Identifying Common Resources Teachers Use to Address Problematic and Challenging Student Behavior

Joseph Clint Nicholes
Utah State University

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IDENTIFYING COMMON RESOURCES TEACHERS USE TO ADDRESS PROBLEMATIC AND CHALLENGING STUDENT BEHAVIOR

by

Joseph Clint Nicholes

A thesis submitted in partial fulfillment of the requirements for the degree of

MASTERS OF SCIENCE

in

Special Education

Approved:

Kaitlin Bundock, Ph.D.
Major Professor

Ray Joslyn, BCBA-D
Committee Member

Sarah Pinkleman, BCBA-D
Committee Member

D. Richard Cutler, Ph.D.
Vice Provost of Graduate Studies

UTAH STATE UNIVERSITY

Logan, Utah

2023
ABSTRACT

Identifying Common Resources Teachers use to Address Problematic and Challenging Student Behavior

by

Joseph Clint Nicholes, Master of Science

Utah State University, 2023

Major Professor: Dr. Kaitlin Bundock
Department: Special Education and Rehabilitation

Problematic and challenging student behavior has a myriad of negative outcomes for both educators and students. Although the implementation of Evidence Based Practices (EBP) for classroom management have decreased these negative outcomes, educators are not utilizing them. The purpose of this study was to investigate which resources K-6 General Educators and Special Educators access to find information on behavior management strategies and procedures, as well as, their perceptions on those resources. We surveyed teachers from fourteen states in regards to what resources they used and the level in which they trusted, could implement, could understand and could find information on behavior management procedures from the resources they reported accessing. Results indicated that educators primarily accessed information from building/district administrators and colleagues due to their perceived accessibility, understandable, trustworthy and usable.
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Introduction

Classroom Management and Teacher Burnout

A teacher’s ability to organize a classroom, maintain order and gain all student’s attention are critical skills and an important component of a healthy classroom and effective teaching (Aloe et al., 2014). Stronge and colleagues (2011) found that classroom management was the only significant predictor of differences between highly effective and least effective teachers. Additionally a growing body of empirical research supports the direct relationship between classroom management and reduction of disruptive behavior (Gage et al., 2017). Meta-analyses completed by Oliver and colleagues (2001) and Marzano and colleagues (2003) found that classroom management had a positive impact on reducing disruptive and aggressive behavior, while increasing academic achievement, supporting the contention that to effectively teach rests first on the teacher’s ability to manage student behavior in the classroom (Freeman et al., 2014). What’s more, research findings document that the majority of teachers feel they do not receive adequate pre-service training on classroom management and feel unprepared for the demands of managing problematic and/or challenging student behavior, such as defiance, disruptions, inappropriate language, physical aggression, property damage and eloping, (see appendix B for full definitions of problematic and/or challenging student behavior) in their classrooms (Begeny & Martens, 2006; Chelsey & Jordan, 2012; Freeman et al., 2014; Gable et al., 2012; Stought, 2006). Additionally, Scott and colleagues (2011) conducted over 3,000 teacher observations, the results of which indicated that most teachers who were observed did not demonstrate the skills necessary to effectively manage their classrooms.
The National Center for Educational Statistics (Kaiser, 2011) found that 12% of public-school teachers, regardless of area, leave the teaching professional within the first two years; DeAgelis and Presely (2011) report that within the first 5 years of teaching, close to 50% of educators will leave the field. Because of the rise in teacher attrition numbers, many researchers over the last two decades have focused on this topic and have collected empirical evidence about the causes and effects of burnout on teachers (Aloe et al., 2013). Findings from studies conducted by these researchers indicate teachers leave the field for a multitude of reasons; however, researchers consistently listed lack of pedagogical training and problematic and/or challenging student behavior as two of the top factors that influence educators’ decisions to leave the field of teaching (Freeman et al., 2014). Teachers indicate that they consider classroom management to be the most challenging aspect of their jobs (Barrett & Davis, 1993; Reinke et al., 2011) and Wei and colleagues (2010) found that teachers who left the profession within the first five years cited classroom management as the primary reason for leaving. When teachers lack the skill set required to manage behavioral, emotional and social aspects of their classroom, students have shown to engage in less on task behavior, score lower in academic performance, and the classroom climate is negatively impacted (Marzano et al., 2003). Furthermore, problematic and/or challenging student behavior has been linked to an increased probability of students experiencing the juvenile or criminal justice system, expulsion or drop out and increased risk of academic failure (Gage & Macsuga-Gage, 2017; Noltemeyer et al., 2015; Rauch & Skiba, 2004). Problematic and/or challenging student behavior is not only detrimental to student outcomes, but is also among the top reasons for teacher burnout (Brunsting et al., 2014; Garwood et al., 2018). Managing and
dealing with problematic and/or challenging student behavior is a significant source of teacher stress (Kuzman & Schnall, 1987) and can lead to burnout (Friedman, 1995).

**EBPs and the Research-to-Practice Gap**

Evidence-based practice, or EBP, has been defined by Slocum and colleagues (2014) as a model of professional decision making in order to provide services to a client using a combination of both the best available evidence and clinical expertise, all while considering the client’s needs and goals. Evidence Based Practices (EBPs) are practices based on high-quality research that have shown to have a positive impact on improving student outcomes, such as increasing academic achievement and student engagement (Cook & Cook, 2013; Cook & Odom, 2013; Scott, 2017; Simonsen et al., 2008; Test et al., 2009). Scott (2017) reports the most common problematic and/or challenging student behavior faced by teachers on a daily basis, both in special and general education settings, are students engaging in off task and/or disruption behaviors, which can consume more than 80% of teachers’ instructional time. Scott (2017) found teachers who implement EBPs for classroom management report less emotional stress and exhaustion when dealing with common problematic and/or challenging student behavior.

Additionally, Simonsen and colleagues (2008) provide evidence that classrooms incorporating a variety of management EBPs have shown to facilitate a learning environment in which students exhibit greater task involvement and completion, friendly interactions among peers with less aggression, and are more attentive to teacher instruction.

Although research confirms that the implementation of EBPs with fidelity improves student performance (Cook et al., 2008; Simonsen et al., 2008; Scott, 2017),
educators are not implementing research-based practices consistently or with fidelity (Burns & Ysseldyke, 2009; Gage et al., 2017; Hirn & Scott, 2014). Mostert (2010) found that not only are educators not using EBPs, but also far too frequently, educators implement instruction and behavioral practices that are not supported or even have been disproved by research. In the field of education, marketing, anecdotes or appeals to philosophy have been given precedence over evidence of student outcomes (Slocum et al., 2014). As a result, a gap has been created and has persisted between what is known from research and what is actually being implemented in educational practice (Slocum et al., 2014). This gap in research-to-practice in the field of education has been an area of discussion between scholars and policy makers, who have speculated why it exists and how to close it. (Espin & Deno, 2000; Forman et al., 2005; Greenwood, 2001; Landrum & Tankersley, 2004).

In 1997 one such scholar, Carnine, wrote an article on the topic of the research-to-practice gap in education, where he hypothesized that if teachers perceive educational research as untrustworthy, inaccessible or unusable, then any attempt to bridge this gap would be hindered (Beahm et al., 2021). Therefore, Carnine proposed a framework for evaluating the research-to-practice gap. He suggested that all educational resources should “be evaluated in terms of trustworthiness, usability and accessibility” (p.514) as foundational elements for facilitating the adoption and implementation of EBPs in education. Carnine defined trustworthiness as the confidence educators have in the research findings, and usability as the likelihood the research will translate and be able to be used in the school setting based on the information provided in the journal article (Hitt et al., 2022). Carnine described accessibility as the ease in which educators can find
information and materials to efficiently implement the research-based practices or procedures in their classroom (Carnine, 1997).

Since the time Carnine’s 1997 article was published, research on the topic of the research-to-practice gap in education has supported his initial hypothesis. Carnine hypothesized that educators do not trust research due to the confusing academic jargon and the unnatural controlled conditions in which the research takes place in (Beahm et al. 2021). Boardman and colleagues (2005) concluded that many educators found research to be untrustworthy and that educators trust information gathered from colleagues more than evidence from research (Beahm & Cook, 2021; Boardman et al., 2005; Smith et al., 2010). Landrum and colleagues (2007) and Smith and colleagues (2010) reported that educators rated information from colleagues, or other personal sources, as more usable than research findings in journal articles. Many teacher preparation programs do not prepare teachers with training in research or statistics, which could cause difficulties in interpreting or accessing research studies (Beahm et al., 2021). In fact, Hudson and colleagues (2016) reported that educators were unable to and were unaware of how to access journal databases to retrieve research. What’s more, Kennedy (1997) proposed the gap could be the result of multiple factors, which includes inaccessibility of research to teachers and the inability of researchers to draw connections within studies published in professional journals. Kauffman (1996) suggested teacher acceptability and empirical support for an instructional practice have an inverse relationship. In short many educators do not find research to be trustworthy, usable, and accessible but do find information from colleagues more trustworthy, usable and accessible (Beahm et al., 2021).

