







The use of evidence-based classroom management strategies by elementary school teachers in Turkey

Ayşenur Çayır*, Eskisehir Osmangazi University, Büyükdere Meşelik Campus, 26040 Odunpazarı, Eskişehir, Turkey 

Samed Yeniöglü, Indiana University, 107 S Indiana Ave, Bloomington, IN 47405, USA 

Kübra Sayar, Eskisehir Osmangazi University, Büyükdere Meşelik Campus, 26040 Odunpazarı, Eskişehir, Turkey 

Nevin Güner-Yıldız, Eskisehir Osmangazi University, Büyükdere Meşelik Campus, 26040 Odunpazarı, Eskişehir, Turkey 

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Abstract

One of the biggest issues in education today is classroom management, particularly in inclusive environments where students' demands are diverse. The literature suggests using management strategies and evidence-based approaches to manage classrooms effectively. This study aims to investigate how teachers implement evidence-based classroom management techniques in inclusive primary school settings. The data of the research were collected through an online questionnaire and semi-structured interviews. Within the parameters of the study, 103 participants who met the criteria for purposive sampling completed an online questionnaire, and 10 participants took part in semi-structured interviews. The results from the online questionnaire reveal that 'clearly defining the classroom rules' is the most often employed evidence-based classroom management technique by teachers. After a descriptive analysis of the data from the semi-structured views. Eleven themes and 35 sub-themes were identified. The findings were discussed and compared with the literature. Recommendations were presented.

Keywords: Classroom management, evidence-based approach, inclusive education, integration, management strategies teacher behaviors;

* ADDRESS FOR CORRESPONDENCE: Ayşenur Çayır, Eskisehir Osmangazi University, Büyükdere Meşelik Campus, 26040 Odunpazarı, Eskişehir, Turkey.
E-mail address: ayşenurçayır06@gmail.com

1. Introduction

Management is defined as all the behaviors that a teacher does to support the academic, social, and emotional development of his students and to create a productive educational environment in his classroom (Evertson & Weinstein, 2013). Effective classroom management includes increasing student achievement, positive classroom relations, supporting students' identity development, and conducting successful teaching practices. In the literature, it is emphasised that teachers should do five types of activities for effective classroom management (Evertson & Weinstein, 2013). These activities include creating a safe and supportive network of relationships in the classroom, planning and implementing instruction to maximise students' learning, supporting students' participation in academic studies by using group management methods, supporting students' social skills and self-regulation development, and using appropriate interventions for students exhibiting problem behavior.

Management increases the level of participation and success of their students in academic activities, improves positive interaction between students, and reduces the problem behaviors of students (Gaias et al., 2019). Effective classroom management contributes to the improvement of student outcomes, increases the performance of students, and prepares the ground for their success (Back et al., 2016; Korpershoek et al., 2016). Teachers with high classroom management skills participate in the lesson at a higher rate (Gage et al., 2017). Korpershoek et al. (2016) revealed in a meta-analysis study that effective classroom management increased students' academic achievement while reducing their problem behaviors. Contrary to this situation, poor class management skills cause negative academic, social, and behavioral consequences for students in the long run (Epstein et al., 2008). In addition, ineffective classroom management can cause mental health problems, professional stress, and burnout in teachers (Back et al., 2016).

Classroom management, which can create an environment that supports social, emotional, academic, and behavioral learning and success, includes the use of behavioral and instructional strategies to increase students' positive behavior and reduce their problem behaviors (Evertson & Weinstein, 2013; Simonsen et al., 2008). However, research shows that teachers have difficulties in using these strategies and creating a safe and productive learning environment in their classrooms. Difficulties in classroom management are seen as one of the most important teaching problems, especially in inclusive environments where student needs vary (Bernier et al., 2022; Prior, 2014; Van den Berg & Stoltz, 2018).

According to the findings obtained from various studies, many teachers working in general education classrooms state that they see themselves as ineffective or inadequate in managing their classrooms (Kiel et al., 2020; Massé et al., 2015). The increasing diversity of students in primary school classrooms in recent years can also challenge teachers in classroom management. Today, within the scope of inclusion/integration, nearly 320,000 students with special needs are educated in general education classes (MEB, 2021). In addition, due to the phenomenon of migration, which is a reality in recent years, there are many immigrant students in general education schools.

According to the data of the Directorate of Migration Management, as of November 2022, there are 3,595,134 Syrian immigrants living in various regions of Turkey (Immigration Administration, 2022) and nearly half of this population consists of school-age children (Kocaoğlu & Güner-Yıldız, 2022). Therefore, classroom teachers working in primary school classrooms teach in classes consisting of students with various and quite different characteristics. In these classrooms, teachers need to use classroom management strategies that have proven to be effective to continue teaching successfully.

Evidence from previous studies strongly suggests that classroom management strategies are effective. Research shows that teachers have insufficient knowledge about effective classroom management strategies (Owens et al., 2017; Stormont et al., 2011). However, teachers need to develop their competencies regarding the basic principles of effective classroom management strategies (Poznanski et al., 2018). In the literature, what teachers need to acquire to improve their

classroom management competencies is given under three headings: knowledge; skills (practical knowledge, habits, etc.), and; appropriate attitude (style, mentality, transfer, tone) (Poznanski et al., 2018). In addition, teachers should adopt the right attitudes to support positive interactions between student-teacher interaction and students themselves (Bernier et al., 2022).

It is necessary to know what strategies to apply and exactly how and when to put them into practice to manage classrooms effectively. In addition, it is important to use classroom management strategies, the effectiveness of which has been proven by scientific research, for effective classroom management. At this point, so-called evidence-based strategies that scientific research supports with evidence gain importance. In recent years, it is seen that efforts to identify evidence-based practices in many scientific disciplines have increased. Evidence-based practice is used to express that practice is reliable, effective, and recommendable (Cook & Cook, 2013). For a practice to be considered evidence-based, there are criteria established by various organisations. These criteria can be listed as; the existence of a robust experimental design and appropriate analytical processes; experimental verification of effects; clear implementation processes; replication of effectiveness results in different studies, and; proof of sustainability (Simonsen et al., 2008).

Evidence-based strategies that are recommended to be used for effective classroom management and grouped into five 'critical' areas are mentioned in the literature (Simonsen et al., 2008). These are maximising structuring and predictability (e.g., physical arrangement, routines); explaining, teaching, reviewing, monitoring, and reinforcing expectations (e.g., positively expressed expectations, teaching behavioral expectations); observably engaging students with activities (e.g., allowing responding, direct instruction); continuing use of strategies for appropriate behavior (e.g., behavioral reinforcement), and responding to problem behaviors continuous use of strategies (e.g., error correction, differential reinforcement) (Simonsen et al., 2008). There are 20 different classroom management strategies defined under five groups, and the use of these strategies allows to carry out successful practices in the classroom and to support the development of students effectively. Studies show that the effective use of these strategies increases student participation and academic achievement and reduces problem behaviors (Gaias et al., 2019). It may be possible for teachers to use effective classroom management strategies in primary school classrooms, where the diversity in student characteristics increases, to create an efficient teaching environment for all students whose individual characteristics differ.

