

Coaching Early Educators on Behavioral Interventions: Coach and Developer Perspectives

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Outline of Presentation

- Overview of BEST in CLASS
 - Development process
 - Building the evidence base
- Systematic Replication Study
 - Focus groups: Preliminary findings

Slides available at:

studentbehaviorblog.org/presentations

Purpose

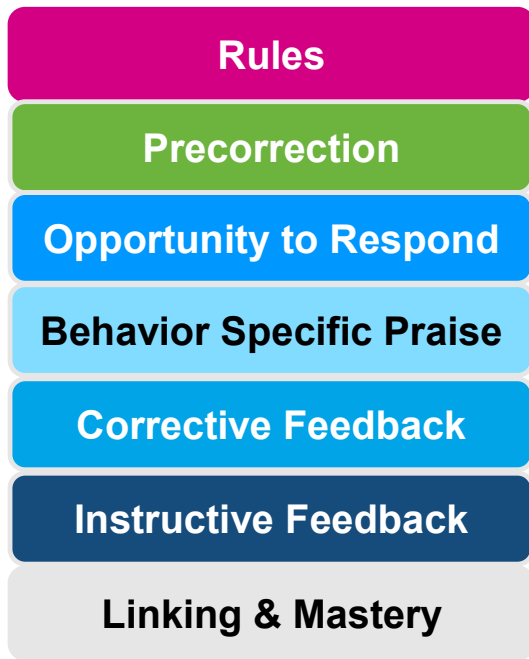
Research tells us that persistent challenging behavior has harmful long-term effects.

The good news is that evidence shows problem behavior is alterable with effective early intervention.

Positive teacher-child interactions can serve as a “protective” factor for social/emotional and academic success.
(Bulotsky-Shearer et al., 2012; McCabe & Altamura, 2011; O’Conner & McCartney, 2007)



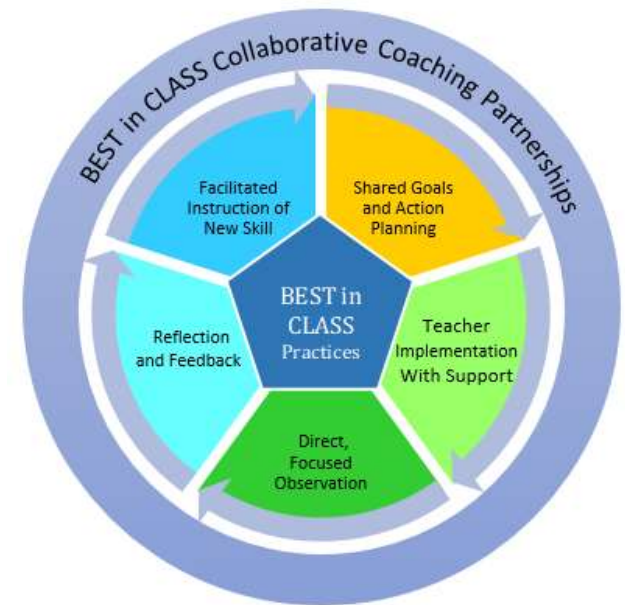
Professional Development Components



**BEST in CLASS
Practices**



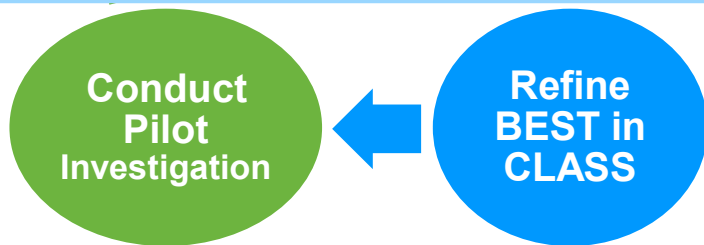
**BEST in CLASS
Teacher Workshop
and Manual**



**BEST in CLASS
Practice-based
Coaching**

Development

Behavioral, Emotional, and Social Training: Competent Learners Achieving School Success



