BEST in CLASS-Web: A Web-based Intervention
Supporting Early Childhood Teachers' Use of Evidence-based Practices
with Young Children at Risk for Emotional/Behavioral Disorders
84.324 *Goal Two under Social and Behavioral Outcomes to Support Learning Research Grants*

This proposal addresses a critical need in the field through the development of a web-based version of a Tier-2 intervention, BEST in CLASS-Web, that targets the reduction of problem behavior of young children at-risk for emotional/behavioral disorders (EBD). While recent national attention suggests high-quality early childhood (EC) education provides the foundation for future school success, many children attending federal and state-funded EC programs demonstrate chronic problem behaviors, social/ emotional/behavioral deficits, and educational deficits that place them at risk for the development of EBD and later school failure. To compound this problem, many EC teachers lack the skills needed to prevent or ameliorate these children's deficits. To ensure children with chronic problem behavior have access to high-quality EC education, highly qualified teachers trained in evidence-based practices are needed. Researchers have found that access to intensive professional development, which includes coaching, is key to improving and supporting teachers' effective and sustained use of evidence-based practices to ameliorate young children's chronic problem behaviors.

BEST in CLASS-Web is a Tier 2 intervention targeting young children identified as being at risk for EBD. Past research indicates that BEST in CLASS is effective at improving teachers' use of evidence-based instructional practices as well as reducing chronic problem behaviors of high-risk children and increasing their desirable social, emotional, and educationally related outcomes. However, the current BEST in CLASS intervention is designed to be delivered face-to-face in EC classrooms. Although this delivery model meets the needs of some EC programs and teachers, it also has limitations and may not meet the needs of all EC programs and teachers. Therefore, the goal of this proposal is to increase the accessibility, flexibility, usability, and scalability of the BEST in CLASS intervention by developing a web-based version that can be used efficiently and effectively by early childhood (EC) teachers' working with young children engaging in chronic problem behavior.

BEST in CLASS-Web will partner with 4 EC programs across two research sites and will follow an iterative design process during Years 1 and 2, which includes initial development, testing, refinement and feasibility and usability testing. In Year 3, a pretest-posttest multisite cluster randomized design pilot investigation will be conducted. BEST in CLASS-Web will be comprised of three manualized components to be delivered via an interactive website: (1) teacher training workshop, (2) teacher manual comprised of 7 modules on evidence-based practices aimed to increase positive teacher-child interactions, prevent problem behaviors, and increase child engagement necessary for learning, and (3) 14 weeks of practice-based coaching. Intervention participants in the Year 3 pilot study will include 36 EC teachers and 72 children who are at risk for EBD in Head Start and state-funded Pre-kindergarten programs in Florida and Virginia and randomly assigned to BEST in CLASS-Web or BEST in CLASS (onsite). To address our research aims, multiple data sources and data collection methods will be used to allow for in-depth analyses of the implementation process and evaluation of model feasibility and usability in relation to child and teacher-level dependent variables. Additionally, a combination of qualitative and quantitative data analytic strategies are proposed to address the research aims. Dissemination activities will occur throughout the project. By the end of the project, we will produce a fully developed BEST in CLASS-Web intervention website, including teacher training and coaching materials, and data demonstrating its feasibility and usability of implementation by teachers in authentic EC classrooms and preliminary outcomes for teachers and children.