Disclosures

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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
Introductions

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  • Pre-K-2nd grade sped teacher

• Kelsey Smith, M.Ed., BCBA
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Acknowledgement of Support and Expertise

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• Lee Kern, Ph.D.
• Brandi Simonsen, Ph.D.
• Kelly J. Davis, M.S., NBCT
• Heather D. Kolovos, M.Ed.
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.

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 (Walker et al., 2014).
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 do 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?

Survey Methods

Sampling and Development

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

Survey Questions

Educator Demographics
Demographic Data

At least 1 respondent from this state

Current Roles

Grade Level Data

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Grade</td>
<td>220</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>220</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>158</td>
</tr>
<tr>
<td>4th Grade</td>
<td>93</td>
</tr>
<tr>
<td>5th Grade</td>
<td>64</td>
</tr>
</tbody>
</table>

Kin der garten

1st grade
2nd grade
3rd grade
4th grade
5th grade

n = 220
n = 220
n = 158
n = 93
n = 64

49%
49%
35%
21%
14%
12%

18
Challenging behavior makes it hard for me to teach in my classroom.

I prefer to use proactive strategies that prevent challenging behavior from happening.

I prefer to use strategies that help me respond after a student displays challenging behavior.
If students are engaged in instruction, then challenging behavior is less likely to happen.

Educators believe improving engagement decreases challenging behavior.

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

Educator Effectiveness and Feasibility Ratings

Effectiveness Survey Questions
Feasibility Survey Questions

Feasibility Survey Questions

Instructional Choice

Incentive Charts
Summary of Educator Perspectives

**Effective**
- Behavior specific praise
- Sensory strategies
- Visual supports
- Visual schedules
- Token economy

**Feasible**
- Behavior specific praise
- Sensory strategies
- Visual supports
- Visual schedules
- Incentive charts
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?

Educators rate most strategies as highly effective and highly feasible.

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

Emergency certification did not significantly change effectiveness or feasibility ratings.

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

Where do you find interventions to improve engagement?

- 29% n=131
- 22% n=100
- 12% n=53
- 87% n=385

Who supports you in finding interventions to improve engagement?

- 31% n=128
- 22% n=90
- 12% n=49
- 58% n=230
- 9% n=38
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?

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?

Conclusions
Three main takeaways for coaches:

1. We need to disseminate information in easily accessible ways.

2. Educators trust one another for strategies and support.

3. Knowledge and beliefs alone are not enough to change practice.

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

DISCUSSION

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