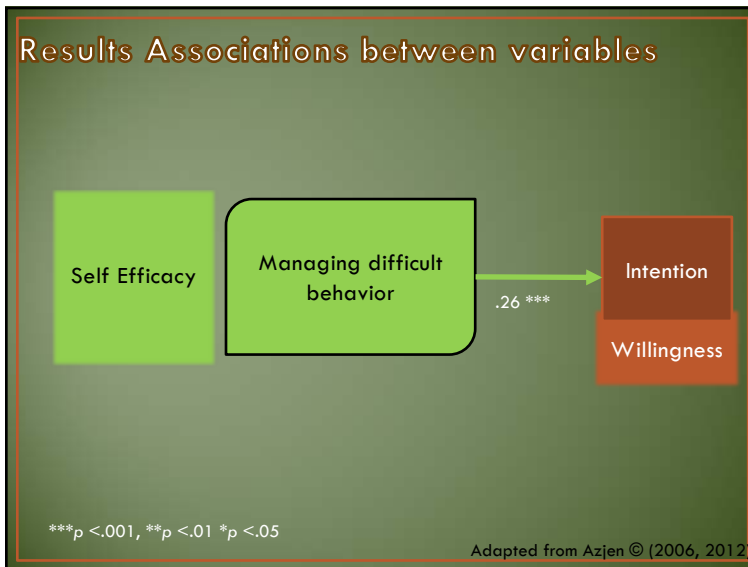
#### Frequency of Teachers' Responses for the Vignettes



### Results *t*-test and ANOVAs

- no significant difference according to :
  - Year of training
  - Hours of internship
- Significant differences according to :
  - Gender (men < women)
  - Training Program (general < special education)
  - Training received regarding behavior difficulties (tendency 90 hours and more)





### Discussion

- Results show that PT have a **strong willingness to act** modulated by positive beliefs to successfully include student having EBD.
- As for other studies with PT (Subban *et al.*, 2017) or in-service teachers, intention seems to be significantly **associated with positive beliefs** and **negatively with job strain** (Hind *et al.*, 2018).
- Unlike other studies that showed difficulties in improving attitudes (Cook, 2002) or deterioration of attitudes during initial training (Castello & Boyle, 2013), our results do not allowed to distinguish effects related to the number of years in program or the number of hours in internship, showing relatively **stable beliefs and intention** among our sample.
  - Type of knowledges on the academic courses?
  - Type of experiences, characteristics of students include during the internships?

### Conclusion

- Strong intention to teach = positive role to play
- Gap with mainstream school teachers
  - They feel unprepared, ill-equipped, and report that their skills and resources do not allow them to stretch the teaching and learning environment (Avramidis, Bayliss, & Burden, 2000).
- Needs of supporting PT during their professional insertion in order to preserve this positive intention (Hind *et al.*, 2018).

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## Preservice Teachers' Classroom Management Practices For Difficult Behavior : Specific Effective Strategies and Sources of Influence

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## Aims

Identify specific classroom management practices used by PT with EBD students

- Explore the influence of variables :
  - **Personal** (Gender)
  - **Contextual** (training program; year of training; hours on EBD; days of field experience)

Verify the contribution of the willingness to teach to EBD On specific classroom management practices

