

The Effects of Coaching and Electronic Performance Feedback on Teachers' Use of Behavior-Specific Praise and Opportunities to Respond

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Abstract

A single-subject multiple baseline design across four teacher-student dyads was used to investigate possible functional relationships between the independent variable of coaching and electronic performance feedback and dependent variables of teacher behaviors (BSP, general praise, OTR, reprimand) and student disruptive behavior. Subjects were four elementary special education teachers and four students with disabilities whose teachers reported as exhibiting high rates of externalizing behaviors. All selected dyads were observed in 20-minute sessions during instruction in the special education setting. Results indicated coaching and electronic performance feedback led to moderate gains in teachers' use of BSP. Visual analysis indicated changes in teacher behavior had little to no effect on student disruptive behavior. Additionally, teachers showed little maintenance once daily electronic performance feedback was withdrawn. Implications for future research are discussed.