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SPECIAL EDUCATION

THE EFFECTS OF TEACHER ADMINISTERED BEHAVIOR-SPECIFIC PRAISE ON PROMOTING POSITIVE BEHAVIOR IN STUDENTS (283 pp.)

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Recognized as one of the most powerful education reform initiatives in the past decade, the No Child Left Behind Act (2001) was signed into law for the purpose of improving student academic achievement so as to ensure a quality education for all students, including those with disabilities. As teachers work with more students with disabilities in the general education setting, teachers are searching for effective strategies that will decrease problem behavior and increase learning results. The purpose of this study was to examine the effects of teacher administered behavior-specific praise on promoting positive behavior in students, as demonstrated by exhibiting on-task behavior and decreasing negative behaviors, in addition to examining the feasibility of delivering it at 1-minute, 3-minute, and 5-minute intervals in three different general or special education classrooms.

An elementary school was selected for the site of the study. Three students served as primary participants, and three teachers (i.e., two general education and one special education teacher) served as secondary participants. A single-subject alternating treatments design was used to assess the overall effects of the intervention. Results indicated that teacher administered behavior-specific praise is an effective, easy to use evidence-based practice which can be used by teachers for the purpose of promoting

positive academic and social behavior in students, including those who have been and are at risk for being identified as having a disability.