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A Proactive Classroom Management Model to Enhance Self Efficacy Levels in Teachers of Adolescents Who Display Disruptive Behaviors

Abstract
Effective classroom management with adolescent students that display disruptive behaviors has been an ongoing challenge for teachers. Most teachers lack sufficient training and understanding of behavioral symptoms exhibited by adolescent students within the classroom. Teachers’ self-efficacy levels are compromised as they struggle in maintaining a therapeutic learning environment while addressing and redirecting disruptive behaviors in students. The aims of this project were to determine teachers’ self-efficacy levels at baseline, provide a proactive classroom management program intervention, and reassess teachers’ sense of efficacy levels afterwards. Twenty-six teachers were recruited from a rural middle school in a south central state. Data required for analysis were drawn from the Teachers’ Sense of Efficacy Scale (long form), a demographic survey form, and evaluation form. There was a statistically significant difference, \( t(25) = 7.68, p < .001 \), in teachers’ self-efficacy levels from pre-intervention to post-intervention. Minimum efforts have been channeled toward the enhancement of teachers’ levels of self-efficacy through knowledge of proactive classroom management strategies for adolescent students that exhibit disruptive behaviors. Findings support further development and implementation of proactive classroom management interventions by a Doctor of Nursing Practice prepared psychiatric mental health advance practice registered nurse behavioral consultant within the school setting.