

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

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ABSTRACT

Despite the importance of effective classroom management, teachers often report receive surprisingly little classroom management support. Performance feedback 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 shortcomings of performance feedback dissemination methods.