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Classroom Management Practices Appropriate to Children of Military Families: A Case Study

Felicia Bucher

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CLASSROOM MANAGEMENT PRACTICES APPROPRIATE TO CHILDREN OF MILITARY FAMILIES: A
CASE STUDY

By

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ABSTRACT

The purpose of this sociocultural study was to analyze the lived experiences of exemplary teachers who teach on a military base school. By teaching a lesser-known diverse group of students who are children of military families, the teachers in this study shared the sociocultural perspective of Vygotsky's *perezhivanie* of the adjustment to how they approach classroom management and facilitate student learning despite the differences in teaching children of military families. The dissertation employed qualitative methodology using in-depth interviews with six teacher participants and a triangulation interview with the school principal. The findings are discussed in relation to classroom management strategies employed due to factors that influence the military lifestyle. The data revealed that because students of military families face unique challenges at home such as frequent transiency, trauma due to inconsistent home-life, or strong emotional disorders, the teachers at this military base school have specific classroom management strategies to facilitate learning in their classrooms. The data also revealed that these specific classroom management strategies were developed over time spent with this unique group of students and the teachers faced a shift in the way they approached classroom management coming from schools where the population was not military-affiliated.

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CHAPTER I

INTRODUCTION

Current research shows that approximately 50 percent of daily instruction time is lost due to classroom management issues (Jones, 2007). "Classroom management represents an important skill and knowledge set for achieving student learning gains, but poses a considerable challenge for beginning teachers," (Wolff, van den Bogert, Jarodzka, & Boshuizen, 2015, p. 2). Given the importance of classroom management a variety of classroom management skills should be taught during an extensive number of courses in teacher education programs. However, some of the best universities for teacher elementary education programs, according to the 2020 U.S. News Rankings, do not even include a course on classroom management as a degree requirement (US News, 2020). In fact, the Council for the Accreditation of Educators (CAEP) does not even have classroom management as a major standard.

Research has shown that only one-third of colleges that do have classroom management courses require their teacher candidates to practice classroom management skills as they learn them in a physical classroom environment (Greenberg, Putman, & Walsh, 2014). Without this practical experience in a classroom, teachers may not be adequately prepared to face classroom management challenges that may occur. A lack of preparation in classroom management may come from the foundation that is delivered in their teacher education courses regarding classroom management methods and philosophies (Greenberg, Putman, & Walsh, 2014).

Research on classroom management courses (US News, 2020) indicates that many elementary education university programs lack a course on classroom management. Therefore, experienced teachers who have not taken a classroom management course as part of their requirements for a teaching license often develop classroom management strategies from year to year depending on the specific group of students in their classroom. In addition, they may learn from their colleagues or through professional development sessions they have attended as teachers. This approach to learning theories and practices of classroom management may lack a cohesive framework for understanding the complexities of managing student learning and behavior in schools. Additionally, if teachers who took a university course in classroom management as they prepared for licensure did not have the opportunity to practice newly learned knowledge and skills in classrooms with support from a mentor teacher, they may begin their careers challenged by managing a group of students' learning and behavior.

It can be overwhelming to any teacher to consider the many approaches to classroom management available to teachers through one venue or another. Only so much information can be imparted in a course or during a professional development session. However, one issue in classroom management that may not be prevalent in course work or professional development sessions is specific information on ways to manage the behavior and learning of children of military families. When teachers have had no prior knowledge of or experience with the military or with children of military families they may be unaware of the specific emotional and learning challenges children of military families can encounter.

Specific challenges that teachers may face with children of military families may include, but not be limited to, academic restraint (leaving and coming into classrooms that may be in different parts of the curriculum), constant mobility, and social-emotional problems (Hicks, 2020). According to Astor, et al. (2013), “a teacher must be knowledgeable about the child’s background, culture, life circumstances, family values and strengths. Many public school teachers do not know they have students of military families, or they do not understand the families’ military culture and background in the schools’ diversity process” (Astor, et al., 2013, p. 235). Some commonly known classroom management strategies may not be effective for children of military personnel and teachers may need to acquire additional information on strategies that have been shown to be effective with children of military families.

Many schools in the United States serve students of military personnel. In a recent study, Ruff and Keim (2014) found that the Department of Defense (DOD) Demographics Report (2010) revealed that approximately 1.85 million children have one or both parents serving in the U.S. military. Of those children, 1.2 million have active-duty parents serving in all branches of the military and fall into the K–12 education range of 6–18 years of age (DOD, 2010). Inside schools on military bases, teachers face management challenges that may be exacerbated by the military lifestyle. Of the 1.2 million school-aged children of service men and women, more than 80 percent attend public schools. “Students of military families face constant uprooting and disruption due to change of duty stations and is a consistent stressor in the lives of military families” (DOD, 2010, p. 104).

Students of military families change schools at a higher rate than other students not affiliated with the military. As noted in Mmari, Bradshaw, Sudhinaraset, & Blum (2010), prior studies had shown that approximately 20 percent of American families move annually (Medway, 1995; Shumaker & Stokols, 1982), but individuals and families in the military move even more frequently, with approximately 33 percent relocating each year (Orthner, 2002). On average, children of military families move and change schools 6–9 times from the start of kindergarten to high school graduation (Astor, 2011; Berg, 2008; Kitmitto et al., 2011; Sherman & Glenn, 2011). Additionally, children of military families move three times more often than their civilian peers, relocating every 1–4 years (Berg, 2008; Bradshaw, Sudhinaraset, Mmari, & Blum, 2010; Hipps, 2011). While any group of students may experience academic and social-emotional issues, children of military families seem to demonstrate these issues at a higher rate.

Children and Traumatic Situations

One issue that teachers need to understand is that children of military families may be more susceptible to traumatic events (NCCP, 2010). Trauma is defined by Jaycox et al. (2009) as “a sudden, life threatening event, in which an individual feels horrified, terrified, or helpless” (p. 49). Traumatic experiences can range from experiencing just one traumatic event to being exposed to multiple. Sitler (2009) discusses the importance of understanding that living in poverty, displacement from homes, and having a deployed parent in the military are all under the umbrella of a traumatic event. What was once an abnormal experience (Center for Substance Abuse Treatment, 2014), trauma surveys done by Kessler et al. (1995) show that is

no longer the case with 60.7 percent of men and 51.2 percent of women reporting at least one traumatic experience in their lifetime. Trauma can be experienced either by the individual or to someone close to them. “Exposure to trauma can impact learning, behavior, and social, emotional, and psychological functioning” (Kuban & Steele, 2011, p. 41). With trauma possibly playing a role in a child’s homelife it is important for teachers to understand the challenges any of their students may have faced before entering their classroom.

Frequent transiency is a traumatic reality for inner city children and also of military families as they enter and leave schools frequently. According to Astor (2011), children of military families move and change schools 6–9 times from the start of kindergarten to high school graduation, “which is three times as much as civilian families” (Berg, 2008, p. 41). Within each school the students enter, they may experience different cultures, curriculum, standards, classes, teachers, schedules, and grade completion requirements. This variety of experiences all children face as they make the transition to a new environment may be confounded by the frequent change in schools that students of military families face. It is important to understand the kind of transiency children of military families face as it is a different kind of transiency from inner city families. Military families deal with uncertainty and a lack of control in regards to their relocation. Frequent changes in schools and local cultures provide a challenge for students and their academic and social and emotional well-being (CPRL, 2017).

The lack of social-emotional wellbeing of children in military families is also a stressor that collectively influences their academic achievement. Frequent deployments increase stress on families which negatively impacts academics at school. Student academic learning may falter

as focus is placed more on current negative emotions rather than physical classroom learning (Moeller et al., 2015). Beyond academics, children of military families face reduced social connections at school due to the constant moving and lack of relationship-building. Behavioral problems stem from social-emotional struggles. According to Jones & Bouffard (2012), “To many educators and parents, it is common sense: children who have strong social and emotional skills perform better in school, have more positive relationships with peers and adults, and have more positive emotional adjustments and mental health” (p. 27).

Emotional trauma in children of military families occurs most often when multiple parent deployments happen, moves are more frequent, and if a parent is injured or passes away suddenly. According to the National Center for Children in Poverty (2010), the most common types of behavior problems that children of military families exhibit in the classroom include: lashing out in anger, worrying, hiding emotions, disrespecting authority figures (teachers), feeling lost, and exhibiting depression.

Classroom management courses may not include military families as a topic discussed with preservice teachers. “Currently, only two universities provide master’s-level degree training that focuses specifically on the needs of children of military families in schools and on creating a school climate that is welcoming and sensitive to the concerns of military families. This means organizations such as the Military Child Education Coalition, which advocates for the needs of children of military families and provides resources to families, provide most of the training only after teachers receive their university degrees” (Astor, 2011, p. 1). It is possible that teachers could miss learning about the challenges children of military families face and

would not know specific ways to help a child from a military family or react appropriately to their exhibited behavior. A well-managed classroom depends to a large extent on a teacher's knowledge of students in their care. A well-managed classroom is a place of learning. As Marzano (2003, p. 1215) states, "Learning and teaching cannot take place in a mismanaged classroom."

Statement of the Purpose

The purpose of this qualitative case study, by employing sociocultural theoretical perspectives, is to describe how exemplary teachers in a charter school on a military base create an environment that facilitates students' learning. In addition, this study uncovers how teachers on military bases learned management skills that were successful with their specific group of students. Classroom management is critical to students' achievement and educational outcomes (Oliver & Reschly, 2007). "Teacher educators insist that their preparation programs teach classroom organization and behavior management skills, but the indication is that such skills are not taught thoroughly or with adequate supervision in a real classroom context" (Siebert, 2005, p. 2) Since classroom management is critical to educational outcomes, classroom management courses can be a direct factor in supporting the effectiveness of teachers.

Existing research has explored the need for and importance of classroom management courses in teacher education programs. However, there is little evidence that these courses acknowledge students from military families as a particular entity in classroom management. Research also provides evidence for some factors revolving around diverse populations of

students who come from poverty, those with English as a second language, and different racial backgrounds, but the research does not examine the difficulties that students of military families often face in their lives and bring into the classroom. Without research on the students of military families, teachers may be unaware this group of students exist. Classroom management is a complex process involving many variables, and content that would guide preservice teachers to learn about this group of military-affiliated students should be included in classroom management courses.

Although gaps exist in the research of children of military families and in the management strategies taught in classroom management courses, groups of teachers have found classroom management techniques that work with this specific group of students. This is evident by their continued retention and success in military-affiliated elementary schools. For these reasons, the purpose of this study is to highlight this overlooked group of military-affiliated students by identifying what strategies are currently being used to respectfully teach and manage the behavior and learning in schools on military bases. This case study describes the school as a major holistic case with the teacher participants as nested (embedded) cases within the major case (Yin, 2018). The researcher identified themes amongst classroom management strategies that were deemed effective as described by exemplary teachers in classrooms on military bases. These exemplary teachers also described the differences between teaching at a public school off of a military base and teaching at a charter school on a military base.

Significance of the Study

Currently research is limited on ways teachers on military bases manage the behavior and learning of students of military families. Research also is limited on where teachers on military bases acquired or learned their classroom management strategies. This study may inform pre-service and in-service teachers on the special issues that students of military family's face, thus how they should be taught. Additional information is provided as to what instruction methods teachers should use, and what challenges may arise when teaching this specific group of students. The study also makes available information relevant to teacher education programs across the country with information on the importance of not only having classroom management courses readily available in their programs, but also to stress the importance of the inclusion of students of military families when speaking and learning about highly diverse classrooms.

The research contributes to the body of knowledge identifying factors that influence teachers' roles in different classroom management methods. The research extends the current literature on the topic of supporting military families at the school-level. This researcher examined the sociocultural context of the school from the perspective of the principal and classroom teachers interviewed. In addition, the examination of *perezhivanie* (Vygotsky, 1994) or lived experience of the classroom teachers became a pivotal point of comparison between teaching children of military families in public school vs an on-base charter school. The research was guided by the stories of current teachers on a military base to uncover or examine how they teach their students. The research also describes what management strategies the

teachers on a military base currently use and how these strategies have evolved over their time as teachers from the transition of teaching at a regular public school to a charter school on a military base. Lastly, the research reveals the importance of the culture in a charter school on a military base as it can influence the success of the classroom teachers.

Assumptions

As a researcher, I made a few assumptions based on my own personal experiences. I am a teacher working in a current charter school on a military base. I have been exposed to various classroom management strategies that directly contribute to ways I manage the behavior and learning of students of military families. I assume that classroom management courses in higher education programs can be improved. I also assume that employing specific classroom management strategies for students of military families will lead to a more manageable classroom. Lastly, I assume that the teachers who participated in my study told their stories and described the strategies they used honestly and to the best of their ability.

Limitations of the Study

My study focuses on how current teachers on a military base manage their classrooms and where and how they developed their management strategies over their years of teaching in public schools and in a school on a military base. They were asked to tell their professional stories to me. A limitation is that the teachers chose what they told me and what they did not tell me. Another limitation is that “exemplary” teachers are defined and based on the principal’s judgement of each teacher. This study uses a case study design and is limited to

teachers currently teaching on a military base school who have prior experience teaching in schools off a military base.

Research Questions

In this study, professional stories from current military teachers were obtained. The following research questions guided this study:

1. What is it like for a teacher to make the transition from teaching in a regular school to one on a military base in terms of classroom management?
2. In what ways do exemplary teachers in a charter school on a military base construct an environment that facilitates students' learning?

Definition of Terms

The terms that will be used in this study and their definitions are as follows:

Children of Military Families: Children who have one, or both parents, serving in a military organization.

Classroom Management: The wide variety of skills, techniques, and procedures that teachers employ in their classrooms to ensure classroom lessons run smoothly without disruption and that keeps students academically productive.

Deployment: Any kind of movement from a military Service Member's home station to somewhere outside the continental U.S. and its territories (VA.org, 2015).

Highly Diverse Populations: Used to describe a classroom containing an assortment of students including different races, social and economic backgrounds, gender, sexual orientation, ability, and religious beliefs.

Military Base Schools: Schools that are located physically on a military-affiliated base that serve mostly military families.

Preservice Teachers: A group of soon-to-be teachers who have not yet finished their degree.

Students of Military Families: Children who have one, or both parents, serving in a military organization in relation to when they (the children) are in the classroom.

Teacher: One whose job is to help students acquire knowledge in a formal educational context.

Teacher Education: The courses in a university or college that focuses on the teaching and learning of future teachers.

Summary

This chapter cites evidence that students of military families are often an overlooked group when considering classroom management strategies. Evidence is also given to support the importance of children of military families as a topic in teacher education classroom management courses. If the needs of students of military families inside the classroom are not properly addressed, these students may continue to face struggles in the classroom and could potentially cause management issues for teachers. Using the knowledge of current teachers in

a school on a military base, this study aimed to find a solution to increase the knowledge and literature surrounding the special needs of children of military families in classrooms.

CHAPTER II

REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

The purpose of this chapter is to present a review of research that is relevant to the problem outlined in Chapter I. The review of literature is intended to provide an understanding of the challenges all teachers face in managing their classrooms and to highlight those challenges specific to managing classrooms in schools on military bases. This review of literature will focus on three parts. The first part will examine what other researchers have studied and learned about classroom management in general and in classrooms with children of military families. The second part will look at what other researchers have concluded following similar studies about children of military families, and the third part will explain the theoretical framework behind what researchers have discovered about the sociocultural aspects of teaching and learning.

Classroom Management

New teachers are faced with a myriad of challenges when they enter the profession. Common themes of challenges these new teachers face include struggling with classroom management, insufficient curriculum, and sinking in unsupportive environments (Goodwin, 2012). Unsurprisingly, classroom management is one of the major challenges new teachers face. Goodwin (2012) found in a 2004 Public Agenda survey, 85 percent of teachers reported that new teachers were unprepared for dealing with behavior problems in their classrooms. Another study interviewed a first-year teacher who reported that having a disruptive student in their class made a huge impact on their interaction with the remainder of the class. This

teacher also felt underprepared to deal with the student's extreme behavior (McCormack, Gore, & Thomas, 2006). Following interviews, Fry (2007) reported that beginning teachers said their preservice programs did not prepare them for the realities of classrooms and dealing with unruly students.