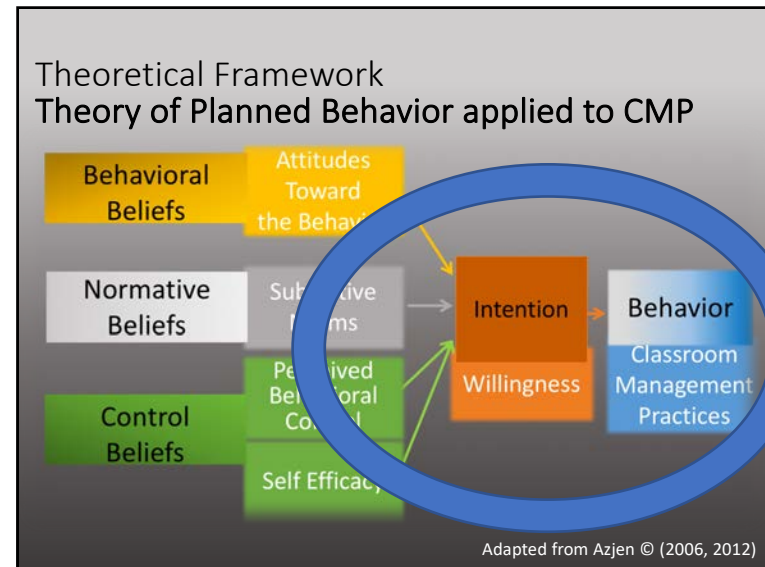
## Introduction & Context

- Gap between evidence-based classroom management practices (CMP) for EBD students and those commonly used by teachers (Gable, Rothrauff, Thornburg, & Mauzy, 2010)
- Behavior and classroom management reported as a lack in preservice teacher preparation programs and in-service development (Begeny & Martens, 2006)
  - Preservice teachers experience with CMP and students with EBD's not ideal (Clunies Ross et al., 2008; Woodcock & Reupert, 2017)
- Increases the likelihood of conflict and aggravation of behavioral problems (Sutherland et al., 2008).

## Theoretical framework

- Evidence-based classroom management practices for EBD
  - Generally based on behavioral principles
  - Grouped according to the context in which it appears

P PROACTIVE  
R REACTIVE



## Questions

What is the use of specific classroom management practices by PT ?

- What's the influences of variables :
  - Personal (Gender)
  - Contextual (training program; year of training; hours on EBD; days of field experience)

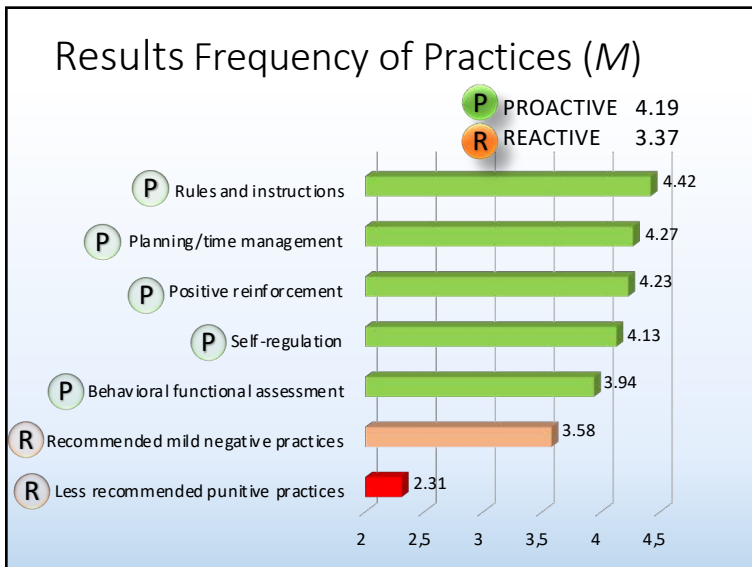
What is the contribution of the willingness on specific classroom management practices, over controlled variables?