1.1. Purpose of study

This study aimed to examine the use of evidence-based classroom management strategies by classroom teachers working in primary schools where students with different individual characteristics receive education together. For this purpose, whether classroom teachers use evidence-based classroom management strategies, how often and how they use them, and the situations they encounter regarding classroom management in their classrooms were examined.

2. Materials and methods

A survey model was used in this study, which was conducted to examine the use of evidence-based classroom management strategies by primary school teachers in Turkey. Survey models are research approaches that aim to describe a past or present situation as it exists. These approaches include scanning arrangements made on the whole universe or a sample to be taken from the universe to reach a general judgment about the universe in a universe consisting of more than one element (Karasar, 2012).

2.1. Data collection instruments

In this study, which was conducted using the survey model, data were collected through online questionnaires and semi-structured interviews. The online questionnaire has been used because it provides advantages such as getting quick feedback from a large sample group at a low cost and minimising the rate of error in data entry (Fraenkel et al., 2012).

To support the information obtained from the online questionnaire, semi-structured interviews were conducted to reveal in-depth the views of primary school teachers on classroom management practices and the use of evidence-based classroom management strategies. Semi-structured interviews are frequently used in educational research as they are more flexible than structured interviews and allow adding sub-questions according to the flow of the interview (Yıldırım & Şimşek, 2013).

2.2. Participants

Criterion sampling, one of the purposive sampling methods, was used. The purposeful sampling method includes identifying and selecting individuals or groups who have knowledge and experience on the researched subject to use limited resources effectively and efficiently (Büyükoztürk et al., 2012). In criterion sampling, all cases that meet a set of criteria predetermined by the researcher are studied and reviewed (Marshall & Rossman, 2014; Patton, 2014). These criteria can be created by the researcher or a pre-prepared criteria list can be taken into account (Yıldırım & Şimşek, 2013).

'Working as a classroom teacher in general education primary schools where fusion/integration practices are carried out' was determined as a criterion for participant selection. All class teachers who met this criterion and could be reached were included in the study. Within the scope of the research, an online questionnaire was applied to a total of 103 participants, and a semi-structured interview was conducted with 10 participants (five men, and five women). During the interviews, the participants were given code names and their real identities were kept confidential.

2.3. Data collection procedure

In the first stage of the research, data were collected by an online questionnaire form from accessible class teachers who work in general education primary schools where integration practices are carried out. A questionnaire is a data collection tool consisting of questions to reveal people's beliefs, attitudes, or living conditions (Büyükoztürk et al., 2012). A questionnaire form was created by the researchers to reveal the use of evidence-based classroom management strategies by classroom teachers working in primary schools. While developing the questionnaire, first of all, studies dealing with evidence-based classroom management strategies in the literature were examined and questionnaire questions were created to determine the use of these strategies by teachers. The draft questionnaire form prepared for evaluating the suitability of the questionnaire was sent to field experts who have studies on classroom management, special education, and teacher education. The survey questions were rearranged in line with the feedback from the field experts. There are a total of 31 items in the questionnaire prepared in a four-point Likert structure from Always (4) to Never (1). The Questionnaire Form prepared within the scope of the research is attached (Appendix A).

In the second phase of the research, data were collected by conducting semi-structured interviews. An interview form was created to reveal the views of teachers on classroom management practices and their use of evidence-based classroom management strategies. To create the form, first of all, studies in the literature dealing with evidence-based classroom management strategies and current classroom management issues were examined. Then, interview questions were created from the participants that could provide rich data collection in line with the purposes of the study, and the interview form was prepared by ordering the interview questions appropriately. The draft interview form prepared for evaluating the suitability of semi-structured interview questions was sent to field experts who have studies on classroom management, special education, and teacher education.

Semi-structured interview questions were rearranged in line with the feedback from field experts. Then, a pilot interview was conducted with three primary school teachers working in general education primary schools, where fusion/integration practices were carried out, to test whether the questions were fit for purpose. After the pilot interview, the questions that were not understood or misunderstood by the teachers were rewritten in the interview form. The semi-structured interview form, which took its final form, consists of 10 questions in total. The Interview Form prepared within the scope of the research is attached (Appendix B). After the interview form was finalised, online

interviews were conducted with 10 classroom teachers who were selected by purposive sampling and stated that they were willing to participate in the interview study, regarding their use of evidence-based classroom management strategies in their classrooms.

2.4. Data analysis, validity, and reliability

Descriptive statistics such as percentage, frequency, arithmetic mean, and standard deviation was examined by making quantitative data analysis of the research using Google Documents. Regarding qualitative data analysis, the transcripts and audio recordings of the interviews made to ensure reliability were sent to three individuals with undergraduate degrees who were not included in the research, and these individuals were asked to check whether there was any inconsistency between the audio recordings and the transcripts. After the controls, it was determined that the audio recordings and transcripts matched, and the data analysis process was started. The qualitative data of the research were analysed using descriptive analysis. In the descriptive analysis, data are summarised and interpreted around predetermined themes. The purpose of descriptive analysis is to describe the findings obtained from the research as organised and interpreted. For this reason, direct quotations are frequently used to effectively convey the views of the individuals participating in the interview process. While analysing the qualitative data of the research, first of all, a conceptual framework was created. Then, the data were analysed according to the framework created, the findings were defined and interpreted (Yıldırım & Şimşek, 2013).

After completing the qualitative data analysis, the reliability analysis of the themes and sub-themes obtained was made among the authors of the research. While calculating the reliability among the authors of the study, the formula of consensus/ (consensus + disagreement) ×100 was used and the percentage of agreement was calculated as 100%. The obtained information was tabulated and interpreted in the findings section.

3. Results

In this section, firstly, the quantitative and then the qualitative findings of the research are included.

3.1. Quantitative findings

Quantitative data obtained with the online questionnaire were examined in terms of variables such as percentage, frequency, and arithmetic mean, and the results were presented in tables and figures.

