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Disclosures

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IES Institute of Education Sciences

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Agenda

- Introductions
- Goals for today
- Importance of educator beliefs
- Survey methods
- Educator beliefs and preferences
- Where educators find interventions
- How we support educators

3

Introductions

- Katie Zimmerman, Ph.D., BCBA-D
  - Assistant Professor at KU
  - Prek-2nd grade sped teacher
- Kelsey Smith, M.Ed., BCBA
  - Doctoral Student at KU
  - K-4th sped teacher
- Betsie J. Malone, M.Ed., BCBA
  - Doctoral Student at KU
  - Clinical director of ABA services at multi-disciplinary pediatric therapy company

4

Acknowledgement of Support and Expertise

- Kathleen Lynne Lane, Ph.D., BCBA-D, CF-L2
- Lee Kern, Ph.D.
- Brandi Simonsen, Ph.D.
- Kelly J. Davis, M.Ed., NBCT
- Heather D. Kolovos, M.Ed.

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Goals for Today

Explore elementary educator opinions on effective and feasible behavioral interventions to improve the engagement of students with behavioral support needs.

Analyze how educators select behavioral interventions to improve the engagement of students with behavioral support needs

Discuss how we can coach and support educators to select and implement effective and feasible behavioral interventions.

7

8

Educator Intervention Selection

General education teachers almost exclusively are the implementers of strategies designed to support students with or-at risk for EBD (Walker et al., 2014)

General educators report limited familiarity with and understanding of behavioral interventions (Stormont et al., 2011a; 2011b)

When general educators do select interventions, they select based on familiarity, rather than effectiveness data (Gabel et al., 2014)

9

Research Questions

- How do elementary educators perceive the relation between engagement and challenging behavior?
- Do elementary educators prefer interventions designed to prevent or respond to challenging behavior?
- What behavioral interventions to elementary educators identify as effective and feasible for implementation in their classrooms?
- Where do elementary educators find behavioral interventions designed to improve engagement for elementary students exhibiting challenging behavior?

10

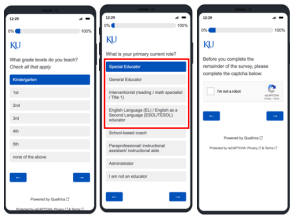
11

Sampling and Development

- Qualtrics Panel of Educators
- Test Panel: 50 responses
- Cognitive Interviews
  - Elementary general educators (kindergarten; first grade educator)
  - Elementary instructional coach
  - Elementary-focused behavior analysts
  - Experts in tiered systems of support

12

Inclusion Questions



13

Survey Questions

- Educator perceptions of challenging behavior and engagement
- Educator effectiveness ratings of common strategies
- Educator feasibility ratings of common strategies
- Demographic questions
- Locations of resources and support

14

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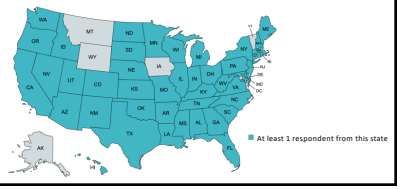
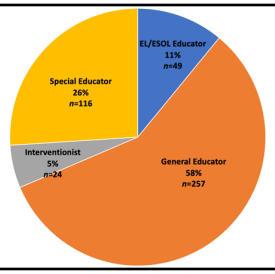
Demographic Data