An important first step to understanding how to effectively manage the learning and behaviors in a classroom appropriately is to look at how classroom management has been shaped into what it is today. To gain a better understanding of the foundations of classroom management, we can begin to understand how a school culture environment influences student behavior and teacher success.

Classroom Management Methods and Strategies

While the idea of "classroom management" can date back to the start of the 1900's, research on the topic was not brought into the classroom until the mid-1900's. This research starts with Jacob Kounin and the "Ripple Effect". This management strategy created the idea of correcting a behavior immediately when it is seen, and in turn causing a "ripple effect" of other off-task students following the lead (Kounin, 1970). Following Kounin in 1974, Thomas Gordon introduced his Teacher Effectiveness Training (T.E.T.). In this training, Gordon wanted teachers to actively listen and control the conversation rather than to immediately intervene in a student's behavior problem. In 1983, Evertson, Emmer, and their colleagues founded the idea that classroom management is most effective when carried out thoroughly in the first weeks of school. They thought that if a teacher could effectively master teaching routines and procedures in the first week of school, then classroom disruptions would be nonexistent. Establishing classroom rules and routines build structure in the classroom (Evertson & Harris,

1992). Research showed that rules and routines need to be explicitly taught and discussed constantly, though, for them to be applied correctly (Parsonson, 2012).

The Canters' model (2001) described the first instance of "assertive discipline" where the focus was to maintain a calm, productive classroom environment, meet students' needs for learning, and to help the teacher remain calm in classroom situations. This model stressed positive support when students behave appropriately by applying positive repetitions in the classroom. An important part of the Canters' model was the mention of teachers modeling effective class behavior. Until it was mentioned in this model, teachers were believed to just assume that students were taught correct behaviors at home. This model also stressed the need for a teacher to get to know their "difficult" students and find out the underlying reason behind their difficult behavior, rather than trying to ignore or fix it, which was what previous models stressed. The Canters' model was also the first classroom management model to implore parents to have an active interest in their child's education. Since parents are a child's primary educator, they play a huge role in the beginning of a child's education (Cheng & Chen, 2018). Having a parent as an active part in a child's learning has been shown to boost student engagement in the classroom by strengthening teacher-student relationships, expanding parent involvement inside the classroom, and increasing a student's motivation (Kraft & Dougherty, 2013). Involvement with parents can include keeping them informed on grades, behavior, or having them volunteer inside the classroom (Canters & Canters, 2001).

Darling-Hammond's (2005) classroom management model stressed the importance of viewing classrooms as learning communities. Darling-Hammond's model encouraged moral

development with students, using meaningful curriculum and engaging pedagogy to support motivation, and being able to repair and restore behavior respectfully. Following in 2007, Glasser, Grove, and Block described the “inner wealth initiative” in their model. In this model, they stress identifying students’ successes no matter how small they are. Most importantly, this model expressed the need to show students that they can be recognized for being good and not just for when they misbehave.

Challenges with Classroom Management and Students of Military Families

In a classroom containing students of military personnel, the previously mentioned classroom management methods may not always be effective. There is always a possibility that a student will not react to the efforts of the teacher when using previously learned management strategies. The fact that children of military families can have an even higher chance of misbehaving in the classroom (Harris, Patrick, & Ragone, 2016) indicates a need for knowledge of this specific group of students. It is important to understand the challenges that children of military families are presented with and to acknowledge the need for research on alternate management strategies for teaching this specific group of students (Hicks, 2020).

The reality of children of military families inside the classroom comes with the understanding that they enroll and leave schools at the least desirable times of the school year (MCEC, 2001). Some of these difficulties, in and out of schools, include: (a) curriculum being at different places in the school year causing academic stress, (b) the struggle of socialization and peer development, (c) the uncertainty of how temporary the move is, (d) the emotional toll

placed on children because of parent deployment, and (e) the strain put on dependent spouses (MCEC, 2001).

Transiency, Mobility, and Academics

Transiency is the most common factor with military life. The National Institute for Urban School Improvement defines “transiency” as the movement of students who change schools six or more times in their K-12 careers (Nevarez, 2012). Children of military families fall into this category. This movement, more commonly referred to as Permanent Change of Station (PCS) orders, is very common for the military lifestyle. “Public school faculty and staff need to understand the challenges that multiple school transitions impose on children of military families to effectively meet the needs of this student population” (Ruff & Keim, 2014, p. 103).

This military lifestyle often places students of military families at a disadvantage when considering academic achievement, such as test scores. This transiency and resulting test scores also affect teachers by causing stress and worry that they will be judged differently based on a new student’s test scores (Sparks, 2016). When students arrive and depart schools during different places in the curriculum, academic gaps occur. This is another factor and weight put on teachers to make sure students complete the year with successful knowledge. The problem of frequent transiency can affect the basic needs of students as identified by Abraham Maslow’s hierarchy of needs theory (Maslow, 1943). His motivational psychological theory consisted of a five-tier model of basic human needs. These levels from bottom, up include: (a) physiological needs (food, water, sleep, clothing), (b) safety, (c) love and belonging (friendship and relationships), (d) esteem, and (e) self-actualization (creative activities) (McLeod, 2020). In

order for students to be able to function and focus on achieving in school, basic needs must be met. Thus, when children face the difficulties from high transiency rates, the levels of their basic needs may go through stress making it less likely that their focus is on school.

Stress and Trauma

Deployment plays a large role in military child trauma (Hicks, 2020). The stress felt from worry of parent deployment can lead to high rates of mental health trauma and other related problems (Cooper, 2010). To coincide with the emotional toll due to parent deployment, children often face trauma due to events that sometimes do not directly relate to them. The risk of death or serious injury can happen at any time, and those who know of someone who died or came close to dying while in the field causes emotional trauma and post-traumatic stress disorder (PTSD) in children. Among families facing parental deployment, the rate of child maltreatment and abuse is 42 percent higher than when a parent is not deployed (NCCP, 2010).

Unless teachers understand the challenges of military families and their children from personal experience, they are not truly equipped to understand the many changes that military families face. A huge stressor on military families, especially the children, is the fact that changes occur so often and so frequently that they do not fully recover from the one change before another is thrown their way. There seems to be a lack of awareness about this specific group of students which could contribute to the reason there is not a great deal of research on the lives of students from military families in general. Additionally, there is also little research on the emotional and situational problems that arise with students from military families inside the classroom.

Emotional and Situational Behavior Problems

While classroom management courses may touch upon highly known common behaviors such as attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD), what is not commonly known is that children of military families could face these and additional disorders, such as Oppositional Defiant Disorder (ODD), anxiety, depression, PTSD, or aggressive behavior, all at once (Cunitz, Dölitzsch, Kösters, et al., 2019). According to research, teachers may be insensitive or overly sensitive to children of military families because of several factors (Horton, 2005). The main factor of insensitivity that teachers can exhibit is that they are unfamiliar with the military lifestyle and can come off as naïve or possess negative stereotypes. School administrators and teachers could also be uninformed of a military family connection leading to being unaware of the possibility to extend help and provide teachers and families with the necessary resources to support the students. Conversely, the knowledge of the military connection could also lead to prejudice toward the family from those who are anti-military (Mmari et al., 2010). Also, school staff have been known to express great difficulty in determining the "right thing" to do and say to students of military families regarding their parents' service or deployment (Bradshaw et al, 2010).

If children of military families have previously been diagnosed with an emotional disorder like anxiety or depression, it should be noted in the family's Exceptional Family Member Program (EFMP) file. EFMP forms document a family member's special medical needs, or the special education needs of a child with a disability (Military OneSource, 2018). The problem with the EFMP is that having such a file can hinder military personnel from going to certain bases. Having the identification in a family's folder means they cannot live somewhere

where they will not have access to the services their family requires (Provost, 2021). Because of this, families have been known to not disclose and communicate emotional disorders to professionals in fear of being rejected on some bases. Horton (2005) and Bradshaw et al. (2010) state that teachers, administrators, and counselors have a wide knowledge gap in addressing the needs of students of military families. Because of the gap in how to help military families, families are often reluctant to seek help. Most families in the Mmari et al. (2010) study even reported that more training is needed to fully support children of military families.

At some military base schools, a Military Family Life Counselor (MFLC) is available. An MFLC is a funded position by the Department of Defense. The MFLC program is run by the military and independent of the schools. An MFLC's job is to focus on the behavioral health and well-being of students of military families (CPRL, 2017). Problematically, children of military families reported feeling that MFLC program counselors and some teachers could not understand what a student might be experiencing (CPRL, 2017). Thus, teachers who can fully comprehend the challenges in life as a child of a military family will better be able to teach them inside the classroom.

The Future of Classroom Management Courses

As teacher educators consider the classroom management strategies and models that can be used to support students of military families, they must also look at the educational philosophies that will help teachers successfully manage their classrooms. Preparing teachers to work in any environment cannot happen without a curriculum that provides a real-life experience in a classroom for the preservice teacher (Russo & Fallon, 2015). As mentioned previously, classroom management is not a textbook taught practice. Preservice teachers must

have practice with students beyond the textbook combined with the guidance of expert teacher educators to form pedagogies that link theory with practice (Cochran-Smith & Lytle, 1999). In order for classroom management models to be successful in practice, every group of students must be accounted for. The widely diverse community of children of military families is not widely discussed in classroom management courses. It is important to talk about the highly diverse students that preservice teachers may face and what strategies and methods will be most effective when teaching them.

While being knowledgeable of the management strategies normally taught in teacher education programs can help preservice teachers effectively manage most classrooms of students, a classroom of students on a military base pose additional management challenges. When teachers do not possess knowledge of the additional management strategies to support students of military personnel, the needs of the students may go unnoticed or become substantial management issues (Gruman, et al., 2008). By researching current classroom management strategies used by teachers on military bases, teachers can have a better understanding of the military lifestyle and the challenges it brings into the classroom.

Prior Studies Involving Students of Military Families

In order to identify the gap in the literature surrounding effective classroom management strategies for students of military families, prior studies must be examined. To get the most recent and accurate information on the classroom management strategies researched previously on students of military families, a review of literature from the last five years was examined. There have been multiple studies investigating the challenges teachers may face

when teaching students of military families in public schools. These studies are described below.

In a case study done by Kase (2017), military spouses with children in public schools were interviewed in order to gain understanding of what, in their eyes, is needed to support the military lifestyle in public schools on military bases. Common themes amongst the interviews included the understanding of constant mobility and its challenges and open communication between teachers and parents. The military spouse participants expressed concerns about public schools that serve military families, not having enough counseling services readily available, and a lack of consistency between different base schools. One interview gave an example of a school in Colorado having multiple health facilities readily available, financial support, and upgraded technology, but when they relocated to California the school was completely different and did not offer those resources. Another interview expressed how schools would not inform incoming families about the resources available to military families. “Schools connected to military installations must improve their partnership to battle the challenges that military families face” (p. 99).

Most notable in the research was the mention that the spouses did not have any communication from the school when changes occurred in their children. Many felt that teachers see the children more than they do and that it is the teacher’s responsibility to notify parents of any emotional, social, or academic problems that arise. Others argued that it is the parents’ job to keep teachers informed about what is happening at home, but it is possible that parents are not forthcoming with information due to not being aware of how the information

will be used, bad prior experiences with other schools, or the teacher not asking the parents for the information surrounding their military affiliation. The study concluded that teachers and schools must establish better communication with parents to stay informed on changes at home that are brought into the classroom, and also be able to relay information back on what changes the child is conveying in the classroom. “There is [also] a need for more teachers, counselors, and administrators to be trained in identifying and responding to trauma in their students (p. 125)”. Additional research on how to effectively communicate and work with military families is needed.

Sherbert’s case study (2018) involved preservice teachers’ perceptions and experiences of working with military-connected learners. The participants for this study had the opportunity to work with children of military families during their field experience due to the close proximity to a military base from the university. This program, called The Military-Connected Learner Educational Initiative of the College of Education at Kansas State University, provides preservice and current teachers with a framework to help serve military-connected learners in public schools (Mercer, Thurston, & Hughey, 2015). Since not every preservice teacher can attend this school, or chooses to go through the program, the insights from this case study showed specific practices that current and future teachers on military bases should incorporate into their teaching.

Two important insights for teacher educators were noted in the study including the power of reflection and the need for focused professional development for all teachers, but especially those teaching on military bases. By actively reflecting on the needs of children of

military families, educators could learn to understand their learners' diverse lived experiences and apply those experiences to their own perceptions and practices. The research also showed that the participants reflected on how important the professional development opportunities offered by the university program were to teachers on the military base. The Military-Connected Learner Initiative of the College of Education at Kansas State University made a variety of resources available to support preservice and current teachers through workshops on social and emotional behaviors that students of military families may possess, along with the tools, and technical skills to help teachers when working with students of military families. While this information exists and was made easily accessible to the participants in this study, the resources mentioned are tied strictly to educators learning at Kansas State University. Further information must be provided to actively enlist the variety of resources as a common place for teachers to look to get information on military families and any social-emotional behavior issues that may arise in classrooms on military bases.

Hicks' (2020) survey study described the challenges teachers can face with students of military families as not having background knowledge on the students, the need to fill in knowledge gaps present due to mobility, and the constant coming and going of students including the need to reinforce routines each time a new student enrolls. Some ways Hicks mentioned to address these challenges included developing team building activities in order to establish a collegial classroom environment and using "get to know you" activities each time a new student arrives. Data from school surveys showed zero hours of professional development training for teachers regarding students of military families across two school divisions. Due to the challenges mentioned and the lack of reassurance in the survey study, Hicks gave

suggestions for future research by mentioning the need to find out what strategies other military-connected schools have implemented, how effective their actions have been, and what gaps still exist in educating military-connected students that can be filled.

Imhoff's (2017) study showed that teacher responses for supporting children of military families lacked knowledge of how, when, or why support for students might be needed. The study also showed that effective training is needed to understand the social and emotional challenges children of military families experience such as loss of friendships. Teachers need to know how to develop curriculum aimed to keep student engagement high, and to understand how to meet a disturbance in academics by relocation. Imhoff also noted that although researchers start the discussion of issues surrounding the military lifestyle, there is little research to actually provide schools with effective strategies to support military families.

Mispagel (2019) studied the effects that mobility plays on students of military families academically. In the research, Mispagel mentioned that students who experience multiple changes of schools are academically lower than their peers. Culturally responsive pedagogy was mentioned in relation to helping with the difficulties surrounding student mobility. "The expanded definition and rich description of a culturally responsive instructional setting transcends the typical classroom culture to allow for individuality as well as differentiated and personal instruction" (p. 37). Results from this study showed that more work is needed on this limited body of research surrounding the classroom management strategies that could be implemented for students of military families. While this particular study only focused on the

transient mobility of military families, transiency is a direct factor in creating classroom management behavior issues in the classroom.

Arthurs (2020) study talks about the impact educational leaders (principals, instructional coaches, teacher-leaders, etc.) must take on educating students of military families. The study mentions how military-connected students impact each school they attend by attendance, academic achievements, and behaviors. While the study focused specifically on educational leaders and what needs to be done at a district level, an investigation into the literature of trauma inflicted on children of military families was also included. An important part of Arthur's research was that a child of a military family does not want to exhibit behavioral problems in the classroom, but they do not know how to cope with the emotions from possible traumas in their childhood which result in acting out in the classroom. Trauma sensitive classrooms teach the three Rs of relationship, responsibility, and regulation (Souers, Hall, & ASCD, 2016; 2018). The teacher's role in teaching the three Rs is to model each strategy for the student in order to build trusting relationships, and for students to assume responsibility for their behaviors, and become self-regulated emotional leaders. With these skills, the goal is for students with trauma to be able to take responsibility for their own emotions rather than to become a negative distraction in the classroom. By using empathy with students, trauma sensitive classrooms work to show teachers and students the triggers that result in negative classroom behaviors. The results of this study showed that educational leaders can take on a certain leadership role in order to bridge the gap between the unknowns surrounding the military lifestyle and the challenges faced in the classroom. Arthurs mentions further research is needed to examine the specific classroom management strategies to support the needs of students of military families.

