Classroom management: what are teachers' declared strategies and sources of inspiration? An analysis grid

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Summary

This document presents an analysis tool developed as part of a research project aimed at a) identifying the classroom management strategies that novice teachers in Wallonia-Brussels Federation (FW-B) report implementing in their classrooms, b) studying the sources of information they report using to select these strategies, and c) comparing their reported strategies with strategies whose effectiveness has been demonstrated by scientific research. It should be stressed that the tool presented in this Working-Paper is not intended to assert that all teachers' practices can be determined a priori by empirical research. It has been designed for research purposes. Its aim is to enable teachers to take a reflective look at the sources of information they use to select their classroom management strategies.

Keywords : educational choices, classroom management, evidence-based education, self-reported teaching strategies, thematic content analysis

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1. Introduction

This document presents an analysis tool developed as part of a research project aimed at a) identifying the classroom management strategies that novice teachers in the FW-B report implementing in their classrooms, b) studying the sources of information they report using to select these strategies, and c) comparing their reported strategies with strategies whose effectiveness has been demonstrated by scientific research.

This analysis grid aims to categorize classroom management strategies, as well as the sources of information on which they are based. As part of the research conducted, it has been used to carry out a thematic content analysis based on full transcripts of interviews with teachers. The categories of the different parts (modules) of the grid were developed iteratively (Mukamurera et al., 2006), i.e. from the scientific literature and enriched using transcripts of semi-structured interviews with novice teachers in the FW-B.

There are classroom management strategies whose effectiveness on students' social behavior has been demonstrated by empirical research (Evertson & Harris, 1995; Epstein et al., 2008; Zoder-Martell et al., 2023; Wills et al., 2023). Readers interested in the theoretical background of this analysis grid can refer to the following references on effective classroom management: Sugai & Horner (2009); Horner et al (2010); Lexis et al (2015); Korpershoek et al (2016); Bissonnette et al (2016); Charlton et al (2021); Wills et al (2023); Zoder-Martell et al (2023).

2. Grid overview

This coding grid is composed of two modules: classroom management strategies and sources of influence. Figure 1 presents an overview of the two modules, each of which includes categories, which are themselves subdivided into modalities. The categories were designed to be mutually exclusive and exhaustive. Indeed, a category groups together modalities sharing "certain properties that distinguish them very clearly from those belonging to other categories"[1](Beaugrand, 1988, p. 287), and all the comments made by an interviewee must be coded in a single modality (Bocquillon, Baco, Derobertmasure & Demeuse, 2024).

The first part of the grid is used to categorize what teachers have to say about classroom management strategies. It is divided into two groups of categories: preventive strategies and corrective strategies (Bissonnette et al., 2016), which are in turn broken down into categories. Most of these categories are taken from the grid of Delbart et al. (2023). Preventive strategies are subdivided into 3 categories: preventive strategies considered effective in the scientific literature, preventive strategies considered less effective in the scientific literature, and undetermined preventive strategies (i.e. preventive strategies for which the scientific literature does not specify whether they are effective or less effective). Corrective strategies are subdivided into 4 categories: indirect corrective strategies considered effective in the scientific literature, direct corrective strategies considered effective in the scientific literature, corrective strategies considered less effective in the scientific literature, and undetermined corrective strategies.

The second part of the grid categorizes the different sources on which teachers say they base their choice of classroom management strategies. It is made up of 7 groups of categories: relational

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[1] Personal translation: « certaines propriétés qui les distinguent très nettement de ceux appartenant à d'autres catégories » (Beaugrand, 1988, p.287)

entourage, experience, training, school, writings, other sources and omissions. In total, there are 13 categories and 14 modalities. For example, the "training" category group is subdivided into 2 categories (Pre-service training and In-service training), one of which is subdivided into 3 modalities (internship, course, student).