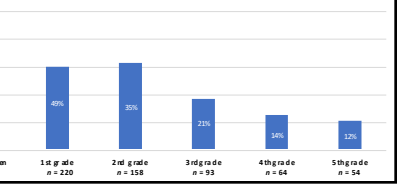
16

Current Roles

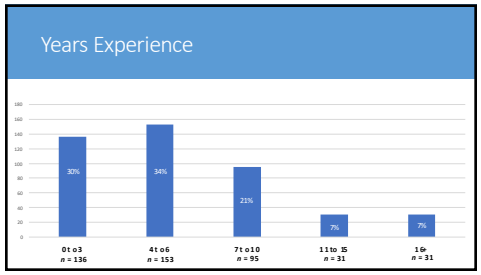


17

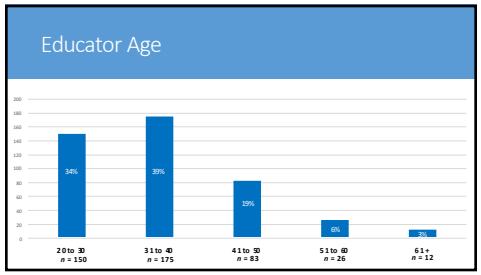
Grade Level Data



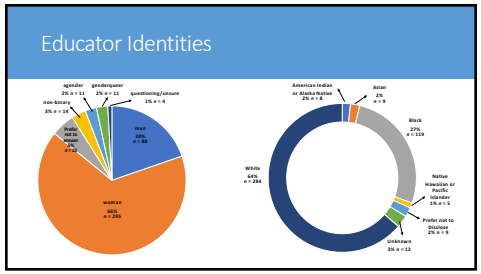
18


Years Experience
30%
34%
21%
7%
7%
0 t o 3
n = 136
4 t o 6
n = 153
7 t o 10
n = 95
11 to 15
n = 31
16+
n = 31

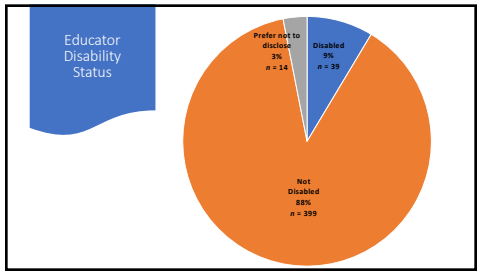
19


Educator Age
34%
39%
19%
6%
2%
20 to 30
n = 150
31 to 40
n = 175
41 to 50
n = 83
51 to 60
n = 26
61+
n = 12

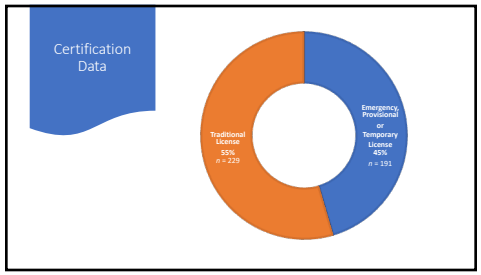
20


Educator Identities
agender
2% n = 11
genderqueer
2% n = 11
questioning/unsure
1% n = 4
non-binary
3% n = 14
man
34%
n = 88
woman
64%
n = 291
American Indian
or Alaska Native
2% n = 8
Asian
2%
n = 9
Black
27%
n = 119
White
64%
n = 284
Native
Hawaiian or
Pacific
Islander
1% n = 6
Prefer not to
Disclose
2% n = 9
Unknown
3% n = 12

21


Educator Disability Status
Prefer not to disclose 3% n = 14
Disabled 9% n = 39
Not Disabled 88% n = 399

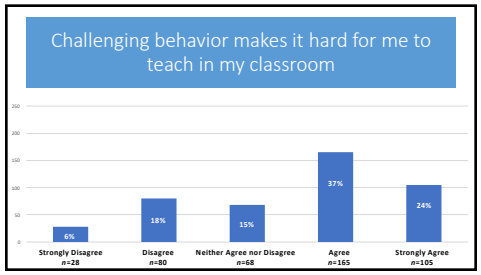
22


Certification Data
Traditional License 55% n = 229
Emergency, Provisional or Temporary License 45% n = 191

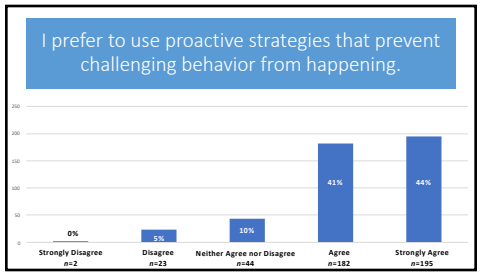
23

Perceptions of Challenging Behavior and Engagement

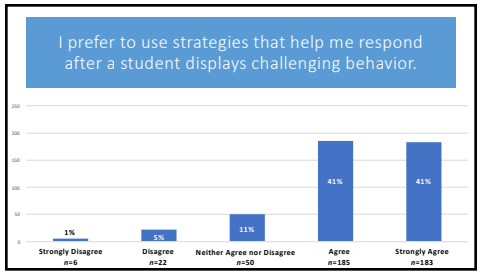
24


Challenging behavior makes it hard for me to teach in my classroom
6%
18%
15%
37%
24%
Strongly Disagree n=28
Disagree n=80
Neither Agree nor Disagree n=68
Agree n=165
Strongly Agree n=105

