Increasing Teachers’ Behavior Specific Praise Using Self-monitoring and Peer Teacher Feedback: Effect on Children’s Academic Engagement

Kazuki NIWAYAMA1, Yosuke MAEDA2, Yumi KANEYAMA3 & Hiroshi SATO3
1Osaka Kyoiku University, 2Hyogo University of Teacher Education, 3Kwansei Gakuin University

Study Background

- Behavior specific praise (BSP) is one of the most salient classroom management skills (Gage & MacSuga-Gage, 2017) and effective tools for increasing children’s academic engagement (Chalk & Bizo, 2007).
- Studies report that in vivo self-monitoring combined with data-based feedback is an effective intervention for increasing teachers’ use of BSP (e.g., Briere, Simonsen, Sugai, & Myers, 2015; Niwayama & Tanaka-Matsumi, 2016).
- However, data-based feedback is typically given to teachers by outside professionals (i.e. university-based researchers), and this is resource-intensive.
- This study had a peer teacher to deliver data-based feedback to increase teachers’ use of BSP.

Research Questions

1. What are the effects of implementing self-monitoring combined with peer teacher feedback on teachers’ use of BSP?
2. If teachers’ BSP increase after implementing the intervention, what are its effects on children’s academic engagement?

Method

Participants
Two teachers and 57 children in 1st and 2nd grade general education classes

Settings
General education classrooms at a Japanese elementary school All data were collected during a 45-minute class (Language or Math class)

Experimental Design
Multiple probe design across teachers and classes

Target Behaviors
Teacher’s behavior specific praise (event recording procedure) Children’s academic engagement (15-min time sampling procedure)

Intervention Procedure
- Teachers counted their use of BSP using a counter while conducting class (implemented one 45-minute class per day)
- Teachers reported the recorded number to the peer teacher at the end of the day.
- Peer teacher gave graph feedback to the teachers and praised them for increasing their use of BSP (if the number reported is more than the day before).

Discussion

- Self-monitoring combined with peer teacher feedback increased teachers’ use of BSP, and children’s academic engagement also increased.
- These results expand upon previous studies by having school personnel (a peer teacher) deliver feedback to teachers (with four or more years of teaching experience), therefore reducing the involvement of outside professionals.

Figure 1. The number of instances of behavior specific praise (BSP) from the teacher and classroom rates of academic engagement.