

Using Multi-Tiered Support for Professional Development to Increase Teachers' Behavior-Specific Praise

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Introduction

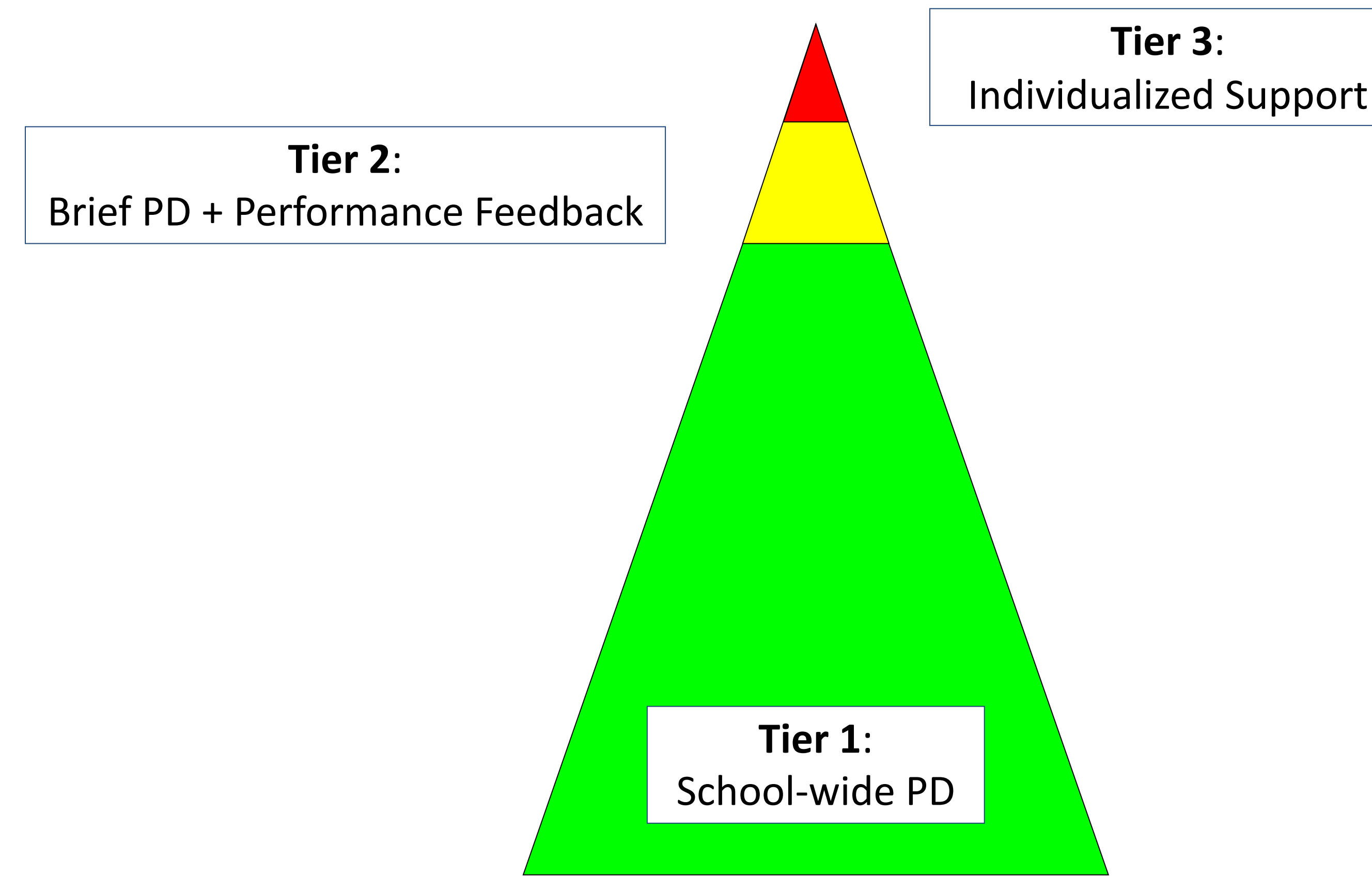
- Teacher classroom management skills lead to
 - Improved student outcomes (Gage et al., 2017; Korpershoek et al., 2016; Oliver et al., 2011)
 - Improved teacher outcomes (Aloe et al., 2014; Klassen & Chiu, 2010)
- 5 broad areas of classroom management (Knoster, 2015; U.S. DoE, OSEP, 2016)
 - Maximizing structure
 - Expectations
 - Actively engaging students
 - Continuum of responses for appropriate behavior
 - Continuum of responses for inappropriate behavior
- Effective professional development (PD) (Darling-Hammond et al., 2017; Fixsen et al., 2005)
 - Active learning
 - Expert coaching and feedback
 - Sustained duration
 - Time-intensive (Yoon et al., 2007)
- Classroom management PD
 - Rarely included in pre-service training (Freeman et al., 2014; Oliver & Reschly, 2010)
 - 54% of in-service teachers had no classroom management PD in past year (Wei et al., 2010)
- Multi-Tiered Support for Professional Development (MTS-PD)
 - Myers et al. (2011), Simonsen et al. (2014)
 - Applying SWPBIS/RtI framework to teacher classroom management PD