25

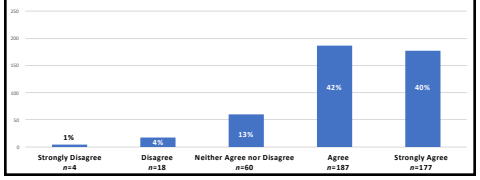

I prefer to use proactive strategies that prevent challenging behavior from happening.
0%
5%
10%
41%
44%
Strongly Disagree n=2
Disagree n=23
Neither Agree nor Disagree n=44
Agree n=182
Strongly Agree n=195

26


I prefer to use strategies that help me respond after a student displays challenging behavior.
1%
5%
11%
41%
41%
Strongly Disagree n=6
Disagree n=22
Neither Agree nor Disagree n=50
Agree n=185
Strongly Agree n=183

27

If students are engaged in instruction, then challenging behavior is less likely to happen.



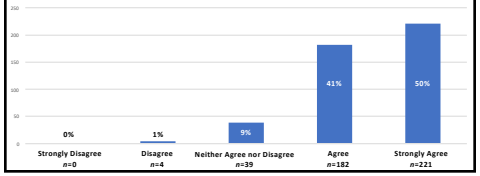
28

Educators believe improving engagement decreases challenging behavior

Should the target behavior of our interventions be engagement rather than challenging behavior?

29

Educational staff should know some interventions to increase student engagement in the classroom.



30

Educators believe that all staff should know interventions that can increase student engagement

How can we build systems of coaching and support for all staff members (general educators, paraprofessionals, related arts teachers, etc.)?

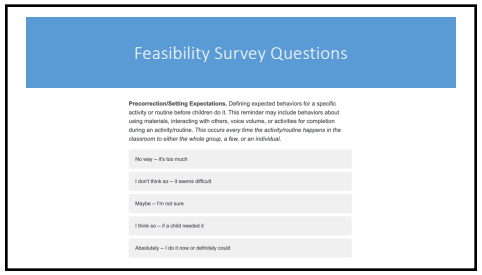
31

32

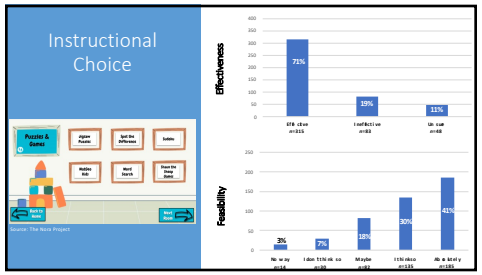
Effectiveness Survey Questions

	Effective	Ineffective	Unsure
Precorrection/Setting Expectations. Defining expected behaviors for a specific activity or routine before children do it. This reminder may include behaviors about using materials, interacting with others, voice volume, or activities for completion during an activity/routine. *This occurs every time the activity/routine happens in the classroom to either the whole group, a few, or an individual.*	○	○	○

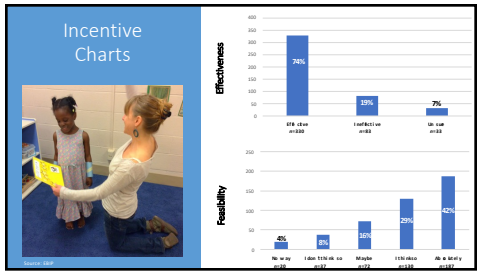
33


Feasibility Survey Questions
Precorrection/Setting Expectations. Defining expected behaviors for a specific activity or routine before children do it. This reminder may include behaviors about using materials, interacting with others, voice volume, or activities for completion during an activity/routine. This occurs every time the activity/routine happens in the classroom to either the whole group, a few, or an individual.
No way – it's too much
I don't think so – it seems difficult
Maybe – I'm not sure
I think so – if a child needed it
Absolutely – I do it now or definitely could

