

Introduction

- Performance feedback is a critical component of effective instruction for students with challenging behaviors (Zaheer et al., 2019).
- Performance feedback involves providing positive or corrective feedback to students in order to communicate whether their performance was accurate or acceptable (Noell et al., 2014).
- In order to be most effective, performance feedback should be delivered immediately after the occurrence of behavior and be detailed in nature, providing students with the information needed to correct their responding (Zaheer et al., 2019).
- Research has shown the use of performance feedback to be effective for increasing students' academic engagement, academic achievement, and use of appropriate social skills (Allday et al., 2017).
- Despite the strong support for the use of performance feedback to address behavior, students with challenging behaviors generally receive less feedback from their teachers than their peers (Sutherland et al., 2002).**
- Even when teachers do provide some form of behavioral performance feedback to students, it may not be as specific or timely as best practice would suggest (e.g., Whitcomb et al., 2016).**

Background/Need

- Setting:** Alternative Middle/High School
- Population**
 - ~250 students
 - Grade 6 to age 21+
 - Large number of students with emotional and behavioral disorders
- School Characteristics**
 - Implementing SWPBIS with fidelity at Tier I
 - All students carry a "skill card"
 - Staff participate in at least two trainings each year on why and how to process skill cards with students
 - Implementing a classroom coaching model
 - Peer coaches engage in universal screening and targeted coaching of various evidence-based classroom management strategies
 - In previous years, had coached teachers on processing students' skill cards – mainly focusing on quantity (e.g., Did you complete skill cards with 80% or more of your students this period?) vs. quality of interactions (e.g., While processing skill cards with students, what does that interaction look/sound like?)
- Goal:** Develop an observation tool that would enable peer coaches to support their colleagues in the quality of their interactions with students as they process skill cards together.

Developing an Observation Tool

Date: _____ Observer: _____ Start Time: _____ End Time: _____
 Staff Present: _____ Number of Students Present: _____
 Class Period: _____ Subject/Activity: _____

Processing Students' Skill Cards

Classroom Staff Member Observed: _____

	Percentage
1. Staff provides student with ratings of expectation (including staff or student circling number on card)	%
2. Discussion of specific example(s) of why student earned X points	%
3. Conversation included at least one positive interaction or comment	%
4. Interactions involving "Earning/Not Earning" language	%
5. Interactions involving "Losing/Giving/Taking" language	%
6. Interactions involving neither "Earning/Not Earning" nor "Losing/Giving/Taking" language	%

Examples and Non-Examples

Item	Examples	Non-Examples	Notes
Staff provides student with ratings of expectation (including staff or student circling number on card)	<ul style="list-style-type: none"> Staff circles point values on skill card Staff verbalizes points earned and student circles values on skill card Students are instructed to complete self-assessment and staff follows up to check accuracy 	<ul style="list-style-type: none"> Staff verbalizes the point values, but neither the staff nor the student circles numbers on the card Students are instructed to complete self-assessment and staff does not follow up to check accuracy 	<ul style="list-style-type: none"> If assigning a student about his/her behavior, staff should correct inaccurately responding (e.g., student standing on desk during class stated she should earn a 2 for Sale)
Specific example(s) of why the student earned X points	<ul style="list-style-type: none"> Staff tells student specific example: <ul style="list-style-type: none"> "You did a great job of following directions." "You continued using disrespectful language after I asked you to stop." Staff prompts student to reflect or identify: <ul style="list-style-type: none"> "What did you do this period that earned you a 2 for Sale?" "Why do you think you earned a 0 for Disrespectful?" 	<ul style="list-style-type: none"> "Great job today!" (positive interaction) "You're doing what you should be doing" (not specific) "This was not your best effort." Staff does not engage in verbal interaction with student 	<ul style="list-style-type: none"> Count specific or non-specific, knowing specific is generally more desirable
At least one positive interaction or comment	<ul style="list-style-type: none"> "Great job today!" "I can really tell you're trying." "I love how you helped your classmate." 	<ul style="list-style-type: none"> Entire verbal interaction is corrective or negative Staff does not engage in verbal interaction with student 	
"Earning/Not Earning" terminology	<ul style="list-style-type: none"> "Because you continued to curse, you have not earned your points for Respectful." "I'm giving you all your Responsible points because you followed directions the first time." 	<ul style="list-style-type: none"> "Because you continued to curse, you lost your points for Respectful." "I'm giving you all your Responsible points because you followed directions the first time." 	<ul style="list-style-type: none"> Pay particular attention for "lose/lost" and "got/gotter"

Processing Students' Skill Cards

* Observe one classroom staff member at the END of the class period
 Use the table below to record Y/N or None/Some/All for each student as they process their skill card with the designated staff