**Bridging the Research-to-Practice Gap**
Regardless of the causes, the gap in research-to-practice in the field of education is of the upmost importance because research in teaching practices and educators implementing EBPs that improve student outcomes, especially for students most at risk for academic failure, school drop-out, and expulsion, needs to be a foundational practice in the field of education (Beahm et al., 2021; Burns et al., 2009; Cook et al. 2008). However, to help close the research-to-practice gap, educators require support in this age of endless sources when finding, accessing, and correctly implementing EBPs (Hitt et al., 2022). With the advent of online resources (e.g., Google, IRIS Center, Intervention Central, What Works Clearing House, PBIS world) and social media platforms (e.g., podcasts, blogs, YouTube, TikTok, Facebook, Pinterest, Teachers Pay Teachers), many educators might be accessing these online resources or social media platforms to find procedures claiming to be best practice, unaware not all resources are objective or accurate (Hitt et al. 2022; Opfer et al., 2016). The first step in addressing the gaps between research and practice is to determine educator’s perspectives on their practices in order to address the attitudes, beliefs, and behaviors of those who actually implement the change by incorporating new techniques into their teaching repertoire (Burns et al., 2009). Therefore, more research is needed to gather information on where educators are going to find practices and procedures to manage problematic and/or challenging student behavior.

**Literature Search and Results**
I conducted an empirical literature search to find additional relevant articles regarding the resources educators access to find practices and procedures to manage problematic and/or challenging student behavior. Several iterations of my search were conducted using a variety of the following literature search terms: classroom management, behavior management, research to practice, research to practice gap, research based practices, evidence based practices, teacher preparation, and online resources. These search terms, or similar combinations of terms, were put into the following databases: Academic Search Ultimate, ERIC, Education Source, Teacher Reference Center and PsychINFO via EBSCOhost. Additionally Google Scholar was used to find supplementary articles that were either foundational and/or historical. In order to make the determination of which articles to be reviewed here, I first screened the titles and abstracts of each of the articles. Then I evaluated whether or not the articles addressed Evidence Based Practices (EBPs) in special or general education, classroom or behavior management practices in education, resources educators access to address classroom management issues, and educators’ perspectives on EBPs. If the article addressed the previous topics, I then read the article in its entirety to summarize below. It is important to note that I excluded any article that was published prior to 2000, was not peer-reviewed, was not conducted in the United States or was written in a language other than English. This process resulted in the inclusion of five articles, which I summarize below.

Simonsen and colleagues conducted a review and analysis in 2008 of all empirical evidence investigating EBPs in classroom management and the impacts EBPs have on student outcomes and performance. Researchers ultimately identified a total of 20
empirically supported EBPs, which Simonsen and colleagues categorized into five critical features of effective classroom management. These areas include maximizing structure; post, teach, review, monitor, and reinforce classroom expectations; actively engage students in observable ways; use a continuum of strategies for responding to appropriate behavior; and use a continuum of strategies for responding to inappropriate behavior. Researchers concluded that classrooms incorporating a variety of EBPs in the five main areas identified for behavior management tend to facilitate an environment in which students engage in more appropriate academic and social behaviors (Simonsen et al., 2008). Regardless of the findings by Simonsen and colleagues, it is worth mentioning the major limitation to this study was approximately half of the studies reviewed by researchers where conducted 20 or more years ago. Due to the age of these studies, researchers recommend that any future research into classroom management strategies focus on empirically evaluating new or under-researched classroom management procedures.

Boardman and colleagues (2005) conducted focus group interviews with 49 elementary special education teachers from Texas and Florida in order to better understand special education teacher perspectives on research-based practices and the usefulness of research. Researchers reported the most important finding from the focus groups was that the majority of teachers where not presented with research or evidence by their district for district-provided “effective” instructional practices or materials. What’s more, 22 teachers in the survey indicated that they were required to find their own research or evidence to use when selecting instructional methods, with little to no guidance. Additionally Boardman and colleagues (2005) found that these teachers “were
neither obligated to nor impressed by the current push to use research-based practices in their classrooms” (p.177). Similar to previous research finding by Stanovish and Stanovish (1997), Boardman and colleagues (2005) reported that the teachers in the focus groups expressed pessimism regarding research and its usability in their classrooms. Teachers also expressed that they often discount professional development and any research that was also presented to them. Ultimately, the teachers in this study described research to be inconsistent and reported that it does not make sense to keep up with current practices. Researchers felt that the feedback gained from this study can be and should be used to guide future practitioners in facilitating the necessary supports to allow teachers to benefit from any professional development provided. Additionally, researchers felt that the objectivity of the study could have been compromised because all of the authors of the study conducted the focus groups.

In another study (Landrum et al., 2007), researchers evaluated 172 general and special education teachers’ perceptions of the usability of reading interventions when presented in research findings versus personal experience of a veteran teacher. The researchers found teachers in the study indicated the information was more usable when it was presented in a personal format when compared to the data-based format. Landrum and colleagues hypothesized that this could be due to teachers’ views of their colleagues and researchers. Specifically teachers have to address a variety of complex factors within their classrooms and they seek practices that not only meet these needs but are also easily put into practice. When teachers present other teachers with a specific practice, the practice comes with an endorsement and credibility due to shared experiences and perspectives of being in the classroom. Simply put Landrum and colleagues (2007) stated
“teachers are more apt to respond positively to a teaching technique, especially in regard to the usability of the intervention, when another teacher presents it than when one who is views as an outsider to the world of schools (e.g., a researcher) advocates it” (p.10). Moreover, Landrum and colleagues (2007) posit that teachers are cynical toward research and view it as being far removed from the realities of the classroom. Landrum and colleagues (2007) recognize that one major limitation to their study was that the teaching techniques used in the study related to a content area (i.e., reading) that the majority of teachers were most familiar with. In fact, educators in the study could have held strong opinions toward the teaching of reading, which could have resulted in a positive or negative view of the procedures used regardless of the presentation format used. Researched noted “strong opinions and contentious debates have long characterized reading education, and we did not specifically address teachers’ predispositions regarding this issue in the present study” (p.13). Landrum and colleagues (2007) stated that any future research should address teachers’ pedagogical alignments toward interventions in combination with their views of databased information.

Because of the seeming endless supply of resources and practices that can be found online, with many claiming to be based in EBPs, Hitt and colleagues (2022) set out to determine if websites that where trustworthy for teachers are actually useful and easy to navigate. Hitt and colleagues reviewed and evaluated 41 websites that were previously identified by Test and colleagues (2015) as being evidence based in order to determine each website’s levels of usefulness, trustworthiness, and accessibility. Specifically researchers found that 30 of the 41 websites (73.2%) were rated as trust or trust with caution. Of the remaining 30 websites reviewed for the degree of accessibility or ease of
navigation and materials provided, 28 of the websites only required two or fewer clicks to find EBPs and 23 of these sites had a search tool. The search tool allowed users to locate EBPs with one or two clicks. Overall of the 30 websites that met the trust or trust with caution criteria, 14 were found to be useful, nine were somewhat useful and seven where determined to be not useful. Due to the growing number of teachers using online resources to find EBPs, it is crucial for these sites to be useful to teachers, meaning they are both trustworthy and accessible. Hitt and colleagues (2022) went on to state that a significant limitation to their study was that they did not seek to identify any new websites because the purpose of the study was to update the level of usefulness of websites previously identified by Test and colleagues (2015). With this limitation in mind, it was suggested by the authors that future research in this area should seek to identify any new websites not previously identified by Test and colleagues (2015) and then determine if these additional websites are useful resources for educators.

Beahm and colleagues (2021) surveyed 238 educators in four West Virginia counties to investigate which resources they use to find information on effective behavior management strategies and their perceptions of those resources. Specially Beahm and colleagues (2021) asked educators the degree to which they used, trusted, could access, could implement and could understand information on behavior management strategies found on internet search engines, internet media, professional organization websites, journals, colleagues and professional development. The results of Beahm and colleagues 2021 study built on previous research findings (e.g., Boardman et al., 2005) which indicate educators primarily prefer and go to colleagues when researching behavior management procedures because colleagues are easy to understand and provide usable
information. However, the results of Beahm and colleagues’ 2021 study do not align to previous research findings in which professional and academic journals were rated as being used regularly by respondents and internet media were used infrequently as resources. The Beahm and colleagues’ 2021 study provides initial understanding into what resources educators’ access for behavior-management resources and their perception of those resources, the results of which are consistent with Carnine’s (1997) theory that educators’ use of resources aligns with the perceived degree of accessibility, usability and trustworthiness. Beahm and colleagues (2021) noted a limitation to their study was the overall low survey response rate of 12.4%. Because of this low rate, it is essential to keep in mind that nonresponding educators could have different perspectives than educators who did respond to the survey. Additionally, all respondents were majority white, female and experienced; all respondents were also from one region in a single state. Beahm and colleagues (2021) recommended that future research should continue to examine behavior-management resources that educators identify as helpful to inform and improve behavior-management resources., and suggested future researchers try to extend and build upon their results by examining and comparing survey results from a variety of geographical regions and across different educator roles (e.g., difference in how general and special educators perceptions and implementation) to understand the variables that influence educators’ perceptions of resources as trustworthy, useable and accessible when accessing information on behavior-management resources when addressing problematic and/or challenging student behavior.

**Purpose Statement and Research Questions**
Therefore, the purpose of this study was to build on the research of Beahm and colleagues (2021) by surveying K-6 General Education and Special Education teachers that had self-identified as working in public education to investigate the resources these educators’ access when searching for strategies to address problematic and/or challenging student behavior. We asked educators to identify which resources they use when locating procedures for effective behavior management from a comprehensive list. Then, using the framework presented by Carnine (1997), educators were asked to rate the trustworthiness, usability and accessibility of each resource they identified. The goal of this project was to add to and validate the previous results from Beahm and colleagues (2021) in identifying and investigating common resources that K-6 educators’ use when finding information and procedures to address problematic and/or challenging student behavior.

