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|Araştırma Makalesi / Research Article|

The Effect of Proactive Classroom Management Training Program on Off-Task Behaviors of Students in Inclusive Classrooms

Önleyici Sınıf Yönetimi Eğitim Programının Kaynaştırma Uygulaması Yürütülen Sınıflardaki Öğrencilerin Ders Dışı Davranışları Üzerindeki Etkisi

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Keywords

1. classroom management
2. off-task behavior
3. inclusion
4. primary school

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Abstract

This study investigated the effect of classroom management training provided to teachers employed in inclusive primary school classrooms on students' off-task behaviors. Study participants were composed of 18 teachers who taught special needs students in a primary school in the city center of Eskişehir and their students. One-group pretest-posttest design was used in the study. Study data were collected with the Student Off-Task Behavior Observation Form developed by Güner-Yıldız and Elmas (2019) and the Classroom Management Knowledge Test developed by Güner (2010). Participating teachers were trained with the Proactive Classroom Management Training Program (PCMTP) followed by feedback on their classroom management practices based on observations regarding the implementation of the information provided during the PCMTP in their classrooms. The findings revealed that classroom management training with PCMTP and feedback on teachers' classroom management skills increased their knowledge of effective classroom management strategies and reduced the off-task behaviors of students in their classrooms.

Öz

Bu çalışmada, kaynaştırma uygulaması yürütülen ilkokul sınıflarında çalışan sınıf öğretmenlerine verilen sınıf yönetimi eğitiminin öğrencilerin ders dışı davranışları üzerindeki etkisi incelenmiştir. Çalışmanın katılımcıları, Eskişehir il merkezinde bulunan devlete bağlı bir ilkokulda, sınıfında özel gereksinimli öğrenci bulunan 18 sınıf öğretmeni ve bu sınıflarda öğrenim gören öğrencilerdir. Çalışmada, tek grup ön test-son test desen kullanılmıştır. Araştırmanın verileri, Güner-Yıldız ve Elmas (2019) tarafından geliştirilen Ders Dışı Öğrenci Davranışları Gözlem Formu ve Güner (2010) tarafından geliştirilen Sınıf Yönetimi Bilgi Testi ile toplanmıştır. Katılımcı öğretmenlere Önleyici Sınıf Yönetimi Eğitim Programı (ÖSYEP) ile eğitim verilmiş; eğitimin ardından katılımcı öğretmenlerin sınıflarında ÖSYEP eğitimi sırasında verilen bilgilerin uygulanmasına yönelik gözlemler yapılarak sınıf öğretmenlerine sınıf yönetimi uygulamalarına ilişkin dönüt verilmiştir. Elde edilen bulgular, öğretmenlerin ÖSYEP ile sınıf yönetimi eğitimi ve sınıf yönetimleriyle ilgili dönüt almalarının etkili sınıf yönetimi stratejilerine ilişkin bilgilerini arttırdığını ve sınıflarındaki öğrencilerin ders dışı davranışlarını azalttığını ortaya koymuştur.

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INTRODUCTION

The degree to which students learn from school is related to the degree of their participation in classroom activities (Brophy, 1979; Greenwood, Horton & Utley, 2002). Low level of classroom participation creates problems for both students and teachers and classroom participation is accepted as an important indicator long-term achievement for students' (Skinner, Zimmer Gembeck & Connell, 1998). While many studies have shown that high level of participation is associated with achievement and low level of participation is associated with discipline problems; not all students start school with the preliminary skills required for successful participation (Baker, Clark, Maier & Viger, 2008) because some students display normal developmental patterns, while others are students with special needs. The basic understanding in the education of students with special needs is that they should receive education in the same setting with their normally developing peers. By pointing to mainstreaming/inclusion, Decree Law No. 573 states that "The education of individuals requiring special education is provided by using appropriate methods and techniques together with their peers in line with individual education plans in schools and institutions of all types and levels." (https://www.mevzuat.gov.tr/MevzuatMetin/4.5.573.pdf). Inclusive education is a concept that expresses full membership in a general education class with the addition of required supports services so that a student can be successful in that setting (Kurth & Foley, 2014). The concept of inclusion has now evolved as an educational approach and gone beyond special needs students by focusing on the education of all students in the classroom according to their individual characteristics (Qvortrup & Qvortrup, 2017). However, various problems exist in achieving this goal. One of these problems, and perhaps the most important, is related to teacher readiness and attitudes. Teachers working in inclusive schools and classrooms expressed that they felt unprepared to teach children with special needs because they were not trained to do it (Jordan, Schwartz & McGhie-Richmond, 2009; Melnick & Meister, 2008). A study (Cook, Cameron & Tankersley, 2007) found that teachers working in inclusive classrooms defined the students with special needs as incompetent, rejected them at high rates and were less interested in these students due to the learning and behavioral problems they exhibited. However, teachers have the potential to affect the participation of all students, i.e., the time students spend on academic work, whether they have special needs or not (Bulgren & Carta, 1992). The literature emphasizes that lack of teacher readiness or competence negatively affects student participation and increases off-task behaviors (Dinsmore, 2003). At this point, the significance of teacher behaviors and teacher training becomes more prominent. General education teachers are trained with more focus on providing group education and issues such as focusing on individual differences or teaching students with special needs may be ignored (Niesyn, 2009).