Teacher-Child Relationships & Classroom Atmosphere



Standardized Measures: Posttest Means & Treatment Effects

Measure	Scale	BEST in CLASS <i>M</i>	Comparison <i>M</i>	Cohen's <i>d</i>
Student-Teacher Relationship Scale; STRS	Closeness	<u>4.33</u>	4.17	0.26*
	Conflict	2.35	<u>2.64</u>	-0.29*
Classroom Assessment Scoring System; CLASS	Classroom Organization	<u>5.35</u>	4.82	0.52*
	Emotional Support	<u>5.59</u>	5.22	0.41*
	Instructional Support	<u>2.93</u>	2.33	0.55*

Child Behavior

Standardized Measures: Posttest Means & Treatment Effects

Measure	Scale	BEST in CLASS <i>M</i>	Comparison <i>M</i>	Cohen's <i>d</i>
Caregiver-Teacher Report	Externalizing Problems	57.00	54.94	-0.41*

Child Behavior



Standardized Measures: Posttest Means & Treatment Effects

Measure	Scale	BEST in CLASS <i>M</i>	Comparison <i>M</i>	Cohen's <i>d</i>
Caregiver-Teacher Report Form; C-TRF	Externalizing Problems	57.99	<u>61.81</u>	-0.42*
Social Skills Improvement System; SSIS	Problem Behavior	111.07	<u>117.75</u>	-0.42*
Individualized Classroom Assessment Scoring System; inCLASS	Conflict	1.70	<u>1.94</u>	-0.43*

Implementation Fidelity

Behavior	BEST in CLASS		Comparison	
	Baseline <i>M (SD)</i>	Posttest <i>M (SD)</i>	Baseline <i>M (SD)</i>	Posttest <i>M (SD)</i>
Rules	.02 (.04)	↑ .11 (.09)	.02 (.04)	↓ .01 (.02)
Precorrection	.01 (.02)	↑ .07 (.07)	.01 (.02)	= .01 (.02)
Opportunity to Respond	.41 (.18)	↑ .54 (.19)	.39 (.20)	↓ .33 (.14)
Behavior Specific Praise	.01 (.03)	↑ .07 (.05)	.01 (.02)	↓ .00 (.01)
Instructive Feedback	.01 (.02)	↑ .11 (.10)	.01 (.02)	= .01 (.03)
Corrective Feedback	.01 (.02)	↑ .05 (.04)	.01 (.01)	= .01 (.01)
Engagement	.87 (.12)	↑ .98 (.03)	.86 (.15)	↑ .91 (.09)
Disruption, Aggression, Defiance	.10 (.12)	↓ ⁺ .01 (.03)	.08 (.15)	↓ ⁺ .07 (.11)
Positive Interactions	.87 (.14)	↑ .98 (.03)	.86 (.17)	↑ .92 (.09)
Negative Interactions	.10 (.10)	↓ ⁺ .01 (.04)	.12 (.16)	↓ ⁺ .08 (.11)

Conclusions

In comparison to Business as Usual, there is evidence that
BEST in CLASS leads to:

So, now.....

negatively impact short- and long-term child outcomes

- These findings have maintained

Over **time**
&
Across **trials**



Building the Evidence

**BEST in CLASS–
Pre-K:
Goal 2
Development Study**

**TIMECS:
Goal 5
Measurement Study**

**BEST in CLASS –
Web:
Goal 2
Development Study**

**BEST FRIENDS:
Goal 1
Early Career
Study**

**BEST in CLASS –
Pre-K Replication
Study**

2011-2015

2015-2018

2018-2022

2020-2024

2008-2011

2014-2018

2016-2019

2019-2023

2021-2026

**BEST in CLASS –
Pre-K:
Goal 3
Efficacy Study**

**BEST in CLASS –
Elementary:
Goal 2
Development Study**

**BEST in CLASS –
Elementary:
Goal 3
Efficacy Study**

**BEST in CLASS –
Elementary:
NIMH
Sustainability Study**

Systematic Replication Study

IES **systematic replication** study of BEST in CLASS

- Intervention evidence includes a peer-reviewed **causal-impact** study meeting **WWC** standards.
- Intervention must be implemented in **naturally occurring** conditions with **typical end users** and **evaluated independently**.
- Results must provide practically important impacts on **meaningful education outcomes**.