It was determined that most of the participants were in the age range of 36–50 years and were women. When the faculties and departments of the participants are examined, it is seen that most of the participants graduated from the faculty of education ($n = 87$) and the classroom teaching program ($n = 67$). When the years of work are examined to obtain information on professional experiences, it has been determined that 35.90% of the participants have 1–10 ($n = 37$) and 35.90% of them have 11–20 years ($n = 37$) professional experience. It was observed that most of the participants did not have special needs students in their class, and very few participants had more than one student with special needs in their class. However, most of the teachers who do not have diagnosed students stated that there are one or more students with special needs who have not been diagnosed in their classes. Statistical information about the participants is included in Figure 1–7.

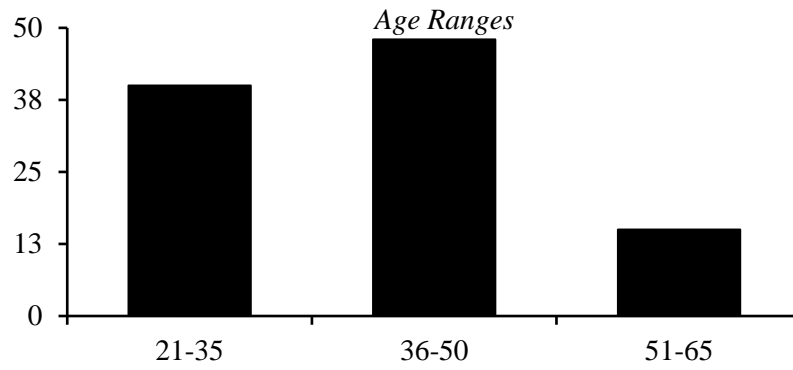


Figure 1
Age Range of Participants

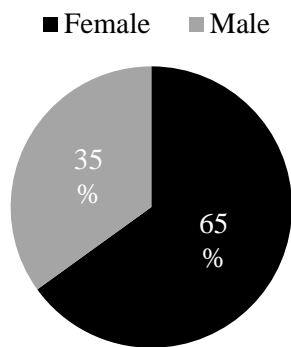


Figure 2
Distribution of Participants by Gender

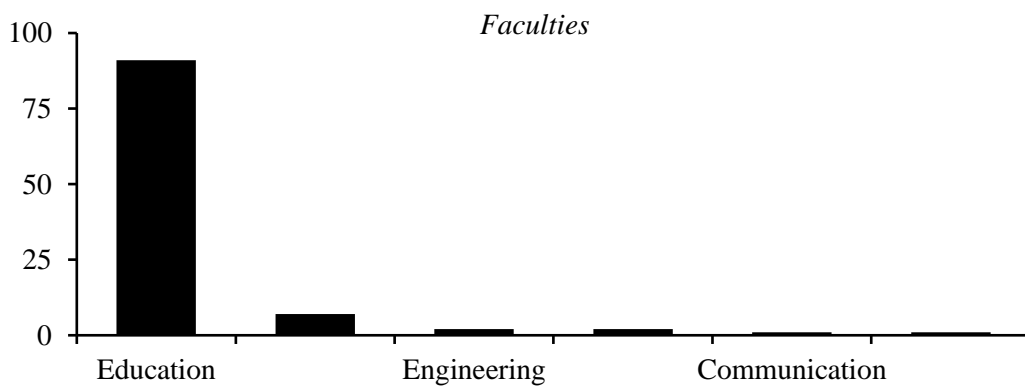


Figure 3
Faculties of Participants

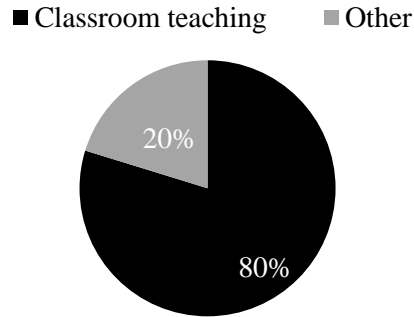


Figure 4

Graduates of Participants

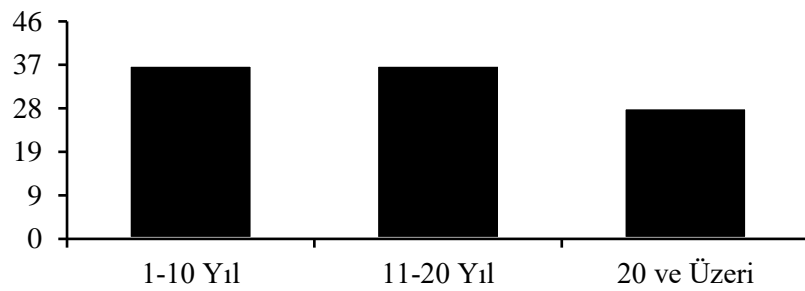


Figure 5

Service Period of Participants

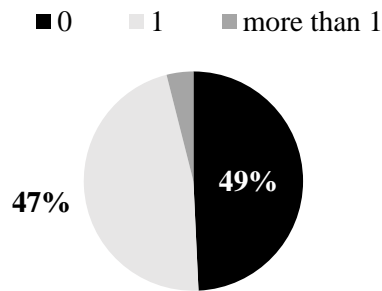


Figure 6

Number of Students with Special Needs in the Class

■ 0 ■ 1 ■ More than 1

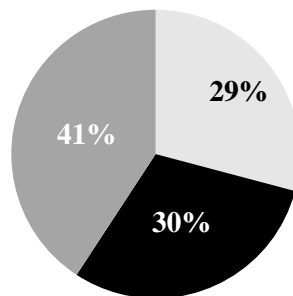


Figure 7

Number of Students Considered to have Special Needs

Likert-type scale consisting of 31 items was applied online to the participants. The teachers were asked to answer the questions about how often they used the evidence-based classroom management strategies they applied in their classrooms, and the answers are summarised in Table 1 as a percentage. According to the results obtained, the evidence-based classroom management strategies most frequently used by teachers in their classrooms are respectively; clearly defining classroom rules (81.6%), providing opportunities for response (74.8%), making physical arrangements in the classroom (70.9%), and leave spaces that may create classroom confusion blank (69.9%) was determined.