Figure 1

Schematic representation of the analysis grid
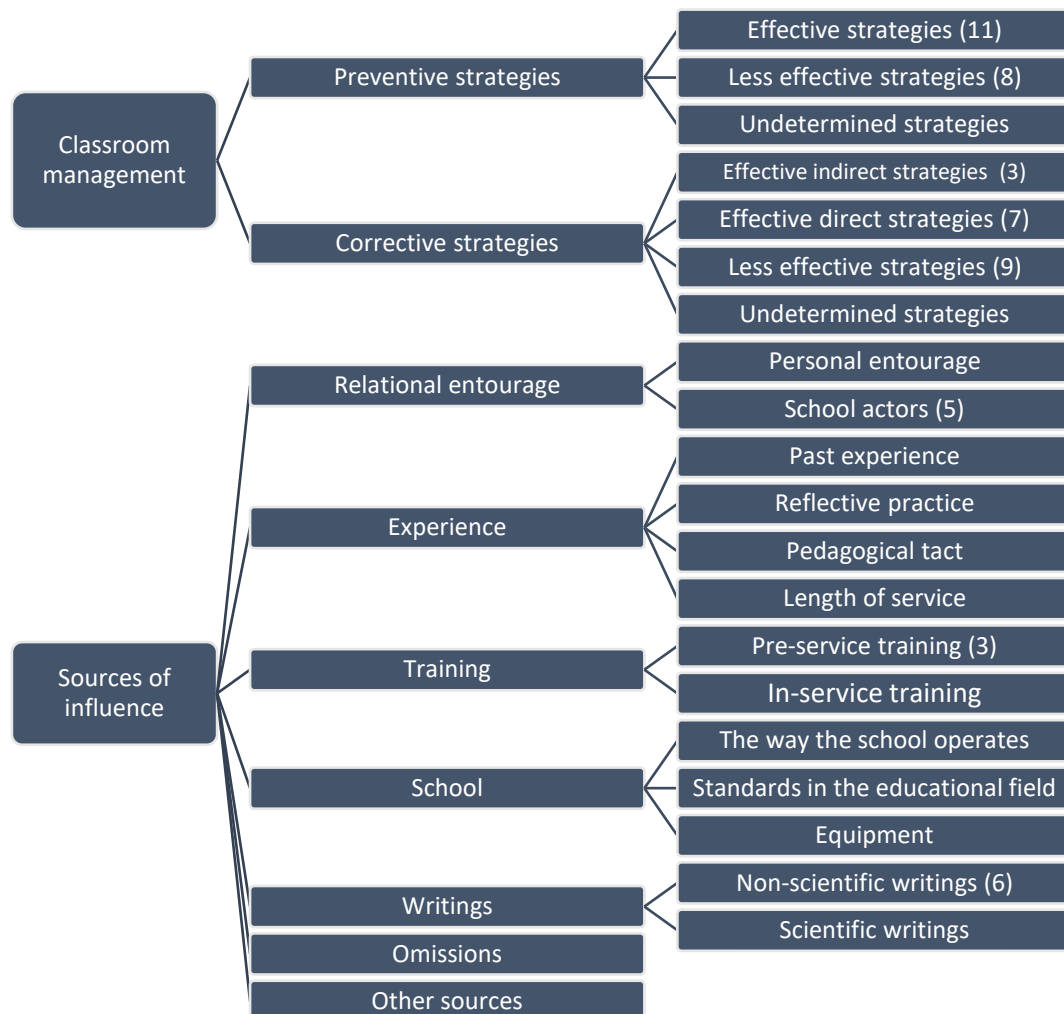
3. Detailed grid presentation

3.1. Classroom management strategies

The "Classroom management" module of the grid categorizes all the classroom management strategies declared by the teachers surveyed. It is divided into two groups of categories: preventive strategies and corrective strategies (Bissonnette et al., 2016), which are in turn broken down into categories : effective strategies, less effective strategies, and undetermined strategies.

3.1.1. Preventive strategies

When teachers declare that they are implementing a classroom management strategy to prevent misbehavior by their students, their statements are coded in this part of the grid. As shown in Figure 2, preventive strategies are subdivided into 3 categories, which are in turn subdivided into more precise modalities. There are 11 modalities for effective strategies, 8 for less effective strategies, and none for undetermined strategies.

