



BEST in CLASS-Web: A Tier 2 Intervention Addressing the Needs of Young Children with Challenging Behavior

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Purpose

BEST in CLASS is a tier 2 classroom based intervention for young children at risk for emotional and behavioral disabilities (EBD) and includes practice-based coaching to support teacher implementation of evidence-based practices aimed at improving behavior and engagement.

Findings from a randomized controlled trial of BEST in CLASS indicate it is effective at reducing challenging behavior, increasing child engagement, and improving teacher-child interactions (Sutherland et al., 2018).

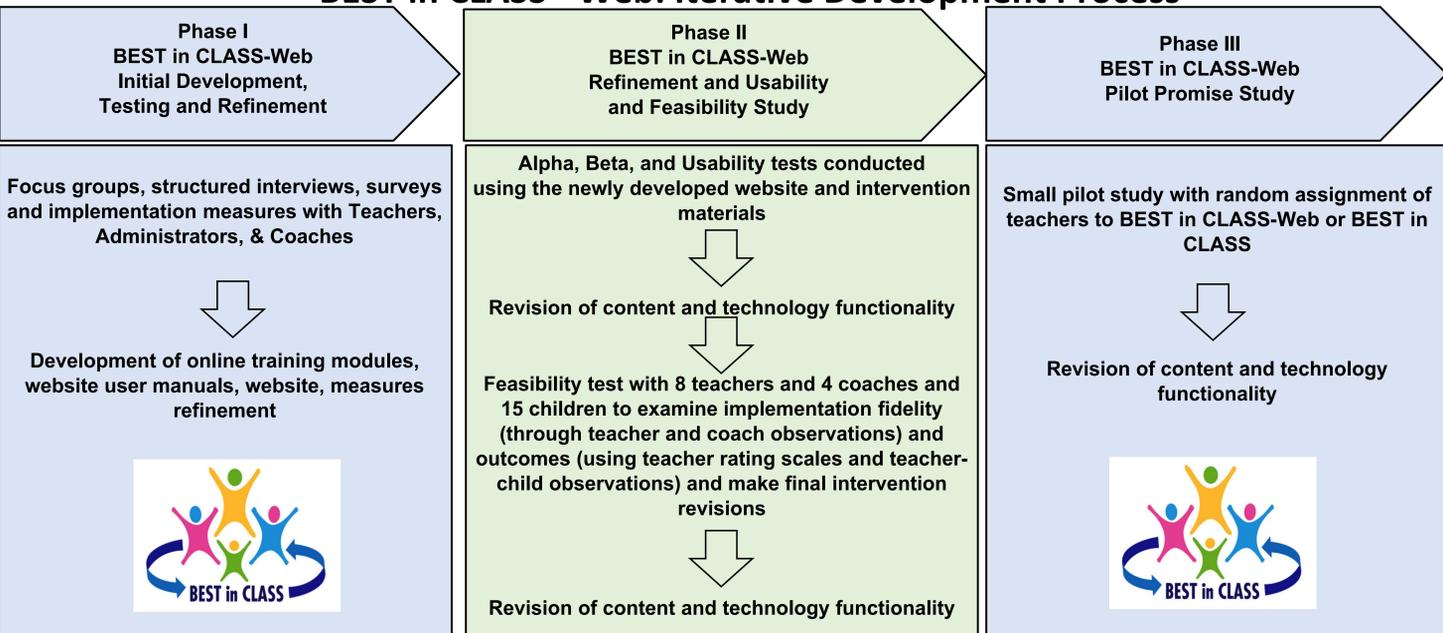
The BEST in CLASS intervention is designed to be delivered on-site (i.e., face-to-face) in early childhood classrooms. However, there are limitations with face-to-face delivery (e.g., restricted accessibility, scalability, convenience).

The purpose of this development and feasibility study was to increase the accessibility, flexibility, and usability of BEST in CLASS by developing a **web based version** that can be used efficiently and effectively by early childhood teachers working with young children at risk for EBD.

Results

Phase	Activity	Development Procedures	Key Findings
Phase I: Initial Development, Testing, and Refinement August 2016 - July 2017	Focus groups: 6 teachers naïve to BEST in CLASS & 12 teachers using BEST in CLASS	Participants were asked for perspectives and input on the design and adaptation of BEST in CLASS-Web training and coaching materials and about feasibility of online coaching.	Web Materials: Use less complex language, clarify roles and responsibilities of teachers and coaches, give examples and non-examples of Tier 2 practices Information about using the website and online materials was distracting within the modules, visual appeal and ease of use needed to be improved
	Interview with 4 program administrators and technology staff in EC programs Expert panel reviewers Model Integration	Qualitative data transcribed and themes identified. Data from these multiple sources used to refine the website and app, adapt modules, and coaching material	
Phase II: Refinement and Usability and Feasibility Studies August 2017 – July 2018	Alpha/Beta Testing	Student and staff dyads formed to mimic teacher and coach pairs and used to test online training and coaching materials	Ongoing technical issues: Barriers to efficiently and feasibly use the app and with sections of the website (i.e., video uploading) Coach feedback: Technical issues with app functionality, clarity needed for coaching instruction in user manual Teacher feedback: Modules clear, organized, concise. Need for specific feedback on module quizzes. Refinement: Before moving to feasibility testing, teachers' use was transferred from the app to the website and TORSH TALENT was used for coaching procedures to adapt to technical issues. Website was updated to include specific feedback on quiz questions. Variability in technology abilities of teachers and in access to technology in ECE sites. This encouraged the use of a technology screening tool.
	Usability Testing 7 teachers 3 coaches	Teachers used BEST in CLASS-Web to evaluate comprehension, user appeal, and system performance. Feedback received through surveys and semi structured interviews with teachers and coaches	
	Model Integration	Data from teacher and coach feedback used to refine technology, adapt modules, and coaching materials	
Phase III: Pilot Promise Study August 2018 - July 2019	Feasibility Testing 8 teachers 15 children 4 coaches	Teachers and children received 14 weeks of BEST in CLASS-Web. Observation, survey, and direct assessments collected	Data will be used to further refine website, modules, and coaching material to prepare for RCT. Data to be analyzed Summer 2019
	Final Module and Manual Refinement Summer 2018 Randomized Controlled Trial 2018-2019	Semi structured interviews with teachers and coaches to be completed 20 teachers currently enrolled	

BEST in CLASS - Web: Iterative Development Process



Conclusion

Data gathered during alpha, beta, usability, and feasibility testing phases signal BEST in CLASS-Web is a promising intervention for the prevention of children's challenging behavior.

This study has implications for the development of interventions using a web based format, which may be considered more cost efficient and scalable.

Challenges: 1) A seamless platform for teacher training and coaching over the web does not yet exist; 2) Variability exists in teachers' technology abilities and technology support available at early childhood education sites (e.g., access to Wi-Fi, computer literacy).

Strengths: 1) Addresses a critical and unique need given it focuses on a web-based professional development model, which can be delivered in-person or remotely and specifically increases teachers' use of evidence-based practices to prevent children's challenging behaviors.