Table 1
Classroom Management Strategies Used in Classrooms

Questions	Always	Often	Rarely	Never
1. I plan the activities that I will walk into in the lessons in detail in advance.	37.9%	50.5%	11.6%	0%
2. While executing the lesson activities, I guide the students on the steps they need to follow / what they should do.	54.4%	42.7%	2.9%	0%
3. In every situation that happens in the classroom (when a visitor comes to the classroom, during the transition between activities, when he is late for the lesson, when help is needed, etc.). I explain to students the class routines of how they should behave.	58.3%	34%	7.8%	0%
4. To avoid clutter and congestion in the classroom (such as corridors between the rows, the front of the trash can, or student lockers) I leave the densely populated areas blank.	69.9%	28.2%	1.9%	0%
5. I organise the classroom in such a way that every student can easily see the lecture presentation and I can watch the student behavior clearly.	70.9%	25.2%	4.9%	0%
6. I clearly describe to students what behaviors are expected of them and what behaviors are unacceptable (class rules).	81.6%	18.4%	0%	0%
7. I teach rules so that students can fully understand the behaviors expected of them (class rules) and apply them correctly.	57.3%	39.8%	2.9%	0%
8. Classify the classroom rules by writing them in a large size that students can easily see and read (by adding visuals for the younger class) I hang them in a visible place.	28.2%	35%	30.1%	6.8%
9. I constantly monitor whether the students comply with the class rules or not.	60.2%	37.9%	1.9%	0%
10. I reward students for their behavior in complying with the class rules.	22.3%	53.4%	21.4%	2.9%
11. I give appropriate answers/responses to students who do not follow the class rules (such as reminding the rules, applying sanctions, etc.).	52.4%	43.7%	3.9%	0%
12. I regularly monitor the academic and social behavior of students in the classroom and give them feedback on their behavior on a regular basis.	49.5%	48.5%	1.9%	0%
13. I offer opportunities for students to respond by asking questions related to the topic I have covered in the lecture.	74.8%	24.3%	0.9%	0%
14. I have students respond in chorus to give all students the opportunity to answer questions.	19.4%	39.8%	35.9%	4.9%

15.	In order to give all students, the opportunity to answer the questions, they should submit their answer cards (to give the answers to the questions of the students at the same time but independently. I use cards that can be used by	13.6%	25.2%	43.7%	17.5%
16.	I use the direct teaching method in my lessons.	23.3%	66%	10.7%	0%
17.	When using the direct teaching method, all the steps of the method (evaluation of the previous day's work, modeling/presentation, guided practice, I apply it (including feedback and corrections, independent applications, evaluation) completely and in order during the practice.	26.2%	63.1%	10.7%	0%
18.	I benefit from computer-aided teaching in my lessons.	40.8%	50.5%	5.8%	2.9%
19.	I benefit from peer teaching in my lessons.	25.2%	58.3%	15.5%	1%
20.	It provides instructional notes (study notes with appropriate spaces to write a summary of the topics and key points about the topics) to guide students through the lessons.	34%	46.6%	16.5%	2.9%
21.	If a student exhibit appropriate/desirable behavior, I give the student a lecture in front of the class.	51.1%	42.7%	5.8%	0%
22.	When a student exhibit appropriate/desirable behavior, when I praise him, I also explain what behavior is appropriate and why.	63.1%	35.9%	1%	0%
23.	Without group-based reinforcement in order to shape the behavior of students (other students in the group or class in which the student is due to individual student behaviors) win or lose the prize)	21.4%	50.5%	27.2%	1%
24.	Behavior contract in order to increase the appropriate/desirable behaviors of the students (in which the results of the appropriate and unsuitable behaviors and behaviors are revealed I use the contract signed between the teacher and the student/s).	16.5%	25.2%	34%	24.3%
25.	Do I use a system (symbol reinforcement system) where students can transform their won symbols into prizes in order to increase their appropriate/desirable behavior?	19.4%	42.7%	26.2%	11.7%
26.	I make short, conditional, and behavior-specific error corrections for inappropriate/problem behaviors exhibited by students.	27.2%	64.1%	7.8%	0.9%
27.	I use visuals such as pictures, figures, and graphics to provide students with performance feedback on their appropriate and inappropriate behaviors.	19.4%	35.9%	38.8%	5.8%
28.	Separate reinforcement techniques (to reduce undesirable behavior, increased by reinforcing the desired behavior to reduce the undesirable behavior of the students/increase the appropriate behavior) and withdrawing the reinforcement from the undesired behavior).	21.4%	57.3%	20.4%	0.9%
29.	From the technique of ignoring (behavior ignoring the unwanted behavior with the purpose of ignoring the undesired student behavior done to attract teacher or peer attention) I benefit from the withdrawal of the reinforced hyphens obtained by the user.	24.3%	56.3%	18.4%	1%
30.	Use of the cost-of-reaction technique (receiving a certain amount of pre-given reinforcements in return for inappropriate behavior) to reduce students ' inappropriate behavior.	12.6%	52.4%	30.1%	4.9%
31.	I use the break technique to reduce students ' inappropriate behavior.	13.6%	38.8%	35%	12.6%

3.2. Qualitative findings

In the research, the answers given to the interview questions of the primary school teachers working in general education primary schools, where integration practices are carried out, were analysed descriptively. The themes and sub-themes obtained as a result of the analysis are summarised in Table 2.

Table 2
Themes and Sub-Themes Related to the Findings

Theme	Child theme
1. The level of participation of the students in the lesson	Meets expectation below expectation
2. Inappropriate/problem behaviors exhibited by students	Violence Behaviors that hinder teaching/make studying difficult Inappropriate words Not encountering problem behavior during the lesson/class outside of the classroom (at break bases)
3. Frequency and severity of inappropriate/problem behaviors exhibited by students	Violence Behaviors that hinder teaching/make studying difficult Change according to child Problem behaviors encountered outside of the classroom
4. Reasons for inappropriate/problem behavior in the classroom	Environmental factors Attract attention Class size Receiving pre-school education Internet Inability to share friends with each other Family attitude (doing everything the children say) Pandemic Parent's disapproval Inability to communicate
5. Classroom management strategies used in the classroom	Classroom management strategies Teaching methods and techniques

	Other
6. The effect of classroom management strategies used in terms of creating an efficient learning environment in the classroom	Meets expectation
7. What is known about evidence-based classroom management strategies	Lack of knowledge Misconceptions Well known
8. Effective use of classroom evidence-based classroom management strategies	Meets expectation Partially meets expectations
9. Evaluation of classroom management practices in primary school classrooms	Finding effective and successful classroom management practices Average finding of classroom management applications Weak and unsuccessful classroom management practices
10. Including evidence-based classroom management strategies in the training to be organised for teachers	Evidence-based classroom management strategies should be included in seminars
11. Additional considerations	Correct communication

3.2.1. Participation level of students

'What would you say to the participants about the participation levels of the students in your class ?' The question was asked, and the participants expressed their opinion that the level of participation of the students in the lesson met the expectations and was below the expectations. The views of the participants and the frequencies of these views are summarised in Table 3.

Table 3
Participation Level of Students

Views	Frequency
Meets expectation	
a) Class participation is very high	4
b) Intense participation in recent months	1
c) Moderate participation	2
d) Generally good	2
Below expectation	
a) Two or three students who do not participate actively	2
b) Reluctance in the first months	1
c) In some cases, successful students do not want to attend the lesson.	1
d) Distraction, low focus time	2

Participation in the *course meeting* the expectation, Participant 1 'I mean, my class is a 40-person class, the level of participation is very high', Participant 2 '...I can say that there is a high level of participation'. have expressed their views.

