

# Putting Research to Work for Military Families



Focus:  
Civilian

## Class-Wide Positive Behavior Support in Preschool: Improving Teacher Implementation Through Consultation

Carter, D., & Van Norman, R. (2010). Class-wide positive behavior support in preschool: Improving teacher implementation through consultation. *Early Childhood Education Journal*, 38(4), 279-288. doi:10.1007/s10643-010-0409-x

**SUMMARY:** Classroom observational data were used to evaluate children's emotional and behavioral issues following the implementation of the Positive behavior support (PBS) program and teacher consultation within preschool classes. Increased implementation of PBS was found in each of the classrooms following consultation. Child academic achievement increased from baseline through implementation and problem behaviors decreased.

### KEY FINDINGS:

- Findings document a clear and immediate increase in teachers' implementation of universal PBS practices following consultation
- Teachers' implementation of universal PBS practices was evident within each specific skill.
- Children were highly engaged in their classes, even at baseline; these high rates of children's academic engagement were maintained following intervention.

### IMPLICATIONS FOR MILITARY PROFESSIONALS:

Military professionals could:

- Collaborate with professionals in the field to implement PBS in classrooms that serve military children who are struggling with emotional and behavioral issues
- Offer staff training and continued consultation regarding the PBS prevention program

### IMPLICATIONS FOR PROGRAMS:

Programs could:

- Offer support groups to military families with children who struggle with emotional and behavioral issues and are having trouble in school
- Offer workshops to military parents regarding normative emotional development and how military service can influence this

### IMPLICATIONS FOR POLICIES:

Policies could:

- Encourage programs to utilize evidence-based curriculum, such as PBS, when working with military children with emotional and behavioral issues within the classroom
- Recommend training for professionals working with military children within the classroom on evidence-based interventions

This product is the result of a partnership funded by the Department of Defense between the Office of Military Community and Family Policy and the USDA's National Institute of Food and Agriculture through a grant/cooperative agreement with The University of Minnesota.



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## METHODS

- Four preschool classrooms within one early childhood education center in southern Nevada participated.
- Classrooms were selected based on administrative nominations, teacher interest, and completion of PBS implementation and assessment.
- This article focuses on preschool classrooms with primarily civilian children.

## PARTICIPANTS

- The sample 92 students and each of the four classrooms had two teachers.
- Children in the classrooms were between 33 to 63 months of age.
- No other demographic data were provided (e.g., gender, race).

## LIMITATIONS

- This study included four preschool classrooms serving children from 33 to 63 months of age within one early childhood education center in southern Nevada. Hence, the selected participants and programs may differ from non-participants in a way that is not measured, but affected the outcome variables.
- Researchers may have intentionally or unintentionally influenced the finding (e.g., overlooked unexpected occurrences, asked leading questions).
- There was no comparison group, making it hard to attribute changes to the implementation of the PBS program and consultation.

## AVENUES FOR FUTURE RESEARCH

Future research could:

- Test whether consultation represents a more effective alternative to workshop training in support of teachers' implementation of universal PBS practices and other curricula, especially in classrooms serving military children
- Examine whether consultation has an impact on the long-term practices of teachers and staff
- Evaluate the effectiveness of PBS within classrooms with military children

## ASSESSING RESEARCH THAT WORKS



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<https://reachmilitaryfamilies.umn.edu/content/assessing-research-that-works>