Teachers who are not adequately prepared to take individual differences into account may encounter more undesired behaviors when working in inclusive classrooms (Emmer & Stough, 2001) but teachers who are aware of the individual needs of their students can carry out more effective practices (Marzano & Marzano, 2003). Reducing students' off-task behaviors and enabling them to participate in classroom activities can be considered as one of the indicators of a teacher's effectiveness.

Off-task behaviors (Godwin et. al., 2016), considered to be an important problem that reduces learning time by educators, were addressed in many studies and different methods were used to decrease students' off-task behaviors (Amato-Zech, Hoff & Doepke, 2006; Jessel, Ingvarsson, Whipple and Kirk, 2017; Kelly & Shogren, 2014; Moore, Anderson, Glassenbury, Lang & Didden, 2013; Simonsen, Little & Fairbanks, 2010). The literature emphasizes that the best way to reduce undesired behaviors is to keep students on task (Evertson & Harris, 1992) and that there is a functional relationship between student behavior and teachers' classroom management (Pas, Cash, O'Brennan, Debnam & Bradshaw, 2015). In addition, the ability to actively involve students in activities is shown as one of the five evidence-based critical features of effective classroom management (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008). Gage, Scott, Hirn, and MacSuga-Gage (2018) also state that the participation of students is significantly low in classes with poor classroom management. Effective classroom management contributes to the efficient use of instructional time by increasing student participation and reducing inappropriate behavior (Wang, Haertel & Walberg, 1994). In line with the studies in the literature, the field of improving teachers' classroom management behaviors attracted the attention of many researchers since teachers are depicted as the dominant factor affecting students' academic achievement (Sanders, Wright, & Horn, 1997). Studies conducted for this purpose examined the effect of various classroom management training programs and achieved successful results (Borg & Ascione, 1979; Evertson, 1995; Oliver, Wehby & Nelson, 2015; Webster-Stratton, Reid & Hammond, 2001). These studies also investigated the effect of improving teachers' classroom management skills on different variables such as student achievement, teachers' classroom management behaviors or students' class participation behaviors. It is also noteworthy that two views are frequently encountered in teacher training research conducted in recent years. According to the first view, student behaviors should be observed to determine whether there is a change in teachers' professional development (Giallo & Hayes, 2007). According to the second view, giving feedback to teachers about their practices or coaching them to carry out more effective practices provides effective results. In this direction, strategies such as coaching or giving feedback to teachers are used more and more in teacher training studies conducted in recent years (Colvin, Flannery Sugai, & Monegan, 2009; Reinke et. al., 2014; Sutherland, Wehby & Copeland, 2000; Tekin- Iftar, Collins, Spooner & Olcay-Gül, 2017).

This study aimed to improve teachers' classroom management skills and reduce students' off-task behaviors and thus contribute to the success of inclusive classes. For this purpose, the study examined the effect of a classroom management training program -including individual feedback- prepared for primary school classroom teachers working in inclusive classrooms on students' off-task behaviors. Due to the aspects of this study such as teacher observations during teaching and targeted feedback in addition to the classroom management training, this study is believed to introduce an innovative approach to the previous classroom management studies in the literature. In addition, the research is believed to have significance because it set out to

directly affect classroom participation behavior and indirectly affect student achievement in inclusive classes. It is expected that the findings of this research will guide researchers and educators about future teacher trainings.