3.2.2. Inappropriate/problem behaviors exhibited by students, frequency, and severity of these behaviors

The participants were asked, 'What kinds of inappropriate/problematic behaviors do the students in your class exhibit? Can you give information about the frequency and severity of these behaviors?' question has been asked. Most of the participants stated that the students used inappropriate words and acted as an obstacle to teaching/making it difficult to teach. The majority of the participants expressed the opinion that the frequency and severity of these behaviors vary according to the child. Few of the participants stated that they did not encounter any problem behavior. The views of the participants and the frequencies of these views are summarised in Tables 4 and 5.

Table 4

Inappropriate/Problem Behaviors Displayed by Students

Views	Frequency
Violence	
a) To friends, environment, animals	4
Behaviors that hinder teaching/make studying difficult	
a) Walking while standing in class	2
b) Do not speak without speaking	3
c) Don't cry	2
d) Mailing	1
Inappropriate words	
a) Slang	2
b) Swearing	3
c) Insult	2
d) Small talk	2
Not encountering problem behavior during the lesson/class	
a) A regular class	1
b) Being able to study very comfortably	1
Outside of the classroom (at break bases)	
a) (Especially) Female students being jealous of each other	1
b) (Especially) The inability of female students to attract each other	1
c) Offensive	1
d) Grouping	1

e) Egocentrism

1

Table 5
Frequency and Severity of Inappropriate/Problem Behaviors Exhibited by Students

Views	Frequency
Violence	
a) Almost every day	2
Behaviors that hinder teaching/make studying difficult	
a) More at the beginning of the term	4
b) Decrease towards the end of the semester	1
Change according to child	
a) In some children	1
b) The same child repeats the same problem behavior a few days later	1
c) Generally seen in children with behavioral problems	1
d) Not very often	1
e) Spaced repetition	2
Problem behaviors encountered outside of the classroom	
a) Search for	2
b) Very little	2

Regarding the inappropriate/problem behaviors exhibited by the students, and the frequency and severity of these behaviors Participant 1 ‘...there are behaviors that will interfere with studying, such as walking around in the classroom, speaking without speaking... the student who causes problems is the student I mean almost every day ...’, Participant 2 ‘... physically hurting each other, using slang, using slang... it happens to two or three students, it doesn't happen very often, it's intermittent, it's an intermittent repetitive behavior’. expressed their opinions.

3.2.3. Reasons for inappropriate/problem behaviors exhibited in the classroom

The participants were asked, ‘What do you think about the causes of inappropriate/problematic behavior in your classroom?’ The question was asked and most of the participants stated that the reasons for these behaviors were due to environmental factors. The views of the participants and the frequencies of these views are summarised in Table 6.

Table 6
Reasons for Inappropriate/Problem Behaviors Exhibited in the Classroom

Views	Frequency
Environmental factors	
a) Social learning from family	5
b) Social learning from the street/neighborhood	2
c) Social learning from adults	1

Attract attention	3
Class size	
Difficulty of classroom management in crowded classrooms receiving pre-school education	1
a) Difficulty getting used to school	3
Internet	
a) Tablet, Television	1
b) Social media	1
Inability to share friends with each other	1
Family attitude (doing everything the children say)	2
Pandemic	2
Parent's disapproval	1
Inability to communicate	2

Regarding the causes of inappropriate/problem behaviors exhibited in the classroom, Participant 1 *'I think there are familial reasons about violence...'*, and Participant 2 *'Generally, these behaviors are caused by a person who is taken as an example in the family'*. have expressed their views.

3.2.4. Classroom management strategies used in the classroom

Ask the participants, *'Which classroom management strategies do you use in your classroom?'* The question was asked, and most of the participants stated that they made physical arrangements and gave the students the right to speak by asking questions. The views of the participants and the frequencies of these views are summarised in Table 7.

Table 7
Classroom Management Strategies Used in the Classroom

Views	Frequency
Classroom management strategies	
a) Reinforcer	1
b) Setting class rules	4
c) Ignore	3
d) Second type of punishment (deprivation)	1
e) Giving students a voice by asking questions	6
f) Token economies	1
g) School-wide positive behavior support	1
h) Physical arrangement	3
i) Giving responsibility/duty	3
j) Prompting students to research	1
k) Group-based reinforcement	2

l) Moving around /moving around the classroom	2
Teaching methods and techniques	
a) Visual presentation	1
b) Narration with the game	1
c) Drama/ theatrical methods	2
d) Competitions	1
e) Student-centered lecture	2
f) Concrete explanation	1
Other	
Meeting with family and counselor	4
b) Use of smart board	1
c) Indirect learning	1

Regarding classroom management strategies used in the classroom, Participant 1 *'I use reinforcers'*, Participant 2 *'Generally, it is the visual presentation method that we use most recently, or we use the narration game model with a play'*. He stated his opinion.

3.2.5. The effect of used classroom management strategies on creating an efficient learning environment in the classroom

'What would you say to the participants about whether the classroom management strategies you use are effective in creating a productive learning environment in the classroom?' The question was asked, and all participants expressed their opinion that the classroom management strategies they used were effective. The views of the participants and the frequencies of these views are summarised in Table 8.

Table 8

The Effect of Used Classroom Management Strategies on Creating an Efficient Learning Environment in the Classroom

Views	Frequency
Meets expectation	
a) Effective	10

Regarding the classroom management strategies used to create a productive learning environment in the classroom, Participant 1 said, *'I mean, I think it was effective'*, Participant 3 *'I can say that it was successful in general'*, expressed their views.

3.2.6. Evidence-based classroom management strategies

The participants were asked, *'What do you know about the so-called evidence-based classroom management strategies, which, according to the findings of scientific research, have proven to be effective in creating a productive learning environment in the classroom, increasing student achievement and reducing problem behaviors?'* It was determined that the participants were often misinformed about evidence-based classroom management strategies, and most of them had never heard of them before. The views of the participants and the frequencies of these views are summarised in Table 9.