Rylander's (2020) research investigated another uncommon perspective: that of the military-connected student. Rylander lists typical social and emotional stressors exhibited by students of military families as fear for their parents' lives, transiency, difficulties forming and sustaining friendships, attention difficulties, separation anxiety, and peer adjustment issues. By examining the lived experiences of military-connected children, Rylander aimed to better understand the social, academic, and emotional needs of children of military families. The study provided Rylander with an overview of the needs students of military families felt they were receiving at their respective school. In the conclusion of the study, Rylander mentions there is a research gap in qualitative studies exploring the strategies in developing and maintaining relationships (between teacher/student, student/parents, and student/siblings) and coping strategies for stress and anxiety due to military life. Rylander also mentions that future studies should look into data on emotional behaviors from the teacher's perspective as most prior studies have investigated parent reports or school-reported academic outcomes only.

Andrews (2019) examined social-emotional learning (SEL) programs and Positive Behavioral Interventions and Supports (PBIS) at a school on a military base. The results found: "There is limited research on determining what type of behavioral and social-emotional supports work best for military students" (p. 48). Teachers in the study reported students showing multiple behavior issues including aggression, defiance, and a lack of focus on work. Andrews specifically looked into whether teachers on the military base were using SEL and PBIS in their classrooms to help manage and control the behaviors of students of military children. The main limitations and results of the study showed that the teachers in the study were not collectively trained on specific SEL programs or PBIS, but those that already knew about the

support systems felt they were effective with their students. Generally, the teachers on the military base felt that they understood what challenges their students faced but there is a lack of support in how to manage their social-emotional behavior and learning in the classroom.

Trimillos (2018) studied professional development designed to help teachers teach military-connected students at a school on an overseas military base. By exploring the professional developments given to teachers on military bases overseas, Trimillos hoped to add to the body of knowledge in supporting a teacher's ability to respond to the needs of their military-connected students. Trimillos looked into culturally responsive teaching as a way to connect diversity and equity with students of military families so that their individual needs are the focus of instruction. In connection to culturally responsive teaching, Trimillos also investigated instructional leadership. This type of leadership involves administration as an active participant in the school climate. Using this type of leadership means teachers are not left on their own to recognize the social-emotional needs their students require. Since culturally responsive teaching and instructional leadership are not universally used, the recommendation that Trimillos gives is that there needs to be more teacher support in cultural awareness and competency of the social-emotional needs of children of military families.

Although the previously mentioned studies pooled a variety of participants from military spouses to school leadership roles to professional development programs, each study plays a role in understanding the importance of students of military families. With such a broad subject comes many different ways to approach the research needed in order to find success in schools on military bases. While these studies have investigated many challenges teachers can face

with students of military families, there is still a gap in connecting and applying specific classroom management strategies to helping teachers understand the needs of students of military families.

Summary of the Studies

Many of the aforementioned studies followed the qualitative design of collecting information from case studies and surveys, amongst other resources, to gain knowledge and understanding of gaps between teachers and teaching students of military families. Kase's (2017) study investigated the parent and teacher communication portion of emotional behaviors that students of military families face. Both parties wanted to put the blame on the other rather than realizing each party must effectively communicate equally. Rylander's (2020) study branched off from the Kase study by investigating the student's point of view on what they feel they are receiving in terms of support, and what is lacking, which concluded in the lack of knowledge of the student's home-life. Sherbert's (2018) study summarized the military lifestyle professional development that already exists at one university in the United States. While an excellent program for those that have exposure, the program does not share information for those not attending the university. This professional development could provide resources for teachers and prepare them for the challenges they may face teaching military-connected students.

Similarly, Andrews (2019) investigated social-emotional programs that have direct benefits for students of military families, but because of the lack of awareness and training on it collectively, it is not being utilized the way it should be. Surveys given by Hicks (2020) and the

study done by Mispagel (2019) showed the need for teachers to understand the background of students of military families. Lack of awareness about this group of students was extremely apparent based on survey answers in the study. Similar results from Imhoff's (2017) study showed that teachers must be effectively trained on how to keep student engagement high, how to maintain academics even with frequent transiency, and how to find curriculum that works for the military lifestyle. This training could be provided by administrators following the research completed by Arthurs (2020) and Trimillos (2018). The information from that study showed that educational leaders could take the initiative to provide support for teachers on the military lifestyle to help their students. Trimillos (2018) also found that culturally responsive teaching and high instructional leadership go hand-in-hand when it comes to teacher support. Cultural awareness and understanding of the social-emotional needs of children of military families goes a long way.

Gaps in the Literature

Although each study mentioned plays a huge role in the importance and understanding of military-connected students, there are gaps that remain to be researched and studied. Kase's (2017) study resulted in the acknowledgement that parents and teachers must work as a team in order to combat situational and emotional problems with students at school. What is missing is the training and professional development needed in order to be able to start these conversations. This lack of professional development was also brought up as a gap in the studies completed by Sherbert (2018), Andrews (2019), and Trimillos (2018). Specifically, Sherbert's (2018) study found that there are resources out there that could be beneficial for

professional development of military families for a specific university with an education program, but that the information is not being shared universally. Andrews' (2019) study investigated programs on social-emotional learning. It was concluded that the programs work to help students of military families, but that the lack of professional development and awareness for the programs does not help when it is not offered, or the existence is not known.

Rylander (2020) concluded from his study on student perspectives that the research gap in exploring relationships between teachers and students, students and parents, and students and their siblings is hurting future studies because of the lack of awareness and research on stress and anxiety in military families. These trauma-inflicted emotional problems were also apparent in the study done by Arthurs (2020). Specifically, gaps remained after Arthurs (2020) study on educational leaders and their role in bridging the gap between teachers and the knowledge of military-connected families. Also apparent in Imhoff's (2017), Hicks' (2020), and Mispagel's (2019) studies, gaps included classroom management strategies that could be learned, developed, and shared between administrator and teacher to avoid, or help combat, social and emotional problems in the classroom.

Theoretical Framework – Sociocultural Theory

In order to understand how teachers on military bases have shaped their classrooms, it is important to understand the theories backing these methods and the framework guiding the research. Vygotsky's sociocultural learning theory (1978, 1986, 1997) is used to explain and examine the impact of how teachers assume what is useful when dealing with classroom management strategies and the cultural environment through the learning process. "With this

in mind, education researchers may conduct studies that seek to understand the social and cultural practices of people from a variety of backgrounds and experiences” (Sherbert, 2018). Vygotsky suggested that learning and cognitive development takes place through interactions with students, peers, teachers, and others, which is key to Vygotsky’s zone of proximal development (Vygotsky, 1978). This theory suggests and supports that specific classroom management strategies are a type of development strengthened through experiences being part of a larger social system that stems from the understanding of a particular community and the needs that must be established and maintained through a certain culture. As noted by Wink and Putney (2002), teachers may be able to translate theory into practice yet still be “unable to make effective change in their educational space because of a sociocultural context that is tenaciously holding on to unexamined assumptions and past educational practices” (p. 26). This leads to the question of what teachers need to do to learn the sociocultural context of students of military families.

Perezhivanie

Although the concept of *perezhivanie* has taken on many meanings through the years due to the difficulty to properly translate the word into the English language, *perezhivanie* will be defined here as a concept as used by Vasilyuk (1984) and Ferholt (2010). Vasilyuk (1984) defined *perezhivanie* as “the direct sensation of experience by the subject of mental states and processes” (p. 9). Ferholt (2010) described *perezhivanie* as a phenomenon involving an “intensely-emotional-lived-through-experience” (p. 164). As a connection to Vygotsky’s (1994) views of *perezhivanie*, he describes it simply as an “emotional experience”. The emotional experience of *perezhivanie* contains the actual process of experiencing something and what

that something is that is being experienced. Vygotsky also states that the experience is influenced by the environment. “A teacher’s awareness of students’ ways of perceiving, processing, and reacting to classroom interactions – their *perezhivaniya* (plural for *perezhivanie*)- contributes significantly to the teacher’s ability to engage the students in meaningful, engaging education” (Mahn & John-Steiner, 2002, p. 52).

Perezhivanie with Children of Military Families

Because children of military families live through certain circumstances that are specific to the military lifestyle, they are sharing a lived experience unfamiliar to outsiders. This lived experience is often full of emotional situations that put children of military families in unique situations. *Perezhivanie* is an important indicator of individual development with the individual reflecting on their own perceptions of the environment and events of their life and how they cope with the development. Interestingly, the concept of *perezhivanie* is dynamic. Thus, each individual could potentially share the same lived experience, with military affiliation being the experience, but react in a different way based on the conditions the individual finds important, or unimportant. What results is each child making their own interpretations of a situation to shift identity and behaviors.

Teaching and Sociocultural Theory

With the underlying awareness of *perezhivanie* affecting the culture teachers create for students of military families, the question remains of how teachers can relate to an unknown situation without sharing the same lived experience. Creating an identity as a teacher to reflect onto your classroom takes on many roles. In a Vygotskian perspective, a teaching identity is developed and organized by the ability to combine cultural artifacts with oneself. For teachers,

their culture is a combination between their classroom and the school setting itself. The people that make up the school (students, administrators, teachers) have the biggest impact on the cultural identity of a school. This impacts the individual teacher's cultural identity and ways they facilitate a classroom that effectively promotes an environment of student learning. In order to effectively promote a positive classroom environment, teachers must understand the lived experiences of their students as part of the culture. "There is a good deal of evidence that learning is enhanced when teachers pay attention to the knowledge and beliefs that learners bring to a learning task" (Bransford, et al., 2000, p. 11). In combination with Galperin's (1989) extension of Vygotsky's sociocultural framework using educational implications, teachers and students can learn from each other in order to operate effectively in the classroom.

Social Constructivism

According to the theory of social constructivism, founded in the work of Ernest von Glasserfeld, individuals seek an understanding of the social world by interactions with their culture and society (Creswell, 2018). Because social constructivism is viewed as a result of social interaction, it is a shared experience. Therefore, it does not fall under just one individual's experience. The teachers in this study share the lived experience of working with students of military families. Although each teacher has an individual classroom, they share the experience of facilitating learning in the classroom with students of military families. In relation to this study, research questions that follow social constructivism are broad and general so that participants can construct the meaning of a situation in order to focus on the "process" of how an individual interacts, lives, and works (Andrews, 2012).

By using the interpretive framework of social constructivism and the theoretical framework of socioculturalism, the result of this study will show that “reality is co-constructed between the researcher and the researched and shaped by individual experiences” (Creswell, 2018, p. 36). These experiences will be showcased from each teacher participant who shares their background and story of managing the behavior and learning of students of military families.

Summary

This chapter contains a review of the literature surrounding classroom management and how it has evolved over time. Additionally, literature was reviewed about the factors that affect everyday life of military families, specifically children, and how the military lifestyle plays a role in creating challenges in the classroom. Lastly, literature was reviewed on prior studies where students of military families were the focal point of the research. A review of the theoretical framework surrounding sociocultural theory was also included to weave together the theories of how to facilitate the learning and behaviors of students of military families within the culture of a school and an individual teacher’s classroom.

CHAPTER III

METHODOLOGY

In 2018, 1.2 million military dependents were enrolled in both public and tuition-based schools around the world (DoDEA, 2018). This large number of students shows that student and family military affiliation is an important topic in educational research. Thus, the main goal of this study is to identify what classroom management strategies exemplary teachers at a school on a military base are utilizing in their classrooms. In particular, this study is intended to use a sociocultural lens in order to explore and identify how a military base school culture impacts a teacher's ability to construct an environment that facilitates students' learning despite students of military families' perceived problems of behavior disorders, unbalanced home-life, transiency, and academic growth.

The findings of this research could describe how the culture of a school on a military base impacts successful teaching. The findings could also provide teacher education programs with the information needed to address the gap in knowledge of how to teach and manage the behaviors of military-connected students.

The following research questions guide this study:

1. What is it like for a teacher to make the transition from teaching in a regular school to one on a military base in terms of classroom management?
2. In what ways do exemplary teachers in a charter school on a military base construct an environment that facilitates students' learning?

Qualitative Design

This study focuses on qualitative methods because of the need to gain an understanding of the perceptions of people regarding a phenomenon of a shared experience (Merriam, 2009). The specific method used for the aforementioned qualitative study follows a collective case study approach. According to Yin (2018), case studies provide a better basis for theory building. By examining more than one case, we can look for comparisons among them to ultimately lead to a stronger theory. "Case study is defined by individual cases, not by the methods of inquiry used" (Stake, 1995, p. 236).

Research Design

The site (school) for this study works as the major case with six teachers as embedded cases within the major case (Yin, 2018). Table 1 shows the three units with two teachers in each embedded unit: Elementary Level, Intermediate Level, and Middle School Level.

Table 1

Classroom Management of Exemplary Teachers for Military Families

Charter School for Military Families		
Embedded Cases		
Embedded Unit of Analysis 1	Embedded Unit of Analysis 2	Embedded Unit of Analysis 3
Elementary Level Teacher 1 (EL1)	Intermediate Level Teacher 1 (IL1)	Middle School Teacher 1 (MS1)
Elementary Level Teacher 2 (EL2)	Intermediate Level Teacher 2 (IL2)	Middle School Teacher 2 (MS2)

Sociocultural Theoretical Perspectives

As discussed in the previous chapter, Vygotsky's sociocultural theory is used in this study in order to understand that social interaction plays a fundamental role in the social process of a society or culture. By using sociocultural experience as a unit of qualitative data analysis, this particular study uses the theory as a holistic method of exploration to understand if the culture of a military charter school plays a role in impacting the environment under which exemplary teachers succeed.

Data Collection

The collective case study design investigates several cases to gain insight into a central phenomenon (Creswell, 2018; Stake, 1995; Yin, 2018). For this study, data collection, as Yin (2014) recommends, included interview transcripts and document collection, including field notes. Table 2 shows how each kind of data were collected, how the data connects to the study's research questions, and the timeline of when research activities took place.

Table 2

Data Collection Matrix and Timeline

Research Questions	Data Sources	Process of Analysis	Literature	Time of Collection
What is it like to transition from a public school to one on a military base	Interviews with teachers	Transcription	Hicks, 2020; Sherbert, 2018; Creswell, 2018	Beginning of study to formulate following collections
Classroom management for military-connected students	Field notes; artifacts; recordings	Patterns of classroom management strategies; domain and taxonomical analysis	Andrews, 2019; Rylander, 2020; Spradley, 1997; Creswell, 2018	Ongoing throughout to see what classroom management strategies are used
In what ways do teachers on a military base construct an environment that facilitates student learning	Interviews with teachers; recordings	Transcription; componential analysis	Arthurs, 2020; Mispagel, 2019; Spradley 1997; Putney, 2014; Creswell, 2018	Full cycle
School culture on military base	Interviews with teachers, principal	Transcription; domain and taxonomical analysis	Vygotsky, 1978, 1986, 1997; Imhoff, 2017; Spradley, 1997; Creswell, 2018	Beginning of study
School culture impact on exemplary teachers' success	Interviews with teachers, principal	Transcription; patterns of school culture impact; componential analysis	Vygotsky, 1978, 1986, 1997; Spradley, 1997; Putney, 2014; Creswell, 2018	Ongoing

Research Activities	Time
IRB procedures	August 2021
One-on-one teacher interviews	September-October 2021
Follow-up observations	November-December 2021
Analysis of data	December-February 2022
Interpret findings and report writing	February-March 2022

Participants

The participants for this study were identified with the assistance of a gatekeeper. In qualitative research, gatekeepers are essential for having access to certain study settings and their participants (Andoh-Arthur, 2019). The target population for this study includes experienced teachers with prior experience working at a non-military base school. Their administrator, who serves as the gatekeeper of the study, helped with the knowledge and recruitment of each participant using their knowledge from prior observations and each individual teacher's effectiveness with managing the behaviors and learning of students of military families. "Exemplary" is defined here by the observations and evaluations given by the administrator (gatekeeper). The gatekeeper and researcher had various conversations about what teachers were necessary for this study. Six teachers were chosen and interviewed including: (a) two early childhood teachers (K-2), (b) two intermediate teachers (3-5), and (c)

two middle school teachers (6-8). In order for this to happen, the gatekeeper contacted those teachers to ask if they would be interested in participating in this study. The teachers that agreed to be a part of the study scheduled times to meet with me. During our initial meeting, I described the purpose of the study and what their participation would include. Interview protocol was followed (Appendix A) (Creswell, 2018). The gatekeeper was also interviewed for an important triangulation role in order to gain the knowledge needed of the culture of the school to explain the overall case.