Figure 2

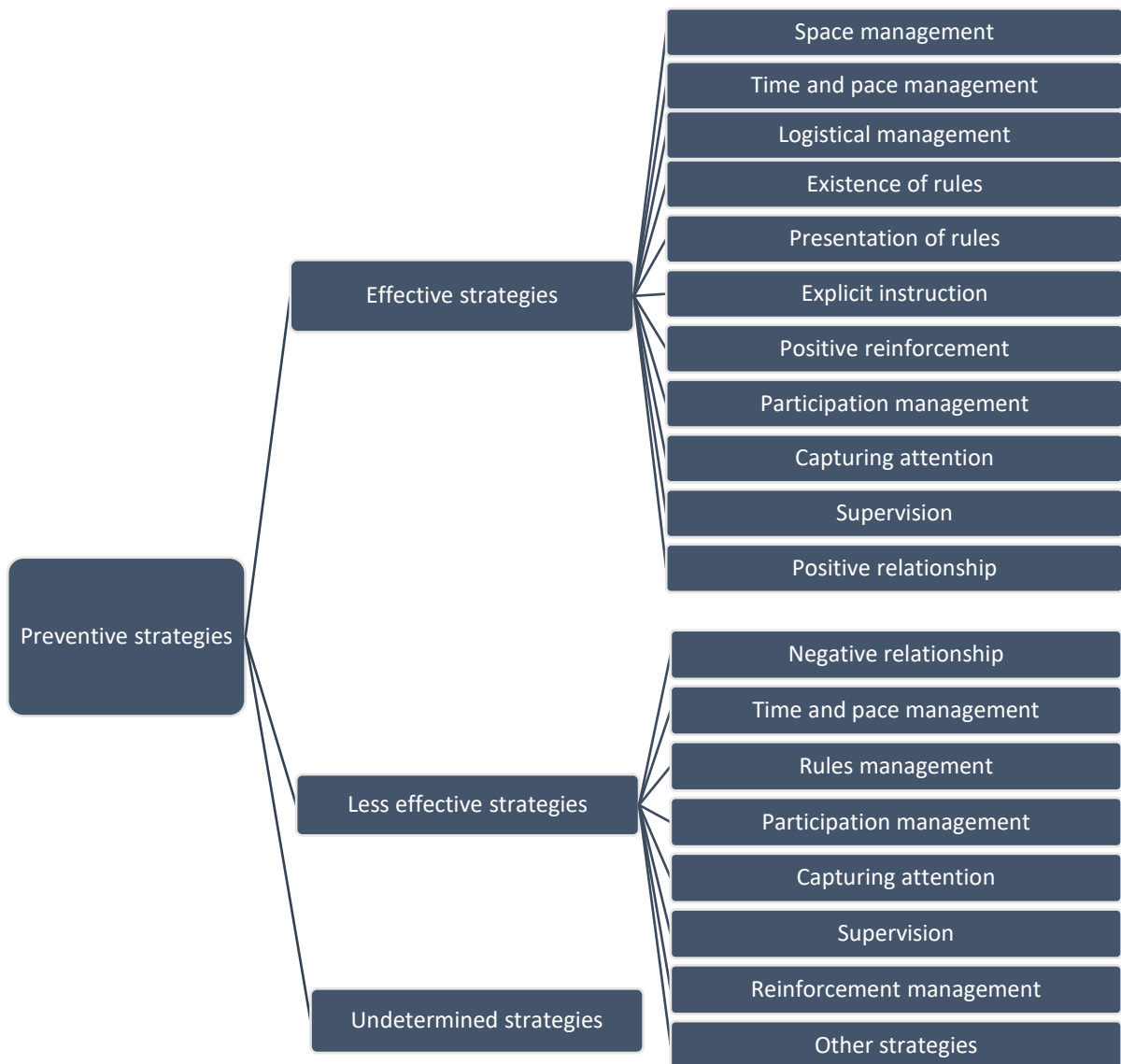*Categories and modalities of the "preventive strategies" group*

Table 1 presents the operational definitions of each modality in each category, reference authors and examples of teachers' comments. In the tables below, modalities for which no author is mentioned are modalities created inductively from the corpus.

Table 1

Definitions, reference authors, and examples of the "preventive strategies" group

Categories	Modalities and reference authors	Definitions	Examples
Effective strategies These are strategies for preventing student misbehavior. The teacher creates a safe, orderly, predictable and positive environment (Bissonnette et al., 2016; Sugai & Horner, 2009)	Space management (Bissonnette et al., 2016; Gaudreau, 2017; Delbart et al., 2023)	This modality is coded when the teacher declares that they clearly manage the students' movements and placement.	*« When I place students in the classroom, I try to put them in groups so that there aren't too many problems. »*
	Time and pace management (Bissonnette et al., 2016; Gaudreau, 2017; Bocquillon, 2020; Delbart et al., 2023)	This modality is coded when the teacher declares that they maintain a steady pace, manage transitions between activities with clear indications, without leaving any dead time and/or indicate time for completing the task.	*« Everything that is a tool, like the timekeeper or the clock. »*
	Logistical management (Gaudreau 2017; Bocquillon, 2020; Delbart et al., 2023)	This modality is coded when the teacher declares that they manage the various logistical aspects of the class (preparing materials, taking attendance, distributing sheets, etc.).	*« Each child has their own role, and every week I randomly pick the children to distribute the sheets, collect them, take out the trash, clean the tables, etc. »*
	Existence of rules of conduct and classroom procedures	This modality is coded when the teacher declares that rules of conduct and classroom procedures exist in the class or school, without justifying their application or the way in which they are implemented.	*« We have the class charter and we also have the school rules. »*
	Presentation of rules of conduct and classroom procedures	This modality is coded when the teacher declares that they set up rules of conduct in class and procedures for class organization (class exits, late arrivals, etc.). The teacher does not say whether they teach them.	*« I make the rules clear to them before I start the year or begin my replacement. »*