METHOD

Research Design

One-group pretest-posttest design, one of the quantitative research designs, was used in this study. This type of design, which examines the effect of the experimental process on a single group, measures the dependent variable on the same group using the same measurement tools by implementing a pretest and a posttest before and after the implementation, respectively (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2014). The study set out to establish whether the difference between the pretest and posttest values obtained from the single group in the design was significant.

Students' off-task behaviors and teachers' classroom management knowledge were the dependent variables in the study, while classroom management training via PCMTP and individual feedback provided on training and classroom management practices were used as the independent variables.

Participants

The participants of the study consisted of 18 teachers (5 male, 13 female) working in grades 1-4 in a state primary school in Eskisehir and the students in their classes. Table 1 presents the information about the research participants.

Table 1. Information on participating teacher

No	Gender	Undergraduate Program	Teaching Experience	Inclusion Experience	Grade Level	Total nr of students in class	Number of students with special needs in class
1	F	Classroom Teaching	17	13	1	22	1
2	F	Zootechnics Department	23	5	1	19	1
3	F	Classroom Teaching	12	2	1	17	1
4	M	Classroom Teaching	16	1	1	23	1
5	F	Classroom Teaching	15	5	1	18	1
6	F	Classroom Teaching	14	5	4	22	1
7	F	Classroom Teaching	17	5	3	16	1
8	F	Classroom Teaching	17	8	3	15	1
9	M	Machine Technologies Teaching	21	11	3	17	1
10	M	Construction Teaching	25	25	4	17	1
11	F	Classroom Teaching	12	5	4	19	1
12	F	Classroom Teaching	9	3	4	19	1
13	M	Classroom Teaching	8	3	2	19	1
14	F	Food Engineering	23	14	2	21	1
15	F	Classroom Teaching	8	4	2	20	1
16	M	Classroom Teaching	18	7	3	19	1
17	F	Classroom Teaching	15	5	3	20	1
18	F	Classroom Teaching	19	5	3	21	1

There was one student with special needs in each participating teacher's classroom within the scope of inclusive practices of the school. The students with special needs at the school were officially diagnosed by the Guidance and Research Centers. Students with special needs had different diagnoses such as autism spectrum disorder, intellectual disability, chronic illness and learning disability.

Data Collection Tools

Student Off-Task Behavior Observation Form (SOBOF): The observation form prepared by Güner-Yıldız and Elmas (2019) was based on the Planned Activity Check (PLACHECK) (Tekin-İftar, 2014) which is a variation of the instantaneous time sampling technique. The form includes a table to record the description of off-task student behavior, information about the class and the course and the number of students exhibiting off-task behaviors. The form in which the observation data is recorded for 30 minutes (excluding the first and last 5 minutes of the class) has 30 one-minute intervals. During the observations, the observers record the number of students exhibiting off-task behavior in the first column of the table by observing the students after receiving the alert coming from their headphones at the end of the intervals. The percentage of students exhibiting off-task behavior in the class is calculated according to class size and the ratio is recorded in the second column. Thus, the number and percentage of students exhibiting off-task behavior for each course is obtained.

Classroom Management Knowledge Test (CMKT): The CMKT, developed by Güner (2010), was prepared by taking into account the research results on classroom management and the content of various classroom management training programs. Data were collected from 439 classroom teachers working in inclusive classrooms at state schools to conduct studies on the validity and reliability of the test in the initial form consisting of 35 items. As a result of the factor analysis performed on the collected data, four items with factor load values lower than 0.25 were excluded from the test and it was determined that the variance explained by the three factors obtained as a result of the repeated factor analysis after removal of these four items was 21.5%. The factors in the knowledge test are 1-Teaching process, 2-Classroom rules and monitoring the students and 3-Working with special needs students. The highest score that can be obtained from the test consisting of 31 items in its final form is 31 and as the teacher's knowledge of classroom management increases, the score obtained from the test increases as well.