Site

Charter School A is a public charter school located in the Southwest of the United States on a military base. Charter School A has been a part of the United States military since 1941. Thirteen thousand four hundred military, civilians, and contractors work on the base. Twenty-two thousand seven hundred twenty-eight family members are stationed there and about 30 percent of the population consists of children 17 and younger (Military OneSource, 2018). These numbers make this base an ideal location to house a public school to serve the children on the base.

As of the 2019-2020 school year, the population of students at Charter School A was 874, which consisted of students between kindergarten and 8th grade. A breakdown of demographics of ethnicity and gender can be seen in Table 3 (Nevada Report Card, 2020). Table 4 (Nevada Report Card, 2020) shows the transiency, truancy, and discipline reports from the 2019-2020 school year. As the site is located on a military base, it is no surprise that the transiency rate for the 2019-2020 school year was at 21.7 percent due to military mobility.

Fifteen incidents in the 2019-2020 school year resulted in suspension or expulsion, also shown in Table 4. Thirty-five incidents resulted in suspension or expulsion in the 2018-2019 school year as shown in Figure 1(Nevada Report Card, 2019), which was 4.5 percent of the school’s population at the time.

Table 3

Charter School A Demographic and Student Data 2019-2020

	#	Ethnicity														Gender			
		Am In/ AK Native		Asian		Hispanic		Black		White		Pacific Islander		Two or More Races		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	496,761	4,067	0.82	27,034	5.44	212,070	42.69	56,894	11.45	155,762	31.36	7,246	1.46	33,688	6.78	255,658	51.46	241,103	48.54
State Public Charter Schools	47,624	217	0.46	3,660	7.69	15,566	32.69	5,006	10.51	18,095	38	788	1.65	4,292	9.01	23,695	49.75	23,929	50.25
Charter School A	874	3	0.34	27	3.09	207	23.68	127	14.53	395	45.19	32	3.66	83	9.5	457	52.29	417	47.71

Data as of Validation Day

'.' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

"" indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

| means these schools are CEP or Provision 2 Schools and officials do not track who eats breakfast or lunch.

Adult Education is not included in the totals.

Table 4

Charter School A Transiency, Truancy, and Discipline 2019-2020

	Transiency	Discipline	
	Transiency Rate**	# of Students	
		Habitual Disciplinary Problems	Habitual Truants
State	19.2	184	3,277
State Public Charter Schools	14.1	29	2,645
Charter School A	21.7	-	0

	# of Incidents (Suspensions or Expulsions)					
	Violence to Students	Violence to Staff	Weapons	Dist. Controlled Substances	Possession/ Use Controlled Substances	Possession/ Use of Alcohol
State	9,551	714	688	154	3,205	416
State Public Charter Schools	296	26	26	6	65	10
Charter School A	9	1	3	0	1	0

	# of Incidents Bullying			# of Incidents Cyber Bullying		
	Incidents Reported	Incidents Determined to be so after an Investigation	Incidents Suspension/ Expulsion	Incidents Reported	Incidents Determined to be so after an Investigation	Incidents Suspension/ Expulsion
State	3,543	2,640	2,379	470	370	351
State Public Charter Schools	252	58	29	70	31	29
Charter School A	3	0	0	1	1	1

Data as of: End of school year

'-' indicates data not presented for groups fewer than 10 in order to protect the student privacy under FERPA.

'N/A' indicates that this population was not present.

*** indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

Discipline and Transiency incidents are reported at the school where the action occurred.

Users should note that this data may have been affected by the early closure of school facilities in spring of 2019-20 due to the COVID 19 pandemic. Consequently, results for 2019-20 may not be comparable to previous years.

**The purpose of some alternative programs is to enroll students for a short period of time until they can reenroll in a comprehensive school; therefore, transiency rates may be greater than 100% or N/A. Data reported as of the end of the school year.

Figure 1

Charter School A Discipline 2018-2019

Name	Accountability Year	Organization Code	Discipline								
			# of Incidents (Suspensions or Expulsions)							# of Students	
			Violence to Students	Violence to Staff	Weapons	Dist. Controlled Substances	Possession/Use Controlled Substances	Possession/Use of Alcohol	Bullying/Intimidation	Habitual Disciplinary Problems	Habitual Truants
Charter School A	2018-2019	87311	28	6	1	0	0	0	*	-	0

Role of the Researcher

Specifically, this study consists of teachers from the charter school where I currently work: Charter School A. Since this school is on a military base, they serve primarily military families and their children which makes them purposefully selected. My close working relationship and personal connection to this campus will give me access to the participants. My background with teaching students of military families is the purpose and connection to this study. Therefore, this collective case study utilizes the chosen

school holistically with the teachers as the cases embedded within the site. Table 5 shows a list of potential public schools on military bases in the United States. Charter School A is listed (Military OneSource, 2018).

Table 5

Secretary of Defense's 2018 Public Schools on Military Installations (PSMI) Prioritized List

**SECRETARY OF DEFENSE's
2018 PUBLIC SCHOOLS ON MILITARY INSTALLATIONS (PSMI) PRIORITIZED LIST**
(Approved by the Deputy Secretary of Defense on April 15, 2019)

						2018 CONDITION		
FY 2018 RANKING	FY 2018 RANKING BAND (NOTE 6)	STATE	SERVICE	INSTALLATION	SCHOOL NAME	Q-RATING (Current)	CONDITION INDEX (CI %)	CONDITION STATUS
49	4	WASHINGTON	Navy	Naval Air Station Whidbey island	Hand in Hand Learning Center and Home Connection	Q-4	48.89	
50	4	NEW MEXICO	Air Force	Holloman Air Force Base	Holloman Middle School	Q-4	41.12	
51	4	NEVADA	Air Force	Nellis Air Force Base	Charter School A	Q-4	52.80	

Interviews

An interview is considered to be a social interaction based on a conversation (Rubin & Rubin, 2021; Warren & Karner, 2015). Each teacher chosen for this study was identified with the assistance of the gatekeeper. A participant in this study must have had prior experience teaching at a non-military school prior to their current employment at a military base school. These two teaching experiences were necessary for the researcher to identify differences in teacher's classroom management activities. This is important to analyze the classroom management methods the teachers in the study have learned, or been taught, in order to effectively manage and maintain a well-managed classroom on a military base school. Their knowledge and expertise that they shared during the interviews is an essential part of this research.

All interviews were one-on-one and recorded while the researcher simultaneously took notes. Interviews followed Creswell's (2018) procedures for preparing and conducting interviews: (a) determine the open-ended research questions to be answered, (b) identify interviewees based on purposeful sampling procedures, (c) distinguish type of interview based on mode and interactions, (d) collect data using adequate recording procedures, (e) design and use an interview protocol to guide interactions, (f) refine interview procedures through pilot testing, (g) locate a distraction-free place for interviews, (h) obtain consent from the interviewee to participate, (i) follow good interview procedures, and (j) decide transcription logistics.

The focus of these interviews followed the research questions guiding this study on what classroom management strategies they have learned to facilitate student learning with students of military families, where they learned or were taught these strategies, and how the classroom management strategies compare or contrast to teaching students at a regular public school. These one-on-one interviews were my main source of data collection. See teacher interview questions in Appendix A.

The principal was interviewed on how he views the charter of the school as an exemplary case for teaching military families (Appendix B). In addition, to triangulate the effective classroom management techniques, the principal was also interviewed to gain perspective on what he sees as the most important classroom management strategy, or strategies, at each level.

Classroom management was defined in this study by the maintaining of student attention, active engagement with students, and the maintaining of a safe and supportive learning environment. Classroom management was observed by the principal using the Nevada Department of Education (NDOE) Nevada Educator Performance Framework (NEPF) (DOE, 2019) rubric as shown in Figure 2.

Figure 2

NDOE NEPF Classroom Management Rubric

Indicator 2 The students report that the teacher creates a safe and supportive learning environment.	Indicator 3 The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.
Level 4 Students report that the teacher maintains a safe and supportive learning environment. The students indicate the teacher empowers students to have a role in maintaining a positive learning environment.	Level 4 Teacher takes a facilitator role when he or she collaborates with other teachers, administrators, and the community to ensure that all students are in a safe and caring learning environment. The teacher facilitates building collective responsibility among all school staff regarding high academic and behavioral expectations for all students.
Level 3 Students report that the teacher maintains a safe and supportive learning environment. The students indicate that the teacher encourages students to take a role in maintaining a positive learning environment.	Level 3 Teacher adequately participates in and collaborates with other teachers and administrators and the community in creating a safe and caring learning environment. The teacher takes individual and shared responsibility for demonstrating appropriately high academic and behavioral expectations for all students.
Level 2 Students report that the teacher mostly maintains a safe and supportive learning environment. The students indicate that the teacher has primary responsibility for maintaining a positive classroom environment.	Level 2 Teacher minimally participates in and/or collaborates with others in sustaining a safe and caring learning environment. The teacher takes full individual but limited shared responsibility for demonstrating high academic and behavioral expectations for students, or takes individual and shared responsibility for demonstrating high academic and behavioral expectations for only some students.
Level 1 Students report that the teacher does not or rarely maintains a safe and supportive learning environment. The students indicate that the students play no role in maintaining a positive classroom environment.	Level 1 Teacher does not or rarely participates in or collaborates with others in sustaining a safe and caring learning environment. The teacher takes only limited individual responsibility and no shared responsibility for demonstrating high academic and behavioral expectations for students.

Documents

The documents gathered for this study include field notes written at the time of interviews. These documents also include anything given from the teacher to the researcher including classroom management textbooks or articles that focus on working with students of military families.

Data Analysis

On-going data analysis took place throughout the study. In order for the data to be analyzed, the researcher transcribed all interviews, documents, and field notes. As Riessman (1993, p. 8) states, “investigators do not have direct access to another’s experience. We deal with ambiguous representations of it- talk, text, interaction, and interpretation”. Thus, while it is impossible to directly represent the experiences of the participants in this study, the researcher’s role and goal is to interpret those direct experiences.

The interview data were examined and analyzed, one case at a time (since multiple cases are involved), for patterns and themes in a within-case analysis using domain and taxonomic analysis to identify the classroom management strategies mentioned. The domain analysis was searched through to find the description for cover terms, included terms, and semantic relationships (Spradley, 1997). “A taxonomy is a set of categories organized on the basis of a single semantic relationship” (Spradley, 1997, p. 44) The major difference between the two is that a taxonomy shows more of the relationships among the elements inside the cultural domain. Following, across-case (componential) analysis was conducted to find what

patterns are consistent and similarly apparent between Unit 1, Unit 2, and Unit 3 (Putney, 2014). Then, a comparison was done across the three units to see what common or different classroom management strategies were evident throughout the entire school (major case). A similar analysis process was also done regarding the culture of the school between each unit embedded in the case and the principal. Patterns in the interview data were searched to find words and phrases to create codes from the interview data based on what was said. Then those codes were categorized into groups as shown in the domain analyses in Chapter IV. The codes for classroom management for students of military families revealed from the study were: parent involvement, positive reinforcement, active engagement, routines and procedures, teaching programs, and forming relationships. The codes for approaches to- and factors affecting behaviors of students of military families were: transiency, trauma, home-life, respect, relationships, and sense of community.

Limitations and Ethical Issues

This study has a limitation when it comes to ethics and issues that the researcher encountered when interviewing colleagues. As a researcher, it is my responsibility to make sure participants of the study feel respected and protected. Following the major principles of ethical conduct by Lichtman (2010), the participants of this study are protected under various subtopics including: (a) researcher-participant relationships, (b) informed consent process, (c) privacy and confidentiality obligations, (d) data storage and management practices, and (e) writing and dissemination practices. The informed consent document can be found in Appendix C.

The most important stressor is that the researcher is not a direct supervisor to any of the possible participants. The researcher and participants share a commonality of the same workplace and may have a friendship outside of the study which establishes a trustworthy environment but did not alter the results of the study. All participants were informed of what the interview data will be used for. Clear expectations of the study were established ahead of time and participants could choose to withdraw from the study at any time. Participants were informed of how any information gained from them is stored and used in the study.

Participants were informed that any information used in the study will be kept private between the researcher and the participant and will not be shared or revealed to anyone. All data, such as field notes from observations and interview data, were kept locked and private from others. Only the researcher had access to anything gathered from the study. When writing results of the study, pseudonyms will be used to hide the identity of someone who is easily recognizable by others in the study. All participants are guaranteed privacy and anonymity.

Summary

The purpose of this chapter was to describe the research methodologies that I utilized in my study. The study uses the multiple (collective) case study approach within the qualitative design. By using in-depth teacher interviews with teachers who teach in schools on military bases in the case study, I hoped to discover patterns and likenesses in classroom management methods. By uncovering similarities in classroom management methods from the interviews, the research hopes to identify what classroom management methods are working with exemplary teachers of children of military families. Such information may be helpful to further

educate teachers who teach at a school on a military base. By analyzing the school culture, we can also decipher whether school culture plays a role in impacting the environment for exemplary teachers to succeed. Details concerning the purposeful sample population description, the research design, data collection strategy and analyses of it, and study limitations were described.

CHAPTER IV

FINDINGS

The purpose of this study was to understand what classroom management strategies are effective when teaching students of military families. This research study posed questions to study how current teachers in a military base school facilitate and manage behaviors of students of military families in their classrooms as a means to enlighten and strengthen current classroom management courses in teacher education programs. The focus of the study was to interview teachers with prior experience teaching at a school located off of a military base before teaching at a school located on a military base. The significance of both teaching experiences would be potentially beneficial to teaching and developing relationships with students of military families in all school settings. The knowledge gained from the study may also be important to show that students of military families are an important demographic to learn about teacher education programs.

Teachers for the study were selected, recruited, and interviewed. This chapter presents the interview data from six teachers who volunteered to participate and share their stories. I examined the strategies and methods given by the teachers I interviewed and compared based on grade levels taught. Each teacher chosen and interviewed for the study has taught both on and off of a military base school and was rated as “highly effective” in the category of “classroom management” based on prior teacher evaluations. This section introduces each teacher’s educational background and how they are embedded as cases within the case study. For the analysis, each teacher’s answers were combined within their embedded case for

commonalities of classroom management techniques and strategies for each grade level section.

Organization

This chapter presents a description and analysis of each of the six teacher participants' interviews, including a triangulation with the principal's interview. The principal of the charter school site was interviewed to gain his perspective on classroom management strategies that teachers should know and use when teaching students of military families. The principal was also asked to explain the school culture of the charter school in order to relate his views with the teachers' views, and to see if the school culture plays a part in how the teachers facilitate learning in their classrooms. The description and analysis include the backgrounds, major challenges, and themes regarding classroom management in a military base school. Each analysis is presented as two units of embedded cases within the major case of the school and are entitled: Case 1- Primary; Case 2- Intermediate; and Case 3- Middle School. Each of the cases includes the participants' profiles, themes, and discussion of the findings.

Profile

A profile for each of the six participants presents information regarding their background. Specifically, each profile includes: 1) their educational background and teaching history, 2) their military affiliation, and 3) their history with classroom management. Each embedded case is separated between two primary teachers, two intermediate teachers, and two middle school teachers.

Themes

Within each of the cases, the participants' profiles were examined to find commonalities. The analysis followed the themes of *facilitating an environment for behaviors of students of military families, current classroom management strategies and techniques for students of military families, and the school culture surrounding a military base school*. These themes should not be viewed as absolute due to the fact that a holistic point of view is being used in this qualitative study. The above domains were used in this study as integral components of the participants' lived experiences. The category of *perezhivanie* is not explicitly used in the findings at this stage, but connections will be discussed in the following chapter. Even without the discussion of *perezhivanie* in the following cases, it is implied and evident in the teachers' descriptions within their shared lived experiences as teachers on a military base school. Each of the four themes within each case (mentioned above) are described through the interview data followed by a table to illustrate each teacher's main points and connections to the themes.