Table 9

Evidence-Based Classroom Management Strategies

Views	Frequency
Lack of knowledge	
a) No strategy comes to mind	2
b) Not having much knowledge	1
c) Not hearing before	6
Misconceptions	
a) It is difficult to implement evidence-based classroom management strategies in Turkish conditions	1
b) It is difficult to implement evidence-based classroom management strategies in rural areas	1
c) It is difficult to implement evidence-based classroom management strategies in inclusive settings	1
d) Evidence-based classroom management strategies are difficult to implement in crowded environments	2
e) New generation teaching methods and techniques	1
f) To determine a study strategy suitable for the characteristics of each student.	1
g) Giving equal rights to every student	1
h) Monitoring student leadership	1
i) Not using the chalkboard, a lot	1
j) Using the projector and smart board	2
k) Teaching with games	1
l) Teaching with theatrical method	2
m) Multiple intelligence theory	1
n) Nothing in education is evidence-based	1
Well known	
a) Peer education	2
b) Residence/ class fd	5
c) Class Rules	1
d) Giving students an equal voice	1

Participant 2, who stated that he did not know evidence-based classroom management strategies, said, 'I can say that in general, if there is any strategy that has been developed recently, frankly, if there is any proven study, I can honestly say that I do not have much knowledge'. expressed his opinion. Participant 1, who has wrong information about these strategies, said, 'I mean, of course, there are new generation learning methods techniques, I know and I apply them', Participant 3 'I think this is multiple intelligence, right? We can give it as an example', have expressed their views.

3.2.7. Effective use of evidence-based classroom management strategies in the classroom

Ask the participants, 'Do you think you can (or could) use evidence-based classroom management strategies effectively in your classroom?' The question was asked, and it was determined that most of the participants expressed their opinions that they used these strategies effectively in their classrooms, despite their lack of knowledge or misinformation about evidence-based classroom management strategies. The views of the participants and the frequencies of these views are summarised in Table 10.

Table 10

Effective Use of Evidence-Based Classroom Management Strategies in the Classroom

Views	Frequency
Meets expectation	
a) Thinking it is effective	9
Partially meets expectations	
a) Some deficiencies in implementing strategies	1

Participant 3, who stated that he used evidence-based classroom management strategies partially effectively in his classroom, 'So maybe we have some shortcomings', expressed his view.

3.2.8. Evaluating classroom management practices in primary school classes

The views of the participants on the question 'Based on your observations, do you find the classroom management practices carried out in primary school classrooms effective and successful? (After the answer given) Why, can you explain?' and the frequencies of these views are summarised in Table 11.

Table 11

Evaluating Classroom Management Practices in Primary School Classes

Views	Frequency
Finding effective and successful classroom management practices	
a) An active and stimulating classroom environment	1
b) Using the experimental method	2
Using the method of learning by doing	1
d) Having the qualifications of a professional teacher	2
e) Teachers who do their profession professionally	3
Average finding of classroom management applications	
a) Teachers who take their profession seriously	1
b) Teachers who love their profession	1
c) Teachers should work as much as they can.	2
d) Establishing communication between students, teachers, and parents	1
Weak and unsuccessful classroom management practices	

a) Intervention of persons such as students, parents, and principals in classroom management	1
b) Teachers with weak classroom management skills	1
c) Paid teachers have weaker class management skills than permanent teachers	1
d) Female teachers have weaker classroom management skills than male teachers.	1
e) Female teachers putting the teaching profession in the background because of their housework.	1
f) Male teachers who do additional work should put the teaching profession in the background.	1
g) Teachers' failure to take the teaching profession seriously	1
h) The low financial return of the teaching profession	1
i) Due to political reasons, parents dominate and have a greater say in classrooms than teachers.	1
j) Teachers' inability to dominate classroom management because they do not want to take the risk of investigation.	2
k) Negative behaviors of students	1
l) Students who do not obey the classroom rules	1
m) Overprotective parent profile	1
n) The teacher's lack of knowledge	1
o) Inequality in the number of mainstreaming students	1

Participant 2, thinks that the classroom management practices in primary school classrooms are weak and unsuccessful: *'Sometimes the class is managed by the student, not the teacher, sometimes the parent, not the teacher, that is, the manager or the manager, not the teacher. assistant can manage. At this point, our weak teachers constitute 10% of all teachers. Especially not all teachers can have such a problem, but not all of them, work as paid teachers in return for additional lessons without a staff. These teachers can be weak in front of parents or students in terms of looking a little cuter'*.

3.2.9. Including evidence-based classroom management strategies in training for teachers

Classroom management strategies in the training to be organised for teachers? The question was asked and most participants expressed their opinions that these strategies should be included in the seminars. The views of the participants and the frequencies of these views are summarised in Table 12.

Table 12

Including Evidence-Based Classroom Management Strategies in Training for Teachers

Views	Frequency
Evidence-based classroom management strategies should be included in seminars	
a) Must take part in year-end seminars	6
b) Training/seminars should be adapted to the Turkish education system, social life, and culture.	1

c) Training/seminars should be given considering the class size.	1
d) Training/seminars should be given considering the intelligence levels of the students.	1
e) Training/seminars should be given considering the family dynamics of the students.	2
f) The officer (s) who will give the training/seminars must work in the relevant training regions.	1
g) Teachers should improve and renew themselves	2
Training/seminars should be about technology	1
i) Seminars should be face-to-face because the topics given in the seminars are left in the air and the knowledge level of the teachers should be measured with tests.	1

Regarding the need for evidence-based classroom management strategies to be included in the training to be organised for teachers.

Participant 1: *'Yes, I mean, I couldn't remember right now, I couldn't remember directly, as I would have known if we had watched it in an end-of-year seminar, I would have known about taking part in the seminars right now. It would be fine, of course'*.

Participant 3: *'Well, of course, it may be possible for teachers to improve themselves because, at our age, we have to constantly renew ourselves. Well, because the information is constantly changing. Well, we need to be able to adapt, so we are in the age of technology. I think that teachers need to develop themselves more especially in technology. In other words, I think it would be better if training were also provided for this'*, have expressed their views.

3.2.10. Additional considerations

To the participants, the question *'Do you have anything you would like to add? If so, what are they?'* was asked and some participants expressed an opinion on empathy and correct communication as an additional opinion. The views of the participants and the frequencies of these views are summarised in Table 13.

Table 13
Additional Considerations

Views	Frequency
Correct communication	
a) It is necessary to establish correct communication between the student, teacher, and parent.	1
b) Teachers should put themselves in their students' shoes.	1

Participant 2, who gave an additional opinion on correct communication, said, *'I can say that communication can be successful as long as you communicate correctly. Well, here, students, teachers, and parents need to do that thing we call a tripod sheet in a nice way. We need to put ourselves in the shoes of children. You know, I need to be able to think like them. Well, because they all have a different world. Well, I think we need to be able to enter that world, to be able to touch them. That's why I can say that communication is very important. Well, I think success will come in this way'*, he expressed his opinion.

