



Evaluating Peer Coaching to Increase Teachers' use of Classroom Management Strategies

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Background

- Many teachers feel inadequately prepared to effectively manage student behavior (O'Neill & Stephenson, 2012) and report a lack of training and experience addressing behavior problems (Reinke et al., 2011).
- While evidence-based classroom management strategies have been shown to improve student academic and behavioral outcomes, teachers implement these practices at low rates (Reinke et al., 2013; Scott et al., 2011).
- Moreover, didactic training alone may be insufficient to improve classroom management (Ennis et al., 2020). Low-resource training procedures are needed to increase teachers' use of research-supported strategies, such as using high rates of opportunities to respond (OTRs), behavior specific praise (BSP), and pre-correction (Simonsen et al., 2008).
- Peer coaching is a promising low-resource intervention that has been shown to improve other teaching practices (e.g., social emotional learning [Golden et al., 2021], new instructional practices [Kohler et al., 1997]).
- We evaluated the effects of peer coaching with goal setting following online training on teachers' use of unison OTRs and BSP relative to a control strategy.

Research Questions

- Is reciprocal peer coaching following online training effective for increasing teachers' use of targeted classroom management strategies relative to online training alone?
- Do teachers view peer coaching as socially valid (acceptable, feasible, useful)?

Method

Participants (N = 7)

- Inclusion criteria: Enrolled in graduate-level classroom management course, currently teaching in a PK-12 setting
- Years of teaching experience: $M = 0.85$, Range 0–4 (4 first year teachers)

Settings

- 4 general education elementary school classrooms, 2 special education elementary school classrooms, 1 inclusive preschool setting
- 3 teachers targeted math instruction, 3 targeted reading, preschool teacher targeted centers

Materials

- Electronic data collection and peer coaching forms

Dependent Variables

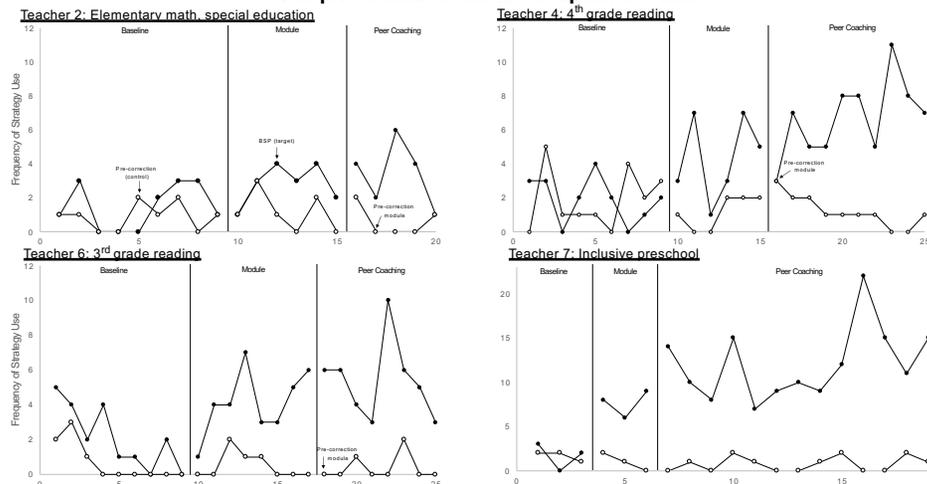
- Behavior specific praise (target strategy)
- Unison opportunities to respond (target strategy)
- Pre-correction (control strategy)
- Individual opportunities to respond (control strategy)
- Social validity questionnaire (Adapted from Elliot & Treuting, 1991; Gresham & Lopez, 1996; Kelley et al., 1989)