Purpose

- Conceptual replication of Gage et al., 2017 and Gage et al., 2018
- Research Question
 - Does emailed/texted visual performance feedback increase elementary teachers' use of behavior-specific praise (BSP)?

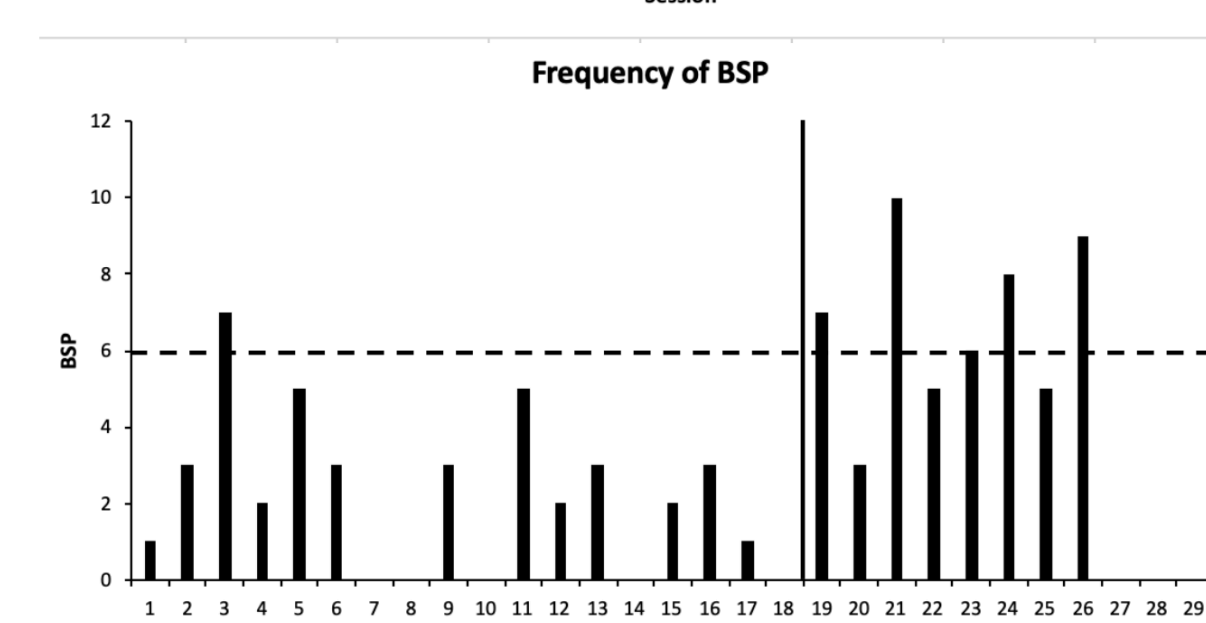
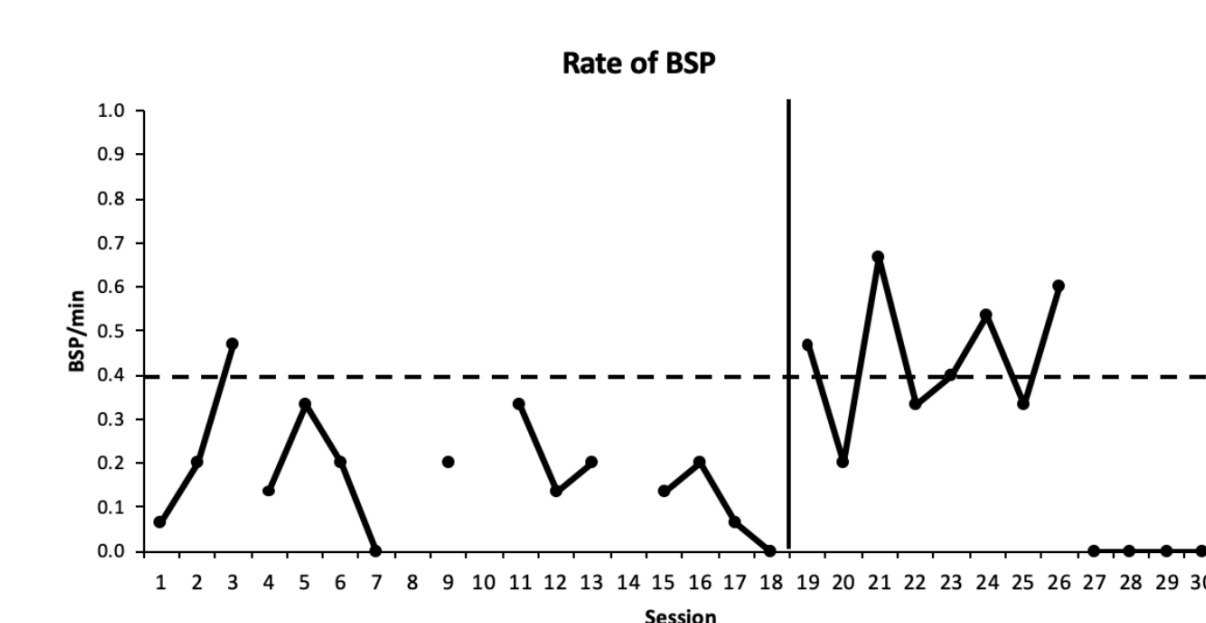
Method

- Setting
 - K-5 elementary school
- Participants
 - 4 female teachers
 - Kindergarten, 2nd, 5th, K-2 mixed class
- Data collection
 - 15-min direct observations using MOOSSES (Tapp et al., 1995)
 - Teacher and student behaviors; instructional context
- Experimental design
 - Concurrent multiple baseline across participants
- Procedures
 - Tier 1 PD and screening
 - Intervention
 - Brief PD followed by emailed/texted visual performance feedback