The reliability of CMKT was investigated by calculating the internal consistency coefficient. Cronbach Alpha coefficients were calculated for the whole scale and factors as a measure of the internal consistency of the final 31 items. These values were as follows: 0.69 for the total CMKT score, 0.62 for the first factor consisting of fifteen items, 0.55 for the second factor consisting of nine items and 0.50 for the third factor consisting of seven items.

Training Program

Proactive Classroom Management Training Program (PCMTP): Developed by Güner (2010), PCMTP is a classroom management training program that aims to provide teachers with classroom management strategies proven effective by scientific research and thus to prevent undesirable behaviors by increasing students' participation behaviors.

The program has three parts. The first part includes general principles in classroom management and covers basic classroom management issues such as organizing the physical properties of the classroom, use of course materials, setting up classroom rules, identifying the consequences for students who do not obey the rules, the importance of awareness, the use of rewards, the development of responsibility in students and the importance of making a good start. The second part addresses the issues that need to be considered during the lesson including the tasks at the beginning of the lesson, monitoring student behavior during the lesson, implementing the rules during the lesson, individualizing the teaching according to student characteristics, and the tasks at the end of the lesson. The last part includes the strategies that teachers can apply in the face of problem behaviors despite the implementation of preventive classroom management strategies. Although PCMTP includes strategies that can be used for all students regardless of special needs, there is also a section in the program that solely addresses individualization for students with special needs.

Process

Training of Observers. Observer training began by watching lecture videos that exemplified student behaviors in primary school classes and studying the functional definitions of students' on-task and off-task behaviors. Later, SOBOF was introduced, the rules to fill in the form were discussed, and the form was filled by using sample lesson videos. After completing the part about how to fill in the form, three researchers (second, third and fourth researchers), who would act as the observers in the study, watched three lecture videos separately, filled their forms and compared these forms with one another. As a result of the comparison, intervals with disagreements were identified and they were eliminated by going through the videos again with the participation of the first researcher. Then the three observers started trial observations in actual classes. For this purpose, two of the observers filled the SOBOF by making trial observations four times and one observer three times in classes in another primary school which did not participate in the study. After the completion of the trial observations, parallel observations started in the classes. At this stage, three observers made a total of 18 parallel observations in different classes in combinations of two and filled in the SOBOF. Inter-observer reliability data were regularly calculated during the parallel observations and observer training was terminated with the inter-observer reliability data of the last six observations reaching the desired level.

Inter-observer Reliability. Inter-observer reliability data were calculated using the method of Doke and Risley (1972). In this method, the smaller percentage obtained for the same interval in the observation forms of the lessons by the two observers during parallel observations is divided by the larger percentage and the reliability ratio of the relevant interval is found. In line with the method, the percentage of the students exhibiting off-task behavior in each one-minute interval in the observation form was found based on the class size. The reliability rate of the relevant interval was found by dividing the small percentage in the form of parallel observers by the larger one and the reliability rates were obtained on a course basis by averaging all the intervals.

The average inter-observer reliability ratio of the observations made in classes similar to the research classes was determined to be 0.80 for observer training. For the reliability of the observations made during the research, inter-observer reliability data were collected from 20 randomly selected observations (13%) and the inter-observer reliability rate of the study was found as 0.86.

Observations. The research data were collected in the fall semester of the 2019-2020 academic year. Before actual observations began in participating teachers' classes, trial observations were conducted in different lessons in each class so that the teachers and students got used to these observations in their classrooms. Following the trial observations, actual observations started to collect pretest and posttest data with SOBOF in academic courses such as Mathematics, Turkish, and Social Sciences. Observations started five minutes after the start of the lesson and lasted 30 minutes. Observers settled in a position where they

could easily observe all students in the classroom and with the help of the alert coming from their headphones at the end of each minute, they observed the number of students exhibiting off-task behaviors and recorded them on the form.

Observations were completed in two stages. In the first stage, five lessons were observed in each teacher's classroom in order to collect the pretest data. After the collection of pretest data, 6-hour classroom management training with PCMTP was given to classroom teachers by the first researcher. Classroom management training was conducted with slides and videos that exemplified teacher behavior and participating teachers actively took part in the training by giving examples from classroom management situations in their own classrooms. Although the pretest data were collected from all of the 18 participating teachers, five teachers did not participate in the PCMTP due to leave of absence or sick leave.

