



RESEARCH FOCUS: Students with Disabilities

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?

Diagnoses of attention-deficit/hyperactivity disorder, autism spectrum disorder, and other disorders are increasing in prevalence across the United States. Students with these conditions are prone to difficulties with social-emotional development and academic achievement. Educators of students with disabilities often report a high frequency of disruptive classroom behaviors, and parents report challenges supporting their children. Thus, it is essential to promote family-school partnerships to improve outcomes for students with disabilities.

What We Learned

As a highly individualized intervention, TAPP provides a useful resource for parents and teachers of students with a range of diverse disabilities. It effectively improves the concerns of teachers and parents of students with disabilities, and enhances relationships between them.

Supporting Findings

- Parents and teachers of students with autism who participate in TAPP report:
 - increased perceived competence in problem-solving¹
 - reduced student target behavior (e.g., tantrums, off-task)^{1,2,3}
 - improvements in parent-teacher relationships¹



- increased communication quality between parents and teachers¹
- high acceptability of the TAPP process¹
- improved compliance with parental requests³
- Students with ADHD whose parents and teachers participate in TAPP demonstrate:
 - reduced student behavior problems⁴
 - decreased student hyperactivity⁴
 - improved adaptive skills (e.g., adaptability, communication) in the classroom⁴
 - fewer externalizing problems at school⁴
 - greater academic productivity⁵
 - improved academic skills⁵
- Parents and teachers of students with both autism and ADHD endorse high treatment acceptability.^{1,2,4,5}

Takeaways

- Students with identified disabilities, including autism and ADHD, and their parents and teachers, experience significant behavioral, social, and academic benefits from TAPP.
- Participating in TAPP improves the relationship between parents and teachers for students with autism.
- Parents and teachers of students with disabilities believe TAPP is an acceptable and highly useful service.

Citations

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3. Fallon, L.M., Collier-Meek, M.A., Sanetti, L.M. H., Feinberg, A.B., & Kratochwill, T.R. (2015). Implementation planning to promote parent's treatment integrity of behavioral Intervention for children with Autism. *Journal of Educational & Psychological Consultation*, 26(1), 87-109. <https://doi.org/10.1080/10474412.2015.1039124>
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5. 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>