

Influencing Teacher Self-Efficacy: Integrating Coaching in School-Based Behavioral Consultation

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ABSTRACT

A gap exists between the behavior management training that teachers receive and the demands of supporting students who experience concerning behaviors. This project compares the effectiveness of one-shot professional development to ongoing peer coaching in developing teacher self-efficacy associated with implementing Ross Greene's Collaborative and Proactive Solutions model. With this knowledge, school psychologists will be equipped to help administrators facilitate effective behavioral consultation involving coaching to build staff confidence and effectiveness in supporting student behavior.

Addresses NASP Practice Model Domain 2:
Consultation & Collaboration

LITERATURE REVIEW

- Ross Greene's Collaborative and Proactive Solutions (CPS) approach provides adults an alternative philosophy for understanding concerning behavior and offers ways to communicate and work with students to alter concerning behaviors (Greene, 2018).
- The CPS method centers around the idea that "kids do well if they can" and uses the Assessment of Lagging Skills & Unsolved Problems to help identify lagging skills that interfere with a child's ability to be successful (Greene, 2011).
- Teachers' perceived efficacy in managing concerning behaviors is linked to decreased teacher burn-out and increased ability and willingness to implement individualized behavior strategies for their students (Hudson et al, 2016).
- A gap exists between the behavior management pre-service training that teachers receive and the demands of working with students that experience concerning behaviors in the classroom (Ma, Xin & Du, 2018)
- Previous research has found the CPS approach to be beneficial in decreasing concerning behaviors within both the school and home environments (Epstein & Saltzman-Benaiah, 2010; Greene, 2011).
- Research by Joyce and Showers (2002) found ongoing peer coaching (OPC), one form of which might include continuous feedback in writing unsolved problems using the CPS approach, to be a much more effective form of professional development for transferring newly learned skills into practice than one-shot professional development (OSPD) workshops.

MATERIALS & METHODS

This study examined the effect that including ongoing peer coaching in professional development opportunities for behavioral management had on teacher self-efficacy, and whether it increased effectiveness in school-based implementation of Collaborative & Proactive Solutions.

Participants:

- Teacher participants consisted of 24 sixth through eighth grade teachers from a Midwestern middle school
- Median Age: 29; Mean Years of Experience: 5.6
- Mean years of teaching experience did not differ significantly across coaching and one-shot groups

Measures:

- Staff completed the Teachers' Sense of Efficacy Scale 1-Long Form (TSES) developed by Tschannen-Moran and Hoy (2001) to measure their perceptions of their efficacy in classroom behavioral management.
- Qualitative questions inquired about staff behavior management training and experience, as well as barriers and facilitating factors in implementation of school-based models such as CPS.

Procedures:

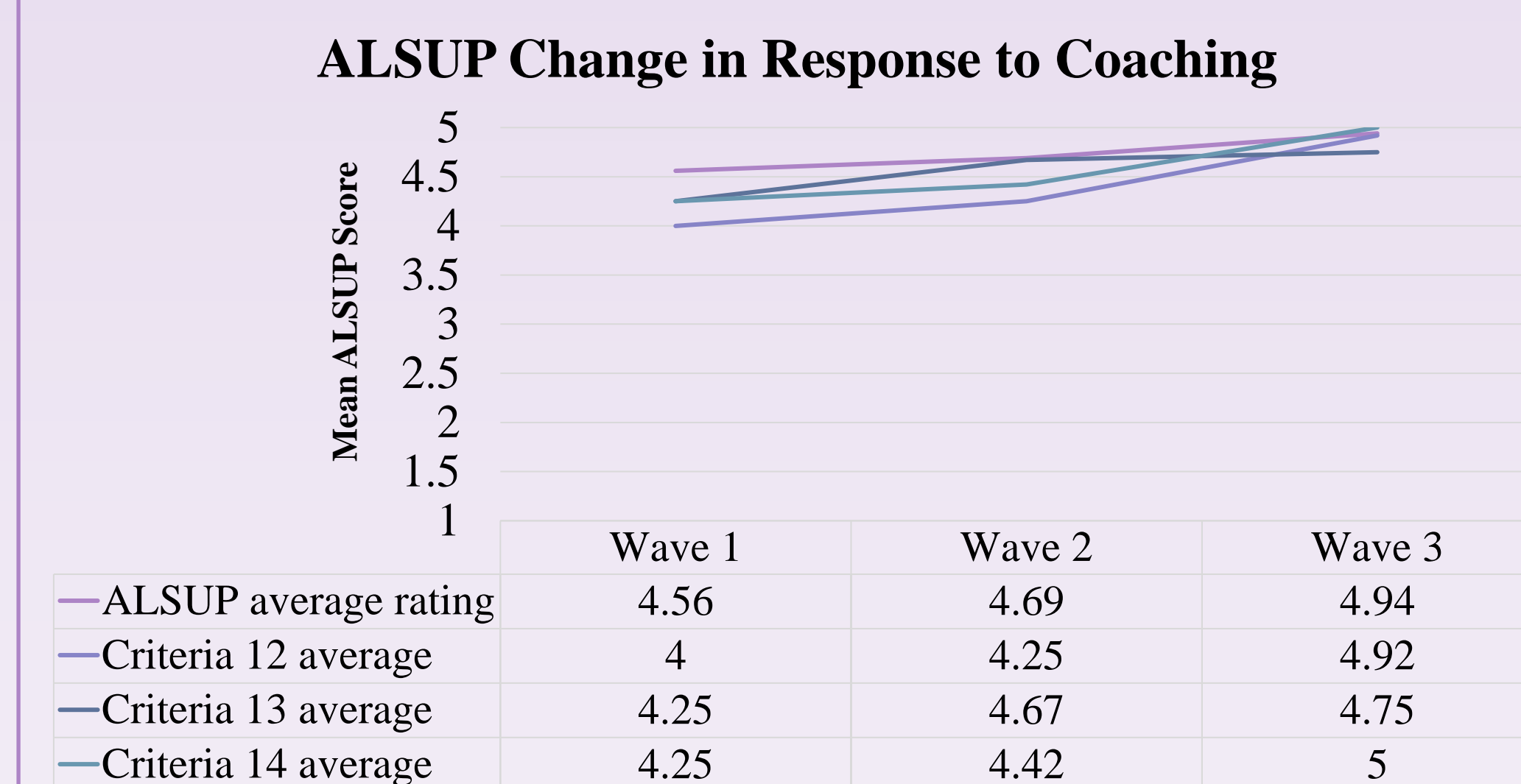
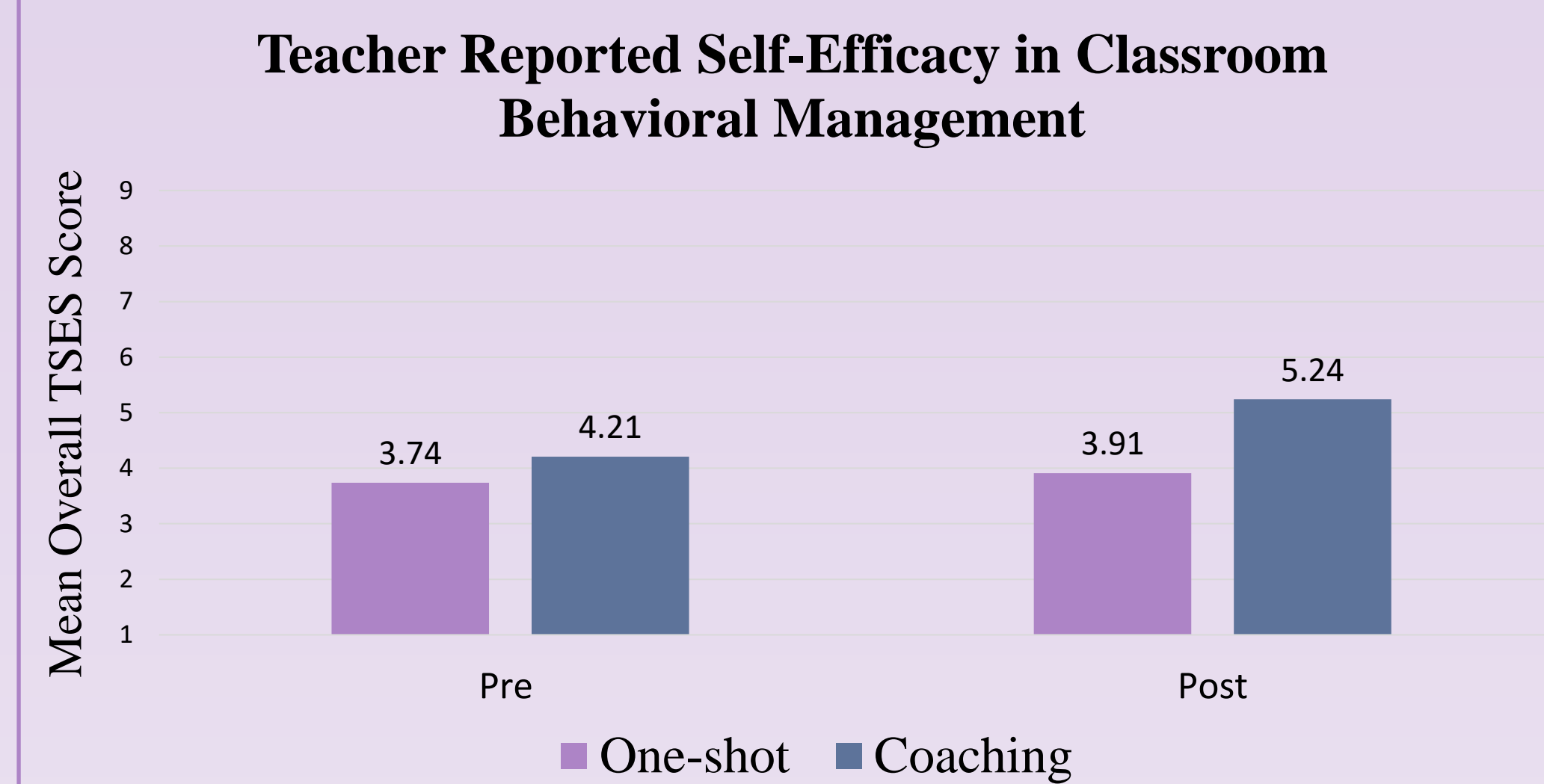
- All participants attended a one-shot professional development workshop that discussed the school-based implementation of CPS. Half of the teacher participants went on to receive ongoing peer coaching every week for six weeks in writing unsolved problems using the *Assessment of Unsolved Problems & Lagging Skills (ALSUP)*.
- All participants regardless of whether they were participating in the one-shot professional development only or the one-shot plus coaching completed the TSES before and after the coaching intervention.
- The second author is a Certified Provider of the Collaborative & Proactive Solution Model. Inter-rater reliability was established prior to the study between the authors and an undergraduate research assistant by scoring samples of unsolved problems from ALSUPs
- The first author then provided the coaching, while the undergraduate researcher scored the ALSUPs.