CMKT prepared by Güner (2010) was given to the participating teachers at the beginning and at the end of the classroom management training. During the knowledge test, two of the 13 teachers who participated in the training did not participate in the test by stating that they did not want to take the test. As a result, 13 teachers attended the PCMTP and 11 teachers participated in the CMKT implementation.

Following the training, the observers made two lesson observations to reinforce the information provided during the PCMTP in the classrooms of the participating teachers and individual targeted feedback was given on the use of classroom management strategies and student behavior. Thus, the teacher training was completed in this manner and posttest data were collected on student behavior. Five lessons were observed to determine whether PCMTP and individual feedback caused a change in the percentage of students' off-task behavior in the classrooms of teachers who received classroom management training (13 teachers).

Data Analysis

The obtained data were analyzed using the SPSS package program. Wilcoxon Signed-Rank Test, one of the nonparametric techniques, was used data analysis in line with one-group pretest-posttest design and the sample size. Whether the percentages of off-task behaviors of the students in the classrooms of the participating teachers and the classroom management knowledge of the teachers changed before and after the PCMTP was examined at .01 significance level.

FINDINGS

Two types of data were collected in this study: the percentage of off-task behavior of students in participating teachers' classes was collected by SOBOF and teachers' classroom management knowledge level was collected by CMKT. This section contains findings regarding the collected data and data analysis.

Only the SOBOF pretest data on student behavior were collected from five teachers who participated in the study but did not attend PCMTP. According to these data, the average off-task behavior percentages of the students in the classes of these five teachers were 28.94%, 16.43%, 22.99%, 7.14% and 36.72%, respectively.

Table 2 presents the percentages of off-task student behaviors in the classes of 13 teachers who attended the PCMTP.

Table 2. Percentage of students exhibiting off-task behavior based on SOBOF

Grade	Pretest						Posttest					
	1st lesson	2nd lesson	3rd lesson	4th lesson	5th lesson	Mean	1st lesson	2nd lesson	3rd lesson	4th lesson	5th lesson	Mean
1	12,80	15,80	12,50	7,90	15,04	12,81	2,80	7,09	5,15	7,15	2,65	4,97
2	19,50	39,56	15,37	20,37	20,37	23,03	11,33	32,40	16,15	13,52	11,66	17,01
3	27,40	20,00	31,90	49,80	22,54	30,33	22,72	21,50	26,15	16,50	26,65	22,70
4	33,30	32,11	32,66	18,00	38,00	30,81	13,50	17,68	19,00	8,78	11,73	14,14
5	15,33	4,56	8,77	7,71	5,96	8,47	2,41	2,04	2,75	1,17	0,93	1,86
6	21,77	15,55	10,83	7,29	12,91	13,67	11,96	7,06	2,89	2,89	4,67	5,89
7	24,58	19,04	19,04	21,90	12,74	19,46	10,41	10,21	12,35	11,76	6,22	10,19
8	4,44	7,03	9,64	5,43	6,66	6,64	1,55	3,77	1,37	0,59	0,78	1,61
9	37,71	24,88	21,06	18,31	16,25	23,64	4,30	5,84	6,40	6,20	3,93	5,33
10	13,25	19,50	14,63	18,16	19,44	16,99	6,27	6,62	7,80	3,15	9,50	6,66
11	21,93	31,57	20,86	36,86	41,00	30,44	9,06	8,07	10,90	3,78	3,28	7,01
12	19,25	15,47	10,77	18,26	13,12	15,37	5,00	8,75	5,50	4,15	4,00	5,48
13	17,50	15,19	19,00	11,76	13,57	15,41	10,00	11,65	6,50	5,00	3,84	7,39
	Mean Pretest					19,01	Mean Posttest					8,48

Table 2 shows that mean off-task behavior percentage of the students in the classes of 13 participating teachers who took part in the PCMTP was 19.01% before the training but it decreased to 8.48% after the training. When the pretest results of five teachers

who did not participate in the PCMTP were considered as well, the percentage of students' off-task behaviors in the classrooms of 18 teachers who were the participants of the study was 19.96% on average.