Experimental Design

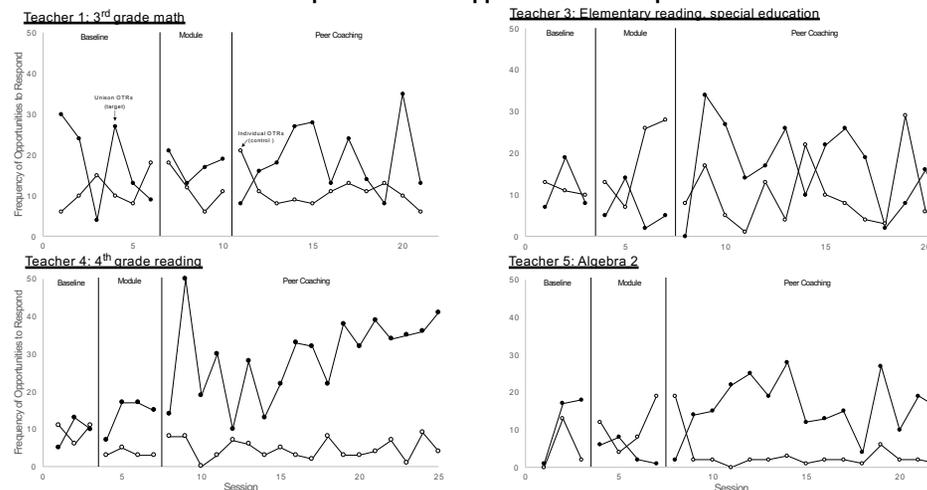
- Adapted alternating treatments design (Sindelar et al., 1985)
- We compared the frequency of the target strategy during peer coaching relative to the frequency of a second (control) strategy that occurred at similar frequencies during baseline, but for which peer coaching was not provided to evaluate the effects of peer coaching on the use of the target strategy.

Results

Sample Results for Behavior Specific Praise



Sample Results for Opportunities to Respond



Social Validity Ratings on Peer Coaching Acceptability Questionnaire

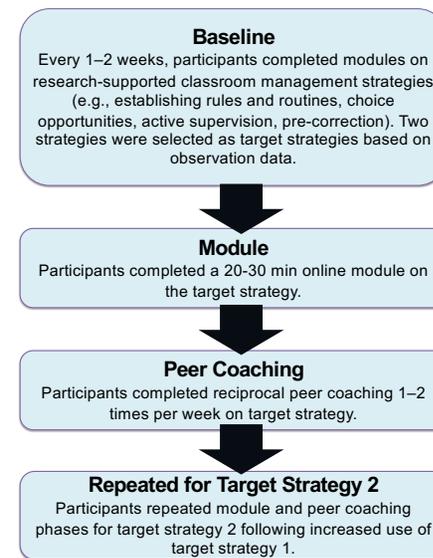
Item	Mean participant ratings
I would suggest peer coaching to other teachers.	4.5
I liked using peer coaching improve my classroom management practices.	4.3
Peer coaching was beneficial for my students.	4.3
I saw a noticeable improvement in my students' behavior after completing the online modules and peer coaching.	4.2
Peer coaching was effective in increasing my use of targeted classroom management strategies.	4.7
Peer coaching was feasible for me to use.	4.5

Note. Ratings on a scale from 1 = strongly disagree to 5 = strongly agree

Method Continued

Procedures

- Participants selected a teacher-led instructional time during which they reported difficulty managing student behavior.
- Participants submitted 10-min videos of target instructional time twice weekly.
- Data collectors used event recording to collect data on use of strategies during recorded observations.
- Participants completed online modules with quizzes every 1–2 weeks on classroom management strategies (e.g., rules and routines, pre-correction, behavior specific praise, opportunities to respond, choice opportunities).
- Participants received peer coaching with an instructor-set goal based on baseline data for two target strategies. Peers did not provide coaching on the second strategy until participants demonstrated increased use of the first strategy.
- Peer coaches used a form to tally use of the target strategy, provide examples of the teacher's use of the strategy, and provide opportunities for when the teacher could have used the strategy via recorded video observations.
- Participants reviewed peer coaching forms prior to submitting their next video.



Conclusions

- Peer coaching increased use of BSP and unison OTRs for most participants (6 of 7 [86%] for BSP, 5 of 6 [83%] for OTRs) relative to control strategy.
- Participants rated peer coaching as socially valid, particularly related to effectiveness and acceptability.
- AATD may be a practice-friendly way to evaluate the effects of training on use of target strategies