Cases

Table 6 shows each teacher embedded within the cases.

Table 6

Charter School A Teachers

Charter School for Military Families- Charter School A		
Embedded Cases- Primary, Intermediate, Middle School		
Embedded Unit of Analysis 1- Primary (K-2)	Embedded Unit of Analysis 2- Intermediate (3-5)	Embedded Unit of Analysis 3- Middle School (6-8)
Elementary Level Teacher 1 (EL1)- Krystal	Intermediate Level Teacher 1 (IL1)- Jennie	Middle School Teacher 1 (MS1)- Margaret
Elementary Level Teacher 2 (EL2)- Samantha	Intermediate Level Teacher 2 (IL2)- Stacy	Middle School Teacher 2 (MS2)- Amanda

Case One: Primary***Krystal***

Krystal is currently in her 5th year teaching Kindergarten at Charter School A. Previously she taught in different teaching capacities for 21 years at schools off military bases. She acquired her Bachelors in Speech and Language Therapy and her Masters in Elementary Education. She has no outside affiliation with the military beyond teaching on the base. While a classroom management course was part of her college program, military families were not part of the curriculum of that course. She wishes the military lifestyle was part of the course

curriculum because of the unique challenges that other children of the same economic background outside of military backgrounds do not face. She stated that the military community is very diverse, and you may expect one thing and get something else. She also stated that being introduced to trauma-informed education all-around would be beneficial to everybody since the military community falls under that category.

Krystal decided to work at a school on a military base due to convenience for her family but stayed because of the kids and the overall community. Despite Krystal's love and feeling of community as a whole, she stated the biggest challenges with teaching on a military base come from student transiency.

Kids will come in at the beginning of the year and you are expecting to have them for the entire year, and they expect it also, and all of a sudden [military] orders come, and they leave, or they retire or move. It is definitely a challenge because you can never expect kids to be here for the whole time. At the same time because of that you are getting kids at different points of the year. Sometimes there is a huge influx, and you will lose three, but gain four. This can be difficult because you will need to catch kids up if they are coming from a school where they were not at the same place as you. You also have to get the kids used to the expectations and routines very quickly so that learning does not stop (Krystal, 2021).

Because of this transiency, the lack of consistency at home, including one or both parents coming and going from short and long deployments, lack of at-home childcare when siblings are ill, and the emotional toll placed on the parent who stays home, plays a big role in student

behaviors in the classroom. This type of transiency for military families is different from lower economic areas that face other types of transiency. When parents leave for TDY (temporary duty travel) it is a sudden leave of absence in households that affects the children. If both parents are gone, the children are often left with relatives or neighbors, and if one parent is gone the household turns into a single parent responsibility which often leaves the parent distressed and under pressure. If a sibling is sick it also leaves the parent left at home to find childcare, if they work, which also puts strain on that parent that sometimes gets reflected onto the children. In turn, that mood is brought inside the classroom. This can also be doubled by a long-term deployment rather than just a parent gone temporarily. Deployments also add to the unwanted stress of the parent possibly getting injured or dying, which is constantly on the mind of the parent left at home and on the children. Stress can also come from an upcoming move to a new state, or even a new country, and the need to find time to pack and move again.

Even though they [the students] may have a mom and dad, depending on who is enlisted, one or both [parents] may be gone and children are left with grandparents or guardians. That lack of consistency at home is really hard on them. I have also seen a deployed parent come home and try to befriend their kid because they have been gone for so long, so it is hard because children do not always see adults as authority figures. This cause behavioral issues because they will see mom or dad at home as their friend but then this other adult is not, and they do not understand why (Krystal, 2021).

In order to gain control in the classroom, Krystal tried the Love and Logic series, whole-brain teaching, and Harry Wong's ideas of specific expectations. When asked about classroom

management strategies that did not work with students of military families, she mentioned the basic classroom management strategies that are taught to new teachers did not work for her due to vagueness or being told that classroom management cannot be taught, and instead you need to figure out what works for you.

Drilling routines and procedures into their heads in the first few weeks of school without other things in between does not work, at least not in the primary level. Their attention spans are not there, and you will see more behavior problems with them (Krystal, 2021).

What does work for Krystal is having routines and expectations set, but practiced over weeks, not days. She also mentions having consistency in her expectations along with equity for students. Purposely talking with students, getting to know them personally, and treating students like they are intelligent humans were all discussed as ways to form relationships with students.

Krystal described the school culture at Charter School A both positively and negatively. The positives come from the teachers and staff. The negatives outweigh the positives though because of teacher and administration turnover. The number of principals the school has had has frustrated the teachers who have been at the school for a while. There is also confusion about whether the principal will stay long-term and what is expected of the teachers. The impact of quarantine due to the COVID-19 shutdown is also causing teacher burnout.

Samantha

Samantha is an 8th year teacher with experience teaching in 4th, 2nd, and 1st grades and a year of teaching GATE (Gifted and Talented Education). She is currently a 1st grade teacher at Charter School A after switching from a school in a local school district to be closer to home. She attended UNLV where she received her Bachelors in Elementary Education with an endorsement in GATE. She has no outside affiliation with the military. A classroom management course was part of her college program, but students of military families were not part of her curriculum even though she wishes they would have been now that she works with them.

The biggest challenge Samantha faces with teaching on a military base is not being able to relate to her students because she does not have the same background as them so she cannot relate to their experiences. “At such a young age, they have experienced a lot more in their young lives such as traveling, being pulled from school to school, or their different styles of homelife that I may not be familiar with” (Samantha, 2021). The biggest factor influencing behaviors in her classroom comes from instability at home due to parents deploying. To try and combat behaviors in the classroom, Samantha said she believes that teachers are naturally creative and can come up with different ideas to manage the behaviors in their classrooms since teachers are not given any behavioral support from administration.

I get to know them and the individual things about them that I can use to get to know them. I try to find out what is bothering them at home as it is going to bother them at

school and affect their behavior. They like to share every detail of their life (Samantha, 2021).

She does not like behavior clip-charts, but she does use a point system to earn rewards. This system focuses on positive behaviors and celebrating students rather than pointing out negative behaviors. She believes that students need instant gratification. She also mentioned trying whole-brain teaching but found it to be too much work because every student is working on a different behavioral goal.

With primary students, Samantha mentioned keeping students active with hands-on activities in groups rather than using paper-based assignments. Some of these activities would include reading centers and rotations because it gives the students “freedom” to choose what they do. She has found that using a white board and a marker is more exciting for her students than paper and pencil.

As a second-year teacher at Charter School A, Samantha did not have much input for the school culture of the charter school due to COVID-19 making teachers feel isolated and in their own bubble. She mentioned that the school culture seems good, and everyone gets along, including the administration being there when they are needed. The one problem she notices is the constant revolving doors of teachers due to the school being on a military base and some teachers being affiliated with the military.

Case Two: Intermediate

Jennie

Jennie is a 3rd year teacher after graduating from Midwestern State University in Texas with experience teaching in 2nd and 3rd grade. She is a current 3rd grade teacher at Charter School A. She is a spouse of a retired military member. A classroom management course was a part of her college program, but students of military families were not part of the curriculum even though she wishes that they would have been.

Because it is different. It is different to have a different kind of belief and lifestyle than other families. If you do not know how their lifestyle is and how it keeps changing, like their home, then it is a different background. You have to know that in order to manage your class better (Jennie, 2021).

Jennie's first impression of teaching on a military base was that parents would have better engagement in the classroom over a school district school. Being a military spouse herself, she wanted to serve the military by teaching and thought she was more familiar with the military lifestyle over teaching at a school off a military base. Jennie discussed transiency as being the biggest challenge as a teacher. She notices her students are stressed over parent deployment and families frequently moving from country to country, which is a different kind of stress that non-military students do not face. With these unique challenges, the behaviors in her classroom stem from moving and having to leave their friends when they move which makes adjusting hard on them.

Jennie's classroom management strategies range from distributing fix-it tickets to giving points for classroom store rewards. Fix-it tickets allow for students to write down what they did incorrectly, what they can do to fix it, and what they can do in the future to avoid getting into trouble again. These tickets are signed by them and sent home to be discussed and signed by their parents and returned to the teacher. She also utilizes CHAMPS, which is a classroom management system that is used to discuss the Conversation, Help, Activity, Movement, and Signal for every lesson transition to help with behaviors. She tried using a classroom economy system with dollars, but the dollars would get lost and were hard to keep track of. To keep the classroom consistent, she is very explicit at the beginning of the year regarding what the classroom rules are.

One of the rules is to make our classroom happy, which means that we are a community- a family. I always tell them they are like sisters and brothers and to treat them [students in the classroom] like you would treat your family (Jennie, 2021).

To form relationships with her students, Jennie has a morning meeting with her students so that they can share what happened the previous day. She believes this builds the sense of community she is looking for and forms relationships, so she knows what is going on in their lives. She also makes it a point to talk to students individually.

Jennie believes the school culture at the charter school is very helpful all around. Materials, classroom management strategies, and resources are shared amongst staff. She also believes the administration is helpful and supportive with trainings, which is not something she saw at a school prior to teaching on the base.

Stacy

Stacy has been a teacher for 21 years after receiving her bachelor's and teaching credentials from the California Baptist University. She has been at Charter School A for the last six years and has taught a variety of grades ranging from Kindergarten to Middle School. Currently she is a 5th grade teacher. Prior to teaching on the base, she taught at small Christian schools and was offered a position on the base and accepted it. She does not have any outside affiliation with the military. Students of military families were not part of her college classroom management course, but she wishes they had been. She mentioned that the military population is very unique and faces challenges at home that cause behavioral problems in the classroom. Teachers who are unaware of the causes of these behaviors, or how to handle them, can become a bigger issue.

Stacy mentions that the biggest challenge she faces is the constant movement of students.

The fact that the kids are always moving and so you have kids for a short time. They come in with different gaps based on where they used to live, and it is sometimes hard to catch them up to grade level. I see a lot of kids that are not on grade level when they get to me (Stacy, 2021).

While it may be common for lower economic areas to face similar problems with moving, students of military families face different types of moves such as leaving the country which plays a role in behaviors. Other behaviors come from one or both parents not being at home

due to deployment or other military services. She also mentions how this base is an exceptional families' base, which means a lot of families come to the base with children who have autism, special needs, and other disabilities that impact their behavior.

Stacy believes that building relationships with students, discovering what each student is interested in, and then using those interests to help to get to know them combats behavioral issues. "I have a student who loves birds. So, if I have any chance to let him do an activity that involves birds I can use that as an incentive for him" (Stacy, 2021). She also sees that her students like friendly competition, so using a point chart system works for her. She has realized using a clip chart system does not work for her students because the same students were always on the same level every day and it was not effective. She prefers positive reinforcement with prizes for table points being non-monetary, such as allowing students free computer time or using her "teacher" chair at their tables for the week. Stacy also utilizes CHAMPS in her classroom as it lets students know what they should be doing at all times by laying out the expectations for each activity. She also noted that CHAMPS works a lot better with her 5th grade students than it did when she taught Kindergarten. Whole-brain teaching was also addressed as a classroom management strategy that was effective for her students because it allowed for student behaviors to be corrected in a positive way.

Specifically with her students of military families, Stacy facilitates student learning by getting to know her students and keeping the classroom organized.

I greet them at the door. I try to have things organized and ready. I have an agenda up that tells them what is going to happen throughout the day. I CHAMP out each activity. I

try to redirect and anticipate problems before they are going to happen. At the beginning of the year, I have students bring in items that will introduce themselves to the rest of the class. It helps me and the rest of the class get to know them. I also have them write to see what they like and do not like and also take interest surveys (Stacy, 2021).

She also mentions treating her students respectfully like they are adults which shows them how to treat others, including herself, in the same manner. She mentions that the school culture is stressful due to staffing shortages and lack of resources for teachers. As far as students and their behaviors, she thinks it continuously gets better each year.

Case Three: Middle School

Margaret

Margaret has been teaching middle school for eight years, with the last two years being with Charter School A. Her husband is a captain in the military. She took various courses about classroom management during her college program including a middle school classroom management course, a basic pedagogy course, and her scholarship program also had an additional classroom management course. These courses did not teach her about students of military families. She wishes that they did due to her own personal affiliation with the military and having two children of her own that are growing up in a military household. She stated that she wishes teachers could understand the mindset of these students and that they learn differently across multiple states. Although she is familiar with the military lifestyle, Margaret

chose to work at her current school on the base mostly due to convenience since she lives on base, but also for the sense of community. She teaches with other teachers who live on the base, and she sees them outside of school hours as well. Although now that she teaches students of military families, she prefers it over teaching non-military students.

The fact that working with these military students is such a unique experience in their lives that students in a normal public school do not necessarily have. And I would say that as a social studies teacher, it is pretty incredible to be able to walk into a room and talk to them about something that happened in Europe that may have been to or seen. These students, collectively, are more knowledgeable about world events, and more respectful, and seem to have a real understanding of community versus ones not on a military base. These students are so much more connected to the environment and the mission of the base. It is an incredible feeling even compared to the best schools not on military bases (Margaret, 2021).

The biggest challenge Margaret faces as a teacher teaching on a military base comes from the fluidity and transiency of her students. She mentions that they are constantly coming and going and as a teacher you are constantly trying to meet all the standards they have or have not had covered yet. There is also an issue with having no set curriculum and the fact that each student is so different that you have to try and meet every student where they are.

When it comes to behaviors, Margaret sees that most behaviors arise when parents deploy. She notices her students have a higher emotional drive and that constant deployments affect a student's ability to rationalize things. Their lack of stability, constant mobility, and

missing friends from previous bases also makes students act out. This is compared to students on schools off base who do not deal with leaving friends and family due to deployments. She has also noticed that students are shy and lost when they start here, but then become sad and unfocused when it is time for them to leave. Students also have to deal with deployed parents and not seeing them for long periods of time which makes them lash out and have a behavioral meltdown.

To try and combat these emotions, Margaret has tried various classroom management strategies. A big one comes from building relationships with her students.

Learning about your kids, allowing them to do things like free write and talk about their feelings and what is going on in their heads. Then you can start building that rapport in your classroom. That is something that they do not teach you in school. You have to figure it out yourself. Here it is even more essential to have that relationship with the students and let them know, “Hey, I am not here to be your enemy, I am here to be your teacher and to be someone who pushes you and encourages you.” (Margaret, 2021).

Giving students time, understanding them, and talking to them all help in de-escalating behaviors. Margaret also uses humor in the classroom by trying to use their “lingo”. She says this helps them appreciate you and it is not about being strict with them, but rather having a place for them to feel safe. She mentioned a specific example of a student who previously tried to be the class clown and was known for being disrespectful to most teachers. Margaret realized he had a huge family, they moved a lot, and that being humorous was their way of making friends. She sat down with him and had a conversation about what was really going on

in his life and now she and the student have a relationship where they can joke around, and he respects her and his classwork.

A lot of her strategies she loosely pulled from her classroom management courses. She uses the technique of giving students breaks, “coming to their level” by looking at them eye-to-eye instead of calling them out or standing above them, tapping their desk to redirect attention, using computer programs to send quick notes to parents, and just using reminders to stay respectful. Strategies that did not work for her included any kind of behavior system. She mentioned that for her age group, they feel like they are being treated like babies and they push back on their behavior rather than fixing it. She also does not use signal words to get the class’s attention. Basically, middle school students want to feel more like adults and so anything that seems childish to them does not work. Other strategies that do work for her are focused on positive reinforcement. She gives incentives like extra points on tests, stickers, and allowing free time to talk. Setting high expectations and letting students know what is expected of them also works. All of these factors help facilitate student learning.

By allowing students to have a routine. It is a fluid but set routine. They know when they come in they have a bellringer of some sort. They know, because there is an agenda on the board for them to see, what they are doing because it is organized for them to see (Margaret, 2021).

