

Public Abstract

First Name:Wesley

Middle Name:A

Last Name:Sims

Adviser's First Name:T. Chris

Adviser's Last Name:Riley-Tillman

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term:SS 2016

Department:Educational & Counseling Psychology

Degree:PhD

Title:EVALUATING THE EFFECTS OF PERFORMANCE FEEDBACK USING THE DIRECT BEHAVIOR RATING - CLASSROOM MANAGEMENT (DBR - CM) ON TEACHER CLASSROOM MANAGEMENT BEHAVIOR

Well-managed classrooms have been shown to predict student engagement and social competence, as well as reduce disruptive behaviors. Despite the importance of effective classroom management, teachers often report receive surprisingly little classroom management support. As of late, the use of performance feedback within a school-based consultation (SBC) framework has been used to further develop teacher classroom management behavior. To supplement available classroom management assessments with which to provide performance feedback, The Direct Behavior Rating-Classroom Management (DBR-CM) was developed. The present study used a multiple baseline single-case design research design to examine a simplified performance feedback intervention targeting teacher classroom management behavior. Performance feedback was delivered through graphic representation of DBR-CM assessment results following external observation to participating teachers displaying mild to moderate deficits in classroom management performance. Visual and empirical analyses of results indicated noteworthy improvements in overall teacher classroom management behavior in two of five included teachers. These findings indicate a performance feedback classroom management intervention in this form failed to document the required three replication of intervention effects to be considered efficacious. Several factors may explain these findings including study timing, inappropriate inclusion of participants, teacher resistance, shortcomings in performance feedback information provided, and shortcoming of performance feedback dissemination method. Though this study failed to meet the single-case design standards to be considered efficacious, the positive findings in two participants and prior research suggests that continued exploration of this topic is warranted. Through refinement in both the screening and intervention processes, a less time and resources intensive performance feedback-based intervention that meets single-case design efficacy standards may be identified.