



PLANNING REALISTIC IMPLEMENTATION  
AND MAINTENANCE BY EDUCATORS



**Are you a K-5 teacher?**



**Do you have a student in your classroom presenting with mild to moderate behavioral challenges?**



**Are you interested in receiving consultative support to effectively implement a behavior plan for the student?**

### **Purpose**

This research study is evaluating different ways of supporting teachers' delivery of **function-based behavior intervention plans.**

### **Get Involved**

We're recruiting for the 2022-23 through 2024-25 school years.

***Potentially interested? Email us and we can see if this is a good fit for you and your student!***

Contacting us does not require you to eventually participate - it just means that you're interested in this work and wonder if it could work in your classroom.

**Contact [prime@uconn.edu](mailto:prime@uconn.edu) with interest or questions.**



## **Overview of Participation:**

### **Eligible teachers & students:**

- K-5 general education teachers
- K-5 students demonstrating challenging behavior (mild to moderate) in the classroom environment who would benefit from an individualized behavioral intervention.
- Participating students cannot currently receive (or be in the evaluation process to receive) special education services that address behavior goals.

### **Teacher Activities:**

- Up to 20 weeks of active study participation
- Complete surveys
- Participate in three to six 45-60 minute meetings with the consultant
- Implement the recommended behavior supports
- Participate in brief (<5 min) weekly check-ins

### **Study Consultant Activities:**

- Conduct weekly classroom observations at a time agreed upon by the teacher
- Complete a function behavior assessment and design a behavior support plan
- Meet with the teacher to identify the problem behavior, explain behavior support plan, provide training, provide support (as needed) and review plan outcomes.
- Support the teacher in up to 20 weeks of the academic year.

### **Benefits:**

- **Students' challenging behavior may decrease as a result of the behavior plan.**
- **Teachers' delivery of the behavior plan may increase.**
- Teachers will receive a (1) behavior assessment report, (2) written behavior plan, and (3) summary report(s) of student outcome data.
- Parents will receive a copy of their student's data and the behavior plan at the conclusion of their student's participation.

### **Compensation:**

Teachers will receive an honorarium for participation

*This research study is approved by the University of Connecticut Institutional Review Board (IRB; Protocol # HR21-0171) and sponsored by the Institute for Education Sciences (IES), award number: R324A210266*

### **Contact Information:**

Contact Project Coordinators Dr. Ashley Boyle or Dr. Alexandra Pierce at [prime@uconn.edu](mailto:prime@uconn.edu) with interest or questions!

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