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

Nicolette M. Grasley-Boy, M.Ed., BCBA
School of Special Education, School Psychology, and Early Childhood Studies

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 & Roachy, 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

  1. 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 MOOSES (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

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