To address this purpose statement, researcher(s) asked the following research questions: (1) What resources do K-6 educators report accessing to address problematic and/or challenging student behavior in their classrooms? (2) How trustworthy, usable and accessible do educators perceive information from these resources to be?

Method

Participants and Setting
Participants included K-6 General Education or Special Education teachers whom hold a Bachelors or Masters Education degree and directly work with K-6 student(s) as either a General Education and/or Special Education teacher. Participants were also eligible to participate if they held a professional teaching license or emergency/site specific teaching license and currently work in a public school, including public charter schools. Participants were ineligible for participation if they were not currently working as a K-6 General Education and/or Special Education teacher with at least one K-6 student(s), did not work in a public school, if they held any educational degree higher than a Masters, or work in a public school in any position other than as a General Education/Special Education teacher (e.g., Speech Pathologist, School Psychologist). The study took place online, as participants completed an online survey via Qualtrics, an online survey platform (Qualtrics, 2018).

Materials

Survey Development

The student researcher created an electronic survey via Qualtrics that included an opportunity for participants to provide informed consent (Appendix A) and respond to the study survey questions (Appendix B). Potential participants only could access the survey questions once they read the detailed sections in the informed consent page (e.g., Procedures, Risks, Benefits, Confidentiality, IRB etc.) and provided informed consent by clicking “yes” at the bottom of the first page of the Qualtrics survey (Appendix A). The survey was organized into four main sections (e.g., Demographics, Context, Resource Identification and Resource Evaluation) and contained 20 questions related to which resources K-6 General Educator and Special Education educators’ access when finding
information on behavior management practices to address problematic and/or challenging student behavior. All participants answered 14 questions prior to answering questions about resources they identify (more detail on these questions provided in the Resource Evaluation section below). Participants answered four Likert-scale questions per resource, and one additional question for any web-based resources (Teachers Pay Teachers, Facebook, Pinterest, TikTok, or Search Engines) they indicated using resulting in a total of 23 survey questions. Specifically, eight questions were 5-point Likert scale questions, eleven were multiple choice/multiple answer, three were open-ended and one rank order.

**Demographics**

The Survey had 10 demographic questions to gather information on the participants’ gender, race/ethnicity, age, state they teach in, urbanicity, highest educational degree earned, school setting and teaching assignment (e.g., charter school, public school, special education, general education), if they held a professional or provisionary/emergency license, number of years teaching experience, and current grade(s) they taught.

**Context**

Included in the survey were four contextual questions in regards to current problematic and/or challenging behavior in their classroom (e.g., I feel prepared to address problematic and/or challenging student behavior). Furthermore, respondents were asked to rank order the top three problematic and/or challenging behaviors they encounter in their classrooms as well as the frequency (e.g., 2-3 times a day, week, month) of which these behaviors interfere with providing instruction to the class or student. Prior to
selecting which types of problematic and/or challenging behavior occur and the
frequency of these behaviors, respondents were provided with a definition and examples
of what the student researcher means by problematic and/or challenging behaviors (refer
to Appendix B). Additionally in this section the survey asked participants to pick what
personnel resources they currently use or have access to, either at the building or district
level, when addressing problematic and/or challenging behavior in their schools (e.g.,
Board Certified Behavior Analysis, School Psychologist).

**Resource Identification**

The main survey questions consisted of asking educators to first identify which
resources they use when searching for behavior management practices to address
problematic and/or challenging behavior and then rating the degree to which they find
these resources trustworthy, accessible and usable. The list of possible behavior
management resources was generated by replicating the original eight resources
identified in Beahm et al. (2021). However, Beahm and colleagues (2021) categorized
podcasts and blogs as “Internet search engines (e.g., Google)”, and the IRIS center within
the category of “Other professional websites”. We determined that these resources should
be separated out to provide the most accurate data possible. Additionally, our survey
added TikTok and Facebook to the possible resources list for participants to select due to
prior research by Smith and colleagues (2010) and Landrum and colleagues (2007).
Beahm and colleagues (2021) found educators preferred resources and practices that were
from other professional colleagues. With the rise of popular social media sites (e.g.,
TikTok and Facebook) and the vast array of information found on these platforms,
educators now have access to other educators from around the globe. Participants were
asked which, if any, of the following 13 resources they use when researching practices to address problematic and/or challenging student behavior: internet search engine (e.g., Google), Teachers Pay Teachers, Pinterest, IRIS Center Website, Other professional websites (e.g., Intervention Central, What Works Clearing House), YouTube, Professional and academic journals, Colleagues, Professional development training, Facebook, TikTok, Blogs and Podcasts. If Educators selected accessing social media platforms or internet search engines, they were asked how much money they approximately spend per year to download any behavior management materials to better understand their use of these resources.

**Resource Evaluation**

The Likert-scale survey questions about each resource pertained to the degree to which these educators believed these behavior management resources were trustworthy, accessible and usable. The research team developed the survey questions in part by replicating the survey used by Beahm and colleagues (2021), as well as based on input from graduate students and the primary investigator on the research team at Utah State University. For each resource participants indicated using when finding behavior management practices, they answered four 5-point Likert questions about the resource selected. Specifically the 5-point Likert questions asked the participant to rate their level of agreement with each of the following statements, from strongly disagree (1) to strongly agree (5) for each resource selected:

- I can easily find relevant information on/in the resource I selected for addressing problematic and/or challenging student behavior.
I can easily understand the information found on/in the resource I selected for addressing problematic and/or challenging student behavior.

I can easily implement the information found on/in the resource I selected for addressing problematic and/or challenging student behavior.

I trust information found on/in the resource I selected for addressing problematic and/or disruptive student behavior.

**Procedures**

The research team sent out email invitations to potential participants through 335 local, regional and national professional organizations. The email contained all information on the study with specific scripted instructions to organization administrators or human resource directors on how to distribute the survey to their members (Appendix C). Additionally, this email (Appendix C) also contained all crucial information pertaining to potential participants in the study as well as the link to the informed consent and survey. The research team also emailed their professional contacts who are K-6 General Education and Special Education teachers working in public or charter schools, and posted the invitation on Utah State University’s social media (Appendix D). If participants clicked on the link in the invitation, they were directed to the Qualtrics survey, which first provided detailed information about the study, including potential risks and benefits, and the opportunity for participants to indicate their informed consent (Appendix A). If participants provided consent, they then proceeded to the survey questions (Appendix B). If participants indicated that they did not wish to participate in the study, they proceeded to a brief message via Qualtrics thanking them for their time, and they did not have access to the survey.
In order to achieve the most responses possible, the student researcher sent out reminder emails (Appendix E) and re-distributed the survey two weeks after the initial distribution, along with re-posting on social media (Appendix F). Additionally, the student researcher again re-distributed the survey and re-posted the invitation to the survey on social media for the third and final time two weeks after the first reminder email (using the same script used in the second distribution). Participants therefore had three opportunities within a month’s time to take the survey. All procedures used in the Beahm et al., (2021) study were followed during the re-distribution of the survey. Two weeks after the third distribution, data analysis began with the survey data available.

**Data Analysis**

All collected survey data was password protected either in Qualtrics or a excel document located in Utah State University Box file. The excel file with any participant data was encrypted and kept in a secure Box file on a password protected laptop. The researcher analyzed participant survey data quantitatively using descriptive statistics. To answer our first research question, researcher(s) calculated the percentage of K-6 educators who indicated accessing each of the resources by dividing the frequency of each resource selected by the total number of respondents, then multiplying by 100. For our second research question regarding how trustworthy, usable and accessible educators perceive information from these resources to be, researcher(s) determined the degree to which participants perceived each selected resource to be trustworthy, accessible and usable by calculating means and ranges of scores on each of the four 5-point Likert scale questions for each resource.
Results

 Participant Demographics

A total of 36 respondents met all inclusionary criteria and completed the survey in full. The majority of respondents indicated they were cisgender women, at 81.42%, followed by cisgender men at 7.14%. Just over 11% (11.43%) of respondents preferred not to disclose their gender. The majority of educators who completed the survey were white, European Americans at 92.96%, followed by Pacific Islander (9.86%). Asian (2.82%), Hispanic or Latina (2.82%) and Middle Eastern/North African (1.41%) each accounted for less than 3% of the respondents. Almost half (44.29%) of the respondents indicated they currently taught in the state of Utah. Wyoming had the second highest number of respondents (21.43%), followed by Oklahoma (7.14%) and Mississippi (5.71%). Maine, New Jersey and New York each had two respondents (2.86%) and Arizona, Georgia, Illinois, Oregon, South Carolina, and Texas each had one respondent (1.43%) who completed the survey. Urbanized area (50,000 or more) was the highest selected area that respondents currently taught in with a total of 29 respondents or 41.43%. Urban Cluster (at least 2,500 and less than 50,000) had 22 (31.43%) respondents. Rural area (less than 2,500) had 19 (27.14%) respondents contributing to the survey results.

Thirty (42.86%) survey respondents indicated their highest degree obtained at the time of the survey was a Bachelor’s degree. Additionally, 30 respondents (42.86%) reported holding a Master’s degree. Seven (10.00%) respondents stated they held “Other” degree, with respondents giving further detail that they either are currently working
toward obtaining a Bachelor’s in Education, have a Master’s +30 credits or were Education Specialists (Ed.S.). Three respondents reported they currently held a Doctoral degree, which based on the exclusionary criteria set by the researcher, ended the survey for these three individuals.

