

Communities of Research and Practice (CoRP) Supporting Teacher use of Proactive Behavior Management

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Motivation

- Evidence-based proactive behavior management (PBM) strategies can be used to improve student behavior
- However, teacher use of such strategies is low and some teachers report preferring punitive strategies to manage behavior
- CoRP will bring together multiple stakeholders and use elements of social psychology to create professional development that increases teacher buy in and use of PBM in schools

Project Description

- Advisory panels of researchers, teachers, caregivers, and students will review and provide feedback on pilot PD modules
- PD modules will be revised to reflect advisory panels' feedback
- PD modules will be tested with teachers in a randomized controlled trial, measuring changes in:
 - Teacher support for use of PBM
 - Teacher use of PBM

Context

- Current teacher PD in PBM tends to be skill-based, "expert" driven, and of questionable effectiveness
- CoRP incorporates social psychology and a collaborative approach to provide PD that reflects practitioner, caregiver, and student experiences in ways that facilitate belief and behavior change



Researchers, teachers, caregivers, and students will collaboratively create and test teacher professional development modules aimed at increasing buy in and use of proactive behavior management strategies for students with challenging behavior.



Project Deliverables

- An online CoRP community and repository of co-constructed PD resources
- Experimental evidence on the effectiveness of this approach to PD in changing teacher perceptions and use of behavior management
- A competitive application for external funding of further CoRP development and testing

Potential Impact

- Increased teacher use of PBM decreases challenging student behavior and the use of exclusionary discipline which especially harms students of color and students with disabilities
- This project may provide implications for a collaborative and effective approach to fostering the sustained use of evidence-based practices in schools

References and/or Acknowledgements

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