
Key Findings

- The Double Check coaching is an adapted version of the Classroom Check-up coaching model that incorporates culturally responsive practices.
- 158 elementary and middle school teachers were randomly assigned to either receive coaching or to serve as comparisons. All teachers were exposed to the school-wide Double Check approach including professional development and support to the positive behavioral interventions and supports (PBIS) team.
- The teachers who received coaching engaged in significantly more instances of proactive behavior management and anticipation of student problems in the classroom. Student cooperation was also higher and disruptive behaviors lower in coached teachers’ classrooms, relative to noncoached teachers. Coached teachers also had a reduced number of office discipline referrals for Black students.
- All teachers reported improvements in their culturally responsive behavior management and self-efficacy after exposure to the school-wide Double Check professional development and PBIS.

SPR Article Summary

Despite decades of concern about growing gaps in discipline and achievement for students of color, there is relatively little research demonstrating the effectiveness of models targeting teachers’ culturally responsive practices (Bottiani, Larson, Debnam, Bischoff, & Bradshaw, 2017). To address this gap, the Double Check model (Bradshaw & Rosenberg, 2018) was developed as a professional development and coaching framework focused on teacher skill building, expanding on school-wide PBIS. Double Check focuses on five domains of culturally responsive practices: Connection to the curriculum, Authentic relationships, Reflective thinking, Effective communication, and Sensitivity to students’ cultures (CARES). This is achieved through five whole-staff professional development sessions focused on each CARES domain, individualized teacher coaching, use of an adapted version of the Classroom Check-up (Reinke, 2006), and support to the PBIS team.

This paper presents findings from a randomized trial, which included 158 elementary and middle school teachers who were randomly assigned to receive coaching or serve as comparisons; all participating teachers were exposed to school-wide professional development activities and each school’s PBIS team received support. In the spring following the school-wide activities, school staff self-reported improved culturally responsive behavior management and self-efficacy. In the experimental testing of the coaching, trained observers recorded significantly more teacher proactive behavior management and anticipation of student problems, higher student cooperation, less student noncooperation, and less disruptive behaviors in the classrooms of coached teachers, as compared to teachers who were not coached. There was also a promising finding of reduced office discipline referrals for Black students among coached teachers, as compared to noncoached teachers.
Taken together, the findings suggest the potential promise of the Double Check model for improving classroom management practices and reducing office discipline referrals among Black students, thereby increasing students’ time in the classroom and focus on learning. Of particular interest was the finding that teacher attitudes (i.e., efficacy) improved following the group professional development, but that teacher and student behaviors only changed in response to the individual coaching. This highlights the importance of teacher coaching to effect behavioral changes in the classroom setting. This value-added by the coaching is particularly noteworthy because coaching required relatively limited additional teacher time. Specifically, teachers engaged in an average of 3.69 hours of direct contact with the coach. The findings suggest a high return on investment, given the effect sizes, which ranged from 0.15 to 0.48, on the primary behavioral outcomes associated with coaching.

**Next Steps**

The team is currently conducting a larger scale study in 40 middle schools, where they are testing the full multicomponent model against a business as usual condition. This effort will enable the researchers to determine the impact of the program with all elements of the model, and examine the impact on a broader set of outcomes, like observations of general teaching and student reports of engagement.

**References**


**Author Bios**

**Catherine P. Bradshaw, PhD, MEd,** is a professor and the Associate Dean for Research and Faculty Development at the Curry School of Education at the University of Virginia.

**Elise T. Pas, PhD,** is an associate scientist in the Department of Mental Health at the Johns Hopkins University, Bloomberg School of Public Health.

**Jessika H. Bottiani, PhD, MPH,** is an assistant professor on the research faculty at the Curry School of Education at the University of Virginia.

**Katrina Debnam, PhD, MPH,** is an assistant professor in the School of Nursing and the Curry School of Education at the University of Virginia.

**Wendy M. Reinke, PhD,** is a professor in School Psychology at the University of Missouri and Codirector of the Missouri Prevention Center.

**Keith C. Herman, PhD,** is a professor in School and Counseling Psychology at the University of Missouri and Codirector of the Missouri Prevention Center.

**Michael S. Rosenberg, PhD,** is Dean of the School of Education and Professor of Special Education at the State University of New York (SUNY) at New Paltz.