When asked their current teaching position, 27 respondents (in addition to the 36 total who completed the survey in full) didn’t meet the inclusionary criteria of working as a K-6 General Education or Special Education teacher in either public or charter school. The survey was terminated for these 27 individuals. The remaining respondents indicated 19 (28.36%) of them taught as K-6 Special Education teachers in a public school setting. Followed by 11 (16.42%) respondents teaching as K-6 General Educators in public schools. Eight (11.54%) currently taught as K-6 General Educators in charter schools and only two (2.97%) taught as K-6 Special Educators in charter schools.

The majority of respondents (92.31%) held a Professional Education License with only three (7.69%) respondents having site specific/provisionary/emergency license. Most of the respondents reported teaching in either first, second, or third grades (16.04%). Fifteen (14.15%) of respondents taught in the fourth grade and 14 (13.21%) taught either Kindergarten or fifth grade. Sixth grade was the least selected grade with 12 (11.32%) respondents. The average age of the respondents was 37 years of age with a range of 41 years. Eight years of teaching was the average for respondents, with a range of 31 years.

Table 1

*Respondent Demographics*
<table>
<thead>
<tr>
<th>Items</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identified Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cisgender woman</td>
<td>57</td>
<td>81.42%</td>
</tr>
<tr>
<td>Cisgender man</td>
<td>5</td>
<td>7.14%</td>
</tr>
<tr>
<td>Prefer not to disclose</td>
<td>8</td>
<td>11.43%</td>
</tr>
<tr>
<td><strong>Race &amp; Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>2.82%</td>
</tr>
<tr>
<td>European American/White</td>
<td>59</td>
<td>92.96%</td>
</tr>
<tr>
<td>Hispanic or Latina/o/x</td>
<td>2</td>
<td>2.82%</td>
</tr>
<tr>
<td>Middle Eastern and North African (MENA)</td>
<td>1</td>
<td>1.41%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>7</td>
<td>9.86%</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>Georgia</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>Illinois</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>Indiana</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>Oregon</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>Texas</td>
<td>1</td>
<td>1.43%</td>
</tr>
<tr>
<td>New York</td>
<td>2</td>
<td>2.86%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>2</td>
<td>2.86%</td>
</tr>
<tr>
<td>Maine</td>
<td>2</td>
<td>2.86%</td>
</tr>
<tr>
<td>Mississippi</td>
<td>4</td>
<td>5.71%</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>5</td>
<td>7.14%</td>
</tr>
<tr>
<td>Wyoming</td>
<td>15</td>
<td>21.43%</td>
</tr>
<tr>
<td>Utah</td>
<td>31</td>
<td>44.29%</td>
</tr>
<tr>
<td><strong>Urbanicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urbanized Area</td>
<td>29</td>
<td>41.43%</td>
</tr>
<tr>
<td>Urban Cluster</td>
<td>22</td>
<td>31.43%</td>
</tr>
<tr>
<td>Rural</td>
<td>19</td>
<td>27.14%</td>
</tr>
<tr>
<td><strong>Highest Education Degree</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors</td>
<td>30</td>
<td>42.86%</td>
</tr>
<tr>
<td>Masters</td>
<td>30</td>
<td>42.86%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>3</td>
<td>4.29%</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>10.00%</td>
</tr>
<tr>
<td><strong>Teaching Position</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-6 Public School General Education</td>
<td>11</td>
<td>16.42%</td>
</tr>
<tr>
<td>K-6 Public School Special Education</td>
<td>19</td>
<td>28.36%</td>
</tr>
<tr>
<td>K-6 Charter School General Education</td>
<td>8</td>
<td>11.94%</td>
</tr>
<tr>
<td>K-6 Charter School Special Education</td>
<td>2</td>
<td>2.99%</td>
</tr>
</tbody>
</table>
None of the above 27 40.30%

Licenses
Professional Educator 36 92.31%
Site Specific/Provisionary/Emergency 3 7.69%

Teaching Grade
K 14 13.21%
1 17 16.04%
2 17 16.04%
3 17 16.04%
4 15 14.15%
5 14 13.21%
6 12 11.32%

*Note.* For Highest Degree Obtained, respondents who indicated other had the option to write in a response; five responses were written in: “Educational Specialist (Eds)”, “Educational Specialist (Eds)”, “Currently seeking Education Degree”, “Masters +30 (education specialist)”, “None yet, working on bachelors”.

**Context**

In order to provide context concerning survey respondents, we asked educators about their insights relating to what they deem as the most problematic and/or challenging behavior they encounter. Table 2 presents the respondents’ ranking of the most common problematic and challenging behaviors that occur in the classroom setting. The table shows that 19 (52.78%) of respondents ranked disruption as the most common problematic and challenging behavior. Disruption was ranked as the second most common by eight (22.22%) respondents and third by five respondents (13.89%). Defiance was ranked to be the top most common problematic and challenging behavior by 13 (36.11%) of the respondents, second most common by eight (22.22%) of the respondents and third most common by eight (22.22%) of the respondents. Disrespect
was ranked as the most common by two (5.56%) of the respondents, second-most common by seven (19.44%) of the respondents and third-most common by 12 (33.33%) of the respondents.
<table>
<thead>
<tr>
<th>Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Disruption</td>
<td>19</td>
<td>52.78</td>
<td>8</td>
<td>22.22</td>
<td>5</td>
<td>13.89</td>
<td>1</td>
<td>2.78</td>
</tr>
<tr>
<td>Defiance</td>
<td>13</td>
<td>36.11</td>
<td>8</td>
<td>22.22</td>
<td>8</td>
<td>22.22</td>
<td>5</td>
<td>13.89</td>
</tr>
<tr>
<td>Disrespect</td>
<td>2</td>
<td>5.56</td>
<td>7</td>
<td>19.44</td>
<td>12</td>
<td>33.33</td>
<td>5</td>
<td>13.89</td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>0</td>
<td>0.00</td>
<td>8</td>
<td>22.22</td>
<td>4</td>
<td>11.11</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>4</td>
<td>11.11</td>
</tr>
<tr>
<td>Property damage</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>2.78</td>
<td>5</td>
<td>13.89</td>
<td>6</td>
<td>16.67</td>
</tr>
<tr>
<td>Academic Dishonesty</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>2.78</td>
<td>0</td>
<td>0.00</td>
<td>10</td>
<td>27.78</td>
</tr>
<tr>
<td>Eloping</td>
<td>1</td>
<td>2.78</td>
<td>3</td>
<td>8.33</td>
<td>2</td>
<td>5.56</td>
<td>3</td>
<td>8.33</td>
</tr>
<tr>
<td>Bullying</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>5.56</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2.78</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Furthermore, we asked educators how frequently they have to manage these problematic and challenging behaviors. Table 3 shows that majority of educators (66.67%) are dealing with these behaviors 1-3 times a day. Roughly seventeen percent (16.67%) of respondents reported these behaviors occur 1-3 times a week, and only 5.56% occur 1-3 months. Approximately 11% (11.11%) of educators selected “Other” as a survey response, stating these problematic and challenging behaviors occur more often than 3 times a day. Additionally Table 4 reports educators’ perspectives and Likert rating of four contextual questions regarding problematic and challenging behavior. The table shows 83.00% of educators somewhat agree or strongly agree that their students engage in problematic and/or challenging behaviors; 83.35% somewhat agreed or strongly agreed that they felt prepared to address these problematic and/or challenging behaviors; 77.76% somewhat agreed or strongly agreed they have access to resources to support them in addressing problematic and/or challenging behavior; 72.22% somewhat agreed or strongly agreed they would like access additional resources to address problematic and/or challenging behavior.

Table 3
Frequency of Problematic and Challenging Behavior

<table>
<thead>
<tr>
<th>Frequency</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 times a day</td>
<td>24</td>
<td>66.67%</td>
</tr>
<tr>
<td>1-3 times a week</td>
<td>6</td>
<td>16.67%</td>
</tr>
<tr>
<td>1-3 times a month</td>
<td>2</td>
<td>5.56%</td>
</tr>
<tr>
<td>1-3 times a school year</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>11.11%</td>
</tr>
</tbody>
</table>

Note. Four respondents wrote in responses for the “other” category. Those responses consisted of: “1-10 times a day”, “Multiple times every class”, and “1-3 times per 30 minutes”.
<table>
<thead>
<tr>
<th>Item</th>
<th>Total</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in my class engage in problematic and/or challenging behavior.</td>
<td>36</td>
<td>2 5.56%</td>
<td>2 5.56%</td>
<td>2 5.56%</td>
<td>12 33.33%</td>
<td>18 50.00%</td>
</tr>
<tr>
<td>I feel prepared to address problematic and/or challenging student behavior.</td>
<td>36</td>
<td>1 2.78%</td>
<td>4 11.11%</td>
<td>1 2.78%</td>
<td>19 52.78%</td>
<td>11 30.56%</td>
</tr>
<tr>
<td>I have access to resources that support me in addressing problematic and/or challenging student behavior.</td>
<td>36</td>
<td>1 2.78%</td>
<td>3 8.33%</td>
<td>4 11.11%</td>
<td>11 30.56%</td>
<td>17 47.2%</td>
</tr>
<tr>
<td>I would like to access resources to help me better in addressing problematic and/or challenging student behavior.</td>
<td>36</td>
<td>1 2.78%</td>
<td>3 8.33%</td>
<td>6 16.67%</td>
<td>12 33.33%</td>
<td>14 38.89%</td>
</tr>
</tbody>
</table>
Resource Identification (Research Question 1)

Researchers wanted to determine what resources K-6 educators report accessing to address problematic and/or challenging behavior. Educators were allowed to select an unlimited number of options for the resources they currently access and Table 5 shows that the most commonly accessed resource educators use outside of their district and/or school for addressing problematic and/or challenging behavior is colleagues at 91.67%. Professional development trainings were reportedly used by 77.78% of educators, internet search engines by 52.78% of respondents, and Teachers Pay Teachers by 30.56% of respondents. Approximately 11% (11.11%) reported accessing podcasts, TikTok and Pinterest. The IRIS Center was reportedly only used by 8.33% of educators and Youtube, Facebook and “other” were reported as being used by 5.56% of the respondents.