Data Analysis:

- Paired samples t-tests were conducted to assess the impact of coaching on the quality of unsolved problems coaching group participants' were able to write on their ALSUPs pre- and post-coaching.
- Independent samples t-tests were conducted comparing scores on the TSES across the participants who received coaching and participants who received only the one-shot.

RESULTS

- Ongoing peer coaching resulted in a significantly greater increase in TSES scores than for teachers who engaged in only the one-shot professional development model ($t=5.69, p < .001$).



- For the overall ALSUP average rating ($t=7.53, p < .001$) and across each of the three ALSUP criteria items that were targeted in the ongoing peer coaching intervention (criteria 12, 13 and 14), teacher performance on writing unsolved problems on ALSUPs showed significant improvement from Wave 1 to Wave 3.

Qualitative Questions:

- Of the participants who completed the qualitative questions, teachers reported that providing time to troubleshoot problems and modeling the approach during the ongoing peer coaching helped them feel successful with implementing the Collaborative & Proactive Solutions material.
- Among teachers who completed the qualitative questions, 50% in both the ongoing peer coaching and one-shot professional development group reported their philosophies changed from "Students do well if they want to" to "Students do well if they can".
- Participants indicated that higher levels of administrator support in the form of timely feedback and coaching made teachers more likely to apply knowledge from CPS to their classroom behavioral management.

DISCUSSION

- The CPS model presented through ongoing peer coaching resulted in increased teacher self-efficacy in classroom behavioral management. This research suggests staff require practice and timely feedback in implementing CPS prior to seeing practical implementation in the classroom.
- Due to the intensive coaching demands of the study, one limitation was recruiting a large sample size of teachers. In future studies, it is recommended that the ongoing peer coaching intervention includes an increased sample size of teachers if possible.

IMPLICATIONS FOR SCHOOL PSYCHOLOGISTS

- School psychologists should advocate for the implementation of CPS training opportunities within their schools to increase teacher self efficacy in classroom behavioral management
- School psychologists who implement this type of professional development within their schools can increase teacher self efficacy by coaching them through using the method with their students.
- School psychologists should advocate for funding to be spent on ongoing peer coaching professional development training opportunities like this.

SELECTED REFERENCES

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