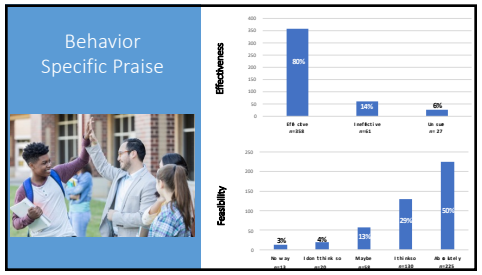
34


Instructional Choice
Effectiveness
71%
19%
11%
Feasibility
3%
7%
18%
30%
41%

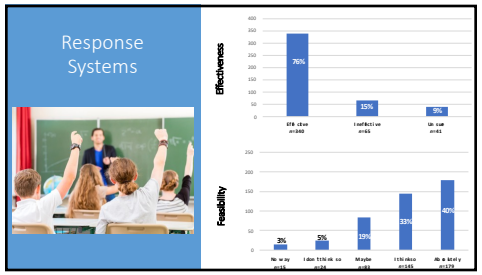
35


Incentive Charts
Effectiveness
74%
19%
7%
Feasibility
4%
8%
16%
29%
42%

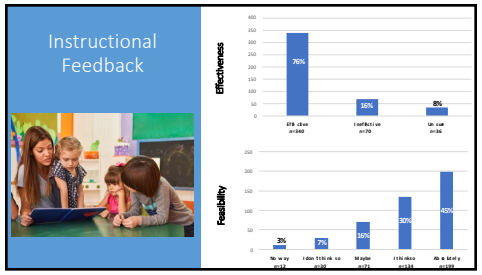
36


Behavior Specific Praise
Effectiveness
80%
14%
6%
Feasibility
3%
4%
13%
29%
50%

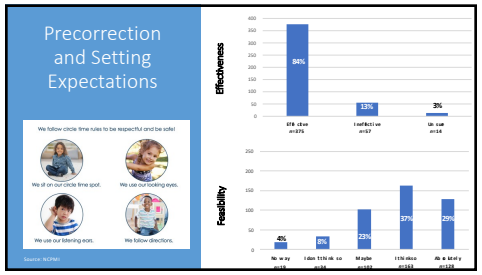
37


Response Systems
Effectiveness
76%
15%
9%
Feasibility
3%
5%
19%
33%
40%

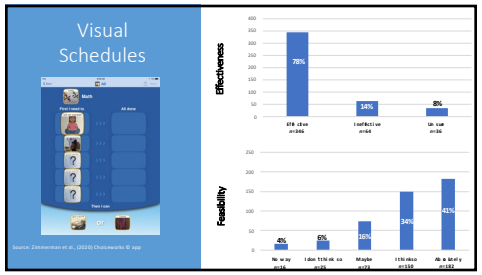
38


Instructional Feedback
Effectiveness
76%
16%
8%
Feasibility
3%
7%
16%
30%
45%

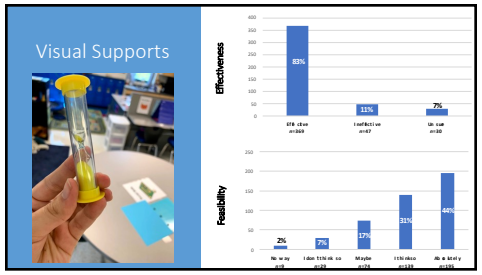
39


Precorrection and Setting Expectations
We follow circle time rules to be respectful and be safe!
We all sit on our circle time spot.
We use our looking eyes.
We use our listening ears.
We follow directions.
Effectiveness
84%
13%
3%
Feasibility
4%
8%
23%
37%
29%