Previous **efficacy trials**

- Conducted under **ideal** conditions.
- Coaches were **highly trained** and experienced research staff, closely **supervised**.
- Coaches observed teaching practices and **corrected deviations**.
- Program developers provided **regular monitoring**.

Systematic Replication Study

Data collection

Cluster randomized controlled trial

- 3 school years
- 180 classrooms
- 1-3 focal children per classroom

Classroom screening of behavior concerns

- Systematic Screening for Behavior Disorders (SSBD)

Baseline and Posttest

- Direct observation
 - CLASS
 - Teacher-child interactions
 - BEST in CLASS implementation
- Direct child assessment
- Teacher survey
 - Teacher-child relationship
 - Self-efficacy
 - Child behavior

Midyear

- Teacher survey
 - Teacher-child relationship
 - Self-efficacy

Other Components

- Coach training
- Teacher training
- Implementation
- Monitoring of fidelity
 - BEST in CLASS implementation
 - Practice based coaching
- Cost analysis study



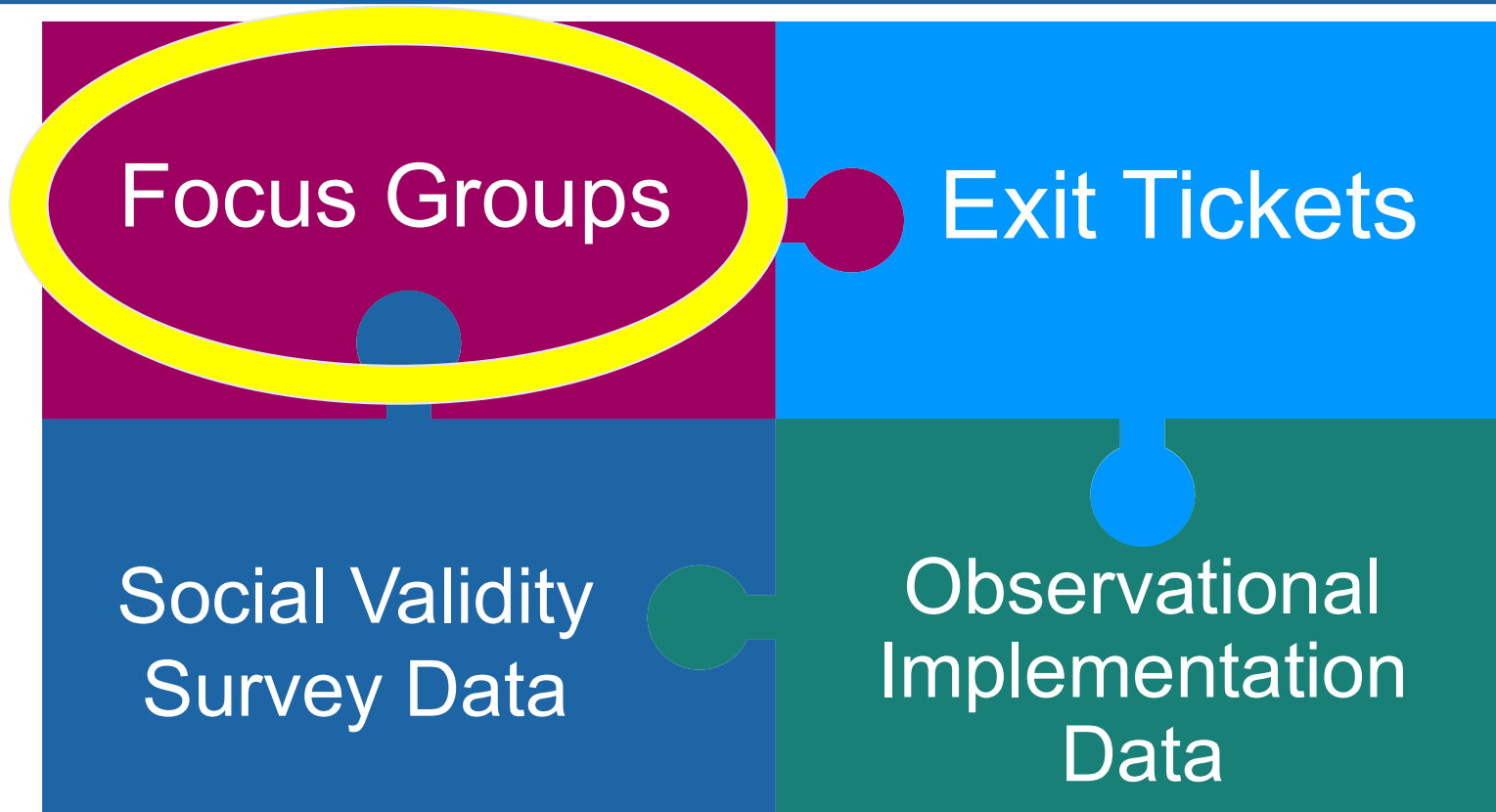
Current Project: BEST in CLASS implementation and outcomes study

