Targeted Student Interventions

Multi Teacher Training

BACKGROUND

Teacher Training
- Often single-session with limited follow-up
- Most effective with >30 hr post-training interaction (Yoon et al., 2007)
- Behavior management often overlooked (Freeman et al., 2014; Wei et al., 2010)

Multi-Tiered Support for Professional Development (MTS-PD)
- Efficient PD delivery framework (Myers et al., 2011; Simonsen et al., 2014)
- Continuum of support
  - Tier 1 – universal PD
  - Tier 2 – targeted PD and follow-up
  - Tier 3 – intensive PD, support, and follow-up
- Effective for helping increase universal classroom management strategies (e.g., Gage et al., 2018; Grasley-Boy et al., 2023)

Targeted Student Interventions
- Strategies for students not responding to universal supports
- Self-monitoring (Briesch et al., 2019; Bruhn et al., 2022)
- i-Connect (Wills & Mason, 2014) used to help increase student on-task behaviors (Scheibel et al., 2022)

Research Questions:
- Does a tiered coaching intervention increase elementary general education teachers’ treatment fidelity to a targeted student-level behavioral support?
- Do increases in teachers’ treatment fidelity impact students’ on-task engagement and disruptive behavior?

METHOD

Recruitment & Screening
- Nominated by MTSS team based on discipline referrals and teacher requests for assistance
- Confirmed student needs through Strengths and Difficulties Questionnaire (Goodman, 1997)

Dependent Variables
- Teacher treatment fidelity of self-monitoring procedures (checklist)
- Student on-task behavior (momentary time sampling)
- Student disruptive behavior (rate)
- Interobserver agreement
  - 34% of total sessions, minimum 20% per participant
  - 100% teacher fidelity, 96.6% on-task, 100% disruptions

Procedures
- MTS-PD Tier 1 training on target student self-monitoring via i-Connect
- Implementation of self-monitoring + Baseline (30-min observations)
- MTS-PD Tier 2 individual coaching session plus emailed performance feedback after every 2 sessions
- Maintenance and removal of MTS-PD Tier 2 supports

RESULTS

- Teacher treatment fidelity increased with MTS-PD Tier 2 (g = 3.51, SE = 1.05)
- No functional relation between MTS-PD and student behavior changes
- Intervention Rating Profile—15 (Martens et al., 1985) results indicated teachers generally approved of MTS-PD procedures and found student self-monitoring acceptable, appropriate, and effective

DISCUSSION

- MTS-PD successfully applied to general educator fidelity of Tier 2 intervention, but student behavior changes inconsistent
- Development of standardized coaching protocols
- Sustainable implementation considerations