Explicit instruction of rules of conduct and classroom procedures (Bissonnette et al., 2016; Bissonnette et al., 2020 ; Austin & McIntosh, 2019 ; Charlton et al., 2021)	This modality is coded when the teacher declares that they teach the rules of classroom conduct, model expected behaviors, and remind students of these rules when they misbehave.	*« Every time we enter the classroom, I ask them to line up as soon as the bell rings, in alphabetical order, really neatly in a row, and when we enter the classroom, we enter calmly. »*
Positive reinforcement (Bissonnette et al., 2016; Sugai & Horner, 2009 ; Epstein et al., 2008 ; Lewis et al., 2005 : Bocquillon et al., 2020)	This modality is coded when the teacher declares that they value the expected behaviors by using a positive reinforcement system (congratulations, thumbs-up, good points, etc.), without withdrawing the reinforcers.	*« I also have a system where I have a sheet of paper with 50 balloons, and every time things are going well on the playground or in the classroom, we color the balloon and when we get to 50 we have a picnic. »*
Participation management (Bocquillon, 2020; Hollingsworth & Ybarra, 2013; Delbart et al., 2023)	This modality is coded when the teacher declares that they engage students in learning by designating students using an explicit random system (drawing lots, sticks, etc.), by asking for a collective answer (individual whiteboard, application with QR code, etc.), or any other strategy for managing class participation.	*« Each time, I pick a name from a pile of little sticks with their first names on. and it's that student who has to answer the question to avoid everyone talking at the same time. »*
Capturing attention (Gaudreau, 2017; Bocquillon, 2020; Delbart et al., 2023)	This modality is coded when the teacher declares that they capture the attention of their students' attention with non-verbal and/or verbal signs (noises, silence, sentences, etc.) that do not disrupt learning before there is any misbehavior.	*« I clap my hands twice to start a lesson. »*
Supervision (Bissonnette et al., 2016; Gaudreau, 2017; Delbart et al., 2023)	This modality is coded when the teacher declares that they supervise all students constantly (for example, by circulating around the classroom, scanning it with their eyes, providing individual feedback).	*« A third preventive strategy is to move around the classroom, to avoid sitting at my desk as much as possible. »*
Positive relationship (Girouard-Gagné et al., 2022; Bissonnette et al., 2016; Gaudreau, 2017; Delbart et al., 2023)	This modality is coded when the teacher declares that they pay particular attention to their relations with students, taking an interest in their interests, expressing politeness, encouraging them, showing positive affection (sense of humor, personifying contacts, etc.).	*« a 'good morning' in the morning, a 'are you feeling better ?', or just a 'how are you ?', I find it creates a bond of trust with the children. »*

