



**LEAP to**

**Achieve:**

**Learning through**

**Encouragement,**

**Attention, &**

**Praise to Achieve Success**

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## LEAP TO ACHIEVE | OVERVIEW

The LEAP to Achieve Project trained teachers in effective classroom management practices using the [Incredible Years \(IY\) Teacher Training program](#). The project aims to determine if classrooms who receive the training have a reduction in aggressive/disruptive and off-task behavior and an increase in academic performance. In order to better determine the effects of the training, some teachers received the intervention while others did not. However, teachers who were not previously selected can receive the training at the end of the study.

***“I love project LEAP. It is a very good program for teachers. It gives so many examples on how to be positive with behavior in your classroom.”***

## INCREDIBLE YEARS TEACHER TRAINING | IY TT

The [IY Teacher Training](#) is an evidence based intervention that focuses on:

- ☆ strengthening teacher classroom management strategies
- ☆ promoting children's pro-social behavior and academic skills
- ☆ reducing classroom aggression and noncooperation with peers and teachers
- ☆ enhancing teacher-parent collaboration

This intervention is based on the same principles as Positive Behavioral Interventions and Supports (PBIS). In addition, the strategies learned fit easily into current classroom routines.

***“It was really the best PD I’ve ever had in 16 years of teaching!”***

## IY TT PARTICIPANTS

A total of 105 teachers participated in the project.

	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
# of teachers	28	30	26	21
Sex	97% Female, 3% Male			
Ethnicity	75% Caucasian, 22% African American, 3% Other			

Fifty-two teachers received the three 2-day IY Teacher Trainings. With such diverse knowledge and skill sets, the teachers were able to learn from workshop instructors as well as from each other.

## COMPONENTS | HAZELWOOD TEACHER PERSPECTIVES

The IY TT had several components. These included:

### 1. Video-based modeling was used to demonstrate effective practices.

*“The classroom videos and discussions of how to apply strategies in the classroom were helpful. The information provided was easy to understand and practical.”*

### 2. Teachers shared difficulties and ideas with others in their school and district. As a community, teachers discussed specific issues and solved problems.

*“I liked the time to reflect on my students and the chance to share ideas with others. I am excited about going back to school and try more proactive strategies.”*

• • •  
*“I liked having another professional’s opinion on how to look at different situations with difficult students.”*  
• • •

## PRACTICAL USES | HAZELWOOD TEACHER PERSPECTIVES

The teachers gained valuable resources and strategies that they applied in the classroom. This program was beneficial for both students and teachers.

*“Group session/meetings were always packed with useful, practical, and readily able to implement strategies and suggestions.”*

**“I have some wonderful new strategies that have helped reduce my stress and I can't wait to implement them.”**

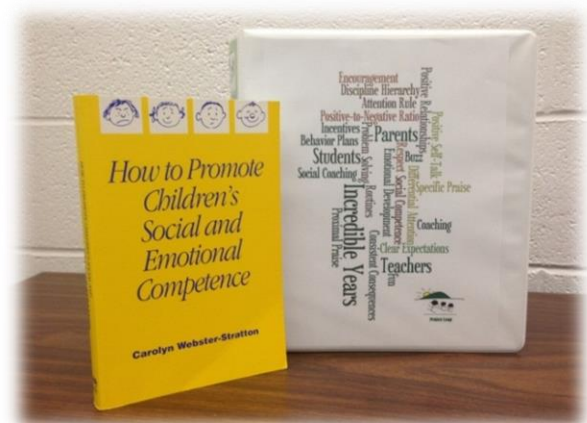
*“The ideas and resources. I feel like my self-esteem as a teacher went so high. I think this was the best part! Thank you!”*

*“Thank you for reminding me of things (strategies) that I may have learned long ago. This has been a very helpful workshop. Thanks for the new strategies you have taught me also. I appreciate you both helping to make me a better, more positive teacher. I'm sure it will be very helpful for my students of the future.”*

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*“Having the binder/book/website full of resources to consistently refer back to in the future”*

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Incredible Years book and materials provided to teachers who received the training