Margaret also plays low-key music to keep a quiet, focused environment. She arranges her class so that there is no down-time, because down-time is what causes discipline issues. The rapport she builds with her students also lets them know she has their back. This helps her be able to

talk to her students and form relationships. She asks about their day, gives compliments, and engages with them both inside and outside the classroom. She also realizes that the tone of voice controls whether students should be serious with her or not and that only works because of consistency and them knowing every expectation for her class.

When asked about the school culture at the charter school, Margaret mentioned the strong sense of community because of the military culture, not necessarily the school itself. There are high transitions between students and teachers, and even with what goes on inside the school. She mentions that it is hard for students to know what is going on within the school community such as testing schedules, the inconsistency with dress code rules, and the lack of administrative support with behavior problems with classmates. Similar to other teachers' comments, she also mentions the lack of coverage for teachers. For example, teachers on the base can also be a part of the military and face deployment and TDY the same as parents do. She also mentioned the lack of teachers in general due to COVID-19. When a teacher is out sick, in quarantine, or on military leave, there are no substitutes around to watch the classes, so teachers are forced to sell their prep time and watch other classes.

Amanda

Amanda has been teaching for 21 years after receiving her Bachelor of Science in Elementary Education. This is her 4th year teaching at Charter School A. She does not have any outside affiliation with the military besides her dad being a veteran. While a classroom management course was a part of her college program, the topic of students of military families was not included in the curriculum. Amanda wishes it had been, but because military families

are such a small population, she understands why it would not be brought up. She believes all on-site military schools should provide instruction and professional development for its population. Amanda did not specifically choose to teach on a military base, but she has a special connection as she grew up on the same base. She thought her experience as a military child would help her understand the needs of her students.

When asked about the biggest challenge as a teacher on a military base school, Amanda stated that transiency is the number one challenge for her. She states that students are constantly coming and going, and you have to either progress monitor or catch them up to where the rest of the class is. The process at Charter School A for new student enrollment starts with a placement test and then an email is sent introducing the parents to the teacher. It is then the teacher's job to find out what the student has learned or has not learned yet, introduce them to the class and find out their interests, and make sure they feel welcomed. Different from general population schools, new student enrollments for military students lack any mention of where they came from which is often a problem as a lot of students come from overseas. For example, if special education services are involved, other countries have different laws and requirements which makes the transition much harder for the teacher and student. This is similar to the lack of standards and material covered as well. Sometimes an entire quarter will pass before she catches that there may be a problem, and then that student leaves. She also states the difficulties with not having prior data on the students because they do not spend longer than a year or two at the same school. Beyond academics, she does believe students of military families are very resilient in that they make friendships very easily and it is not difficult to connect with them. What is difficult is the fear her students have of

abandonment and being fearful that something will happen to a parent. With these challenges, the behaviors most seen in her classroom come from students having down-time. With such structured home-life, the transitions between classes or subjects cause the most behaviors. Students of military families sometimes have difficulty coping with free time. Behaviors also arise when a parent is deployed. Amanda mentions that she can noticeably tell when a student is down, and it affects them in an emotional way.

In order to help these behaviors, Amanda has implemented using cool down times for her students. She has a rocker they can use to help with meltdowns, or she gives them a chance to take a walk. All of these strategies have given students a chance to self-regulate their feelings. She has noticed that yelling only pushes them over the edge, and that de-escalating the problem is the best solution. She does not give in to negative behaviors but offers redirection and distractions.

For classroom management strategies that have worked for her, Amanda has tried Love and Logic. She loves the mentality of Love and Logic and how it has parents and students team with teachers. She realized that her students would recognize you are working with their parents, and not against them, and the team mentality makes parents more engaged in the classroom. It also supports positive language and building a student up rather than dragging them down. It gets students on your side and builds relationships with them at the same time. She also stresses the importance of routines and procedures being in place for students of military families. It is better to be rigid with expectations at the beginning of the year and then begin to pull back at the end rather than trying to be their friend at the beginning. Repeating

expectations consistently works better for middle school students rather than using CHAMPS.

Once this is all set-in place, you cannot change your expectations. Patterns must stay consistent so that it does not leave students wondering what to do or what is expected of them, which matches their home-life of having a schedule, set expectations, and “norms”.

Compared to strategies that do not work, Amanda does not like the use of classroom management systems that have future incentives.

It if it is too hard I will not follow up. I am more of the teacher that is like, “You got it. Here is a piece of candy.” I like to keep my positive things short and simple. Some kids do not work well with long range incentives. They like it to be in the moment. You also cannot make threats like, “Hey, I am going to call your parent”, and if you do not do that or never intend to call their parent, do not make that statement to them. They are going to make sure to go home and ask if you called and that is not a strategy that is going to work. Never put yourself in a situation where you cannot follow through (Amanda, 2021).

To facilitate learning in the classroom, Amanda makes sure to always have lessons planned and that she is prepared. She feels that if she is not prepared, then the structure of her classroom falls apart.

Most of the stuff in my classroom is student driven. I do not do a lot of group instruction. Usually if I do it is only on Monday to go over the skills we are working on. The students really like to drive conversations at their table. It is a lot of work on my

end. I have to prep the questions for them to be able to discuss at their table. But inside of the classroom I am not having to do a lot of the work. I just walk around and make sure they are staying on task, talking and engaging, and contributing in collegiate-level conversations (Amanda, 2021).

In talking to her students, Amanda stays very positive and thinks of herself as their #1 cheerleader. She follows the growth mindset of failing at school is better than failing when you are an adult. She also believes it is okay to make mistakes so that students can grow. "If you do not do well on this assessment because you did not try, that is what you get. Growing is most important" (Amanda, 2021). When discussing the school climate of the charter school, Amanda enjoys working at her current school. Since she has a lot of experience off the base as well, she does not necessarily think the grass is greener on the other side. There is a lot of teacher turnover because of the military, and the teachers who do stay are not given enough time to plan. Due to staff shortages and not enough substitutes, she mentions that teachers are pulled constantly to cover absent teachers and study hall. The school has also cycled through so many principals that there is no school culture where other schools have managed to establish one. Although it is much better now than her first year, the school could still improve if teachers and administration stayed longer than one or two years. She also mentions the lack of support and supplies, such as having many online programs that students could not use because student Chromebooks were not available for half of the year. She also states that the lack of a dean, lack of administrative support, and the absence of a counselor are factors to why the school is suffering.

Triangulation Case: Principal

Jon

Jon is the current principal at Charter School A for the last three years after receiving his Bachelor's Degree in Foreign Language- Spanish and his Masters in Educational Leadership and Supervision. He does not have any outside affiliation with the military. When asked about classroom management strategies for teachers who teach on a military base, Jon mentioned that when working with students of military families it is especially important to have connections and relationships. Specifically, Jon was asked to differentiate strategies based on educational grade blocks (primary, intermediate, and middle school). Although asked about primary teachers originally, Jon mentioned that, overall, teachers have to be able to connect to students and create a classroom community. "You want to make sure you understand the background of military connected children first before you start creating expectations and policies. That way you know that it is culturally aligned with what they can understand and relate to" (Jon, 2021). He also mentioned taking into consideration the challenges the family is going through before making any big classroom management decisions. For intermediate students, he stressed the understanding of the emotional portion of being a student of a military family. Deployments and family life will hit a lot closer to home for them, but they still need that structure inside the classroom like primary students do. For middle school students, Jon stressed the importance of a personal connection and relationship. He mentioned that at that age, students are going through a lot of emotional trauma and stress and that

deployments and TDY's affect middle school students more individually, rather than families as a whole.

Classroom management at that level has to have a lot of empathy and personal relationships and an understanding of what that student is going through. Once they get older, there is the emotional piece that plays a factor. Any military related challenges affect them a lot more seriously (Jon, 2021).

In relation to the teachers in the study, Jon stressed that teachers much have training in order to relate to and find connections with students of military families. He feels that teachers must have "buy-in" with their students, and that buy-in is only attainable when teachers form bonds and have a strong community within their classroom.

When asked about the school culture of the school, Jon mentioned that he feels it is growing, but trauma from the pandemic played a role in teacher burnout.

The culture is growing in the sense that our focus is on the growth of the students, and everyone shares that same vision of meeting the students and making sure they grow no matter where their starting point is. The focus is on improvement, and while there are hitches along the way, we have to figure out and agree to our best practices on how we approach student growth and closing gaps [due to transiency] (Jon, 2021).

Lastly, he mentioned having high expectations for his teachers and students and being rigorous in order to continue to show improvement.

Data Collection and Analysis

In order to generate a domain analysis, I needed to create a cultural domain and taxonomy to find a semantic relationship between the two. Several within- and across-case analyses were completed in order to gain perspective on what classroom management strategies work and do not work with students of military families depending on grade level. Table 7 displays what analytic focus is used for each strategy. All three embedded cases were examined across-case to find similarities and differences in classroom management between grade different grade groups.

Next, a within-case analysis amongst the embedded cases (all three grade level groups) within the school site was completed to find similarities in classroom management strategies for students of military families in the school as a whole (Tables 8 and 10). For each analysis, two domains were created: *Classroom Management Strategies for Students of Military Families* and *Factors Influencing Student Behavior Facilitation*. For the domain of *Classroom Management Strategies for Students of Military Families*, the subcategories discovered were: consistency, active engagement, positive reinforcement, and parent involvement. For the domain of *Factors Influencing Student Behavior Facilitation* the subcategories discovered were: sense of community, transiency and trust, respect, and the establishment of meaningful relationships. Lastly, a componential analysis was completed for each within-case analysis (Tables 9 and 11). The results of the analyses are discussed below.

Table 7

Within- and Cross-Case Analytic Strategies for Classroom Management Strategies for Students of Military Families

<i>Comparison</i>	<i>Analytic Focus</i>	<i>Product</i>
Within teachers in each case	Within all cases	<p>Coding categories; themes</p> <p>Sense of the lived experience of the <i>perezhivanie</i> phenomenon</p> <p>Similarities and differences amongst teachers in the same educational grade group</p>
Across grouped teachers in each case	Across all cases	<p>Subthemes</p> <p>Similarities and differences between teachers in different educational grade groups</p>
Within the school case	Within all embedded cases	Similarities and differences amongst all teachers in the case
Across all teachers within the school case and principal	Across main school case and separate principal triangulation case	<p>Coding categories; themes</p> <p>Sense of the lived experience of the <i>perezhivanie</i> phenomenon</p>

Table 8

*Domain Analysis of Classroom Management Strategies for Students of Military Families
Revealed During Interviews*

Strategies	Krystal (EL1)	Samantha (EL2)	Jennie (IL1)	Stacy (IL2)	Margaret (MS1)	Amanda (MS2)
Parent involvement			Thought there would be more			Work as team
Positive reinforcement		Celebrate positives	Fix-it tickets	Non-monetary rewards	Non-monetary rewards; cool downs	Cool downs; instant rewards
Active engagement		Hands-on activities			Student-centered work	Student-centered work
Routines/ procedures	Practiced over weeks		CHAMPS; consistent routines	CHAMPS; agenda	Set routine; agenda	Set routine; rigid at beginning of year, pull back at end
Teaching programs	Love and Logic; whole-brain teaching	Whole-brain teaching		Whole-brain teaching		Love and Logic
Forming relationships	Purposeful talking; getting to know students	Getting to know students	Class meetings; community	Finding student interests	Free write to address feelings; Rapport; humor	Growth mindset

Table 9

Componential Analysis of Classroom Management Strategies for Students of Military Families

Domains	Dimensions of Contrast		
Classroom Management Strategies	Primary	Intermediate	Middle School
Parent Involvement			
Communication of deployment/moves			X
Behavior			X
Teamwork			X
Positive Reinforcement			
Celebrate positives	X		X
Instant gratification		X	X
Cool downs			X
Active Engagement			
Hands-on activities	X		X
Student-centered work			X
Routines/Procedures			
Consistent	X	X	X
Agenda		X	X
CHAMPS		X	
Teaching Programs			
Love and Logic	X		X
Whole-brain teaching	X	X	
Relationships			
Community		X	
Getting to know students	X	X	X
Support system	X	X	X

Table 10

Domain Analysis of Approaches to- and Factors Affecting Behaviors of Students of Military Families Revealed During Interviews

Factors & Approaches	Krystal (EL1)	Samantha (EL2)	Jennie (IL1)	Stacy (IL2)	Margaret (MS1)	Amanda (MS2)
Transiency	Constant moving; education gaps	Constant student turnover	Stressed over moves, parents leaving and coming	Education gaps; international moves	Children learn differently across multiple states; impossible to meet all standards with transient students	Children learn differently across multiple states; impossible to meet all standards with transient students
Trauma	Lack of home consistency; fear of parent dying	At-home instability; fear of parent leaving	Leaving friends and family constantly	Leaving friends and family constantly; lack of home consistency	Deployments; high emotional drive; lack of stability; constant mobility; leaving friends and family	Fear of abandonment; lack of home consistency
Home-life	Deployments; TDY; lack of childcare; stress	Deployments	Deployments	Deployments	Children have unique lived experiences; deployments	Stress; deployments
Respect	Equity; Consistency at school	Celebrate positives	Consistency at school	Positive reinforcement	"Come to their level"; redirection; give breaks; positive reinforcement	Cool down times; positive reinforcement
Relationships	Children confused with adults as authority figure; create bonds in classroom	Struggle to connect with military lifestyle; try to connect with students	Close parent-teacher connection; classroom meetings	Create bonds in classroom	Allow free writes; build rapport; give time, understanding, and talk with them	Resilient; close parent-teacher connection
Sense of community	Tight-knit		Understands military lifestyle; treats classroom like a family	Gets to know students and their family	Understands military lifestyle; prefers teaching military students	Understands military lifestyle

Table 11

Componential Analysis of Approaches to- and Factors Affecting Behaviors of Students of Military Families

Domains	Dimensions of Contrast		
Student Behavior Facilitation	Primary	Intermediate	Middle School
Factors Influencing-Transiency			
Education gaps	X	X	X
Coming and going of students	X	X	X
Stress		X	X
Trauma			
Lack of consistency at home	X	X	X
Fear of parent dying while deployed	X		
Constant loss of friends and family		X	X
High emotional drive in students			X
Fear of abandonment			X
No stability	X	X	
Home-life			
Deployment/TDY	X	X	X
Lack of childcare	X		
Stress children/parents	X		X

Approaches to-			
Respect			
Positive reinforcement at school	X	X	X
Consistency	X	X	X
Relationships			
Struggle for teachers to connect to military lifestyle	X		
Bonds between teacher and student	X	X	X
Parent/teacher communication		X	X
Sense of Community			
Military lifestyle		X	X
Tight-knit	X	X	X
School culture			X

Among the various classroom management strategies that were revealed from the study, the middle school teachers used the most strategies. Parent involvement was only prevalent with that group of teachers. Positive reinforcement, including celebrating positives over negative behavior, instant gratification for good behavior, and allowing cool downs, were also all used amongst the middle school teachers. Utilizing instant gratification was only mentioned by one intermediate teacher and celebrating positives was only mentioned by one primary teacher. Having hands-on activities and student-centered work was another strategy mainly used by the middle school teachers, with one primary teacher also using hands-on activities. Routines and procedures in the classroom were more dominant amongst all teachers in the study with consistent routines being used across all cases, the use of an agenda with

intermediate and middle school teachers, and CHAMPS being used by intermediate teachers. Primary teachers enjoyed the use of teaching programs such as Love and Logic and whole-brain teaching. Whole-brain teaching extended into intermediate teacher usage and Love and Logic was also used by a middle school teacher. When it came to forming relationships between the teacher and student, all teachers agreed that getting to know students and having a support system for them in the classroom was extremely important.