Less effective strategies These strategies are considered ineffective in the literature to prevent misbehavior.	Negative relationship (Girouard-Gagné et al., 2022; Bissonnette et al., 2016; Gaudreau, 2017; Delbart et al., 2023)	This modality is coded when the teacher declares having, before the students display misbehavior, non-verbal gestures (looking at a student aggressively, pointing the finger, etc.) and verbal gestures (threats, humiliation, criticism of the person). This has a negative impact on social interactions with students.	*« You have to scare them, so they understand. If we go on a field trip, I threaten them with leaving again so they behave. »*
	Less effective time and pace management (Bissonnette et al., 2016; Gaudreau, 2017; Bocquillon, 2020)	This modality is coded when the teacher declares regularly leaving time out between learning activities; digressing during the activity; not clearly indicating the time required to complete an activity, or the time for transitions between activities.	*« I don't give them a specific time to do the exercises. »*
	Less effective rules management (Bissonnette et al., 2016; Bissonnette et al., 2020; Austin & McIntosh, 2019 ; Charlton et al., 2021)	This modality is coded when the teacher declares that they do not establish rules of conduct at the beginning of the year, do not teach them, do not model the expected behavior, or do not remind the rule before a student has misbehaved.	*« I'd rather let the mistake happen once than try to prevent all sorts of things and in the end it happens anyway. »*
	Less effective participation management (Bocquillon, 2020; Hollingsworth & Ybarra, 2013)	This modality is coded when the teacher declares that they are engaging students in learning by not using an explicit random system or a collective response system.	*« I'm always questioning anyone who raises their hand. »*
	Less effective capturing attention (Gaudreau, 2017; Bocquillon, 2020)	This modality is coded when the teacher declares that they are not directing students' attention to the learning task, or that they are not capturing attention properly (making a noise too often during the activity, which would disrupt it).	*« I begin my lesson without having asked for silence. »*
	Less effective supervision (Bissonnette et al., 2016; Gaudreau, 2017)	This modality is coded when the teacher declares that they lack supervision for all students: they do not circulate in the classroom, do not scan the classroom, turn their back to students, stayed at their desk, etc.	*« I often stay at my desk, it's the students who move to get to me. »*

Less effective reinforcement management (Bissonnette et al., 2016; Sugai & Horner, 2009 ; Epstein et al., 2008 ; Lewis et al., 2005 : Bocquillon et al., 2020)	This modality is coded when the teacher declares that they do not support their students, do not positively reinforce expected behaviors, or do not pay attention to them.	*« I don't congratulate them when they do what I ask, that is normal. »*
Other strategies	This modality is coded when the teacher declares implementing preventive strategies that cannot be associated with the other modalities and are considered as ineffective by literature.	/
Undetermined strategies /	This modality is coded when the teacher reports implementing preventive strategies that cannot be classified as effective or ineffective, due to lack of information or lack of research on the subject.	*« I also did meditation to channel all your emotions, after the break, before starting the lesson. »*

3.1.2. Corrective strategies

When the teacher declares that they are implementing a classroom management strategy to correct a misbehavior, their comments are coded in this part of the grid. As shown in Figure 3, corrective strategies are subdivided into 4 categories, which are in turn subdivided into more precise modalities. There are 3 modalities for effective indirect strategies, 7 modalities for effective direct strategies, 9 modalities for less effective strategies, and none for undetermined strategies.

Figure 3

Categories and modalities of the "corrective strategies" group

Table 2 presents the operational definitions of each modality in each category, reference authors and examples of teachers' comments.

Table 2

Reference authors, definitions, and examples of the "corrective strategies" group

Categories	Modalities and reference authors	Definitions	Examples
Effective indirect strategies These are non-verbal and non-intrusive corrective strategies to	Proximity (Bissonnette et al., 2016 ; Knoster, 2014)	This modality is coded when the teacher declares managing misbehavior through proximity control, touch and/or eye contact.	*« I move to put a hand on the bench of the disruptive student. »*
	Sound or light signals	This modality is coded when the teacher declares that they manage misbehavior	*« As a little reminder, I simply turn off the light, which allows the children to be*