Table 3. SOBOF mean pretest and posttest Wilcoxon Signed-Rank Test Result

Posttest-Pretest	N	Mean Rank	Rank Sum	z	p
Negative Rank	13	7,00	91,00	-3,180*	,001
Positive Rank	0	,00	,00		
Equal	0				
Total	13				

*Based on positive rank principle

According to the results of the Wilcoxon Signed-Rank Test, there was a significant difference between the mean pretest off-task behavior and posttest off-task behavior of the students taught by the teachers who participated in the PCMTP and received individual feedback on classroom management (z= -3.180, p<.01) (collected by SOBOF). The effect size value revealed a large statistical difference (r = .62). According to this result, it can be claimed that classroom management training with PCMTP and individual classroom management feedback had a significant effect on the decrease of students' off-task behaviors.

Table 4. CMKT pretest and posttest scores

Participant	Pretest	Posttest
1	12	22
2	20	20
3	11	23
4	13	15
5	16	20
6	11	19
7	16	24
8	16	26
9	12	20
10	9	15
11	11	23
Mean	13,36	20,64

The CMKT results demonstrated in Table 4 show that the test scores of the participating teachers, which were 13.36 before the PCMTP, increased to 20.64 on average after the training.

Table 5. CMKT pretest and posttest scores Wilcoxon Signed-Ranks test

Posttest-Pretest	N	Mean Rank	Rank Sum	z	p
Negative Rank	0	,00	,00	-2,814*	,005
Positive Rank	10	5,50	55,00		
Equal	1				
Total	11				

* Based on negative rank principle

A significant difference was found between the two scores (z=-2,814, p<.01) according to the results of the Wilcoxon Signed-Rank Test conducted to determine whether there was a statistically significant difference between CMKT pretest and posttest scores. The effect size value shows a large statistical difference (r = .60). The result shows that participating teachers' knowledge of classroom management increased after the PCMTP.

DISCUSSION

This study explored the effect of providing the classroom teachers in inclusive classes with classroom management training with PCMTP and feedback in regard to classroom management practices on the off-task behaviors of their students. The findings obtained from the study show that providing teachers with classroom management training had positive outcomes in their classroom management knowledge levels and the behaviors of their students.

Analysis of the study data shows that the off-task behaviors of the students in the classrooms of the participating teachers were quite high before the classroom management training (19.96%). This result shows that one out of every five students in these classes exhibited off-task behaviors during the lessons, that is, they did not participate in the lesson. However, students learn as they participate in courses and classroom participation is considered as an indicator of long-term achievement (Greenwood, Horton & Utley, 2002; Skinner, Zimmer-Gembeck & Connell, 1998). The literature emphasized the fact that lack of readiness in teachers to work with children with different individual characteristics in inclusive classrooms increases the off-task/undesired behaviors of students in these classes (Dinsmore, 2003; Emmer & Stough, 2001). The result obtained from this

study showing that students' off-task behaviors were initially high points to the need for teacher training so that they can both successfully work in inclusive classrooms and use classroom management strategies that will enable students to participate in the lesson by reducing their off-task behaviors. Although inclusive approaches which are commonly used target the participation and success of all students (Kurth & Foley, 2014), it is known that there are difficulties in achieving these goals in practice (Hedegaard-Hansen, 2012; Killoran, Woronko & Zaretsky, 2014). Focusing on training groups during the training of teachers who will work in general education schools and ignoring the individual needs of students (Niesyn, 2009) hinders teachers in acquiring effective strategies that should be used for the successful participation of all children with and without special needs in inclusive classrooms. For this reason, it is believed to be highly significant for prospective teachers to graduate from faculties of education by having acquired the methods, techniques and strategies to provide appropriate education to students with different individual needs and to allow all students in their classes to participate in the course.