The classroom management strategies revealed in the study came from the factors affecting behaviors of students of military families and the approaches the teachers in the study used to combat the factors. Transiency was a major theme amongst all cases with stress playing a big role in the intermediate and middle school students' behavior. The lack of consistency at home was prevalent across all cases. Primary teachers saw fear of parent(s) dying while deployed as a factor for their students' age group, while the intermediate and middle school teachers saw more distress in the constant loss of friends and family while relocating. Middle school teachers also reported that their students have a high emotional drive and show a fear of abandonment. Primary and intermediate teachers reflected on their students having no stability at home. Deployment and TDY was a theme across all cases as a factor to behaviors in the classroom. Respect for students was the main approach and theme across all cases in the study which included using positive reinforcement in the classroom and being consistent in day-to-day teaching. The intermediate and middle school teachers explained how important parent and teacher communication is to understanding the military lifestyle. All cases revealed the need for bonds between the teacher and student and having a tight-knit community in the classroom.

A taxonomy outline was created for both *Classroom Management Strategies for Students of Military Families* (Appendix D) and *Factors Influencing Student Behavior Facilitation* (Appendix E). This helped to structure the relationships between behaviors in the classroom and how the teachers manage those behaviors in order to produce new terms. The findings from the analyses and taxonomy guided the answers to the research questions.

Research Question One

What is it like for a teacher to make the transition from teaching in a regular school to one on a military base in terms of classroom management?

Each of these six teachers shared very similar feelings about the differences between schools located off of a military base to one that is. They all recognize that the population of students is very different, the transiency amongst students and staff is prevalent, and behaviors of students of military families vary depending on external family status. Because of these factors, classroom management is approached differently than it would be in a regular public school.

Classroom Management Techniques

Routines

A recurring theme in the analysis was “routines”. Every teacher discussed how the military community is consistently facing change in some form. One or both parents face deployment, orders are given to transfer military bases, or parents return home from a

deployment and shake up what is normal at the present time. With the inconsistency at home, all six teachers stressed the importance of establishing routines and procedures in the classroom to keep students on a consistent schedule. Stacy, Margaret, and Amanda stressed the importance of having an agenda or schedule on the board in clear view for students to see what they were doing each day. Margaret and Amanda also mentioned how having down-time during transitions and in the classroom is what causes behavior problems. They mention how students are not used to having free time at home, so they do not know how to handle the freedom at school.

By implementing routines and procedures in the classroom, the teachers in this study felt that students responded more effectively than if there was no set schedule. The primary teachers in Case 1 feel slightly different than the middle school teachers in Case 3 though. Krystal mentions that drilling routines and procedures constantly every day for her age group does not work as well as spreading it out over the first few weeks. Amanda and Margaret speak oppositely and believe that practicing routines day in and day out makes the transition into a new school year better for their students. Although all of the teachers mention something about staying on a schedule to deflect behavior issues, how these routines and procedures are carried out was different. While routines and procedures are classically tied to being stressed in the first week of school, teachers in this study noted that working on a military base school has shown that students of military families respond better when routines, procedures, and schedules are talked about and carried out daily.

Positive Reinforcement vs. Behavior Charts

Another theme throughout the study was the idea of using “positive reinforcement” as a classroom management strategy for students of military families. Positive reinforcement allows for a teacher to focus on the noticeably good behaviors in the classroom to direct attention toward those behaviors rather than pointing out negative behaviors and enhancing or giving negative attention to those participating in the behavior.

Behavior tracking methods. Surprisingly, general pedagogical management strategies such as using long-term reward systems and behavior tracking methods were unpopular amongst most teachers in this study. The teachers in this study talk about using various behavior tracking methods before teaching on a military base school and how their strategies had to change to fit this new group of students.

Samantha mentioned trying a color card chart where students can “move their cards up” to colors like purple and pink for good behavior and “move their cards down” to colors like yellow, orange, and red for bad behavior. She did not like how student behaviors were broadcasted for the entire class to see as this did not stop those behaviors, it only made them worse.

Focus more on the positive behaviors and really celebrate those students and point those students out more so than the negative behaviors (Samantha, 2021).

Jennie, Stacy, Margaret, and Amanda all brought up similar problems with classic long-term reward systems. Amanda mentioned that they are not a “one-size-fits-all” management

method that all teachers should be expected to learn and expect the same outcome as everyone else. She talked about how she would forget to buy rewards, forget to award points to students, or could not keep track of who had what. She also mentioned that beyond her frustration, her students would not like to wait until they accumulated a certain amount of something before getting awarded- they wanted instant gratification for their obedience. Jennie had a similar problem with issuing classroom money in her classroom. It was hard for her to keep track of the money and make sure she had enough on her at all times to award to students. It became easier for her to issue digital points on an online system that kept track for her. Similarly, Stacy struggled with using behavior clip charts, color card charts, and treasure boxes.

I did not find that it worked. Kids these days always want something bigger or something more and nothing in my treasure box was worth it. So, it did not curve any behaviors because the treasure box was not enticing enough (Stacy, 2021).

Margaret had a problem using behavior tracking methods with her middle school students because she found that her older students resented being treated like a child and would push back on their negative behavior rather than fixing it.

Positive reinforcement. A common theme amongst the teachers in this study was using positive reinforcement in place of behavior methods that had negative undertones. The Case 3 teachers both stressed how middle school students need instant gratification for their good behavior. The positive reinforcement must be impulsive and not dragged out over a long period of time. The general idea of the classroom being a family that Jennie mentioned was prevalent

amongst the undertone in each teacher interview. Amanda and Margaret both mention how they greet their students at the door every day and open their classrooms up with a warm welcoming. The Case 1 teachers have a strong sense of community for the younger students by participating in morning meetings. Stacy mentions making sure to spend time at the beginning of the year, and also when new students transition in, to have a “show and tell” so that students can share their interests with each other and the teacher. All of these techniques allow the teachers to get to know their students on a personal level and provide positive reinforcement by offering incentives they know each individual student will gravitate to.

A common idea throughout the Case 1 and Case 3 teachers was allowing students to step outside and take a break so that negative energy is moved elsewhere. The idea of letting a student calm down and take a breather re-focuses positive energy for when they return.

Parent Involvement

Within the military community it is important for teachers to reach out to parents and make them a connection in the classroom. While one or both parents may be deployed at any given time, it is still important that the parents play a vital role in their child’s education. School transitions can be overseen by parents to ensure the transfer process is smooth from start to finish (CPRL, 2017). This includes researching new potential schools, knowing when extra-curricular program deadlines are at the new school, and ensuring paperwork is successfully transferred. The Military Child Education Coalition (MCEC, 2001) even recommends that parents visit with the new school’s staff to keep education records up-to-date and make their military affiliation known. In doing so, parents can also keep teachers in the know about

upcoming deployment schedules (Hummel, 2019). Teachers can also invite the service members to visit the classroom when they return from deployment (MFRI, 2021).

Jennie mentioned that one of the reasons she transitioned to teaching on a military base was for the idea that parents would be more involved at a military school than parents at a public school.

My first impression was that I would get better parent engagement over CCSD [Clark County School District]. So, I thought it would be a good school for parents and teachers to work together with their children for their success (Jennie, 2021).

Amanda mentioned that her parent engagement class from her college program made her realize that parents need to be a part of your team.

The kids are going to realize that you are working in tandem with their parent rather than against them. When they know you are a team they are more willing to jump on board with you. Really engaging parents and letting them know they are a super important part of your classroom and letting them know that you reach out first and do not start with punitive punishments (Amanda, 2021).

Nonverbal Cues

The use of nonverbal cues in the classroom plays a huge role in a teacher's trustworthiness. Mostly, nonverbal communication involves the use of eye contact. Eye contact plays a role in time and behavior management, setting the tone of the classroom, and establishing rapport with students. With constant changes in teachers and environments, students of military families seek out trustworthiness in adults. In a study done on nonverbal communication in the classroom, Zeki's (2009) findings revealed that nonverbal communication

was an important source of motivation and concentration for students' learning. It was also crucial for taking and maintaining attention in the classroom. Maintaining attention is equally as important as gaining trust due to the high possibility of ADHD and ADD in students of military families. Amanda mentions that standing close to students derails behavior problems in the classroom.

Whole brain teaching. The idea of using close proximity and signals with your body is also a big part of whole brain teaching. Stacy mentioned that whole brain teaching uses signals with your body that the students learn that addresses disengagement without interruption. She mentioned loving this style of teaching because it addressed students' behaviors in a positive way. Mostly talked about with the Case 1 teachers though, Samantha also mentioned loving whole brain teaching and used it when she transitioned to teaching on the military base. What she loved most about it was that it was individualized for each student and set goals for each of them which is important for students of military families as they all come from different backgrounds and have different life experiences. Krystal talked about the specific expectations that whole brain teaching offers such as callbacks and routines which is essential to teaching students of military families.

Active Engagement

Maintaining student attention and engagement in academic activities is a very important classroom management strategy when working with students of military families. While finding the most interesting and helpful way to teach every standard is something mostly learned with experience, it is important for classroom management courses to stress the "why" of this particular method. Due to several challenging behaviors when dealing with students of

military families and their peers, keeping an active, engaging classroom is an excellent strategy to avoid messy and problematic situations in the classroom. Because of students of military families facing a high number of unique behavior issues including stress, ADD, ADHD, ODD, depression, and anxiety, having engaging and unique ways to learn could be the highlight of that student's day. What is not taught in classroom management courses is how to try and reach out and strive to make every assignment fit the needs of every unique child.

Love and Logic

Love and Logic started as a parenting seminar that aimed to "raise self-confident, motivated children who are ready for the real world" (Love and Logic, 2020). Since teachers play such a huge role in a child's life, it is evident that Love and Logic could be used in the classroom as well as with parents. The Love and Logic approach is broken down into nine modules: (1) neutralizing student arguing, (2) delayed consequences, (3) empathy, (4) the recovery process, (5) developing positive teacher/student relationships, (6) setting limits with enforceable statements, (7) using choices to prevent power struggles, (8) quick and easy preventative interventions, and (9) guiding students to own and solve their problems (Love and Logic, 2020, p. 3). The main purpose of bringing Love and Logic to the classroom is to guide students to own and solve their personal behavior or management problems themselves thereby contributing to a less stressful classroom.

Love and Logic could be very useful against typical disorders found with children of military families such as Oppositional Defiant Disorder (ODD). One of the main focuses of Love and Logic is to help prevent students arguing and talking back to teachers, which is a common

trait of ODD (de Zeeuw, et al., 2015). When all of the benefits of love and logic are applied, teachers end up preventing problems, spending less time on management and more time on teaching, and building positive relationships with those challenging students. Krystal and Amanda mentioned being trained on Love and Logic specifically at Charter School A and enjoying the program.

Not taking their problems from them. Helping them work through their problems on their own, and not me necessarily having to do it. There are a lot of positive statements to them [the students] (Krystal, 2021).

Krystal also talked about the “three sentences for behavior issues” that Love and Logic utilizes. This technique has teachers say three different positive statements to the students who are known to have behavioral problems each day. These sentences build bonds between the teacher and student by having the teacher relate to the student in some way and “seeing” them which makes it a very beneficial technique for students of military families.

Empathy is a very important part of Love and Logic. Even if Love and Logic was not taught as an alternate classroom management method in teacher education courses, empathy should still be taught as an integral part of classroom management. Having empathy for students is a skill that takes time and practice to truly acquire in order to be authentic. Showing a student who is having a difficult time that you understand their problem and want to help them and not control them is a demonstration of empathy (Bozkurt & Ozden, 2010).

Research Question Two

In what ways do exemplary teachers in a charter school on a military base construct an environment that facilitates students' learning?

Since the site for this study teaches a military population, teachers in this study focused their discussions of how they facilitate student learning on the idea of a community inside their classroom. Many teachers in the study stressed the importance of building relationships with their students inside the classroom and finding ways to relate to them. Transiency also plays a huge role in facilitating student learning as there is a constant rotation of needing to gain trust and respect between teacher and student.

Establishing Meaningful Relationships

The development of relationships with colleagues, students, administration, and parents is essential to building strong bonds. As a preservice teacher, there is a disadvantage in starting a career where there are no prior personal connections with students or parents. Instead, fast relationships need to be formed; first with administration and then with colleagues. Following this, a brief bond must be made with parents and students. As the year goes on, this bond will grow stronger. The importance of those relationships is not always stressed in classroom management courses. Specifically with military families, if they do not feel the trust and bond with the teacher, then this is where problems begin. Bradshaw et al. (2010) state from their research that the ways in which school staff members interact with and treat students of students of military families will play a huge role in the student's experience. Without prior

knowledge, effective training, and support for preservice teachers on ways to build positive relationships with parents and students, management issues can escalate. However, when building meaningful relationships is addressed and practiced in classroom management courses, difficulties with students of military families can be avoided.

According to DePedro, Esqueda, Cederbaum, and Astor (2014), civilian run schools do not have the social and emotional awareness of military families in order to be advocates for their often stressful lifestyle. To successfully manage a classroom that has military dependent students, a combination of strategies must be implemented in combination. Russo and Fallon (2015) suggest that school districts develop an on-going dialogue between military families and school personnel. This effective communication would better prepare teachers to know how to handle these students. They also suggest using a team-based approach where schools treat students of military families as a separate group of students who are tackled by an inclusive team of teachers including general and special education teachers. Having the special education teachers aware of this specific group of students opens the doors for speech and language pathology, occupational therapy, and physical therapy, whereas these options would not be automatically available to those students. The military community is a very tight-knit group, and it is important that teachers reflect that same mentality when building relationships in the classroom. It is not enough for a teacher to just teach.

For the Case 1 teachers, Krystal really focuses on staying positive for her young students. Even when a negative must be mentioned, she follows through with something positive as well. She stated that to facilitate learning long-range she goes through rules and

expectations for a few weeks at the beginning of the year instead of trying to drill it all in the first week. She believes highly in equity in her classroom, so if one student is not allowed to do something, neither can another. She also starts her students out very early with student-led instruction. She stated that her students are very talkative and allowing student-led instruction leads to her students getting that pent-up energy out. When it comes to forming relationships in a military base classroom, Krystal stated that she forms her relationships “very purposely”.

One of the things I do from the very beginning is I have parents fill out a form about their kids to tell me some things about them from Day 1. I will know if my student has siblings, what they like, and what they do not like. I can have that information to kind of build into lessons or story problems for math to show these kids that I know them. I look at their backpacks and their pencil boxes to see what their interests are (Krystal, 2021).

Krystal also discussed not talking down to her students, even though they are younger age. She still chooses to use big words with them and treat them intelligently. She also gives respect to her students and lets them know they are capable of understanding difficult concepts. Krystal follows the same routine of getting to know her students as they rotate in throughout the year. Similarly, Samantha chooses to use more hands-on activities within groups over teacher-led instruction to facilitate student learning in her classroom. She notices that students of military families are often “on the move” and like to do things actively. This type of learning allows students to talk and share with one another which helps alleviate the stress on students who transfer in throughout the year. She will choose to use more exciting activities over a traditional worksheet. For example, she utilizes reading centers, rotations, and white board activities.

Samantha also gets to know her students on an individual level by learning little things about them. She mentioned that her students share a lot about their home life with her. She has also noticed that negative behaviors in the classroom come from things her students talk about that are going on at home, such as stress from upcoming deployments or orders to move military bases.

For the Case 2 teachers, Stacy follows a similar strategy in getting to know students personally right away, either at the beginning of the year or when new students arrive. For example, she has students complete interest surveys and writing activities, so she knows what her students like and dislike early on. As mentioned before, she also has students give presentations about their interests to the class to help build a community within her classroom. She also makes sure to follow through on rules and expectations and redirect and anticipate behaviors before they happen. In Jennie's interview, she talks about how she knows what is going on in her students' lives. She can sense when a student seems down and takes the time to pull them aside to talk to them and see what is bothering them. Her classroom morning meetings and family-oriented teaching style also builds a strong sense of community and trust in her classroom.

For the Case 3 teachers, Amanda brought up making sure she is prepared for the day and that when she is not prepared, the structure and integrity of her classroom falls apart. Her preparation is often more extensive due to the fact that she has noticed that students of military families need more time to share their thoughts and ideas amongst themselves in a student-centered environment versus the classroom being more teacher centered. This type of

classroom can only run when procedures are in place and students know what to expect and how to operate. She facilitates this type of environment by allowing the students to drive the conversations and have collegiate discussions with each other while she just observes.