4. Discussion

In this study, the use of evidence-based classroom management strategies of classroom teachers working in schools where fusion/integration practices are carried out, the situations that teachers encounter in their classrooms related to classroom management, and the evidence-based classroom management strategies were analysed using a questionnaire developed by the researchers. Their views on management strategies were examined with the teacher interview form.

When the results obtained from the questionnaire form are examined, it is seen that the participants of the research Simonsen et al. (2008), it is understood that they gave varying answers to the five critical areas of classroom management. For example, Simonsen et al. (2008) according to the majority of the participants of the study answered the survey questions that correspond to the field of 'maximising structuring and predictability' as always and often, that is, they preferred the classroom management strategies specified in these items. It is seen that they express that they use it very often.

Accordingly, the participants of the study organise their classrooms in a way to prevent confusion and congestion, plan the activities carried out in the classroom, and guide the students while conducting the lesson activities. In Simonsen et al. (2008), when the responses given regarding the use of the strategies 'explanation, teaching, reviewing, monitoring and reinforcing expectations', which is the second critical area, are examined, it is seen that teachers give answers that they use these strategies at a high rate. Particularly, 81.6 % of the participants responded to the item about clearly defining the classroom rules as always and 18.4 % frequently. Similarly, about 97% of the participants responded to the item about teaching classroom rules as always and often.

By determining the classroom rules at the beginning of the academic year, clearly defining and teaching them to the students, it is possible to prevent the problem behaviors of the students before they occur and to increase the appropriate behaviors. In the literature, it is emphasised that effective classroom management should be preventive rather than reactive (Brophy, 1983). Therefore, it is thought that the result showing that teachers determine the rules in their classrooms, and define and teach the rules to the students is important in terms of creating a positive atmosphere in the classroom and preventing problem behaviors. In Simonsen et al. (2008), the third area of evidence-based classroom management is the observable engagement of students with activities.

When the answers given by the participants of this study to the items related to this field are examined, it is seen that 99% of the participants responded always and often to the item of providing students with opportunities to respond. However, it is understood that the strategies of responding in chorus and using answer cards are used very little by the teachers to increase the opportunities for students to respond. Similarly, when the items related to the use of methods that have proven to be effective such as direct instruction, computer-assisted instruction, peer teaching, and providing guided notes are examined, it is seen that the 'always' option is chosen less frequently and the answers are gathered in the 'often' option. These results reveal that participating teachers allow their students to answer questions by asking questions, but make less use of other strategies that are important for effective teaching. However, it is emphasised in the literature that effective teachers have three basic functions and one of these functions is effective teaching (Marzano et al., 2003). It is also known that effective classroom management is not limited to behavior management and includes effective teaching (Evertson & Harris, 1992; Evertson & Weinstein, 2013). Therefore, according to the results obtained from this research, it can be said that teachers require improvement in terms of effective teaching.

Findings from the survey study are related to behavior management. Simonsen et al. (2008), it is seen that various results were obtained when the answers given to the questionnaire items created to examine the use of strategies, which were stated to be within the scope of the fields related to increasing students' appropriate behaviors and reducing their problem behaviors, were examined. For example, although the participating teachers gave answers showing that they praise students' appropriate behavior and explain why they are praising, they seem to benefit much less from group-based reinforcement, behavior contracts, and symbol reinforcement.

There are even teachers who stated that they never used these techniques. A similar situation is seen in the articles about techniques related to reducing inappropriate behaviors. When the items about making error correction, using pictures, figures, and graphics to provide performance feedback, using different reinforcement techniques, using extinguishing, the cost of reaction, and using break techniques are examined, it is understood that the participants do not use these techniques sufficiently. However, it has been demonstrated by many years of research that these techniques are effective in increasing appropriate behaviors and reducing inappropriate behaviors (Mitchell et al., 2017; Simonsen et al., 2008; Vollmer & Iwata, 1992). As a result, it is thought that teachers should be informed and supported to use effective behavior management strategies more frequently.

When the results obtained from the interview form are examined, it is seen that most of the participants encountered various problem behaviors in their classes; It is seen that behaviors such as violence, speaking without speaking and swearing are stated as the most common problem behaviors by teachers. When the answers given to the question about the frequency of problem behaviors are examined, it is understood that the teachers stated that they encountered problem behaviors most at the beginning of the semester and that the problem behaviors decreased towards the end of the semester.

Participating teachers mostly emphasised environmental factors regarding the causes of problem behaviors. According to this, it is understood that it is stated that students learn problem behaviors from the family, the street, and adults and that not having received preschool education is also shown as one of the reasons for the problem behaviors. Ustun et al. (2021) revealed in their research that the area where classroom teachers have the most difficulty in classroom management is behavior management and that the reasons for teachers' difficulties in behavior management stem from the inability to intervene in the student's environment. Similarly, the findings obtained from this study show that teachers encounter various problem behaviors and see the child's environment as the reason for these behaviors.

When they were asked about which classroom management strategies they used in their classrooms, most of the participants stated that they benefited from classroom management strategies such as giving students a voice by asking questions, determining classroom rules, making physical arrangements, making use of various teaching methods and techniques, and using reinforcement. When we look at the literature, classroom management strategies, are stated to be effective in classrooms where fusion/integration practices are carried out, such as arranging the physical environment, using teaching methods and techniques suitable for student characteristics, determining class rules, rewarding desired behaviors, giving appropriate reactions to undesirable behaviors it is seen that there are strategies (Murdick & Petch-Hogan, 1996; Reitz, 1994; Soodak, 2003).

The findings of this study reveal that teachers stated that they use the strategies shown effectively. In addition, the participants cited interviewing the family and the guidance teacher as one of their classroom management strategies. However, it is known that when teachers cannot solve the problems in their classrooms, they look for the solution outside the classroom and generally wait for the family or the guidance teacher to solve the problem. Therefore, this answer indicates that teachers have difficulties in classroom management.

Evidence-based classroom management strategies, it was seen that most of the participants did not have any knowledge. In addition, it is understood from the answers given that the participants have wrong information about what evidence-based classroom management strategies are. In the study conducted by Ustun et al. (2021), it was determined that classroom teachers have limited knowledge about classroom management strategies. As a result of a study examining the knowledge levels of classroom teachers working in classrooms where fusion/integration practices are carried out, it was found that the knowledge levels of participant teachers about classroom management were limited (Guner, 2011). In addition, there are other studies in the literature revealing that teachers have

limited knowledge about classroom management (Kher et al., 2000; Long et al., 1999). The findings obtained from this study also overlap with the findings of the studies emphasised in the literature and show that teachers' knowledge of classroom management is limited.