## IY TT WORKSHOP SATISFACTION—RATINGS BY TEACHERS

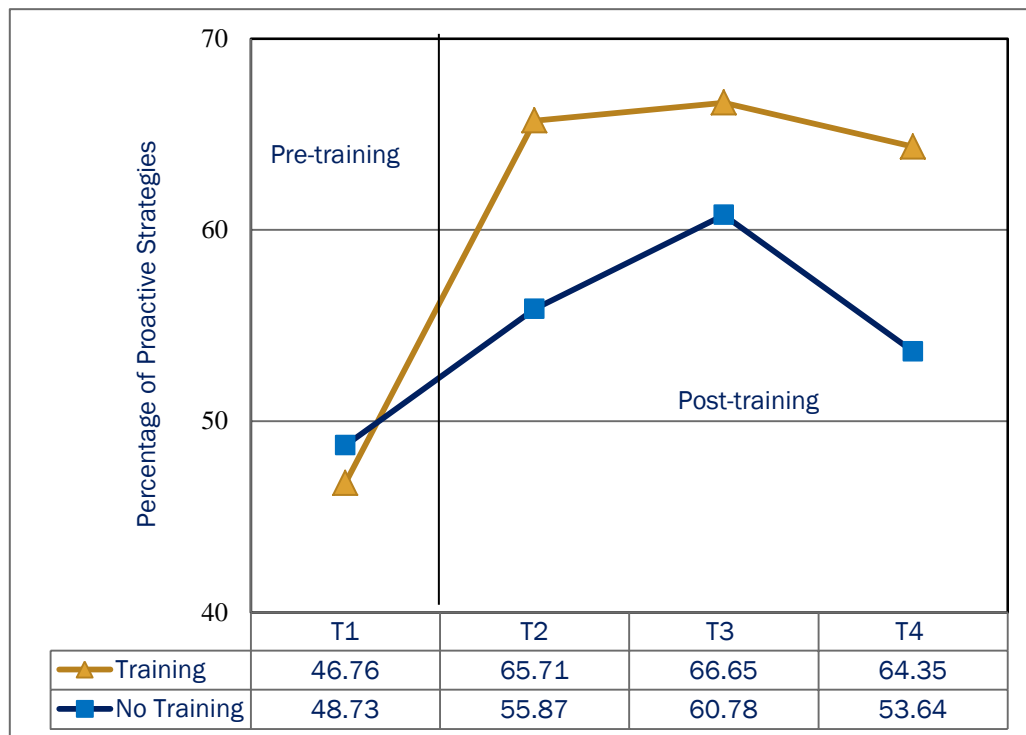
Teachers answered questions about the overall quality of the IY training. Teachers rated each statement on a scale of 1-7, one indicating low quality and seven indicating the highest quality.

In summary, teachers rated information presented by the group leader as useful (average = 6.75). Similarly, teachers thought group discussion and sharing of ideas was useful (average = 6.75). In addition, teachers felt that the approach used to change students' behavior problems in the workshop was appropriate (average = 6.44). Consequently, teachers felt confident that they would be able to manage future behavior problems in their classrooms after attending the workshop (average = 6.40). Finally, teachers indicated that they would recommend this workshop to other teachers (average = 6.65).

## IY TT PROACTIVE STRATEGIES

The LEAP to Achieve team conducted classroom observations of teachers' management strategies. Proactive strategies include praise and precorrective statements, while reactive strategies are forms of reprimands. Teachers with IY training used more proactive strategies than teachers without the training.