manage misbehavior. These strategies are considered effective by scientific research.	(Bissonnette et al., 2016 ; Knoster, 2014)	by using sound or light signals such as gestures, noises or silence.	*surprised by the lack of light and therefore to reengage in the task and be more attentive to what's actually going on in class. »*
	Intentionally ignoring (Bissonnette et al., 2016 ; Knoster, 2014)	This modality is coded when the teacher declares intentionally ignoring a student's inappropriate behavior.	*« Pretend that nothing is happening because if I put another layer on it, il could get out of hand. »*
Effective direct strategies These are verbal corrective strategies delivered directly to students to manage misbehavior. These strategies are considered effective by scientific research.	Choice (Bissonnette et al., 2016 ; Knoster, 2014)	This modality is coded when the teacher declares offering a choice between two options to the student who has misbehaved.	*« If a student talks too loudly during group work, I give him the choice of whispering or doing the work alone. »*
	Show me 5 students (Bissonnette et al., 2016)	This modality is coded when the teacher declares isolating the student who has misbehaved, reminding him of the correct behavior and asking him to notice 5 appropriate behaviors among their classmates.	*« I ask the disruptive child to notice 5 good behaviors among his classmates. »*
	Re-teaching (Bissonnette et al., 2016)	This mode is coded when the teacher declares that they re-teach the expected behavior.	*« I demonstrate again how to behave in the corridor, then I ask a student to do it correctly. »*
	Exclusion (Bissonnette et al., 2016)	This modality is coded when the teacher declares excluding the student in extreme cases, as a last resort.	*« In extreme cases, I show him a red card and he has to go to the principal's office, so he's expelled from class. »*
	Discussion (Bissonnette et al., 2016; Knoster, 2014)	This modality is coded when the teacher declares that they meet the student who has misbehaved in private on an individual basis.	*« Try to discuss the misbehavior with the child first, one-on-one, and motivate them not to do it again. »*
	Reminder (Bissonnette et al., 2016)	This modality is coded when the teacher says that they remind, or having another student remind him/her of the expected behavior.	*« We'll often remind students of the rules orally, and I'll ask them to explain why they can do that. »*
	Formative consequences (Bissonnette et al., 2016; Knoster, 2014; Austin & McIntosh, 2019; Charlton et al., 2021)	This modality is coded when the teacher declares giving a formative, logical and educational consequence to the student who has misbehaved.	*« If a student writes on the desk, they'll have to find a solution themself, like cleaning the desk. »*
Less effective strategies	Punishments	This modality is coded when the teacher declares punishing or	*« I saw a fight in the playground, I asked this child*

	(Bissonnette et al., 2016; Ramus, 2019; Rhode et al., 1993)	sanctioning the student who has misbehaved.	*to copy 10 pages from the dictionary. »*
These are punitive strategies designed to reduce the likelihood of misbehavior. These strategies do not teach the expected behavior and are not recommended.	Isolation (Bissonnette et al., 2016; Lewis et al., 2005; Delbart et al., 2023)	This modality is coded when the teacher declares that they put a student in a corner, isolating him from the class group, without suggesting any reflection on their behavior.	*« When a pupil breaks a rule, they are generally isolated on a bench to refocus and allow them to work calmly again. »*
	Reward withdrawal system (Bissonnette et al., 2016; Bocquillon et al., 2020)	This modality is coded when the teacher declares that they take elements from a positive reinforcement system.	*« They get it as a gift for a good deed. And if their action is really too violent, nasty, I take the good point back. »*
	Comments	This modality is coded when the teacher declares that they note or comment on the accumulation of inappropriate behavior over the course of a day in the class diary. This strategy is not part of a coherent school-wide behavior management system as proposed by the PBIS and is not accompanied by a reflective activity.	*« It's a warning with a note in the class diary. »*
	Bad behavior counting system	This modality is coded when the teacher declares that they a system for counting bad behavior: they count the number of inappropriate behaviors of a student, and after a pre-defined amount, punish the student in question. The emphasis is on negative behavior.	*« It's first name on the blackboard, then if I draw three strike next to their name (one for each misbehavior), it's 5 minutes less playtime. »*
	Detention (Bissonnette et al., 2016; Ramus, 2019; Rhode et al., 1993)	This modality is coded when the teacher declares that the student who has misbehaved is kept after school hours, without reflection or formative consequences.	*« After several remarks, several punishments written in the class diary, we end up with a detention at the end of the day. »*
	Questions (Bissonnette et al., 2016)	This modality is coded when the teacher declares questioning the offending or distracted student about the learning content.	*« When I see a pupil who doesn't listen, I ask him to explain what I've just said. »*
	Verbal reprimands	This modality is coded when the teacher declares reprimanding students verbally,	*« At first, it's verbal reprimands in class, 'Be quiet' for example. »*

	(Bissonnette et al., 2016; Lewis et al., 2005, Delbart et al., 2023)	without indicating the expected behavior (shouting, denigrating, etc.).	
	Other strategies	This modality is coded when the teacher declares that they implement corrective strategies that cannot be associated with the other modalities and that are deemed ineffective by the literature.	/
Undetermined corrective strategies	/	This modality is coded when the teacher declares that they implement corrective strategies that cannot be associated with the other modalities and that are considered as ineffective by the literature.	*« If there's a problem with a rule that's not being followed, I often use talking circles in the classroom. For example, if there's been an argument, we all stand in a circle in the classroom and then we question everyone involved, we try to find out the ins and outs and we try to solve the problem together. »*

3.2. Sources of influence

The second part of the grid allows us to categorize the different sources of influence on which teachers say they base their choice of classroom management strategies. As shown in Figure 4, there are 8 different groups of categories, divided into categories, some of which are subdivided into modalities.

