Using Preprogrammed Emailed Prompts to Support Teachers' Verbal Prompt Delivery about Classroom Expectations

Hao-Jan Luh 1, Hannah Perry 2, & Lisa Sanetti 3   **1 Eastern Illinois University**   **2 & 3 Neag School of Education, University of Connecticut**

Introduction

- Positive behavioral interventions and supports includes the implementation of evidence-based classroom management practices (Simonsen & Myers, 2015).
- Research has shown that teachers' classroom management practices are critical for students' performance in class, and essential for student success in alternative school settings (Simonsen & Sugai, 2013; Simonsen & Myers, 2015).
- Despite the development, evaluation, and dissemination of classroom management practices, teachers struggle to implement these practices and are in desperate need of implementation supports (Sanetti et al., 2018).
- There has been a growth of implementation strategies for teachers in the literature; however, there remains a need for effective, efficient, and socially valid implementation supports.
- Emailed prompting is a feasible, ongoing implementation strategy for classroom management practices.
- The current study evaluated the effectiveness of emailed prompting on teachers' delivery of verbal prompts about classroom expectations in an

Methods

- **Participants:** Three teachers at a special education school for students between 3-and-21-years-old with autism spectrum disorders and/or other diagnoses in the Northeast region of the United States of America.
- **Design:** A-B-C multiple baseline across participants design, with three phases:
    - Baseline: No implementation support was provided.
    - Didactic training: One-time didactic training on verbal prompting about classroom expectations. Definition, examples, and nonexamples about quality verbal prompts (specific, explicit, and observable) were included.
    - Emailed prompting: Daily, participants received an email as a reminder about how to deliver quality verbal prompts.
- Systematic direct observation was used to evaluate the rate and quality of teachers' verbal prompting.
- The Usage Rating Profile-Intervention Revised was completed by the participants to evaluate social validity.
- Improvement Rate Difference was used to evaluate the effect size of didactic training and emailed prompts.
- Interobserver agreement and procedural fidelity were documented.
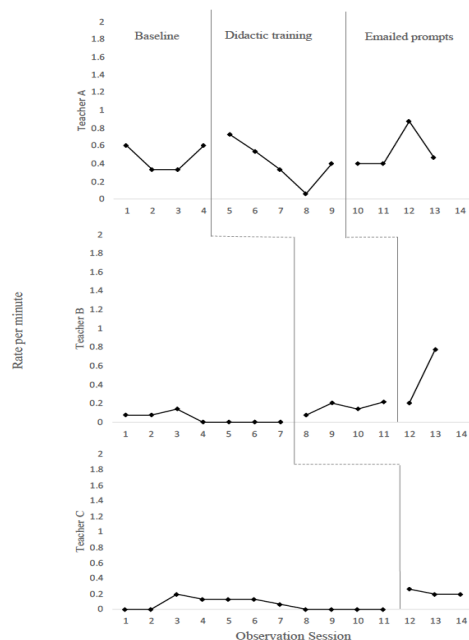
Results

Figure 1. Verbal prompt rate observed across teachers.

Results Continued

- Due to the outbreak of COVID-19, data collection was discontinued.
- Visual analysis suggested that all participants met criteria for implementation supports, as the levels of prompt rate were low or variable.
- Visual analysis also showed that although most teachers responded to didactic training, the effects were limited as the levels of prompt rate remained low or variable.

- For the limited data points collected, the effects of emailed prompts were minimal in visual analysis.
- Consistent with previous studies, the implementation supports were rated as socially valid by the teachers (i.e., acceptability, understanding, feasibility, and system support).

Discussion & Implications for Research and Practice

- Due to the discontinuation of the study, replication will be needed to determine the effectiveness of emailed prompting on teachers' classroom management practices.
- Aligned with previous research, the results suggest that teachers need implementation supports beyond didactic training in order to effectively use evidence-based classroom management practices.
- In order to promote teachers' use of evidence-based classroom management practices in line with the PBIS framework, additional implementation supports such as coaching, emailed performance feedback, and prompts may be helpful.
- Future studies may compare teachers' verbal prompt delivery across supports like didactic training and emailed prompts.
- Future research should also continue to explore the effects of emailed prompting on various classroom management practices, such as providing opportunities to respond, differential reinforcement, and group contingencies.

References

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Contact Info: hluh@eiu.edu