### Teacher use of Proactive Strategies

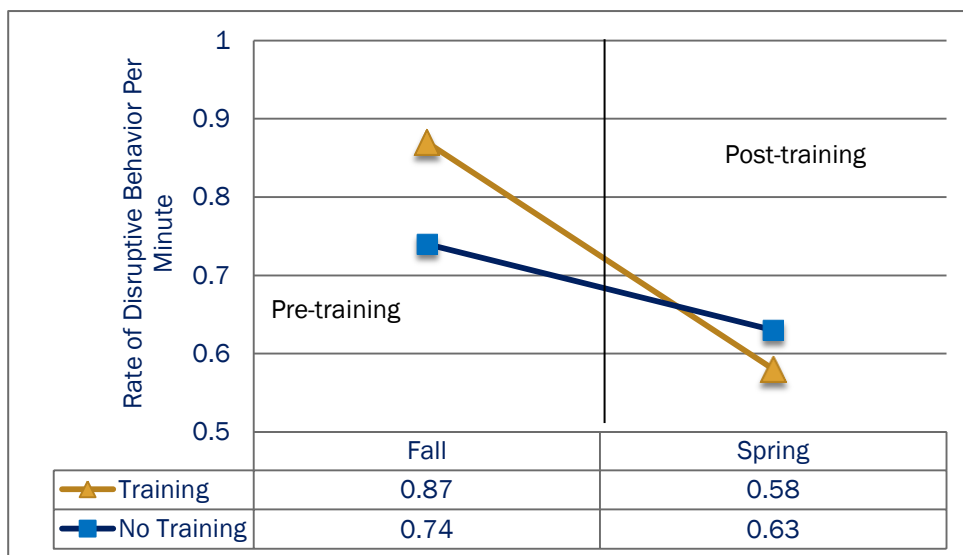


## STUDY FINDINGS

There were various measures used to analyze the impact of the IY training. Specifically, teachers answered questions about their classroom management styles and their students. The LEAP to Achieve team also conducted classroom observations of teacher and student behaviors. In addition, students answered questions about reading and math. Preliminary results suggest that teachers who received the training demonstrated more improvements in areas that were assessed throughout the year than those who did not receive the training.

**Disruptions stop instruction and/or interrupt other students' learning. The observed rate of student disruptions in classrooms of teachers who received the training significantly decreased compared to classrooms of teachers who did not receive the training.**

### Observed Student Disruptions



*"It [IY TT] allowed me to focus on a child, specific undesired behaviors, and useful and effective solutions."*

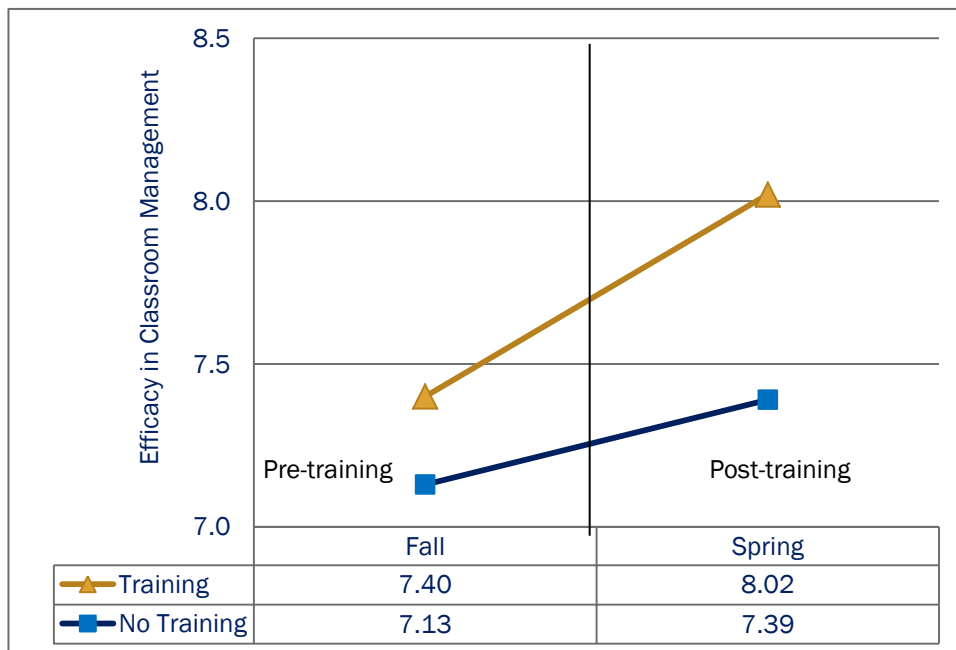
*"It [IY TT] has allowed me to reflect on the need to coach children on how to manage his/her own behavior."*