Table 5

Resources used by K-6 educators to address problematic and/or challenging behavior

<table>
<thead>
<tr>
<th>Resource</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleagues</td>
<td>33</td>
<td>91.67%</td>
</tr>
<tr>
<td>Professional Development Trainings</td>
<td>28</td>
<td>77.78%</td>
</tr>
<tr>
<td>Internet search engines</td>
<td>19</td>
<td>52.78%</td>
</tr>
<tr>
<td>Other professional websites</td>
<td>15</td>
<td>41.67%</td>
</tr>
<tr>
<td>Teacher Pay Teachers</td>
<td>11</td>
<td>30.56%</td>
</tr>
<tr>
<td>Podcasts</td>
<td>4</td>
<td>11.11%</td>
</tr>
<tr>
<td>TikTok</td>
<td>4</td>
<td>11.11%</td>
</tr>
<tr>
<td>Pinterest</td>
<td>4</td>
<td>11.11%</td>
</tr>
<tr>
<td>IRIS Center</td>
<td>3</td>
<td>8.33%</td>
</tr>
<tr>
<td>YouTube</td>
<td>2</td>
<td>5.56%</td>
</tr>
<tr>
<td>Facebook</td>
<td>2</td>
<td>5.56%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>5.56%</td>
</tr>
</tbody>
</table>

Note. For other, two respondents wrote in “BCBA”.
Researchers also asked respondents to select an unlimited number of items/resources they utilize within their district and/or school when trying to address problematic and/or challenging student behavior. As reported in table 6, the most commonly accessed resource educators report using in their district and/or school is their administrators at 88.89%, followed closely by fellow colleagues at 83.33%. Approximately 67% (66.67%) of respondents indicated accessing their school support team and 63.89% found support from school counselors. Only 50.00% and 47.22% of educators reported having access to either a behavior specialist or a BCBA/BCaBA, respectively. School psychologist and PBIS specialist were selected as a current resource by 44.44% of respondents. School social worker, mental health counselor and “other” were selected by less than 20% of the respondents.

Table 6

Respondents identifying current resources used to address problematic and challenging behavior within district/school

<table>
<thead>
<tr>
<th>Items</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>32</td>
<td>88.89%</td>
</tr>
<tr>
<td>Colleague</td>
<td>30</td>
<td>83.33%</td>
</tr>
<tr>
<td>School support team</td>
<td>24</td>
<td>66.67%</td>
</tr>
<tr>
<td>School Counselor</td>
<td>23</td>
<td>63.89%</td>
</tr>
<tr>
<td>Behavior specialist</td>
<td>18</td>
<td>50.00%</td>
</tr>
<tr>
<td>BCBA/BCaBA</td>
<td>17</td>
<td>47.22%</td>
</tr>
<tr>
<td>PBIS Specialist</td>
<td>16</td>
<td>44.44%</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>16</td>
<td>44.44%</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>7</td>
<td>19.44%</td>
</tr>
<tr>
<td>Mental health counselor</td>
<td>3</td>
<td>8.33%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2.78%</td>
</tr>
</tbody>
</table>

Note. One respondent wrote in a response for the “other” category: “Legal changes that protect others before the problematic child”.
Resource Evaluation (Research Question #2)

Additionally, researchers wanted to determine educators’ perceived levels of trustworthiness, usability and accessibility of the information from the resources respondents selected as accessing to address problematic and/or challenging behavior. Table 8 shows the data for how respondents rated each of the resources they selected, in regards to trustworthiness, ease of implementation, degree to which they could find what they were looking for, and degree to which they found the information understandable.

The highest rated (i.e., most trustworthy) resource, with a mean score of 5.00, was the “other” category, which respondents filled in the text box as BCBA (2 respondents selected this resource). The IRIS Center (selected by 3 respondents) had a mean score of 4.67 for trust, followed by professional and academic journals (selected by 10 respondents) at 4.60. Educators rated colleagues (selected by 32 respondents) as the easiest resource to implement behavioral management procedures with a mean score of 4.09. Professional development trainings (selected by 26 respondents), Pinterest (selected by 4 respondents), TikTok (selected by 3 respondents), Podcasts (selected by 3 respondents) and YouTube (selected by 2 respondents) all scored a mean of 4.00 for ease of implementation. Professional and academic journals had a mean rating score of 3.70 for ease of implementation. In terms of ease of finding behavioral management procedures, respondents rated colleagues highest with a mean of 4.44, followed by professional and academic journals with a mean of 4.30, and professional development trainings with a mean of 4.08. In regards to how easy it was to understand each selected
resource, the mean rating for YouTube was 5.00. Colleagues and “other” both had a mean rating of 4.50 and professional development had a mean rating of 4.33.

Table 7

Means and standard deviation for behavior management resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>n</th>
<th>Trust M (SD)</th>
<th>Implement M (SD)</th>
<th>Find M (SD)</th>
<th>Understand M (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleague</td>
<td>32</td>
<td>4.47 (0.59)</td>
<td>4.09 (0.76)</td>
<td>4.44 (0.56)</td>
<td>4.50 (0.56)</td>
</tr>
<tr>
<td>Professional development trainings</td>
<td>26</td>
<td>4.38 (0.49)</td>
<td>4.00 (0.68)</td>
<td>4.08 (0.62)</td>
<td>4.31 (0.46)</td>
</tr>
<tr>
<td>Internet Search Engines</td>
<td>18</td>
<td>3.50 (0.90)</td>
<td>3.44 (0.96)</td>
<td>3.89 (0.74)</td>
<td>3.83 (0.96)</td>
</tr>
<tr>
<td>Other professional websites</td>
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<td>4.29 (0.59)</td>
<td>3.64 (0.97)</td>
<td>4.07 (0.59)</td>
<td>4.21 (0.86)</td>
</tr>
<tr>
<td>Teachers Pay Teachers</td>
<td>11</td>
<td>3.18 (1.11)</td>
<td>3.55 (0.99)</td>
<td>3.27 (1.21)</td>
<td>3.64 (1.15)</td>
</tr>
<tr>
<td>Professional and academic Journals</td>
<td>10</td>
<td>4.60 (0.49)</td>
<td>3.70 (0.90)</td>
<td>4.30 (0.64)</td>
<td>4.10 (0.54)</td>
</tr>
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<td>Pinterest</td>
<td>4</td>
<td>3.75 (0.43)</td>
<td>4.00 (0.00)</td>
<td>3.50 (0.87)</td>
<td>4.00 (0.00)</td>
</tr>
<tr>
<td>TikTok</td>
<td>3</td>
<td>3.33 (0.47)</td>
<td>4.00 (0.82)</td>
<td>3.33 (0.94)</td>
<td>4.00 (0.82)</td>
</tr>
<tr>
<td>Podcasts</td>
<td>3</td>
<td>4.00 (0.00)</td>
<td>4.00 (0.00)</td>
<td>4.00 (0.00)</td>
<td>4.33 (0.00)</td>
</tr>
</tbody>
</table>
When educators were asked to rate the level of ease when finding relevant information to address problematic and/or challenging behavior, 96.88% of respondents somewhat agreed or strongly agreed that information from colleagues was easy to find. Slightly fewer (92.31%) somewhat agreed or strongly agreed that information in professional development trainings was easy to find. In regards to internet search engines, 77.78% somewhat agreed or strongly agreed that the information was easy to find. Approximately 65% (64.67%) somewhat agreed that information on other professional websites was easy to find, and 63.64% somewhat agreed or strongly agreed Teachers Pay Teachers held easy to find information. Of those that selected professional and other academic journals, 90% of educators felt information was easy to find to address problematic and/or challenging behavior.
Table 8

Resources responded selected and rated as easy to find relevant information to address problematic and challenging behavior

<table>
<thead>
<tr>
<th>Resource</th>
<th>n</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleague</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Professional development trainings</td>
<td>26</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>Internet Search Engines</td>
<td>18</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Other professional websites</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Teachers Pay Teachers</td>
<td>11</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Professional and academic Journals</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Pinterest</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>TikTok</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Podcasts</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>IRIS Center</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>YouTube</td>
<td>2</td>
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<td>0</td>
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<tr>
<td>Facebook</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Blogs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Respondents rated their ability to easily understand information accessed on their selected resources; 96.88% somewhat agreed or strongly agreed information from colleagues was easy to understand. All (100%) of the respondents somewhat agreed or strongly agreed that information given in professional development trainings was easy to understand. Approximately 83% (83.34%) somewhat agreed or strongly agreed that the content from internet search engines was easy to understand; 85.72% somewhat agreed or strongly agreed that information on other professional websites was easy to understand; 72.73% somewhat agree or strongly agree that information on Teacher Pay Teachers was easy to understand; 90.00% somewhat agreed or strongly agreed that professional academic journals information was easy to understand.
Table 9