Sample Email

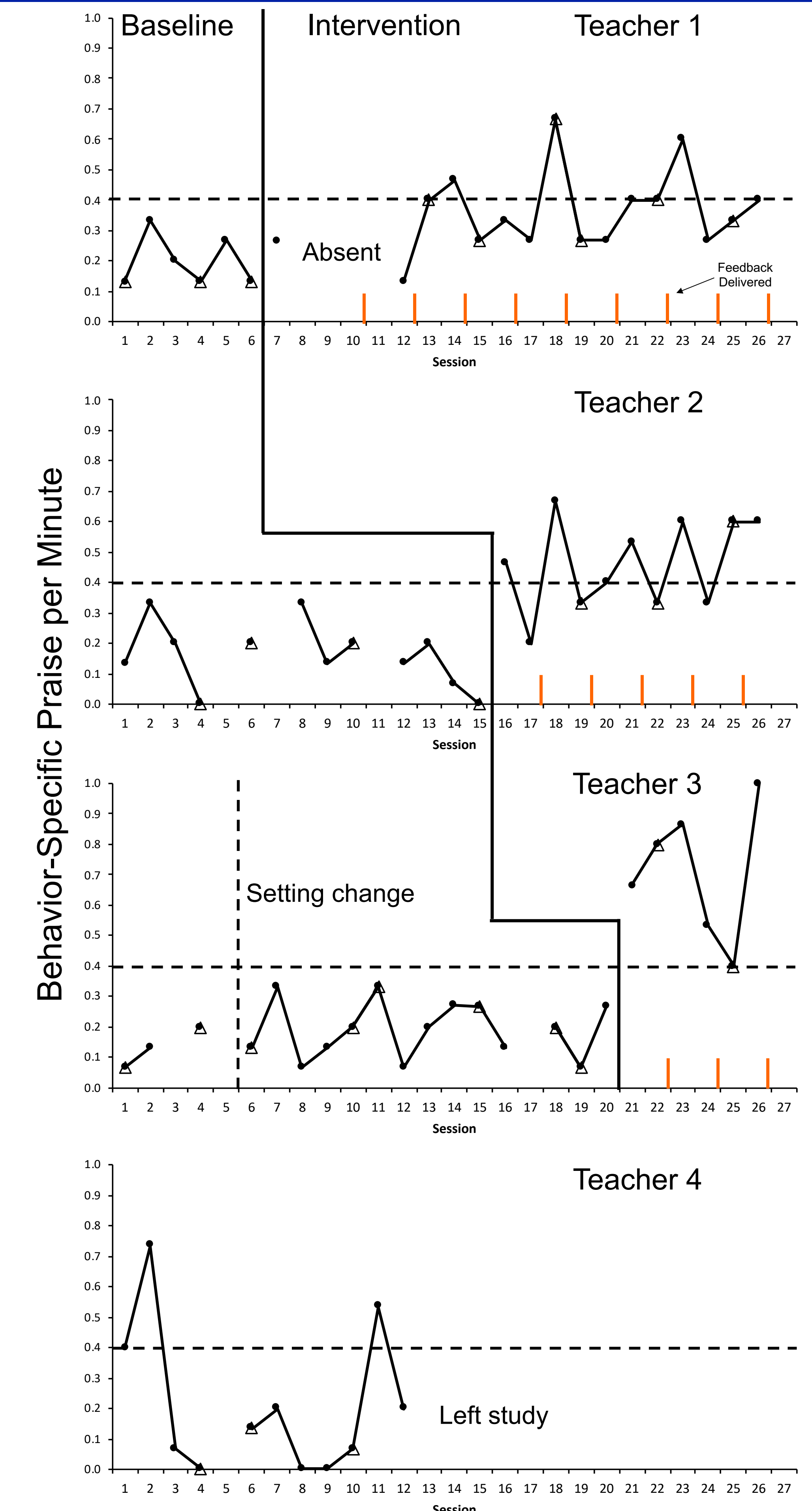
Hi Teacher 2!
Here are your graphs for the last two sessions (25-26). You did a nice job bringing your behavior-specific praise up! Remember to keep using BSP for academic responses as well. For example, "I like how (student) remembered all of the steps for solving (problem type)." Great work!



Sample Text

Hi Teacher 2!
Here are your graphs for the last two sessions (27-28). You did a nice job getting your behavior-specific praise back above the goal line yesterday! To help you keep your BSP up, remember to follow up corrections with BSP. For instance, if you need to correct a student for not raising his hand, give a BSP the next time you see him put his hand up (e.g., "Thank you for raising your hand"). Keep up the good work!

Results



Discussion

- Functional relation between feedback and BSP increases
- Variability across participants
- Next steps
 - Finish initial and follow-up data collection
 - Social validity
- Limitations
 - Performance feedback with blinded data collectors
 - Attrition
 - Teacher need
- Future research
 - Replications
 - Scale-up