## Method Instrument

### Management Practices for Behavioral Difficulties Inventory

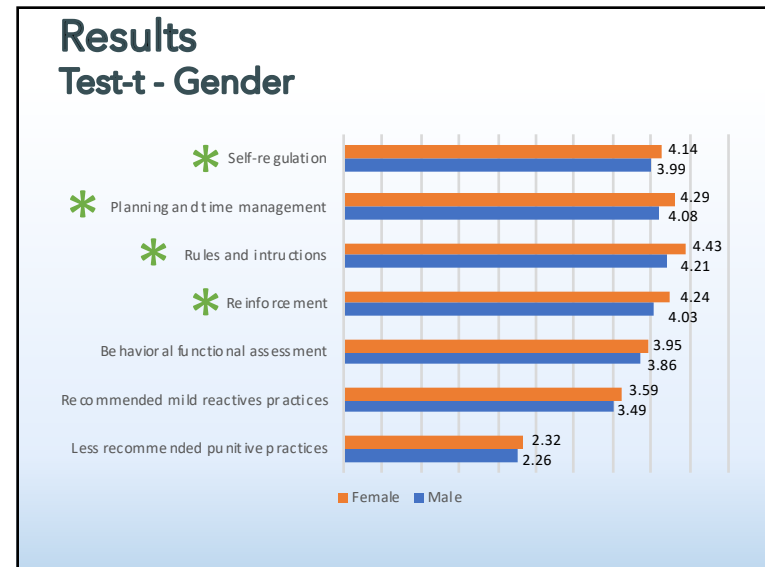
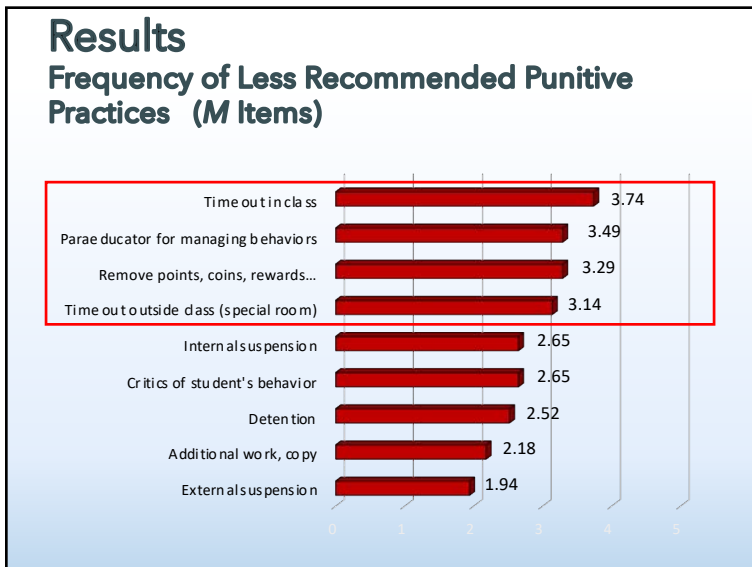
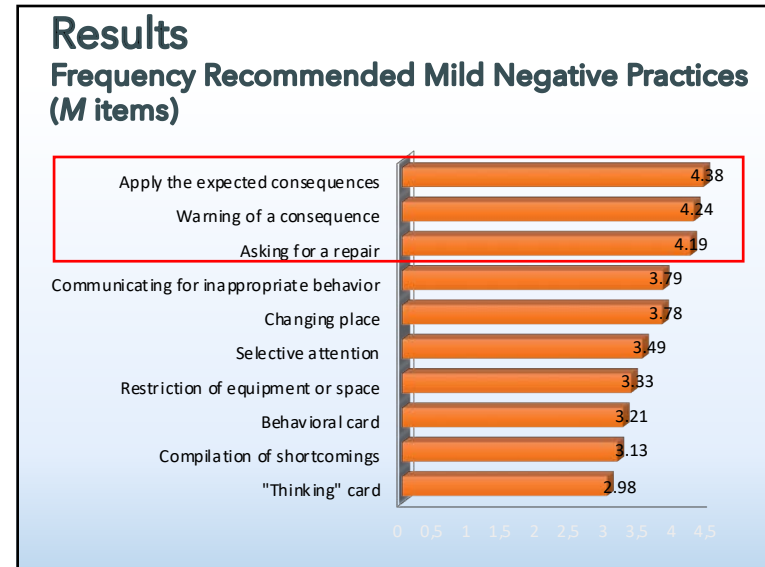
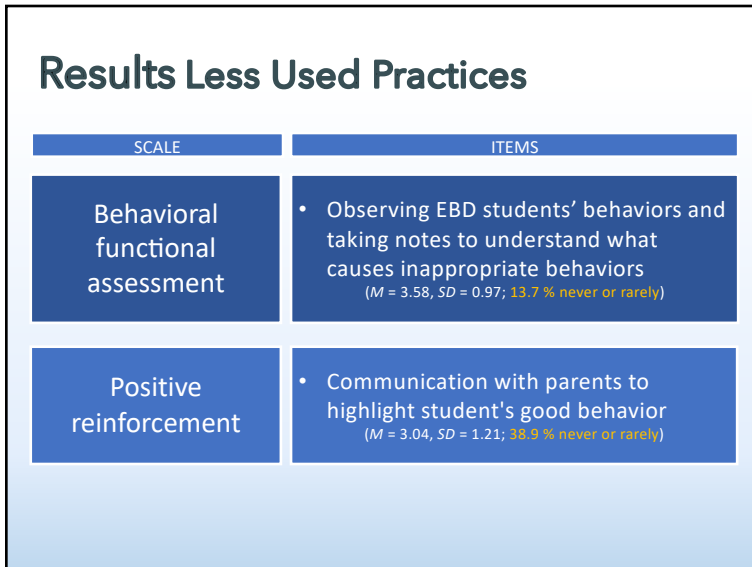
(Nadeau, Massé, Verret, Gaudreau, Lemieux, Couture et al., 2018)

