Bringing It To The Teachers: Guiding them through the ODD maze

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Background

- Increase in behaviour disorders (Vinson, 2001; Akin-Little, Little & Laniti, 2007)
- Isolated teachers Vs city colleagues (McRae, 1996; Waldrip & Fisher, 2000; McLean & Dixon, 2010)
- Level of experience in isolated schools (DET, 2005)

Problem

- Itinerant Support Teacher Behaviour review (SLSP)
- Currently inadequately supported (Waldrip & Fisher, 2000; McLean & Dixon, 2010)
- Distance between the office and schools (DET website)

Significance

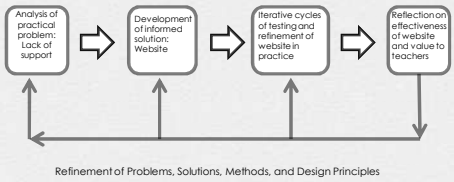
- The impact on class/ school (Paulson, Buermeyer & Nelson-Grey, 2005; McLean & Dixon, 2010)
- The impact on student's life (Gresham, Lane & Lambros, 2000; Infantano & Little, 2005; Barcalow, 2006)
- Impact on teachers and teacher retention levels (Morin, 2001; Infantano & Little, 2005; Westling, et al., 2006)

Aim

- Support for teachers
- Investigate online learning environment
- Develop design principles

Research Design

- Design Based Research



- Figure 2: Adapted from Reeves, 2006, p. 59

Methodology

- Participants
  - 18 participant teachers
  - Schools were purposefully selected
  - 3 Experienced behaviour teachers
    - Experienced in mainstream settings
    - Specialist behaviour teachers
    - Average 25 years experience
    - Wilderness program
    - Current researcher

Preliminary Analysis

- Teacher Skills
- Resources
- Teacher Stressors
- Website requirements
- Community of Practice

Teacher Skills

- Know the disability
- Advanced verbal skills
- Ability to analyse behaviour patterns
- Explicit classroom systems
- Professional discussions

Resources

- Access to experienced personnel
- Pro-social management
- Access to role play video clips
- Opportunities for professional development
- Opportunities for formal study

Teacher Stressors

- Isolation
- Inexperience
- Rift between theoretical knowledge and practice
- Access to experienced personnel

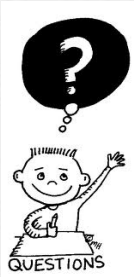
Website requirements

- Disability information
- Examples of classroom systems
- Behaviour scenario video clips
- Anger management and social skills programs
- Chat facility (CoP)
- Access to a behaviour expert

Community of Practice

- Enhance social interactions
- Enhance social relationships
- Mitigate isolation
- Professional discussions
- Emotional support

Questions



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