



RESEARCH FOCUS: Teacher Skills

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?

Teachers have a unique opportunity to impact a child's educational, social, and emotional development. They are responsible for meeting the needs of many children, which can be difficult when students exhibit disruptive or challenging behaviors. Teachers can benefit from support aimed at addressing students' social-behavioral difficulties in their classrooms, including partnering with students' parents.

What We Learned

Teachers experience numerous benefits of TAPP that improve their teaching practices, and their communication and partnership with parents.

Supporting Findings

- Relative to other similar teachers, those who participate in TAPP demonstrate significantly greater improvements in:
 - perceived problem-solving competence^{1,3}
 - communication quality¹
 - behavioral control strategies to promote student on-task and compliant behaviors²
 - relationships and engagement with parents than those in a control group^{3,4}
 - use of positive attention and positive consequences than those in a control group^{3,4}
- Improvements for teachers who participate in TAPP are maintained for at least 1-year post-intervention.¹

Takeaways

- Participation in TAPP improves teachers' use of effective strategies and reduces overall disruptive classroom behaviors.
- TAPP provides teachers with skills related to collaborative problem-solving and decision-making with parents.
- Skills learned by teachers via TAPP maintain over an extended period of time.

Citations

1. Cheng, K. C., Witte, A. L., Wheeler, L. A., Sheridan, S. M., Gormley, M. J., Chen, D., & Eastberg, S. R. A. (2022). Examining long-term intervention effects to promote teacher problem-solving and communication skills in the rural context. *School Psychology, 37*(5), 378-387. <https://doi.org/10.1037/spq0000512>
2. Wilkinson, L. A. (2006). Conjoint behavioral consultation: An emerging and effective model for developing home-school partnerships. *International Journal of Behavioral Consultation and Therapy, 2*(2), 224-238. <http://doi.org/10.1037/h0100778>
3. Sheridan, S. M., Witte, A. L., Kunz, G. M., Wheeler, L. A., Angell, S. R., & Lester, H. F. (2018). Rural teacher practices and partnerships to address behavioral challenges: The efficacy and mechanisms of conjoint behavioral consultation. *The Elementary School Journal, 119*(1), 99-121. <https://doi.org/10.1086/698694>
4. Sheridan, S. M., Witte, A. L., Holmes, S. R., Coutts, M. J., Dent, A. L., Kunz, G. M., & Wu, C. (2017). A randomized trial examining the effects of Conjoint Behavioral Consultation in rural schools: Student outcomes and the mediating role of the teacher-parent relationship. *Journal of School Psychology, 61*, 33-53. <https://doi.org/10.1016/j.jsp.2016.12.002>