



RESEARCH FOCUS: Academic Behaviors & Performance

Teachers and Parents as Partners, known as TAPP, is an innovative, effective approach that helps educators address challenging behaviors and academic problems for long-term success. Decades of research have shown that TAPP consistently improves children's academic, social and behavioral outcomes, while building partnerships between parents and teachers.

Why Does This Matter?

Students who experience academic difficulties are more likely than their peers to continue struggling into adolescence and adulthood. Early intervention that involves parents and teachers working together is essential to support positive academic skill development for students who struggle.

What We Learned

TAPP is highly effective at supporting a student's academic performance across several domains.

Supporting Findings

- Students whose parents and teachers participate in TAPP greatly improve their work completion, accuracy, and overall academic performance.¹
- The use of a daily report card within TAPP enhances students' academic skills and productivity.²
- Interventions aimed to increase students' mathematical resilience are effective when implemented in the context of TAPP.³
- Parent-teacher collaboration through TAPP is more effective than a parent-only intervention at increasing mathematics homework completion and accuracy.⁴

Takeaways

- Improving communication and collaboration between parents and teachers through TAPP positively affects a student's academic success.
- TAPP's collaborative approach ensures that academic interventions are consistently reinforced across home and school settings, enhancing effectiveness.
- Partnering with parents in the educational process, as is practiced in TAPP, improves academic outcomes.

Citations

1. Weiner, R. K., Sheridan, S. M., & Jenson, W. R. (1998). The effects of conjoint behavioral consultation and a structured homework program on math completion and accuracy in junior high students. *School Psychology Quarterly*, 13(4), 281-309. <https://doi.org/10.1037/h0088986>
2. Murray, D. W., Rabiner, D., Schulte A., & Newitt, K. (2008). Feasibility and integrity of a parent-teacher consultation intervention for ADHD students. *Child Youth Care Forum*, 37(3), 111-126. <https://doi.org/10.1007/s10566-008-9054-6>
3. Kahveci, G. & Bulut-Serin, N. (2017). Conjoint behavioral consultation, cognitive behavior therapy and schema-based instruction: Enhancing mathematical resilience. *EURASIA Journal of Mathematics Science and Technology Education*, 13(8), 5543-5556. <https://doi.org/10.12973/eurasia.2017.00850a>
4. Galloway, J. & Sheridan, S. M. (1994). Implementing scientific practices through case studies: Examples using home-school interventions and consultation. *Journal of School Psychology*, 32, 385-411. <https://digitalcommons.unl.edu/edpsychpapers/30>