Figure 4

Groups of categories, categories and modalities of the "sources of influence" group
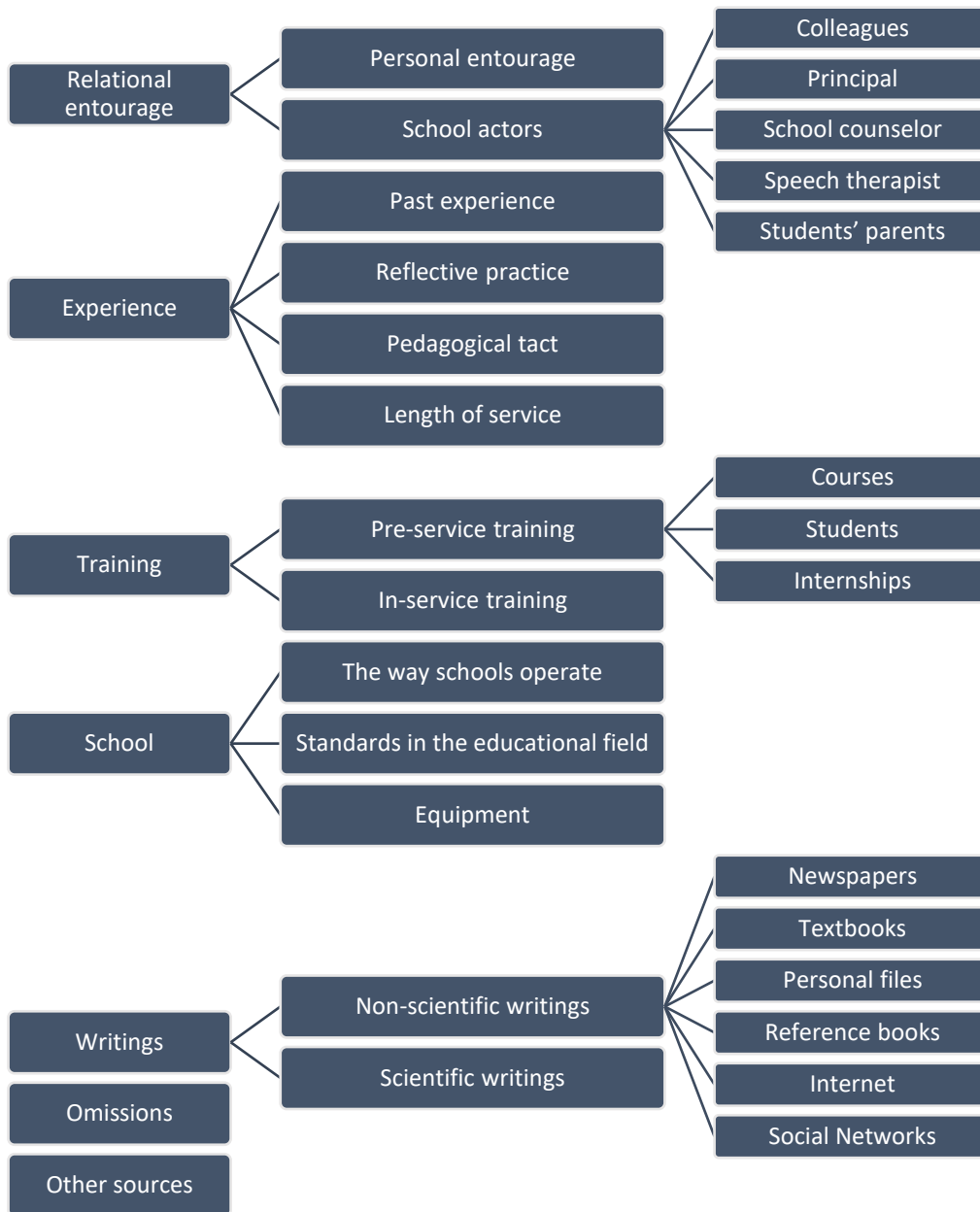

Table 3 presents the operational definitions of each modality in each category, reference authors and examples of teachers' comments.

