

# APPLYING MULTI-TIERED SUPPORT FOR PROFESSIONAL DEVELOPMENT TO TARGETED STUDENT INTERVENTIONS: A SINGLE-CASE DESIGN STUDY

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## 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)

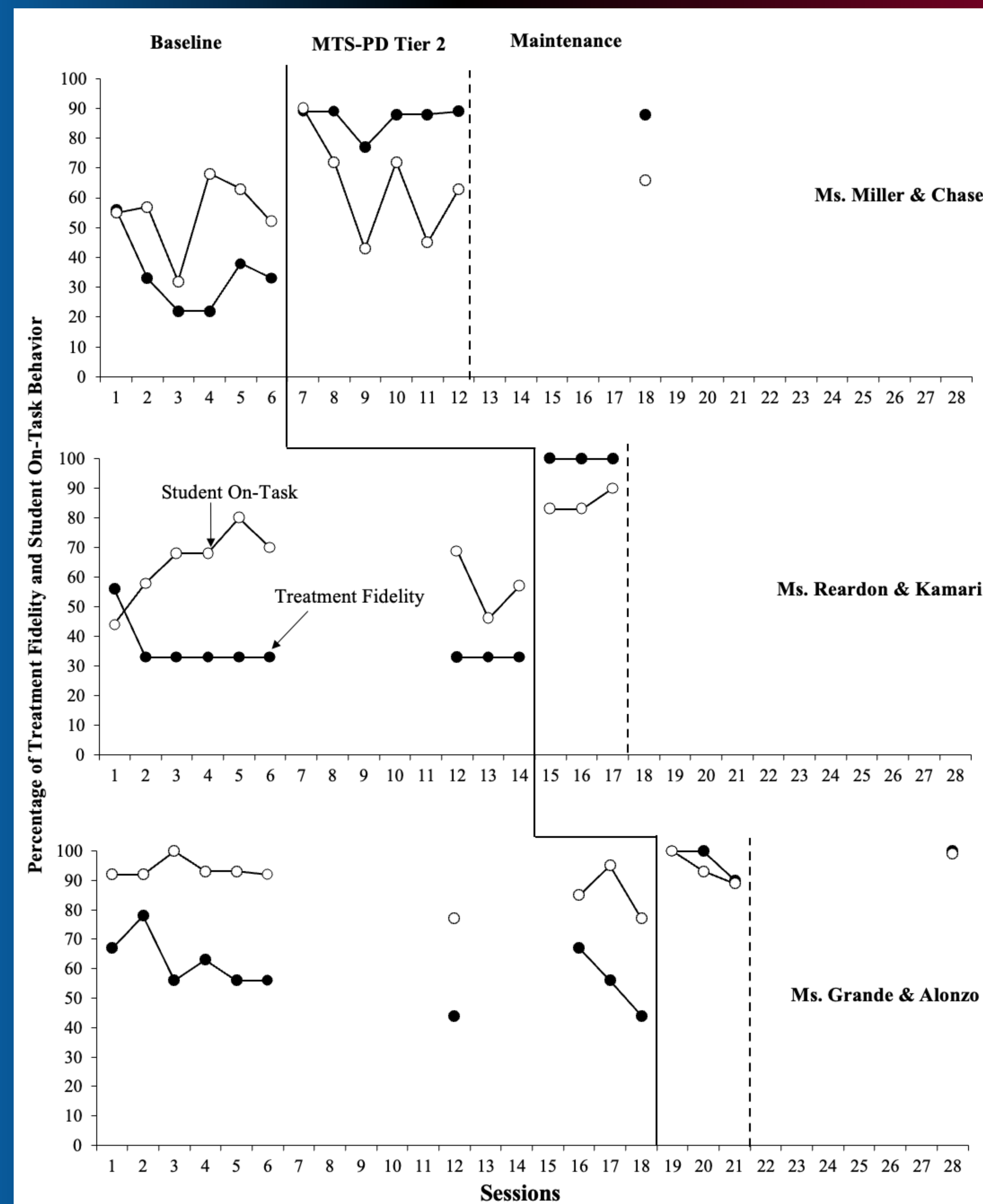
### Targeted Student Interventions

- 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?

| Dyad 1                  |                                   | Dyad 2                  |                         | Dyad 3                  |                         |
|-------------------------|-----------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Teacher                 | Student                           | Teacher                 | Student                 | Teacher                 | Student                 |
| <b>Ms. Miller</b>       | <b>Chase</b>                      | <b>Ms. Reardon</b>      | <b>Kamari</b>           | <b>Ms. Grande</b>       | <b>Alonzo</b>           |
| • 2 <sup>nd</sup> grade | • White and African American male | • 1 <sup>st</sup> grade | • African American male | • 3 <sup>rd</sup> grade | • African American male |
| • White female          | • 7 years old                     | • White female          | • 7 years old           | • White female          | • 9 years old           |
| • 7 years experience    | • No IEP or 504                   | • 14 years experience   | • No IEP or 504         | • 5 years experience    | • 504 plan              |



## 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