District partnership considerations

- Time commitment
- PD scheduling
- Staffing
- Alignment with district priorities
- Data collection activities
- Previous experience with research
- Capacity to train additional staff not assigned to the intervention



Measures of Implementation



Focus Groups

Purpose

- To understand **barriers** and **facilitators** of BEST in CLASS implementation in real word settings.

Cohort 1 Sample

- 3 focus groups and 1 interview
 - 6 school-based coaches
 - 3 developer coaches



Methodology

- SRI researchers developed interview questions from a review of the BEST in CLASS **Coaching Integrity Manual** and in collaboration with VCU/UF partners.
- We are employing a **6-Phase Thematic Analysis** (Braun & Clarke, 2006).
 - SRI developed *a priori* codes based on existing theory, literature, and interview question content.
 - Codes were subsequently revised through 2 rounds of coding.
 - Quotes were coded by 2 researchers. All discrepant codes were discussed and consensus was reached to establish a final code.
 - Analyses are still in progress.
 - We are currently finalizing themes.

Preliminary Themes

Facilitators of implementation

- Importance of weekly meetings with developer coaches.
- Importance of alliance building.
- Importance of ongoing feedback.

Barriers of implementation

- Impact of competing demands.
- Challenges with positively framing behavioral expectations.
- Limited understanding and knowledge.
- Teacher perceptions of coaching as invasive.

Facilitators

Importance of weekly meetings with developer coaches

Both

Developer Coaches

- Continuous access to BEST in CLASS **experts** is critical to address misunderstandings about core practices and “**drift.**”

- Importance of having **accountability** and a pre-set **weekly** time to check in and ensure activities are completed.

School-Based Coaches

- The opportunity to learn from questions raised by **peers** was extremely valuable.

Facilitators

Importance of weekly meetings with developer coaches

*“When you're working...with a [school-based] coach, you're really providing that **collaborative partnership** in that side-by-side approach. So, if you were working out, you can do it on your own. But it's really helpful to have that personal trainer there next to you encouraging you and reminding you how to hold the weights right... You could still do it. But maybe your form is starting to not be what it needs to be.” **(Developer coach)***



Facilitators

Importance of weekly meetings with developer coaches

*“Just having the follow up about how the week went was nice... I feel like it helped us be held **accountable** as far as getting the paperwork in time, and that part of it, okay, I know we're meeting on Friday. I need to have my forms to them [for]... that accountability piece. I feel like those meetings provided a lot of that for us.”*

(School-based coach)



Facilitators

Importance of alliance building

Developer Coaches

- Alliance building was a critical consideration in optimizing training and weekly meetings for school-based coaches.