	Staff provides student with ratings of expectation (including staff or student circling number on card)	Discussion of specific example(s) of why student earned X points	At least one positive interaction or comment	Individual verbal feedback includes: Verbal terminology observed (check ✓)		
				"Earning/Not Earning"	"Losing/Giving/Taking"	Neither
Student 1	Y N	Y N	Y N			
Student 2	Y N	Y N	Y N			
Student 3	Y N	Y N	Y N			
Student 4	Y N	Y N	Y N			
Student 5	Y N	Y N	Y N			
Student 6	Y N	Y N	Y N			
Student 7	Y N	Y N	Y N			
Student 8	Y N	Y N	Y N			
Student 9	Y N	Y N	Y N			
Student 10	Y N	Y N	Y N			
Student 11	Y N	Y N	Y N			
Student 12	Y N	Y N	Y N			
Total "Yes" or ✓ (A)						
Total Students Observed (B)						
Percentage (A ÷ B x 100)	(1) %	(2) %	(3) %	(4) %	(5) %	(6) %

Notes: Record any information that might be helpful to provide to teachers that is not included in the observation above. Examples: staff providing suggestions for improvement, tone of voice, sarcasm, positive humor, etc.

Application of the Tool: Universal Screening

Number of Teachers Observed Across the School = 29
 Average Number of Skill Cards Processed During Each Interaction = 5

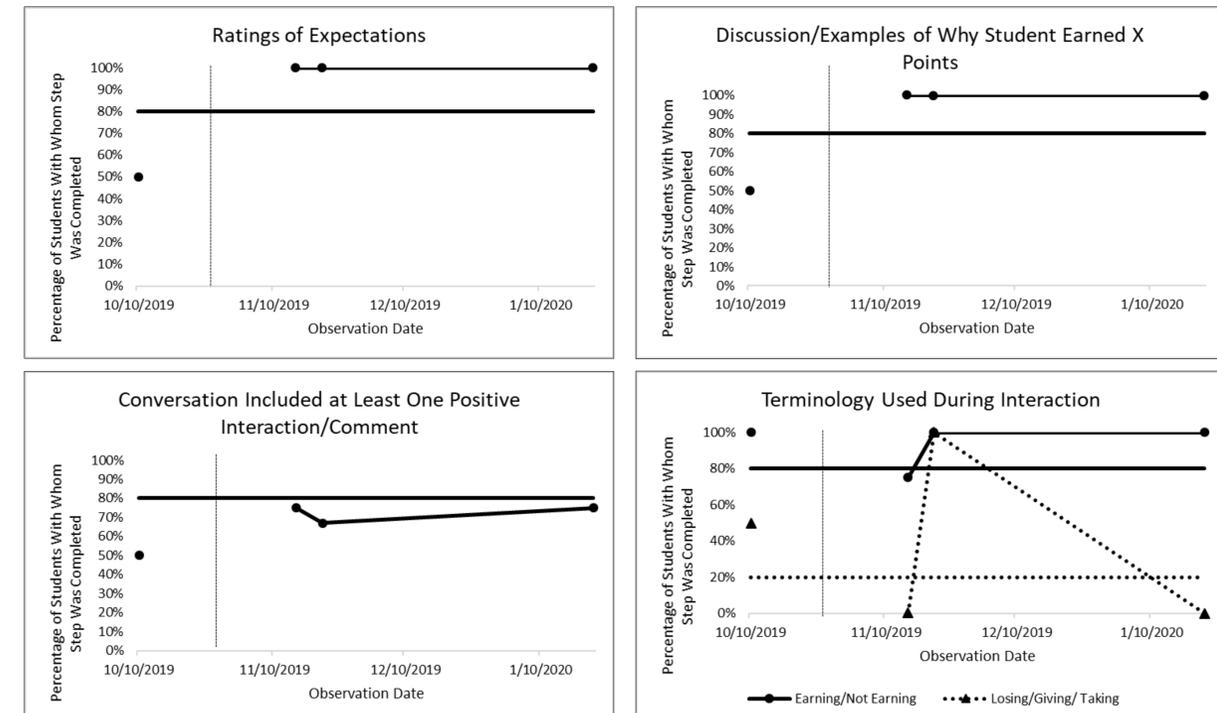
Ratings of Expectations	Discussion/ Specific Examples of Why Student Earned X Points	Conversation Included Positive Interaction	"Earning/ Not Earning" Language	"Losing/Giving/ Taking" Language
96%	71%	67%	62%	8%

*Data shown are averaged across all 29 teachers observed

Application of the Tool: Classroom Coaching

- To Qualify for Coaching** = one or more areas not meeting goal
- Coaching Process** = regular observations + performance feedback (e.g., verbal, written, and/or graphic)
- Criteria to End Coaching** = meet/exceed the goals for all areas on 2 out of 3 observations

Example of Coaching Data for One Teacher



Limitations and Future Directions

- Tool only looks at students participating in skill card processing that period; does not provide information regarding students who refuse to participate or staff's response
- Goals are arbitrary; set in collaboration with coaching team on what seemed "reasonable"
- Not currently assessing student outcomes in conjunction with this tool; however, SW data is reviewed monthly in Tier I data meetings
- Need to conduct universal screening for other staff in the building who complete skill card (e.g., classroom assistants); provide coaching to staff demonstrating a need