Table 3

Definitions, reference authors, and examples of the « Sources of influence » group

Groups of categories	Categories and reference authors	Modalities	Definitions	Examples
Relational entourage	Personal entourage (Barrette, 2000)	/	This category is coded when the teacher mentions referring to the opinions of their spouse, family or friends, who are not in the school field.	*« My father told me it was good to put them in the corner. »*
	School actors (Huberman,1983; Barrette, 2000 ; de Chambrier & Dierendonck, 2022)	Colleagues	These different modalities are coded when the teacher mentions referring to the opinions of work colleagues, principals, or other stakeholders/experts in the school.	*« I don't hesitate to take advice from colleagues, to talk, discuss, share what we're doing. »*
		Principal		
		School counselor		
		Speech therapist		
		Students' parents		
Experience	Past experience (Huberman, 1983; Barette, 2000; Vause, 2009)	/	This category is coded when the teacher mentions implementing strategies based on knowledge acquired in their schooling past as a student.	*« I think it must be things that were done when I was in primary school. »*
	Reflective practice (Barrette, 2000; Huberman,1983; Gauthier, 2019; Vause, 2009)	/	This category is coded when the teacher declares that, after encountering a problematic situation, they adapt their classroom management strategies by analyzing their experience in the classroom.	*« The classroom was arranged in a U-shape and they were very talkative. So, I thought about setting them up differently. »*
	Pedagogical tact (Huberman, 1983; Gauthier, 2019)	/	This category is coded when the teacher mentions an intervention carried out in the "heat" of the action, a rapid faculty of judgement in relation to the situation encountered.	*« It's what comes to me in the moment, by feeling, I don't always do research. »*
	Length of service (Huburman, 1983)	/	This category is coded when the teacher declares adapting their classroom management strategies according to their length of service as a teacher.	*« I've only been working for three years. As a result, I'm still learning on the job and every year is different. »*

Training	Pre-service training (Barrette, 2000; Vause, 2009)	Courses	This modality is coded when the teacher declares implementing classroom management strategies that they have seen in courses during initial training.	*« As I've just come out of school, I use a lot of the things we saw in our courses at the institution of Higher Education. »*
		Students	This modality is coded when the teacher declares implementing classroom management strategies derived from exchanges between students during group or informal work in initial training.	*« There was just one student who knew about the site and shared it with us at the institution of Higher Education. »*
		Internships	This mode is coded when the teacher declares implementing classroom management strategies that they have observed/experienced on internships.	*« I had the opportunity to visit schools when I was in training. »*
	In-service training (Barrette, 2000)	/	This category is coded when the teacher declares implementing classroom management strategies from additional training suggested by the school or followed voluntarily/personally.	*« I saw this idea at a training day»*
School	The way schools operate (Huberman, 1983; Vause, 2009)	/	This category is coded when the teacher mentions classroom management strategies implemented in the school that "shape ways of thinking and acting" (Dupriez et al., 2007, cited by Vause, 2009, p.21).	*« For my part, I also comply with certain rules of the school I work at. »*
	Standards in the educational field (Vause, 2009; Loffreda, 2021)	/	This category is coded when the teacher refers to classroom management strategies, proposed in decrees, curricula, management plans, etc.	*« It's a tool that was in fact proposed in the management plan. »*
	Equipment (Barrette, 2000)	/	This category is coded when the teacher mentions classroom management strategies based on the equipment available in the school.	*« It's because the school had invested in this tool. »*
Writings	Non-scientific writings (Huberman, 1983; Barrette,	Newspapers	These different modalities are coded when the teacher mentions that their classroom management strategies come from personal sources.	*« I have a children's album that shows bad and good behavior. »*
		Textbooks		
		Personal files		

	2000 ; Loffreda, 2021)	Reference Books		*« By poking around in blogs, I found other sources. »*
		Internet (websites and blogs)		
		Social networks (Facebook, Instagram, Pinterest, ...)		*« I follow quite a few teachers, often French, there are some Belgians too, on Facebook, on Instagram. »*
	Scientific writings (Huberman, 1983; de Chambrier & Dierendonck, 2022; Slavin, 2020)	/	This category is coded when the teacher mentions referring to scientific classroom management resources (such as studies, analyses, external evaluations, conferences, etc.).	*« I read a study that said it was effective to positively reinforce good behavior. »*
Omissions	/	/	This category is coded when the teacher declares that they can no longer remember the resources.	*« I don't remember because it's been a long time. »*
Other sources	/	/	This category is coded when the teacher declares a resource that cannot be associated with another modality.	*« According to my personality too, my character. »*

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