Margaret discussed how building relationships with her students allows them to be able to open up and talk about their feelings. Having rapport in the classroom builds the trust that is needed between teacher and student, and it is not about being strict. Similar to Amanda, Margaret sees herself being organized and ready for the day is a big deal to her older students as it creates an environment that allows students to stay in a consistent flow and routine.

I try to engage them in things outside of the classroom. If I see they are wearing a new mask or they are wearing something that is more fancy than normal, I try and compliment them on it because I know that building that kind of relationship is really important to them. When they know that you notice them they are more likely to do what you need them to do. When I am talking to them in class they know when I am serious, and when I am in that “fun-zone”. It is really about the consistency and the routines and making sure they know literally every expectation that I have for them. I talk to them like they are my equals and I treat them with respect (Margaret, 2021).

Overall, for the older students, Amanda and Margaret really stressed building strong bonds and creating an environment where the students feel safe. They also stressed providing a space where students can escape something that may be going on at home and being that support system for them in the school setting.

Summary

Data obtained in these case studies identified the classroom management strategies that are currently being used by exemplary teachers in classrooms on a military base school. The data also identified how the teachers facilitate learning in the classroom with students of military families. Data were collected and analyzed to reveal a cultural domain. The domain showed the classroom management strategies revealed from the interviews. The research questions were then answered from the findings. A detailed discussion of these findings through what was learned from the previously reviewed literature and Vygotsky's sociocultural theory and *perezhivanie* is provided in the next chapter.

CHAPTER V

Summary and Discussion

Children of military families are often an overlooked group of students when classroom management is addressed in teacher education programs. The issue with students of military families revolves around the military lifestyle that is often unknown to those without prior military knowledge. Student behaviors in the classroom are often deeply affected by the military lifestyle factors including behavioral disruptions in the classroom, mental and emotional states, and often undiagnosed disorders. Keeping qualified and military lifestyle-educated teachers in classrooms of schools is essential for the success of students of military families. The purpose of this study was to identify the classroom management methods and techniques that are currently used by highly effective teachers in a school on a military base. In regards to the previously reviewed literature, the identified gaps surrounding research on students of military families in an educational setting were how to appropriately react to emotional situations in the classroom in relation to military-affiliated trauma in students. This study was aimed to address those gaps. Two research questions guided this study. The first research question that was answered was:

1. What is it like for a teacher to make the transition from teaching in a regular school to one on a military base in terms of classroom management?

The teachers in this case study greatly expressed the differences between teaching on and off of a military base as the sense of community surrounding the school environment. They

expressed how different and sudden the student behaviors are, but also how there are some similarities depending on the demographics of the prior school. Similarities included trauma, missing parents, and transiency. When the teachers discussed these similarities in behaviors, they mentioned the differences being trauma because of the military lifestyle, poverty because of the area where military bases are located, missing parents due to deployment, and transiency due to the constant movement, most often overseas, and relocation of duty stations. In terms of the transition, the teachers expressed how little knowledge there is surrounding how to manage a classroom of students of military families and how they wished it had been covered in their college programs.

The second research question answered was:

2. In what ways do exemplary teachers in a charter school on a military base construct an environment that facilitates students' learning?

The teachers did not specifically say that their classroom management methods and techniques create an environment that facilitates all students' learning. However, their stories reflected the trials and tribulations of classroom management strategies they have experimented with and what is currently working for them. They shared similar stories and ideas about trying suggested classroom management methods given during professional developments. The feelings the teachers shared about these strategies were confusion, no follow-through, lack of guidance, unrealistic expectations, and having too many strategies thrown at them at one time. Even with these shared feelings, the teachers still expressed being

able to manage the behaviors in their classrooms and facilitate student learning by connecting with students on a personal level.

Three themes that arose in facilitating a constructive classroom environment were making connections and building relationships, setting routines, and having high expectations. Each teacher, regardless of grade level, discussed some form of these themes in their interviews. Due to the military lifestyle, the teachers consistently brought up how there is a need to make connections and build relationships with their students. The teachers discussed that the inconsistency in their students' home life makes having set routines in the classroom a necessity. Within the routines, the teachers mentioned how having high expectations for their students causes them to work toward those expectations and focus on the good, rather than the bad, while they are in the classroom. The themes revealed how similar the classroom management strategies that are currently being utilized are with exemplary teachers. In the interview with the principal, he brought up similar perspectives regarding how teachers must build relationships with their students in order to find success in facilitating behaviors and learning in their classrooms.

To summarize, the purpose of this study was to identify the classroom management strategies currently being used by exemplary teachers teaching in a military base school by examining the differences, due to the community, from formerly not teaching students on a military base to the transition to teaching those students. I completed a literature review, conducted six case studies, including a triangulation with the principal of the major case (the

site), analyzed data, and found that the major components of classroom management with teaching students of military families are:

- Building relationships
- Making personal connections
- Setting routines
- Having high expectations

The most significant differences in classroom management behaviors between students of military families and civilian students are:

- Emotional distress
- Transiency
- Inconsistency
- Trauma

The participants in this study shared their interesting stories about teaching at a school on a military base. The teachers shared their stories and focused on how they have been able to reach their students in a way to facilitate a safe, learning environment inside their classrooms that is noticed by their students and principal. Despite the differences in grade levels and individual teaching styles, the majority of their stories had common themes which fit into their identities as military base school teachers. The teachers shared that the school culture has improved since its initial opening, and although there is constant turnover in teachers and administration, the last couple of years have shown an increase in the sense of

community amongst the staff. Despite the school culture playing a role in how the teacher's overall self-identity is defined, the teachers share a common interest in making an impact inside their individual classrooms. This impact is apparent by the need for these teachers to develop relationships with their students and make connections with them in order to combat the problems that may arise being a child of a military family.

The shared experience of *perezhivanie* is prevalent in the experiences these teachers share as military base teachers. The strongest components of this shared experience revolve around the emotional aspect of needing to find a connection and build a relationship between teacher and student in order to successfully facilitate a classroom that supports and manages student learning. This study utilized sociocultural theory as a lens to view whether the school culture on a military base charter school played a role in the success of exemplary teachers' classroom management skills. Most teachers in this study viewed the school culture as improving, but it was not clear whether this improvement in the school culture really played a role in the success of the teachers. Since each individual classroom has a unique, diverse set of students it is up to the teacher to find and make the connections necessary in order to manage the behaviors in their classroom. In the triangulation interview with the principal, he discussed how the school culture is improving and that it is a team effort that really revolves around putting the students first. While the school culture may help develop teacher identity and supply a backbone of support, the aspect of managing behaviors in the classroom ultimately comes from the teachers themselves, which results in the *perezhivanie* of the shared experiences and conclusions made in the classroom as teachers of students of military families.

Recommendations

The summary about the ways exemplary military base school teachers construct an environment in their classroom to facilitate student learning should help readers understand the nature of recommendations from the study. The study was conducted to add to the body of knowledge surrounding classroom management strategies, specifically with students of military families. The hope is to bring awareness to this overlooked group of students in teacher education programs and to teachers already in the field. Teacher education programs can use this knowledge to add students of military families to the discussion of diverse populations that preservice teachers may encounter in their future classroom. In-service teachers should also have the opportunity for professional development courses that specifically address students of military families and the military lifestyle in general. I make the following recommendations based on my research and my knowledge as a military base elementary teacher and teacher educator.

- Teacher education programs that require classroom management as a course should include understanding and addressing students of military families. As previously mentioned, many programs do not even have a course on classroom management, and those that do, do not include the importance of this group of students. Due to the number of emotional and mental strains put on this group of students, behaviors that are often more severe can be hard to handle. This is especially true for new teachers, but also for veteran teachers, as students of military families can enter and leave any classroom at any given time. Helping current and future teachers learn about this group

of students will strengthen their awareness inside the classroom and their ability to be able to connect with these students.

- Administration should provide professional development opportunities for their staff to learn about students of military families and the resources available to the families.
- If an incoming family is identified as a military family, there should be protocols put in place between administration, office staff, and teachers to make sure this information is shared and known. This support for the family and students will make the transition both in and out of the school less stressful for the family.
- Results from this study could support a design for a larger study with more sites or subjects. This study was limited to six teachers at one school. A larger study could involve more military-base schools and more participants. This study utilized a charter school as the site. A different study could compare the differences between a charter school on a military base and a school that is part of the local school district.

This qualitative case study on classroom management methods used by exemplary teachers at a military base school generated important information surrounding classroom management methods that facilitate learning. This information and findings can be used for current school professional development and teacher education programs. The findings from the study provide multiple ways exemplary teachers connect with students of military families in order to facilitate and manage the learning in their classrooms. The findings suggest that building relationships and learning about the military lifestyle and community are key in order to prevent or maintain behavioral disruptions in the classroom. Additional questions have arisen

from the data and analysis which could lead to future studies. More research is recommended in the following areas:

- Conduct a study to compare classroom management strategies used by teachers for students of military families at a school off a military base compared to one on a military base.
- Extend the research to include more military-base teachers in other locations, including Department of Defense (DoD) schools.
- Conduct a study on what specific classroom management strategies have a positive resolution to common behavioral problems seen with students of military families.

Conclusion

Students of military families are often an overlooked group of students when it comes to classroom management courses and the information they provide to preservice teachers. Information regarding how to effectively connect and relate to this group of students is essential in maintaining relationships and facilitation of the unique behaviors possessed by this group of students.

APPENDIX A

INTERVIEW PROTOCOL- TEACHERS

Time of interview:

Date:

Place:

Interviewee:

1. Introduce yourself and your teaching background and schooling.
 - a. Do you have any outside affiliation with the military?
2. Was a classroom management course part of your college program?
 - a. Were you taught about students of military families in your schooling? Do you wish you had been? Why or why not?
3. Why did you decide to teach on a military base? What made you decide to switch from a regular public school to one on a military base?
4. What are the biggest challenges you face as a teacher teaching on a military base?
5. What factors influence the behaviors most seen in your classroom?
6. What classroom management strategies have you learned on your own and implemented in the classroom?

a. Can you provide me some examples

7. What classroom management strategies have you been taught, either from colleagues or through professional development, and implemented in the classroom?

a. Can you provide me some examples

8. What classroom management strategies worked and did not work, and why do you think they worked or not?

a. Can you provide me some examples

9. How do you currently create an environment that facilitates students' learning?

a. Can you provide me some examples

10. How would you describe the school culture at the charter school where you currently work?

11. How do you form relationships with your students? How do you talk to your students?

APPENDIX B

INTERVIEW PROTOCOL- PRINCIPAL

Time of interview:

Date:

Place:

Interviewee:

1. Introduce yourself and your teaching background and schooling.

a. Do you have any outside affiliation with the military?

2. What classroom management strategies do you think teachers should possess for each educational grade group (Primary, Intermediate, and Middle School) in order to create an environment that facilitates students' learning?

a. Can you provide me some examples

3. How would you describe the school culture at the charter school where you are currently administrating?

APPENDIX C

INFORMED CONSENT DOCUMENT



INFORMED CONSENT

Department of Teaching and Learning

TITLE OF STUDY: Classroom Management Practices Appropriate to Children of Military Families: A Case Study

INVESTIGATOR(S): Felicia Bucher (Student Researcher); Linda Quinn (PI)

For questions or concerns about the study, you may contact **Linda Quinn** at **702-895-0879**.

For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted, contact **the UNLV Office of Research Integrity – Human Subjects** at **702-895-2794**, toll free at **888-581-2794** or via email at **IRB@unlv.edu**.

It is unknown as to the level of risk of transmission of COVID-19 if you decide to participate in this research study. The research activities will utilize accepted guidance standards for mitigating the risks of COVID-19 transmission; however, the chance of transmission cannot be eliminated.

Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to understand the needs that students of military families have that are often overlooked in teacher education courses which directly affects how teachers approach this unique group of students in the classroom. By interviewing teachers who teach in a military base school, we can begin to understand the different classroom management approaches used with these students.

Participants

You are being asked to participate in the study because you fit this criteria: 1) Prior experience teaching at a school not located on a military base and experience teaching at a school located on a military base. 2) Ranked as "highly effective" in the category of "classroom management" on teacher evaluations.

Procedures

If you volunteer to participate in this study, you will be asked to do the following:

- You will be given a day and time to be available for an interview.
- You and the researcher will take part in a one-on-one interview after a debrief on the interview protocol.
- Interviews will be audio recorded and transcribed. Recordings will be kept in a secure, password-protected folder on the researcher's personal password-protected computer that only the researcher has access to.
- Recorded interviews will be used to refer back to in order to find patterns and likenesses in similar classroom management techniques amongst participants.
- Based on certain answers to interview questions, a follow-up may be scheduled by the researcher to observe you teaching in the classroom. You would be the unit of analysis being observed with your classroom management techniques being the main focus.
- If observations take place, field notes will be taken during the observation and shared with you. One observation will take place during one period of the day (45 minutes) of your choosing.
- If no follow-up is required, you will have completed your part of the study.

Benefits of Participation

There may be direct benefits to you as a participant in this study. We hope for the study to play a role in having participant classroom management strategies appropriate to students of military families become publicly known and help impact future teacher education programs and courses.

Risks of Participation

There are risks involved in all research studies. This study may include only minimal risks. There will be minimal risks to you. If during the interview, you choose to not continue, you may withdraw and experience absolutely no repercussions. The data collected from you will be confidential and your personal identity will not be used in the study or shared with others. The interviews will be held in confidence. Should you wish to withdraw from the study, an alternative will be recruited.

Cost /Compensation

There will not be a financial cost to you to participate in this study. The study will take no more than 60 minutes of your time for each interview and no more than one period (45 minutes) of your day if a follow-up observation is needed. You will not be compensated for your time.

Confidentiality

All information gathered in this study will be kept as confidential as possible. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for up to 3 years after completion of the study. After the storage time the information gathered will be destroyed.

Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with UNLV or Coral Academy of Science Las Vegas Nellis AFB. You are encouraged to ask questions about this study at the beginning or any time during the research study.

Participant Consent:

I have read the above information and agree to participate in this study. I have been able to ask questions about the research study. I am at least 18 years of age. A copy of this form has been given to me.

Signature of Participant

Date

Participant Name (Please Print)

Audio Taping:

I agree to be audio taped for the purpose of this research study.

Signature of Participant

Date

Participant Name (Please Print)

APPENDIX D

TAXONOMY OF CLASSROOM MANAGEMENT STRATEGIES FOR STUDENTS OF MILITARY FAMILIES

Strategies

1. Parent Involvement
 - 1.1 Communication of deployments/moves
 - 1.2 Behavior
 - 1.3 Teamwork
2. Positive Reinforcement
 - 2.1 Celebrate positives
 - 2.2 Instant gratification
 - 2.3 Cool downs
3. Active Engagement
 - 3.1 Hands-on activities
 - 3.2 Student-centered work
4. Routines/Procedures
 - 4.1 Consistent
 - 4.2 Agenda
 - 4.3 CHAMPS
5. Teaching Programs
 - 5.1 Love and Logic
 - 5.2 Whole-brain teaching
6. Relationships
 - 6.1 Community
 - 6.2 Getting to know students
 - 6.3 Support system

APPENDIX E

TAXONOMY OF APPROACHES TO- AND FACTORS INFLUENCING STUDENT BEHAVIOR FACILITATION

Factors

1. Transiency
 - 1.1 Education gaps
 - 1.2 Coming and going of students
 - 1.3 Stress
2. Trauma
 - 2.1 Lack of consistency at home
 - 2.2 Fear of parent dying while deployed
 - 2.3 Constant loss of friends and family
 - 2.4 High emotional drive in students
 - 2.5 Fear of abandonment
 - 2.6 No stability
3. Home-life
 - 3.1 Deployments/TDY
 - 3.2 Lack of childcare
 - 3.3 Stressed children/parents

Approaches

4. Respect
 - 4.1 Positive reinforcement at school
 - 4.2 Consistency
5. Relationships
 - 5.1 Struggle for teachers to connect to military lifestyle
 - 5.2 Bonds between teacher and student
 - 5.3 Parent/teacher communication
6. Sense of Community
 - 6.1 Military lifestyle
 - 6.2 Tight-knit
 - 6.3 School culture

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