Resources responded selected and rated as easy to understand relevant information to address problematic and challenging behavior

<table>
<thead>
<tr>
<th>Resource</th>
<th>n</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleague</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Professional development trainings</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>Internet Search Engines</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Other professional websites</td>
<td>14</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Teachers Pay Teachers</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Teachers and academic Journals</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
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</tr>
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<td>1</td>
</tr>
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<td>Podcasts</td>
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<td>0</td>
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<td>1</td>
</tr>
<tr>
<td>IRIS Center</td>
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<td>0</td>
<td>0</td>
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<td>1</td>
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<tr>
<td>Blogs</td>
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<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 10 presents educators’ perspectives of the ease of implementation when accessing resources to address problematic and/or challenging behavior. Approximately 90% (90.63%) somewhat agreed or strongly agreed information from colleagues was easy to implement into their setting, and 92.30% somewhat agreed or strongly agreed information presented in professional development training is easy to implement. Regarding the ease of implementation of information from internet searches, 72.22% or respondents somewhat agreed; for other professional websites, 78.57% of respondents somewhat agreed or strongly agreed that the information accessed was easy to implement. Approximately 81% (81.82%) of respondents who selected Teachers Pay Teachers somewhat agreed that the information accessed was easy to implement. Ninety percent (90.00%) of respondents somewhat agreed that the content accessed from professional and academic journals was easy to implement to address problematic and/or challenging behavior.
<table>
<thead>
<tr>
<th>Resource</th>
<th>n</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
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<td>Colleague</td>
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</tr>
<tr>
<td>trainings</td>
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<td></td>
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</tr>
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<td>1</td>
<td>3</td>
<td>1</td>
<td>13</td>
<td>0</td>
</tr>
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<td>1</td>
<td>1</td>
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<td>1</td>
</tr>
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<td>Teachers Pay Teachers</td>
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<td>1</td>
<td>0</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Professional and academic</td>
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<td>0</td>
</tr>
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<td>1</td>
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<td>0</td>
</tr>
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</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

Table 10
Resources responded selected and rated as easy to implement relevant information to address problematic and challenging behavior.
When asked to rate their level of trust in the information found in the resources they selected for addressing problematic and/or challenging behavior (see Table 12), 96.88% of educators somewhat agree or strongly agree that they trust information given to them by colleagues. All respondents (100%) somewhat agreed or strongly agreed that professional development trainings could be trusted. Approximately 72% (72.22%) somewhat agreed or strongly agreed that internet search engines could be trusted, and 92.84% of respondents indicated that they somewhat agreed or strongly agreed that they could trust the information from other professional websites. Only 45.45% of educators who selected using Teacher Pay Teachers indicated that they somewhat agreed or strongly agreed information found on the website could be trusted. All (100%) of the educators who indicated they access professional and other academic journals (10 respondents) reported that they felt they could trust information found in these articles.
Table 11

Resources responded selected and rated as easy to trust relevant information to address problematic and challenging behavior

<table>
<thead>
<tr>
<th>Resource</th>
<th>n</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleague</td>
<td>32</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>1 3.13%</td>
<td>15 46.88%</td>
<td>16 50.00%</td>
</tr>
<tr>
<td>Professional development trainings</td>
<td>26</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>16 61.54%</td>
<td>10 38.46%</td>
</tr>
<tr>
<td>Internet Search Engines</td>
<td>18</td>
<td>1 5.56%</td>
<td>2 11.11%</td>
<td>2 11.11%</td>
<td>13 72.22%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Other professional websites</td>
<td>14</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>1 7.14%</td>
<td>8 57.14%</td>
<td>5 35.71%</td>
</tr>
<tr>
<td>Teachers Pay Teachers</td>
<td>11</td>
<td>1 9.09%</td>
<td>2 18.18%</td>
<td>3 27.27%</td>
<td>4 36.36%</td>
<td>1 9.09%</td>
</tr>
<tr>
<td>Professional and academic Journals</td>
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<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>4 40.00%</td>
<td>6 60.00%</td>
</tr>
<tr>
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<td>0 0.00%</td>
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</tr>
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<td>0 0.00%</td>
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<td>1 33.33%</td>
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</tr>
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<tr>
<td>IRIS Center</td>
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<td>0 0.00%</td>
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</tr>
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<td>2 100.00%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Facebook</td>
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<td>0 0.00%</td>
<td>0 0.00%</td>
<td>2 100.00%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>2 100.00%</td>
</tr>
<tr>
<td>Blogs</td>
<td>0</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
<td>0 0.00%</td>
</tr>
</tbody>
</table>
Table 12 shows 68.75% of educators reported they accessed and purchased behavior management materials from the internet this school year. These educators responded they spent money ranging from US$10-$750. The average amount spent was $128.18.

Table 12

Amount of personal money educators spent purchasing online materials for addressing problematic and or challenging behavior

<table>
<thead>
<tr>
<th>Item</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessed and purchased behavior management materials form internet</td>
<td>22</td>
<td>68.75%</td>
</tr>
<tr>
<td>Did not access or purchase behavior management materials from internet</td>
<td>10</td>
<td>31.25%</td>
</tr>
</tbody>
</table>

Discussion

Main Findings

Due to the rising numbers of teacher attrition, prior research has focused on the causes and effects of teacher burnout (Aloe et al., 2013). Freeman and colleagues (2014) reported the lack of pedagogical training and problematic and/or challenging student behavior as the main factors for teacher burnout. Additionally Wei and colleagues (2010) reported that classroom management is the primary cause for teachers leaving the profession in the first five years. Prior research findings by Gable and colleagues (2012) and Scott and colleagues (2011) found that teachers feel unprepared and were not able to
demonstrate the skills needed to effectively support all students in their classrooms. Because educators report feeling unprepared (Gable et al., 2012), they seek out behavior management resources on their own. Yet very few studies have tried to specifically determine what these resources are and why educators prefer these resources to others. The main purpose of this study was to identify which resources K-6 educators’ access when addressing problematic and/or challenging student behavior, as well as their perceptions of those resources they use.

We felt our contextual questions were valuable and critical to ask educators due to the nature and purpose of our research questions. Specifically, we needed to know if the survey respondents were experiencing any problematic and/or challenging student behavior. If so, it was relevant for us to know what specific problematic and/or challenging student behaviors were occurring and how frequently. If we found survey respondents were not having to manage tough student behavior, then the results and perspectives of the educators would carry less impact due to the low occurrences and stressors which usually are associated with managing problematic and/or challenging student behavior (i.e., it is likely that teachers who are not experiencing problematic student behavior seek out resources less frequently than teachers who are experiencing problematic student behaviors). Our finding that the majority of respondents (83.33%) somewhat agree or strongly agree that students in their classrooms engage in problematic and/or challenging behavior aligns with previous research by Reinke and colleagues (2011) and Beahm and colleagues (2021). However, unlike previous research, we asked educators their insights relating to what they deem as the most problematic and/or challenging behavior they encounter in their classrooms. Just over half (53%) of
respondents ranked disruption as the most common problematic and/or challenging behavior, 36% of the respondents ranked defiance as most common, and disrespect was ranked as most common by roughly 6% of the respondents. In addition, we asked educators how often these problematic and/or challenging behaviors were occurring in their classrooms. Approximately 78% (77.78%) of respondents reported these problematic and/or challenging behaviors were occurring at least 1-3 times a day, and some respondents reported these behaviors can occur up to 10 times a day. These results support prior findings by Scott (2017), which teachers reported that disruption was the top behavior they encountered and took up to 80% of their instructional time to manage. Encouragingly, 83.34% of respondents somewhat agreed or strongly agreed that they felt prepared to address problematic and/or challenging student behavior. This finding is inconsistent compared to prior research. The percentage of respondents reporting that they felt prepared to address problematic and/or challenging student behavior in our study roughly 3% higher than the results reported by Beahm and colleagues (2021). Over 40% of the respondents in both our study and the study conducted by Beahm and colleagues (2021) held master’s degrees, which may be related to why these educators reported feeling more prepared to address challenging and/or problematic student behavior when compared to prior research. Although 77.76% respondents somewhat agreed or strongly agreed that they had access to resources that support them in addressing problematic and/or challenging student behavior, 72.22% of respondents reported that they would like additional access to resources to help them better address problematic and/or challenging student behavior. These results are consistent with prior research (Beahm et al., 2021).
that indicates experienced veteran educators want additional support and resources when managing problematic and/or challenging student behavior.

Consistent to prior research findings by Beahm and colleagues (2021), Landrum and colleagues (2007) and Smith and colleagues (2010), colleagues was the most-selected resource (91.67%) when asked what resources they currently access outside of their school and/or district for addressing problematic and/or challenging behavior. Colleagues was the second-most selected resource (83.33%) when respondents were asked which resources within their district and/or school they accessed to manage problematic and/or challenging student behavior. These results align and support prior research. Additionally these results support prior findings that information from colleagues also ranks highly among respondents who chose this resource in regards to trustability, understandability, implementation, and findability. Similarly, our findings support prior research findings by Beahm and colleagues (2021) that respondents who selected Professional Development Trainings and Academic/Professional Journals find these resources to be highly trustable, understandable and easy to implement and find. In our study, professional and/or academic journals were rated highly in trust, implementation, findability and understandability; this is counter to prior research by Landrum and colleagues (2007). Furthermore, our finding supported Beahm and colleagues (2021) results that educators who purchased behavior management materials averaged spending well over $100.00 of their personal money to download these materials, and several educators reported spending between $500.00 to $750.00. Prior findings by Opfer and colleagues (2016) related to educators using Teacher Pay Teachers were supported by our results in which educators reported using Teacher Pay Teachers as a top five resources.
However, similar to the findings of Beahm and colleagues (2021), respondents in our study reported that educators do not rate Teachers Pay Teachers very well in terms of trustability, understandability, implementation, and findability.

