



# Consultation with Teachers: VPF on Acknowledgement within PBIS



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## Introduction

The current study examines the effects of Visual-Performance Feedback (VPF) by collecting permanent product data from the acknowledgement portion of Positive Behavior Interventions and Supports (PBIS) and providing teachers with individual feedback on their rates of acknowledgement.

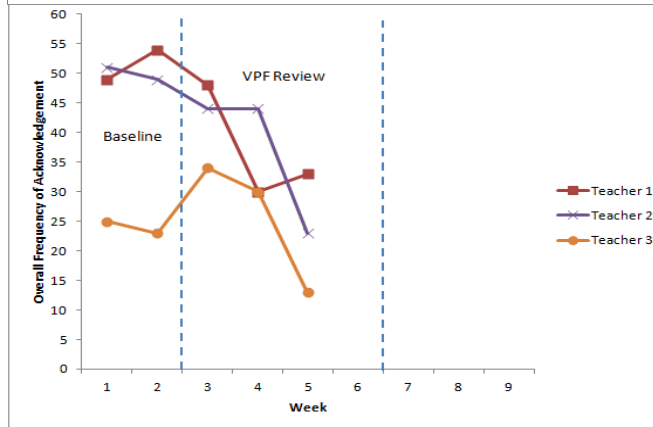
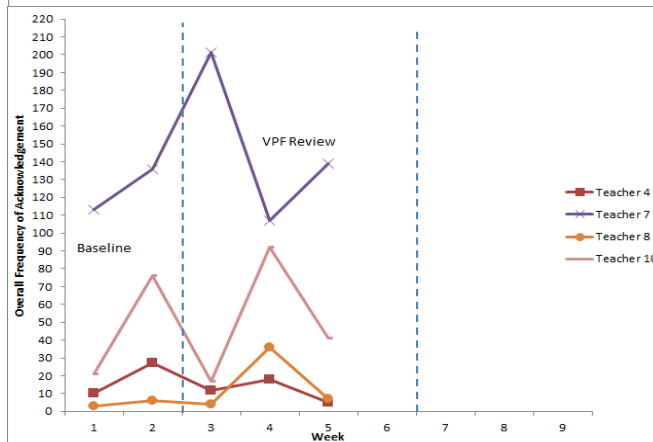
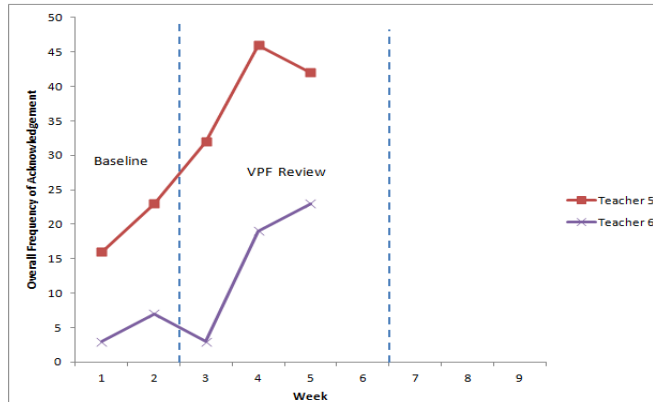
Past studies have examined increasing specific, contingent, praise to students and found it an effective intervention for increasing student positive behaviors and decreasing negative behaviors for individual students, small groups, and classroom-wide (Conroy et al, 2009; Gable et al, 2009; Mesa, 2005; Partin et al, 2010). Visual-Performance feedback on teachers intervention implementation has been shown to support change and monitor treatment integrity (Gresham, 1989; Reinke et al, 2007; Wilkinson, 2006). To provide feedback to teachers on rates of praise with the use of Visual-Performance Feedback, researchers rely on self report or observation for graphing of teacher and student behavior. However, researchers have recommended the use of permanent product data, or data that naturally occurs and exists, for collecting data with efficiency, accuracy, and least amount of intrusiveness (Wilkinson, 2006; Witt et al, 1997; Solomon et al, in press).

Positive Behavior Interventions and Supports (PBIS) is a proactive behavioral management program implemented school wide (Sugai & Horner, 2006) which contains permanent product data. Office Discipline Referral (ODR) data is widely accepted as an indicator of program effectiveness as it is a form of permanent product data that is used for data-based decision making (Clonan, Clark, & Davison, 2007). The acknowledgement portion of PBIS could also afford permanent product data, as it includes a teacher to student slip that represents a praise statement and tangible reward (see acknowledgement slips visual). This may be considered an efficient way of gathering data on teacher implementation of the acknowledgement portion of PBIS and providing Visual-Performance Feedback on delivery.

## The Current Study: Method

- 1) Consent from superintendent, principal, and PBIS coach
- 2) Presentation to 3<sup>rd</sup>-5<sup>th</sup> grade teachers on acknowledgement background, involvement in study, how to interpret graphs, and consent procedures
- 3) Weekly data collection of permanent products of acknowledgement carbon copied slips (see acknowledgement slips visual) in sealed envelopes for frequency counts
- 4) 2 weeks baseline, no visual-performance feedback provided
- 5) 4 weeks of visual-performance feedback review found in mailboxes
- 6) 3 weeks follow up maintenance, no visual-performance feedback provided
- 7) Social Acceptability Questionnaire
- 8) Archival ODR data weekly review

## Visual-Performance Feedback Data



## Discussion

Teacher 9 was discontinued from study due to missing data. Currently, the trends of data suggest that for teachers who fluctuate in their acknowledgement rate, Visual-Performance Feedback results in increases in their amounts of acknowledgement the following week (middle graph). It also shows that weekly Visual-Performance Feedback is useful in increasing some teachers delivery (top graph). Data may suggest that weekly feedback is not immediate enough to support a consistent increase for most teachers (middle and bottom graph); although acknowledgement data continues to be collected. Visual-Performance Feedback delivery and follow up maintenance is not complete, nor ODR analysis and the social acceptability measure.

Another consideration of study is the limited baseline data collected. Baseline occurred for two weeks, and does not illustrate consistency across all participants prior to implementation of Visual-Performance Feedback. Teachers 7 and 10 increased at a much greater rate than the others during baseline. It may be that the mere presentation on the importance of acknowledgement and data collection procedures increased some teachers awareness and delivery.

It would have also been useful to examine any changes in School Wide Evaluation Tool (SET) data before and after study. It would be interesting to note any rating changes in the acknowledgement portion of implementation. It would have also been ideal to deliver feedback to teachers more frequently, as historically this has shown greater effect sizes than weekly feedback (Solomon et al, in press).

Future research should additionally assess the group level observation and perception data pre and post for comparison, offer feedback more frequently, and utilize multiple baseline across participants so that consistent baseline is achieved prior to Visual-Performance Feedback implementation for greater attribution to its effectiveness.

## Acknowledgement Slips

Date: \_\_\_\_\_ Teacher No. 001

Name: NOT INCLUDED.

**Acknowledgement**

Acknowledging your Knowledge!

I have the Knowledge to:

Be Respectful      Be Safe      Be Responsible

Teacher No. for Confidentiality of Data and Graphs

1 Slip = 1 praise statement + tangible

School Rule Met Circled

Carbon copied form identical to delivered form, students wrote in their own name following delivery.

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