***"Consistency is key.... Teaching behaviors is just as important as academics".***



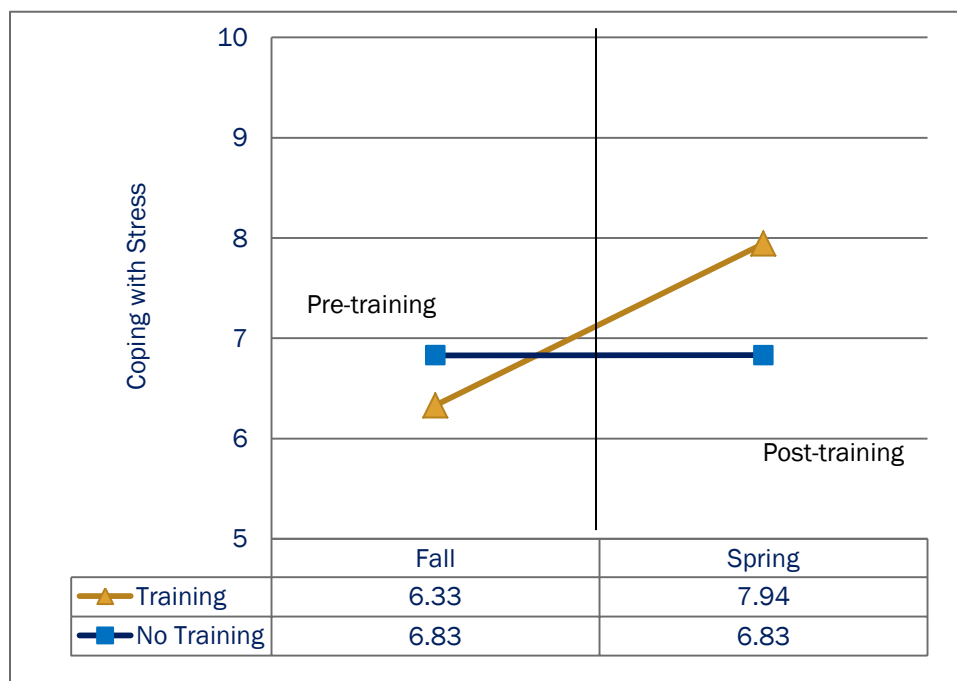
To assess efficacy, teachers rated their perceived ability to manage classroom behaviors. Results revealed teachers who received the training had significantly higher efficacy in classroom management after the training than teachers who did not receive the training. Higher scores indicate higher levels of efficacy.

### Teacher Reports of Efficacy



Teachers were asked about their ability to manage the stress of teaching. Results indicated that teachers who participated in the training coped with stress more effectively than teachers not in the training. Higher scores indicate better coping.

### Teacher Reports of Coping





## CLASSROOM MANAGEMENT SUPPORTS | HAZELWOOD TEACHERS

Several Hazelwood school personnel attended the Incredible Years Teacher Training workshop leader training in August 2012. This training certified these individuals to lead Incredible Years Teacher Trainings in the district. The goal is to allow for training to be available to more teachers in Hazelwood.



Hazelwood School Personnel at the IY Train the Trainers.

## CONTINUED COLLABORATIONS BETWEEN MU AND HAZELWOOD SCHOOL DISTRICT

### CHAMPS CLASSROOM MANAGEMENT

This project begins Fall 2013 and will evaluate the CHAMPS classroom management program in Hazelwood middle schools. CHAMPS is an innovative program to promote classroom management skills for middle school teachers. Participating middle school teachers will be randomly assigned to receive the training, similar to the LEAP to Achieve Project. This project is funded by the Institute of Education Sciences (IES), U.S. Department of Education (Grant Award Number: R305A130143: PI Keith Herman).

### CLASSROOM CHECK-UP

This project begins Fall 2013. The purpose of the project is to develop a feasible and useful web-based program to support elementary teachers in classroom management skills. The project will involve teachers and other school personnel by asking them to provide feedback and contribute to the design of the web-based materials, procedures, and methods used to support teachers. This project is funded by the Institute of Education Sciences (IES), U.S. Department of Education (Grant Award Number: R305A130375: PI Wendy Reinke).

## ABOUT US

The LEAP to Achieve Project is housed in the Missouri Prevention Center (MPC), located at the University of Missouri. This project is funded by the Institute of Education Sciences (IES), U.S. Department of Education (Grant Award Number: R305A100342). The IES mission is to improve educational outcomes for all students by identifying what works, what doesn't, and why.

## OUR TEAM

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- ☆ Melissa Stormont, Ph.D., Co-Principal Investigator
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