Counter to prior research, 89% (88.89%) of the respondents in our study reported accessing their building and/or district administrators the most when seeking resources to manage problematic and/or challenging student behavior within their school and/or district (Beahm et al., 2021; Landrum et al., 2007; Smith et al., 2010). Additionally our results found far fewer educators (68.75%) reported that they download behavior management materials from online resources compared to prior findings by Beahm and colleagues (2021), in which approximately 90% of respondents indicated they downloaded behavior management materials from online resources.

Beahm and colleagues (2021) asked educators how often they used eight resources and their perspectives of those resources. In our study, researchers wanted to break apart broad resource categories presented by Beahm (e.g. internet media, professional websites, internet search engines) into specific resources in order analyze and rate each possible resource. This gave survey respondents thirteen resources (e.g. Facebook, TikTok, Pinterest, Teachers Pay Teacher, Blogs, Podcasts, IRIS Center, YouTube and other professional websites). Our findings support the prior findings of Beahm and colleagues (2021) and are counter to Opfer and colleagues (2016) that YouTube, Pinterest, Podcasts, Blogs, TikTok, Facebook as receiving low ratings in terms of being selected as being resources for educators. However, compared to prior research findings by Beahm and colleagues (2021), those educators who selected these resources rated them highly on the degree to which they could be easily found, understood,
implemented and trusted. Additionally Beahm and colleagues (2021) surveyed educators on their perspective of “professional websites” and in our research we wanted to break this category down further. We chose the federally funded IRIS center and “other professional websites” (e.g. PBIS.org, pbisworld.com). What we found is that the few respondents who use The IRIS Center found the information to be trustworthy and understandable; they felt that the information was not easy to implement. Additionally, survey respondents used “other professional websites” at an approximately 30% higher rate, and had higher ratings about the degree to which the information found on these sites was easy to understand, implement and find. These findings align with finding by Hitt and colleagues (2022) that educators trust educational websites. Along the lines of a resource’s trusability, respondents in this study provided “BCBA” in the “other” category, and rated this resources as very trustworthy. However, similar to findings by Landrum and colleagues (2007), these educators felt that information obtained from BCBA’s had low social validity and was not easily implemented in their classrooms. BCBA scored the lowest for implementation out of all resources rated.

**Implications for Practice**

As prior research findings have indicated, when given a choice, educators prefer behavior management information from colleagues due to the ease of finding, understanding, and implementation information, as well as their level of trust in the information (Beahm et al., 2021; Landrum et al., 2007; Smith et al., 2010). With these finding in mind, research-based behavior management procedures should be presented by current or past educators with the goal of increased buy in for EBP. Having current or past educators disseminate EBP could facilitate a better level of understandability and
adoption by attendees because these presenters would be able to present information that isn’t full of technical jargon and could provide a step-by-step guide on how they would implement these procedures. In addition, these presenters would be able to provide attendees with the “need to know” or most crucial components of the behavioral procedures for a quicker and to the point delivery. What’s more, the step-by-step instructions could include examples from the presenter on how adaption that could be made and examples of real classroom applications in the school setting. If having a current or past educator present evidence-based practices is not possible, then video modeling and application of procedures by an educator in a real class setting could be used.

Furthermore, based on the results of the survey, building and district administrators need to receive more comprehensive trainings on how to coach teachers on implementing or finding EBPs for behavior management. The majority of respondents reported that they did not currently have access to a BCBA, BCaBA or behavior specialist, but instead used administrators the most as a go to person when addressing problematic and/or challenging student behavior. It is imperative that these building or district leaders are able to direct educators to resources where they can find evidence-based best practices. Better yet, the administrators could personally provide, coach and observe educators using specific research-based behavior management strategies that teachers can immediately and easily implement in their classrooms. Relatedly, based on the low respondent count for educators accessing the IRIS Center, better and more concerted efforts need to be made to teach educators about these federally funded resources that provide EBPs at no cost. Accessing these resources is preferable to
educators being left to find their own resources, especially since educators can end up paying for these resources from their personal funds.

Lastly, BCBAs are a valued and trusted resource. However, if the behavioral procedures and strategies they recommend are not easy to implement, then the social validity and buy in for these EBPs are going to decrease the degree to which they are implemented in the classroom setting. This may result in educators possibly relying on and implementing disproved procedures and defunct technologies. Researchers and BCBAs should work to create plans and implement procedures that are clear to understand and easy to implement to increase the social validity and buy in from the educators. This in turn has the potential to increase the positive outcomes for both teachers and students.

Limitations

In this study, researchers used a survey to evaluate educators’ perspectives on behavior management resources. Given the nature of surveys, one of the major limitations is that the study relies on self-reported data. Surveys and self-reporting are subject to response bias. To minimize the possibility of response bias, respondents were informed that their responses to the survey questions were anonymous, yet this limitation still exists.

Another limitation was the inability to determine survey response rates. The survey was disseminated to over 300 regional/national organizations, personal contacts and/or school districts to then be forwarded to individual teachers or organization members. Due to this method of survey distribution, calculating a survey response rate is not possible because the total number of people the survey was distributed to is not
known. Additionally the use of a web-based survey platform also lends itself to the limitation that nonresponding educators could have responded differently. Also due to a default setting in Qualtrics, 26 respondent surveys where submitted before they were completed (survey was set to automatically record in-progress responses after a set amount of time). Moreover, a small number of fully completed surveys, thirty-six in all, were submitted for analysis. This small number of responses may be due in part to the Qualtrics default setting; additionally, inclusion criteria for the study did not necessarily align well with the local and regional professional organizations targeted for distribution to members (e.g. BCBA organizations). Additionally, the inclusion criteria excluded teachers who taught grade levels above Grade 6. Specifically, 40% of participants that started the survey did not take it in full due to set inclusion criteria. Future research could address this limitation by adjusting the inclusion criteria as well as the distribution outlets. Due to the nature of the project, results of the study should be interpreted with caution. In particular, since different numbers of respondents selected each resource, direct comparisons of resources to one another are not accurate. Finally, the demographics of the respondents represent a limitation; the majority of the educators who completed the survey were white women, and 66% (65.72%) of survey responses were all from either Utah or Wyoming (although fourteen of fifty states (28%) had at least one response). While these respondent demographics are more diverse in some ways than in prior research (Beahm et al., 2021), future research on this topic should strive for a more diverse pool of respondents.
Future Directions

This study provides supporting evidence to the results produced by Beahm and colleagues (2021) on educators’ perspectives and insights into resources used to address problematic and/or challenging student behavior. Future research should continue to evaluate these findings by collecting educators’ perspectives on what behavior resources they use and their perceived levels of trust, findability, understandability and ease of implementation. Any future research should compare and examine their findings to determine if results vary by region or educational role. In addition, with the rise and popularity of social media platforms that specifically create content for educational practices for other educations, it is unclear if educators view colleagues as a direct, in school resource or an indirect, out of school resource. Future researchers should analyze this component by creating a definition of “colleague” and assessing educators’ perspectives on this resource. Furthermore, future researchers should examine educators’ perceptions of professional development on EBPs delivered by colleagues. Having colleagues and current educators deliver PD on how they have used EBP is a natural extension of the research in this area, given that EBP as a framework includes not only the best available evidence obtained through research, but also from clinical experience.

Conclusion

This study examined what resources K-6 educators report accessing to address problematic and/or challenging student behavior in their classrooms, as well as, how trustworthy, usable and accessible educators perceive information from these resources to be. Our results indicated educators use resources that are viewed as accessible, usable,
and trustworthy. Educators primarily seek out colleagues for behavior management help. However, we also found building/district administrators are a top resource educators access for support. Further research is needed and necessary to better understand educators’ perceptions on what makes a resource trustworthy, understandable, accessible and usable. Such research could improve the implementation of EBP for classroom management, which could result in improved teacher and student outcomes.
References


APPENDICES
Appendix A

Informed consent document

Protocol #12934 IRB
Approval Date: August 24, 2022
Consent Document Expires: October 13, 2022 v.10

Dear Educator,

You are invited to participate in a research study conducted by Clint Nicholes, a graduate student in the Department of Special Education and Rehabilitation at Utah State University. The purpose of this research is to gain insight into behavioral management resources used by K-6 General Education and Special Education Teachers working in public schools.

This form includes detailed information on the research to help you decide whether to participate in this research. Please read it carefully and ask any questions you have before you agree to participate.

**Procedures**
Your participation will involve responding to questions on an online survey. The survey will only last 5-10 minutes long. No personal or self-identifying information will be collected before, during, or after the survey.

**Risks**
This is a minimal risk research study. We will collect your information anonymously through Qualtrics. Online activities always carry a risk of a data breach, but we will use systems and processes that minimize breach opportunities. All survey information will be securely stored in a restricted-access folder on Box.com, an encrypted, cloud-based storage system.