Facilitators

Importance of alliance building

*“It felt much more important in these sessions to be a **cheerleader**, and really encouraging... It just seemed like that was a really important piece of this, alliance building, as part of this team to communicate... we **valued each other** and that we recognize there was a lot of other stuff going on, but we really appreciated seeing you all every Friday.”*
(Developer coach)



Facilitators

Importance of alliance building

*“It was right around the time one of my coaches came back... and I was trying to **re-engage** her. I actually set up a meeting to show up on a Tuesday at their office, just to see them, and kind of popped in and hung out for twenty minutes because I felt like they needed a little **face time**, a little **boost**, and so I think being aware and sensitive to those things is very important as we engage.” (Developer coach)*



Facilitators

Importance of ongoing feedback

Developer Coaches

- The critical importance of **individualized** feedback for coaches.

School-Based Coaches

- **Video-based feedback** for teachers is particularly useful.
- Coaches can learn from **feedback** provided to other coaches.

Facilitators

Importance of ongoing feedback

*“it really needed to have a more **a la carte approach** based on the needs of the coaches. Like our site, the coaches may have grasped the practices really well as opposed to other sites, but they need a little bit of help with providing **feedback**. This allows the site team lead, based on the needs of coaches, to choose to focus on certain competency areas. Then if additional coaches need more supports, they have a one-off. **(Developer coach)**”*



Facilitators

Importance of ongoing feedback

*“The thing that I like the best is recording, and being able to have that **video** in hand. When I went back to do my **feedback session** with my teacher, because sometimes you can talk to someone and tell them. But then, being able to actually see it, I think that was very very helpful.”*
(School-based coach)



Facilitators

Importance of ongoing feedback

“the feedback that they gave us... we were able to hear what the other coaches were experiencing, was very helpful as well, because things I may not have thought to say... they’ll give the other coaches feedback on that, which prepared me for next week, ... I was always behind the other two coaches, because I started late...so I was able to hear things that they already went through with the different practices, and then I can work with my teacher that way.” (School-based coach)



Barriers

Impact of competing demands

Developer Coaches

- Despite additional burden, coaches were still **highly motivated** to carry out program activities.
- School-based coaches' ability to provide BEST in CLASS coaching was **negatively impacted by existing workload**.

Both

- School-based coaches already have an **immense workload** with many competing responsibilities.

School-Based Coaches

- BEST in CLASS **procedures outside of coaching sessions** add additional burden.

Barriers

Impact of competing demands

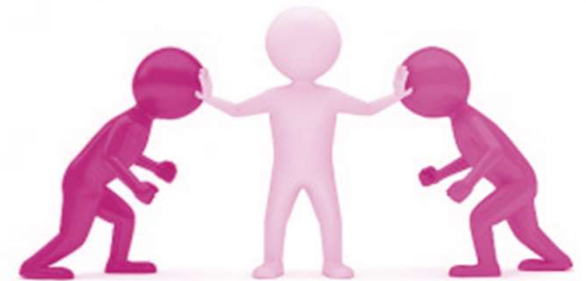
*“We had a lot of people that were coaches that had quit, and somebody had to fill that hole. So, I doubled up my schedule... But yeah, to be effective at anything that we do, we don't want to be **overburdened**, or **rushed**, you don't want to rush through the process with these teachers because they're not going to get the full potential of it.” (School-based coach)*



Barriers

Impact of competing demands

*“I was surprised about how many **competing demands** they had... It seemed like it was next level, they would get pulled randomly into a grant meeting or have a teacher that wouldn't show up, so they'd be driving across town to then fill in... They took a lot of those meetings from their car or walking in the rain to get to their next building... it really illustrated their dedication to sticking with it... But I think it also **inhibited how much they could participate.**” (Developer coach)*



Barriers

Challenges with positively framing behavioral expectations

Developer Coaches

- It was a challenge for teachers and school-based coaches, even though it was explicitly covered in the BEST in CLASS training.

