Children's Hospital of Philadelphia PolicyLab

Exploring Teachers' Intentions to Use Behavioral Classroom Interventions

Visit Article

Multi-tiered systems of behavioral support offer teachers tools to implement positive, antecedent- or consequence-based interventions for all students (i.e. Tier 1), and for those who need additional support (i.e. Tier 2), such as students with ADHD. Because these interventions may be challenging to use, targeted, theory-driven implementation strategies may assist teachers in implementing them with fidelity. This exploratory study examined teachers' intended and self-reported use of specific Tier 1 and Tier 2 behavioral classroom interventions. Sixty-five K-8 teachers from five urban public schools completed an online survey about their intentions to use and self-reported use of four Tier 1 and Tier 2 behavioral classroom interventions. Teachers' intentions varied by intervention, with the weakest intentions for using a daily behavior report (Tier 2) and weaker intentions for using high rates of specific praise than for other Tier 1 interventions. Teacher's self-reported use was significantly lower than intended use for Tier 1 interventions, but not Tier 2 interventions. Results were generally similar to whether the referent group was students with ADHD symptoms or the entire class. These results suggest specific factors to target to support teachers' use of behavioral classroom interventions.

Journal:

Evidence-Based Practice in Child and Adolescent Mental Health
Authors: Gwendolyn Lawson, Samantha Tavlin

Related Content

- Supporting Implementation of Behavioral Classroom Interventions for Children with ADHD in Urban Schools Behavioral Health