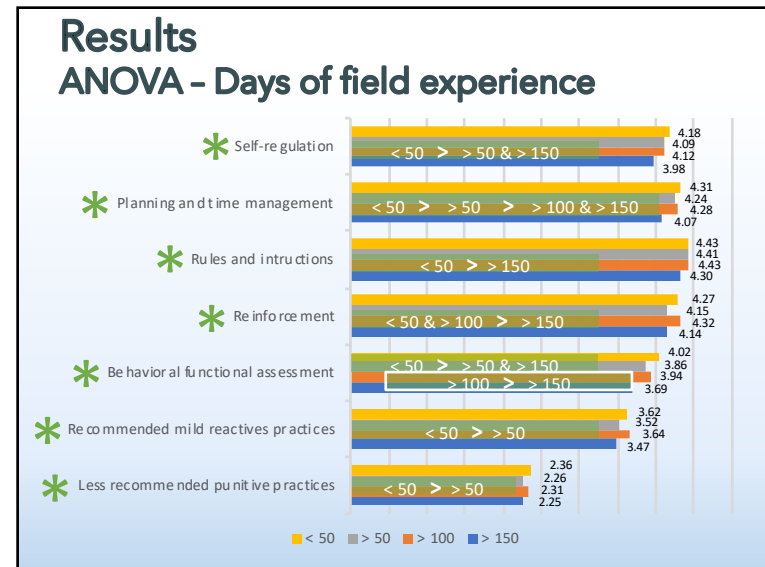
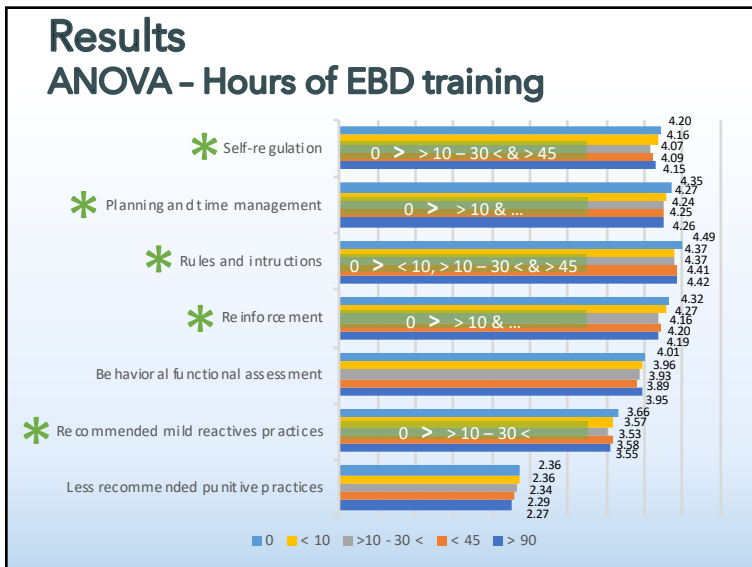
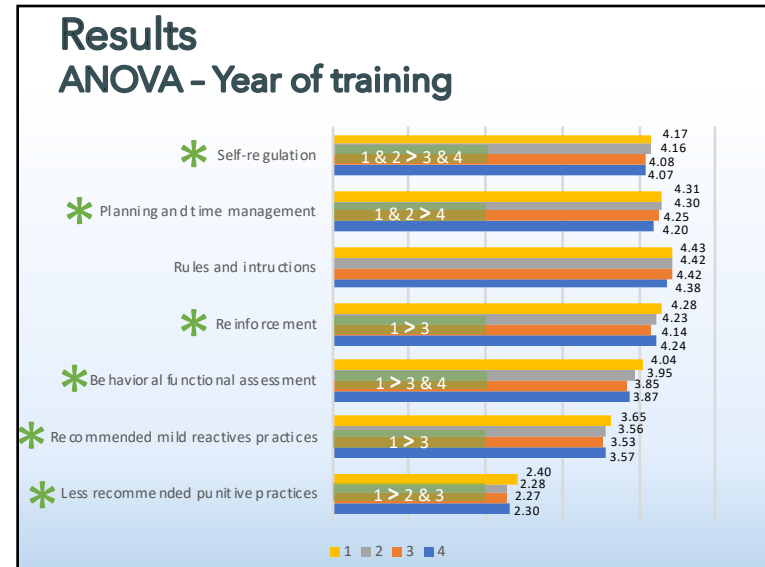
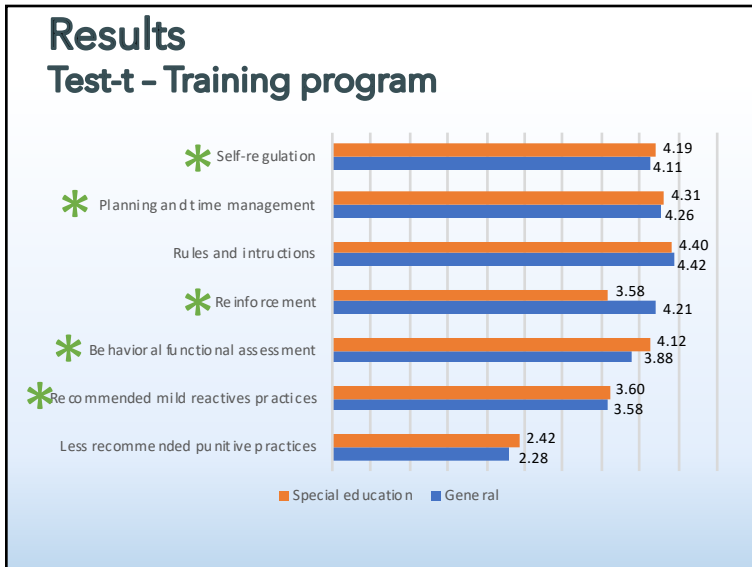
- Seven scales (CFA),  $N = 68$  items; 2 dimensions: **proactive & reactive**
  - Self-regulation: 15 items ( $\alpha = .78$ )
  - Planning and time management: 15 items ( $\alpha = .82$ )
  - Rules and instructions: 10 items ( $\alpha = .77$ )
  - Reinforcement: 6 items ( $\alpha = .56$ )
  - Behavioral functional assessment: 3 items ( $\alpha = .67$ )
  - Recommended mild negative practices: 10 items ( $\alpha = .68$ )
  - Less recommended punitive practices: 9 items ( $\alpha = .78$ )
- Five level Likert-type scale
  - Never (1) ... Very often (5)