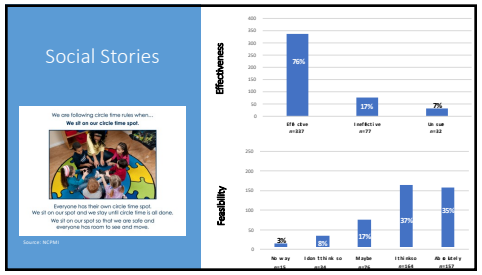
40


Visual Schedules
Effectiveness
78%
14%
8%
Feasibility
4%
6%
16%
34%
41%

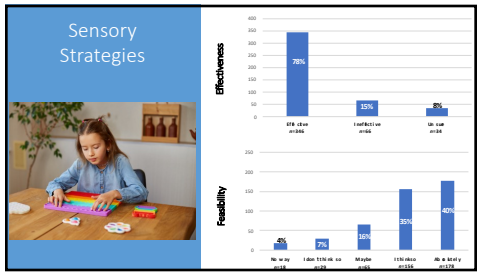
41


Visual Supports
Effectiveness
83%
11%
7%
Feasibility
2%
7%
17%
31%
40%

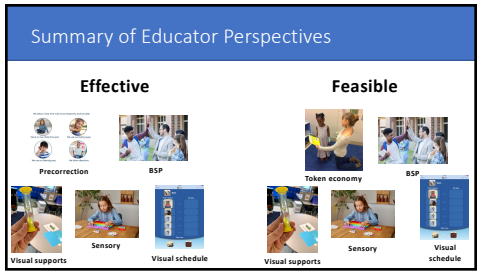
42


Social Stories
We are following circle time rules when...
We sit on our circle time spot.
Everyone has their own circle time spot.
We sit on our spot and we stay until circle time is all done.
We sit on our spot so that we are safe and everyone has room to see and move.
Effectiveness
76%
17%
7%
Feasibility
3%
8%
17%
37%
35%

43


Sensory Strategies
Effectiveness
78%
15%
8%
Feasibility
4%
7%
16%
35%
40%

44


Summary of Educator Perspectives
Effective
Precorrection
BSP
Visual supports
Sensory
Visual schedule
Feasible
Token economy
BSP
Visual supports
Sensory
Visual schedule

45

Educators are noting both evidence-based and non-evidence-based strategies as effective and feasible.

When consulting, how do we validate educator proactivity in suggesting strategies?

46

Educators rate most strategies as highly effective and highly feasible.

How do we accurately capture educator perceptions and practices when coaching and consulting?

47

Emergency certification did not significantly change effectiveness or feasibility ratings

How can we adapt our in-service PD, coaching, or consultation to support educator knowledge about effective low-effort practices to support student engagement?

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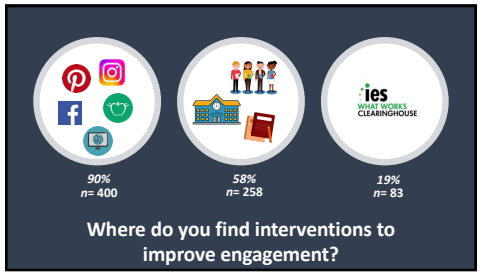
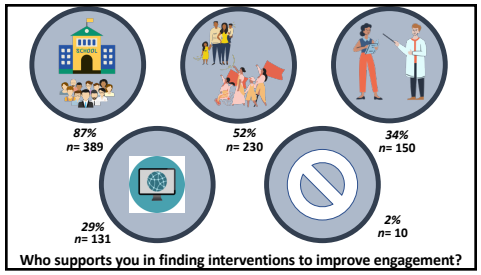
Resources and Support

49


90%
n= 400
58%
n= 258
19%
n= 83
Where do you find interventions to improve engagement?

50


87%
n= 389
52%
n= 230
34%
n= 150
29%
n= 131
2%
n= 10
Who supports you in finding interventions to improve engagement?

51

Educators continue to heavily rely on popular media, educator blogs, and other educators

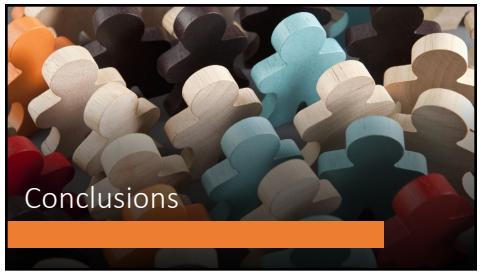
How can we support educators to assess the quality of information found on popular social media and educator blogs?

52

Educators continue to heavily rely on one another, and educators in the same building go to one another for strategies and support.

How can we leverage these communities, and use other teachers to disseminate information about behavioral interventions?

53



54

Three main takeaways for coaches:

We need to disseminate information in easily accessible ways

Educators trust one another for strategies and support

Knowledge and beliefs alone are not enough to change practice

55

We can not be the primary funds of knowledge for behavioral strategies in schools

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