School-Based Coaches

- Teachers had difficulty framing behavioral expectations and goals in a positive manner.

Barriers

Challenges with positively framing behavioral expectations

*“We wanted them to... state something **positive**: ‘so they will be seated at their carpet square and using calm bodies.’ That’s what it needed to look like. But at the beginning, we were noticing the teachers would say something like ‘Not hitting their friends.’ We wanted them to reframe that thinking...not look at a **negative** behavior... and what that behavior would look like positively.”*
(Developer coach)



Barriers

Challenges with positively framing behavioral expectations

*“One of our coaches and teachers would like to write things like, ‘James will not hit his friends.’ We’re like, well, let’s think about what’s a **replacement behavior** for hitting. We cover that in the training, but for some of them, it didn’t take as well—and for the coaches, not just the teachers. So, there was some time spent on framing the child’s target goals in a **positive** way.”*
(Developer coach)



Barriers

Challenges with positively framing behavioral expectations

*“I feel like our teachers spend a whole lot of time telling children what they **don't want them to do**. You know, instead of saying, what they do want. ... It's all about ‘Don't run’ and ‘Don't do this.’ ...How about, instead of just stating all the negatives, let's talk about **what we do want them to do**.”*

(School-based coach)



Barriers

Limited understanding and knowledge

Developer Coaches

- School-based coaches demonstrated concerning **gaps in knowledge and understanding** of BEST in CLASS practices.
- There was a need to provide **remediation** for school-based coaches when **skill deficits** became apparent.

School-Based Coaches

- Teachers **lacked basic knowledge about classroom management**.

Barriers

Limited understanding and knowledge

*“I think we had some questions... as to how well they **understood** some of the practices that they were coaching on... I also was a little bit surprised at times about their understanding of **rules and pre-correction**, and things that are a little bit more concrete and, in my mind, understandable. I don't know how well they understood the practices honestly.”*

(Developer coach)



Barriers

Limited understanding and knowledge

*“Initially, the coaches... **struggled** with graphing the data, so we would pull up examples of graphs and spreadsheets and the resources that we'd shared with them—to go over it again on how to graph the data and how to use those data—when sometimes we would see data that didn't make a lot of sense from a **face validity** perspective.” (Developer coach)*



Barriers

Limited understanding and knowledge

*“When I walked through the door Day 1 as a behavior specialist, I didn't realize a lot of the things that teachers **don't get exposed to...** classroom or behavior management. I... just thought that was something, part of their education... But I'm learning, no, that's not the case. A lot of **classroom management...** they have to **learn on the job.**” (School-based coach)*



Barriers

Teacher perceptions of coaching as invasive

School-based Coaches

- Teachers were very reluctant to participate in coaching because they assumed that the process would be **overly intrusive**.

Barriers

Teacher perceptions of coaching as invasive

*“That initial meeting was kind of like, we're going to come in there and we're going to help you deal with behaviors. It felt like an **invasion of space** more than it felt like you're there to help me... But it felt like it was going to be a lot more **intrusive** on the teachers than it actually was, which is why I feel like a lot of teachers didn't really sign up for it, because it was like somebody's going to be in my classroom all the time **up in my space**, telling me what to do.” (School-based coach)*



Discussion

- **Barriers:**
 - Lack of knowledge/understanding of key concepts and skills
 - Competing demands
 - Perceived Invasiveness
- **Facilitators:**
 - Alliance
 - Routine support/accountability
 - Ongoing feedback
- **Next steps**





Student Behavior Blog



- Purpose: To help stakeholders learn about **evidence-based** approaches to support all students' **positive behavior**, **mental health**, and **well-being**.
- Includes tips and findings from our research, evaluation, and TA work.
 - Perspectives from our partners on the ground, too!
- Send comments and inquiries about partnering or working with us to: studentbehaviorblog@sri.com

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