According to the second finding of the study, when participating teachers attended the classroom management training, their students' off-task behaviors decreased. After the participating teachers were given classroom management training with PCMTP, individual feedback was provided on student behaviors, teacher behaviors, classroom management strategies that were employed and things to be done to create a more participatory classroom. As a result, the off-task behavior percentages of the students in the classrooms of 13 teachers who received classroom management training decreased from 19.01% to 8.48%; it was determined that this decrease was statistically significant, and the effect size was high (r = .62). This result is consistent with the results of many studies in the literature showing that positive outcomes are achieved by providing classroom management training to teachers (Borg & Ascione, 1979; Evertson, 1995; Oliver, Wehby & Nelson, 2015; Webster-Stratton Reid & Hammond, 2001). Based on the results of this study , it has become necessary to reinterpret the initial finding obtained in the first implementation of the classroom management training program (PCMTP) used in this study stating that PCMTP does not change classroom behaviors even though it increases the knowledge of teachers about effective classroom management strategies (Güner, 2010). The literature emphasizes that it is difficult to change teachers' knowledge, behavior and attitudes after they start service (Jordan, Schwartz & Mc Ghie-Richmond, 2009). Slider, Noell, and Williams (2006) also state that teachers do not use effective teaching and management strategies in their teaching practice due to their philosophical views, time constraints or resistance and that training programs are needed to break teachers' resistance to professional training. In summary, the literature underlines that in-service training is not effective enough for teachers to adopt effective practices. In parallel with the literature, Güner's (2010) study also reveals that teachers do not reflect their new knowledge into practice. The programs used in teacher training in recent years have been redesigned to include individual approaches such as providing feedback or coaching in order to effectively change the practices of teachers and successful results have been achieved so far (Colvin, Flannery, Sugai, & Monegan, 2009; Reinke et. al. , 2014; Sutherland, Wehby & Copeland, 2000; Tekin-İftar, Collins, Spooner & Olcay-Gül, 2017). In this study, effective results were also achieved with the implementation of PCMTP along with individual feedback on classroom management practices to teachers after classroom observations. It is believed that this finding emphasizes the importance and necessity of giving individual feedback to teachers in removing the limitations of in-service teacher training to reflect knowledge on classroom practices.

The study also collected data on teachers' classroom management knowledge. Accordingly, the mean score of 11 teachers who completed the CMKT was 13.36 before the PCMTP and this score increased to 20.64 after the training. This increase was found to be statistically significant. The results show that before the PCMTP training, participating teachers correctly answered less than half of the 31 items included in the CMKT which examined teachers' knowledge of effective classroom management strategies while the number of items they answered correctly increased significantly after the training. A large-scale study conducted in the field demonstrated that classroom management was the primary source of anxiety for teachers (Veenman, 1984). Classroom management, which is summarized as the activities that teachers undertake to create a setting that will facilitate academic and social-affective learning (Evertson & Weinstein, 2006), emerges as a field that is not given enough importance in teacher education, focuses more on theoretical issues and cannot adequately prepare prospective teachers for actual classes (Kher, Lacine-Gifford & Yandell, 2000). This result obtained from this research showing that teachers had a low level of classroom management knowledge before the classroom management training reveals the necessity of providing classroom management training to teachers in active service. Teachers' knowledge of classroom management should be sufficient and their practices should include effective strategies so that teachers are effective and students are successful. It is hoped that the positive results obtained from this study, which aimed to improve teachers' classroom management knowledge and practices with PCMTP and targeted feedback, will shed light on research and practices in terms of disseminating in-service classroom management training.

When the results of this study are evaluated as a whole, it can be argued that it is possible to obtain positive results by developing effective programs in both classroom management and inclusive approaches, two areas in which teachers are known to be poorly prepared before starting their profession. It is imperative to prepare teachers adequately before starting their profession and to support them throughout their professional life especially in the area of classroom management which is critical for student success and behavior (Stough, Montague, Landmark & Williams-Diehm, 2015). The results obtained from this research are expected to be used in pre-service/in-service teacher training programs and to guide the development of effective classroom management training programs for teachers working in general education classes with approximately 300,000 special needs students (MoNE Statistics, 2018-2019).

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Statements Of Publication Ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Author Contribution Statements

Nevin GÜNER-YILDIZ; creation and planning of the research idea, management of the research process, teacher training, obtaining the necessary permissions for the research, analyzing the research data and reporting the research. Turgut BAHÇALI; interviewing schools for the research, making classroom observations, giving feedback to teachers, reporting the research. Esra AKIN; interviewing schools for the research, making classroom observations, giving feedback to the teachers, reporting the research. İsmail OKATAN; interviewing schools for research, making classroom observations, giving feedback to teachers, reporting the research.

Researchers' Contribution Rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

Ethics committee approval numbered 64075176-299-E.90785 was obtained from Eskişehir Osmangazi University Social and Human Sciences Scientific Research and Publication Ethics Committee on 08.08.2019 for this research.

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