Participants were also asked to evaluate classroom management practices in primary school classrooms. Looking at the answers, it is seen that the number of teachers who find classroom management practices weak and unsuccessful due to many problems is quite high, but some teachers find it effective and successful. In the study conducted by Oral and Şentürk (1998), it was determined that teachers who graduated from different branches but worked as classroom teachers stated that they carried out classroom management strategies at a high level, but inspectors observed these behaviors in teachers at a lower level. In the study conducted by Ustun et al. (2021) and examining the competence of teachers to implement classroom management strategies, the participants stated that they did not consider themselves fully competent in applying classroom management strategies.

5. Conclusion

How teachers manage their classrooms is of critical importance for effective teaching in classrooms and for students to be successful in terms of their abilities. The results obtained from this research show that teachers have deficiencies in using methods, techniques, and strategies that will provide effective teaching and a safe classroom environment, and they need support, especially in evidence-based classroom management strategies.

Based on the results of this research, it can be suggested that studies should be carried out to support teachers in effective teaching and classroom management. In addition, the data of this study were collected based on the opinions of teachers. Richer data on classroom management practices in classrooms can be obtained by conducting studies that include classroom aspirations in further research.

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Appendix A Survey Form

Dear Participant,

This survey study/form was created to determine the classroom management strategies that classroom teachers use in their classrooms. Participation in this study is at your discretion. You can also leave the study whenever you want. You will be given a code name in the study. Your real identity information will not be given to third parties, published, or used in any other way. carrying out in your classroom. Thank you for your participation.

Your age:

Your gender: F/M

University you graduated from:

Faculty, you graduated from:

Department you graduated from:

Your working time as a classroom teacher (years):

Number of students with special needs diagnosed at Guidance and Research Centers in your class:
class who does not have a diagnosis but who you think may have special education needs:

Survey items	Anytime	Often	Rarely	Never
1. I plan the activities I will carry out in the lessons in detail in advance.				
2. While conducting the lesson activities, I guide the students on the steps they need to follow/what they should do.				
3. I explain the classroom routines to the students about how they should behave in every situation in the classroom (such as when visitors come to the classroom, transitions between activities, when it is late for the lesson, when help is needed, etc.).				

4. In order to avoid confusion and congestion in the classroom, I leave areas with heavy traffic (such as <i>corridors between the rows, in front of the trash can or student lockers</i>) empty.				
5. I organize the class in such a way that each student can easily see the lecture presentation and I can clearly observe student behavior.				
6. Clearly define to students what behaviors are expected of them and what behaviors are unacceptable (<i>class rules</i>).				
7. I teach rules so that students can fully understand the expected behaviors (<i>class rules</i>) and apply them correctly.				
8. Eighth-grade rules in a size that the students can easily see and read (including <i>the visuals for small classes</i>) and hang them in a visible place in the classroom.				
9. I constantly monitor whether the students follow the class rules.				
10. I reward students' behavior to comply with classroom rules.				
11. I give appropriate answers/reactions to students who do not comply with the 11th-grade rules (such as <i>reminding the rules, applying sanctions, etc.</i>)				
12. I constantly monitor students ' academic and social behavior in the classroom and give them regular feedback on their behavior.				
13. I offer students the opportunity to respond by asking questions about the topic I taught in the lesson.				
14. I have students respond in chorus to give all students an opportunity to answer questions.				
15. I use answer cards (<i>cards that students can use to answer questions simultaneously but independently</i>) to give all students the opportunity to answer questions.				
16. I use the direct teaching method in my lessons.				
17. When using the direct instruction method, all steps of the method (<i>evaluation of the previous day's work, modeling/presentation, guided practice, giving feedback and corrections during the exercise, independent practices, and evaluation</i>) are complete and in order. I apply.				
18. I benefit from computer-assisted teaching in my lessons.				
19. I benefit from peer teaching in my lessons.				

20. Instructional notes (<i>study notes with appropriate spaces for writing a summary of topics and key points</i>) to guide students through the lessons.				
21. Exhibits appropriate/desirable behavior, and gives the student a shout in front of the class.				
22. When a student exhibits an appropriate/desirable behavior, I also explain which behavior is appropriate and why when praising him.				
23. I use group-based reinforcement (<i>other students in the student's group or class also win or lose an award because of individual student behavior</i>) to shape students' behavior.				
24. I use a behavior contract (<i>a contract signed between the teacher and the student/s, in which the consequences of appropriate and unsuitable behaviors and behaviors are explained</i>) in order to increase the appropriate/desirable behaviors of the students.				
25. I use a system (<i>symbol reinforcement system</i>) where students can transform the symbols, they have won into awards in order to increase their appropriate/desirable behavior.				
26. I make short, conditional, and behavior-specific error corrections for inappropriate/problem behaviors exhibited by students.				
27. Visuals such as pictures, figures, and graphics to provide performance feedback to students regarding their appropriate and inappropriate behaviors.				
28. <i>Increasing the desired behavior by reinforcing the unwanted behavior to reduce the undesired behavior and withdrawing the reinforcement from the undesired behavior</i>) to reduce the inappropriate behavior of the students/increase the appropriate behavior.				
29. Use the technique of planned ignoring (<i>withdrawal of reinforcements obtained by ignoring the behavior and withdrawing the reinforcements obtained by the undesirable behavior</i>) in order to quench undesirable <i>student behaviors</i> to attract teacher or peer attention.				
30. <i>Taking back a certain amount of reinforcement in exchange for inappropriate behavior</i>) to reduce students' inappropriate behavior.				
31. I use the time-out technique to reduce students' inappropriate behavior.				

Appendix B

Teacher interview form

Dear Participant,

The aim of this study is to determine the classroom management strategies that classroom teachers use in their classrooms. Participation in this study is at your own discretion. You can also leave the study whenever you want. You will be given a code name in the study. Your real identity information will not be given to third parties, published, or used in any other way.

Thank you for your participation.

1. What would you say about the participation levels of the students in your class?
2. What types of inappropriate/problematic behaviors do the students in your class exhibit? Could you give information about the frequency and severity of these behaviors?
3. What do you think about the causes of inappropriate / problem behaviors exhibited in your classroom?
4. Which classroom management strategies do you use in your classroom?
5. What would you say about whether the classroom management strategies you use are effective in terms of creating an efficient learning environment in the classroom?
6. According to the findings of scientific research, creating an efficient learning environment in the classroom, increasing the success of students and problem behaviors What do you know about so-called evidence-based class management strategies that have proven effective in reducing
7. Do you think you can (or could) use evidence-based classroom management strategies effectively in your classroom?
8. Based on your observations, do you find classroom management practices effective and successful in primary school classrooms? (After the answer given) Why can you explain?
9. What do you think about including evidence-based classroom management strategies in the training to be organized for teachers?
10. Is there anything you want to add? If so, what are they?