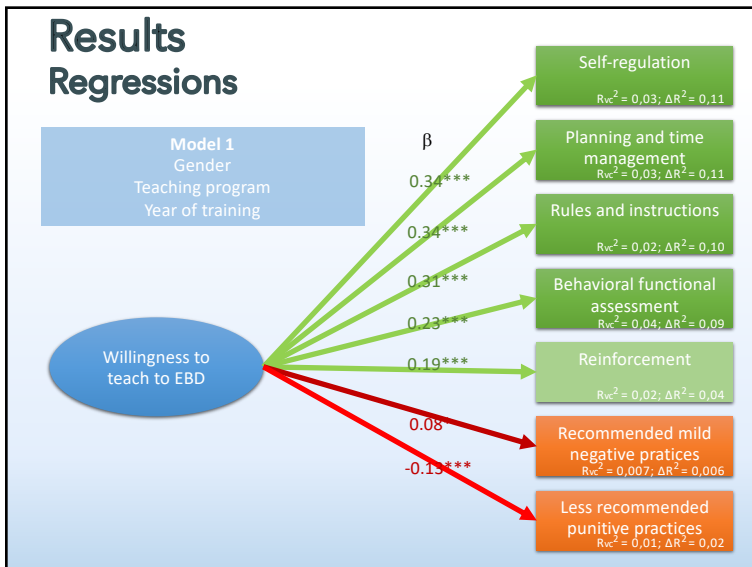
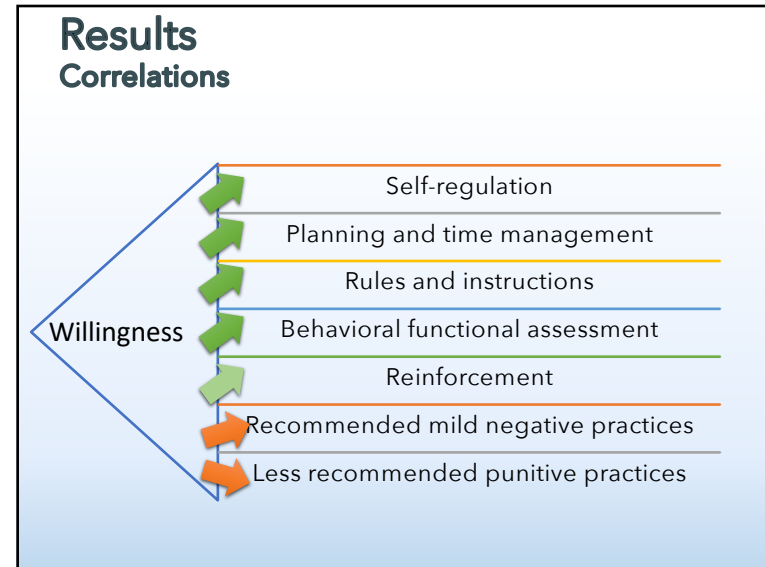
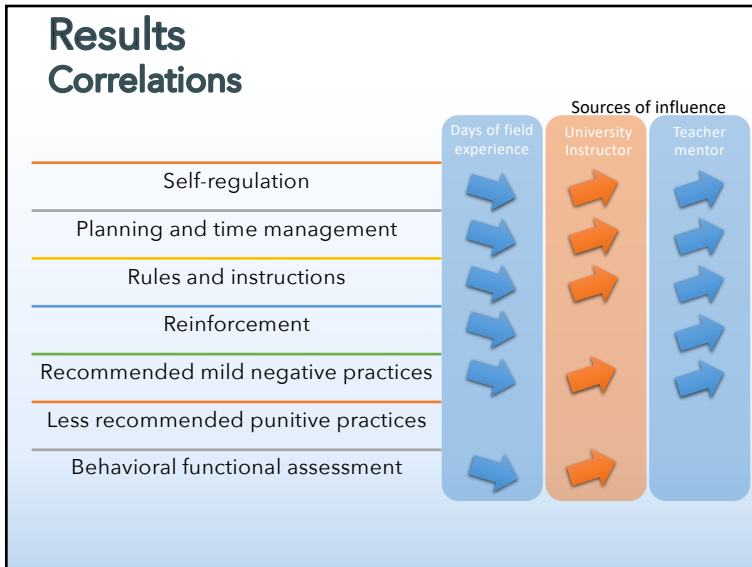


