



Increasing New Teachers' Specific Praise Using a Within-School Consultation Intervention

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Context

Background:

New teachers have the highest propensity of leaving the teaching profession, often citing classroom management as one of their most significant struggles. Support models in schools for this population are often unstructured, varied, and ineffective. Focused consultation support should be offered to these young professionals to improve their classroom management practices.

Research Questions:

- What are the effects of implementing a within-school consultation model on new teachers' rate of specific praise statements during direct instruction time?
- Are treatment effects durable across time?
- Does teacher behavior change during direct instruction time impact student behavior in the classroom?

Methodology

Participants

- Participants included 3 new teacher/mentor dyads from a suburban elementary school grades K-3 (92% Caucasian, 4% Hispanic, 4% African American; 7% free or reduced lunch). New teachers were in their first or second year of teaching while mentors had taught for 6-23 years.
- Baseline observations occurred for all new teacher participants to ensure they met criteria and would be appropriate for the consultation intervention (i.e., mean of 6 or fewer specific praise statements in a 15-minute observation, stable or decreasing data trend, and at least 6 baseline data points.)
 - A fourth new teacher participant did not meet the specified criteria; therefore, was exited from the study prior to the intervention phase.

Design

- A concurrent multiple-baseline across participants design was used for this investigation. The order participant dyads entered into the intervention phase was selected at random. All dyads were systematically staggered into the intervention phase.

Recruitment and Training

- All participants were nominated by the district superintendent and school administrator based on their new teacher status in their school. All eligible participant candidates attended an informational meeting prior to providing signed consent to participate.
- Researcher conducted mentor trainings while mentors conducted new teacher trainings before the intervention phase began.

Baseline & Intervention Phases

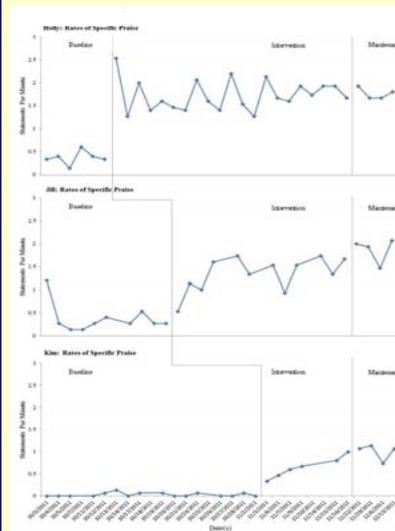
- Observations occurred in each new teachers classroom daily and at the same time.
- A minimum of six data points were collected for each participant during each phase.
- Consultation intervention consisted of focused, weekly dyad meetings. During meetings, progress was discussed, teacher self-management data was reviewed, and a new goal was established.

Measures

- Daily 15-Minute Direct Observations
 - Frequency of targeted teacher behaviors (i.e., specific praise)
 - Momentary time-sampling of student behaviors (i.e., on-task/off-task)
 - Time-sampling, partial-interval of student behaviors (i.e., received praise)

Results

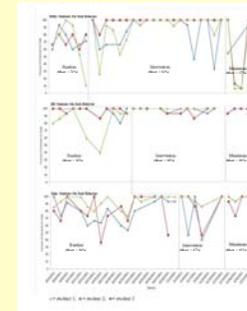
Effects of Within-School Consultation Model on new Teachers' Specific Praise Rates



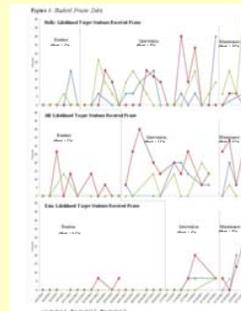
Ratio of Praise Statements to Negative Interactions (averaged within phase)

Participant	Baseline	Intervention	Maintenance
Teacher 1: Holly	2:1	4:1	9:1
Teacher 2: Jill	5:1	4:1	11:1
Teacher 3: Kim	1:1	4:1	6:1

Effects of Teacher Behavior Change on Students' On-Task Behavior



Students' Rates of Praise



Discussion

Effects of Within-School Consultation Intervention

- 3 demonstrations of effect across 3 points in time were noted, thereby providing experimental control.
- All teachers indicated immediate and sustained positive effects when the consultation intervention was introduced
- Rates of positive: negative teacher statements improved across phases for all teachers
- Student behavior indicated slight on-task improvements across all participant classrooms.
- The likelihood students would receive praise from their teacher improved across all three classrooms.

Maintenance of Intervention Effects

- The effects of the Within-School Consultation Intervention were maintained during the 4-week maintenance phase.

Social Validity (Intervention Rating Profile – 15)

- Participants found the intervention beneficial
- Participants found the classroom management strategy used (i.e., specific praise) to be effective
- Participants would recommend this intervention to other teachers