Coaching Staff’s Delivery of Performance Feedback
Lyndsie Erdy, PhD, NCSP, BCBA-D & Brittany Zakszeski, PhD, NCSP
Devereux Center for Effective Schools

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.

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%

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

- Number of Students Processed with per Observation = 2, 4, 3, 4, respectively

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

References available upon request.