## Results Less Used Practices

SCALE	ITEMS
Self-regulation	<ul style="list-style-type: none"> <li>Involving students in the planning of consequences when breaking rules (<math>M = 3.79, \acute{E}T = 1.17; 33.7\%</math> never or rarely)</li> <li>Behavioral self-assessment by students (<math>M = 3.65, \acute{E}T = 1.09; 13.7\%</math> never or rarely)</li> </ul>
Planning and time management	<ul style="list-style-type: none"> <li>Asking students to use the agenda or a work plan (<math>M = 3.43, \acute{E}T = 1.27; 22.1\%</math> never or rarely)</li> </ul>
Rules and instructions	<ul style="list-style-type: none"> <li>Involving students in classroom management (<math>M = 3.53, \acute{E}T = 1.04; 10\%</math> never or rarely)</li> </ul>







### Discussion

With regard to teaching practices for EBD students :

- Results indicate that PT report using more often proactive practices related to giving rules and instructions, planning and time management and giving positive reinforcement than those related to teaching self-regulation skills of EBD student.
  - Student are rarely involved in decision.
- Regarding to reactive practices, teachers use more often recommended practices than non recommended ones.
  - Severity of negative behavior could explain negative practices.
- CMP varies across personal and contextual variables, suggesting a downward slope over years of training, EBD course hours and hours on field experience for the use of proactive strategies and a sometimes upward slope for the reactive strategies.
  - Raised questions about methods used to prepare PT

## Conclusions

- PT reports using proactives and positives CMP recommended by literature
- The lower frequency of self-regulation and the relatively middle frequency of mild negative practices highlights the needs to enhance the training about how to involve students and oriented them on the good behavior instead of focusing on the bad's one (Cevik & Andre, 2013).
- A better comprehension of the context in which the behavior appears (behavioral functional assessment) is a good lead

HICE - Hawaii International Conference on Education, January 7<sup>th</sup> 2019



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Sandy Nadeau

What Do I Think and Do about  
Inclusive Education  
and Classroom Management of  
Emotional and Behavioral Difficulties

**Portrait of Preservice Teachers**

Paper session conclusion

## Limits of this paper session study

- The use of a questionnaire
- The nature of data
- The nature of analysis

## Future Directions

### FOR THE PROGRAM

- More emphasis on interventions strategies supporting self-regulation and student participation
- Stronger support during field experience; better preparation to
- Developing methods to improve attitudes (and affective regulation of PT)

### FOR THE RESEARCH

- Longitudinal analysis
  - to follow cohort about determinants of negative attitudes
- More complex analysis plan; structural equation modeling in order to understand what is influencing willingness

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Merci – Thank you

- Fond subventionnaire
- Les universités participantes
- Les étudiants-enseignants participants
- L'équipe de recherche
  - Sandy Nadeau, Uds
  - Catherine Gauthier, Uds
  - Julie Babin, Uds
  - Vincent Bernier, ULaval
  - Jeanne Lagagé-Leblanc, UQTR
  - Géraldine Guijarro, professionnelle de recherche
  - Annie Lemieux, statisticienne