The survey can be taken at any time during the 4 week availability of the survey. The survey may also be completed in multiple sittings. You can also choose to not complete the survey at any time and your results will not be included in the study. We expect that you will have a good experience during this study, but if you have a bad research-related experience or are injured in any way during your participation, please contact the principal investigator of this study right away at Kaitlin.bundock@usu.edu

**Benefits**
Participation in this study may directly benefit you by encouraging personal reflection about the resources you use when finding behavior management strategies. More specifically, this study will help the researchers learn more about behavior management...
resources used by teachers in public schools and areas of further researched need in this area.

**Confidentiality**
The researchers will make every effort to ensure that the information you provide as part of this study remains confidential. Your identity will not be revealed in any publications, presentations, or reports resulting from this research study.

No identifiable information will be collected during the survey. Email addresses will only be used to send an invitation and follow up email. Once the follow up email has been sent, the email addresses will not be kept. Any self-identifiable information received in the open-ended questions will be deleted and not included in the final results.

It is unlikely, but possible, that others (Utah State University, or state or federal officials) may require us to share the information you give us from the study to ensure that the research was conducted safely and appropriately. We will only share your information if law or policy requires us to do so.

**Voluntary Participation, Withdrawal, and Costs**
Your participation in this research is completely voluntary. If you agree to participate now and change your mind later, you may withdraw by choosing not to complete the survey. Any uncompleted surveys will not be included in the final results.

**Compensation**
There will be no compensation available for this study.

**Findings & Future Participation**
Because the survey is anonymous, if you would like to know the results of the study, you may contact Clint Nicholes or Kaitlin Bundock directly. They would be willing to share any final results and findings.

**IRB Review**
The Institutional Review Board (IRB) for the protection of human research participants at Utah State University has reviewed and approved this study. If you have questions about the research study itself, please contact Clint Nicholes at joseph.nicholes@aggiemail.usu.edu or Kaitlin Bundock at Kaitlin.bundock@usu.edu. If you have questions about your rights or would simply like to speak with someone other than the research team about questions or concerns, please contact the IRB Director at (435) 797-0567 or irb@usu.edu.

Clint Nicholes  
USU Graduate Student  
A00360909@usu.edu

Kaitlin Bundock
Informed Consent
By clicking ‘yes’ below, you agree to participate in this study. You indicate that you understand the risks and benefits of participation, and that you know what you will be asked to do. You also agree that you have asked any questions you might have, and are clear on how to stop your participation in the study if you choose to do so. Please be sure to retain a copy of this form for your records.
Appendix B

Survey Questions

1. What is your identified gender?

For definitions of terms, use the following link:

   a. Cisgender woman
   b. Transgender woman
   c. Cisgender man
   d. Transgender man
   e. Non-binary
   f. Other (text box)
   g. Prefer not to disclose

2. What is your race and ethnicity? (select all that apply)
   a. Alaska Native
   b. African American/Black
   c. Asian
   d. European American/White
   e. Hispanic or Latina/o/x
   f. Middle Eastern and North African (MENA)
   g. Native American
   h. Native Hawaiian
   i. Pacific Islander
   j. Other

3. What is your current age? (e.g., 35) (leave blank if you prefer not to disclose)
   (open text box)

4. In what state do you teach?
   Alabama
   Alaska
   Arizona
   Arkansas
   California
   Colorado
   Connecticut
   Delaware
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
Washington D.C.
West Virginia
Wisconsin
Wyoming

5. What is your district urbanicity?
a. Urbanized Area (50,000 or more people)
b. Urban Clusters (at least 2,500 and less than 50,000 people)
c. Rural (all areas not included within an urban area)

6. What is the highest education teaching degree that you currently hold? If you don’t hold a teaching degree, select other and specific degree (e.g., Bachelors of Sociology)
   a. Bachelors (Q#7)
   b. Masters (Q#7)
   c. Doctoral (end of survey)
   d. Other (text box)

7. Do you currently work at a
   (Select all that apply)
   a. K-6 Public School General Education Teacher (Q#8)
   b. K-6 Public School Special Education Teacher (Q#8)
   c. K-6 Charter School General Education Teacher (Q#8)
   d. K-6 Charter School Special Education Teacher (Q#8)
   e. None of the above (end of survey)

8. Which of the following licenses do you currently hold?
   a. Professional Educator License
   b. Site Specific/Provisionary/Emergency License

9. How many years have you taught in public schools and/or charter schools? (e.g., 10)
   (open text box)

10. What grade do you currently teach? (Select all that apply)
    a. K
    b. 1st
    c. 2nd
    d. 3rd
    e. 4th
    f. 5th
    g. 6th

The following questions are going to ask you to consider your students and their classroom behavior. In order to answer these questions with the most accuracy possible, we defined “problematics and/or challenging student behavior” as

Student engages in any behaviors that:
- Are dangerous to themselves or others, or
• Negatively affecting their ability or their peer’s ability to access the curriculum, and
• Require teacher attention to redirect

These behaviors can include the following:
• **Defiance** when instructions or tasks given, either vocal and non-vocal
• **Disruptions** in the form of talking out of turn, making noise with materials, humming, yelling, screaming, being out of seat without permission.
• **Inappropriate language** in the form of profanity, sexually explicit comments or naming calling.
• **Physical aggression** involving physical contact where injury is likely to occur (e.g., hitting, hitting with an object, throwing objects at people, kicking, hair pulling, scratching).
• **Property damage** when students intentionally damage teacher, student or school property, which could include breaking pencil, writing on desk, ripping up assignment, throwing objects (not at another person).
• **Eloping or leaving classroom or school building without permission, this can include hiding/unable to be safely located by an adult.
• **Academic dishonesty** when student is in possession of, passes on, or claims someone else’s work as their own, which can include plagiarism or copying another student’s work.
• **Disrespect** to adults or peers with a socially rude or a dismissive/sarcastic comments.
• **Bullying** that involves intimidation, teasing, taunting, name-calling or profanity directed at another student.

11. Using the definitions for problematic and/or challenging student behavior, rank the top three problematic and/or challenging behavior you encounter in your classroom from most to least frequent. (rank order)
   a. Defiance
   b. Disruption
   c. Disrespect
   d. Academic Dishonesty
   e. Inappropriate language
   f. Physical aggression
   g. Property damage
   h. Eloping
   i. Bullying
   j. Other (text box)

12. How frequently do these problematic and/or challenging student behaviors interfere with providing instruction to the class or student?
   a. 1-3 times a day
b. 1-3 times a week  
c. 1-3 times a month  
d. 1-3 times a school year  
e. Other (text box)

Please rate each of the follow statements from strongly disagree (1) to strongly agree (5).

13. Students in my class engage in problematic and/or challenging behavior.  
   (Likert scale 1-5)

14. I feel prepared to address problematic and/or challenging student behavior.  
   (Likert scale 1-5)

15. I have access to resources that support me in addressing problematic and/or  
    challenging student behavior.  
   (Likert scale 1-5)

16. I would like access to additional resources to help me better in addressing  
    problematic and/or challenging student behavior.  
   (Likert scale 1-5)

17. Which of the following resources do you have access to for addressing  
    problematic and/or challenging student behavior? (Select all that apply)  
   a. Administration (e.g., superintendent, principal, vice-principal, executive  
      director, special education director)  
   b. Colleague (e.g., grade level teacher)  
   c. Board Certified Behavior Analyst (BCBA)/ Board Certified assistant  
      Behavior Analyst (BCaBA)  
   d. Positive Behavior Interventions & Supports (PBIS) specialist  
   e. School support team  
   f. Behavior specialist  
   g. School Psychologist  
   h. School Counselor  
   i. Mental health counselor in your community  
   j. School Social Worker  
   k. Graduate student intern  
   l. Other (text box)  
   m. None

18. Which of the following resources do you currently access for addressing  
    problematic and/or challenging student behavior? (Select all that apply)  
   a. Internet search engines (e.g., Google)  
   b. Teachers Pay Teachers  
   c. Pinterest
d. IRIS Center website  

e. Other professional websites (e.g., Intervention Central, What Works Clearing House, PBIS world, PBIS.org)  
f. YouTube  
g. Professional and academic journals  
h. Colleagues (e.g., grade level teacher)  
i. Professional development trainings  
j. Facebook  
k. TikTok  
l. Blogs  
m. Podcasts  
n. Other (text box)  

(Chosen resource will populate resource specific Likert questions below)

Please rate each of the follow statements from strongly disagree (1) to strongly agree (5).

(Participants will answer the following four questions for each resource chosen in Q#18)

19. I can easily find relevant information on/in the resource I selected for addressing problematic and/or challenging student behavior.  
   (Likert scale 1-5)

20. I can easily understand the information found on/in the resource I selected for addressing problematic and/or challenging student behavior.  
   (Likert scale 1-5)

21. I can easily implement the information found on/in the resource I selected for addressing problematic and/or challenging student behavior.  
   (Likert scale 1-5)

22. I trust information found on/in the resource I selected for addressing problematic and/or disruptive student behavior.  
   (Likert scale 1-5)

23. If you have accessed behavior management materials from the internet, approximately how much of your personal money have you spent in the last school year on these materials? (text box)
Appendix C

Initial Recruitment Script for Professional Organizations

Dear _______________,

My name is Clint Nicholes and I’m a graduate student of Special Education at Utah State University. I’m writing to see if you might be interested in assisting in a study that I’m conducting. The purpose of the study is to learn about behavior management resources K-6 General Education and Special Education Teachers use in public schools using a 23 question survey.

If this is something you would like to assist with, please simply forward the email invitation to potential participants (message to forward is included below). Please do not add any additional information that might unintentionally add pressure for participation in the research project. Additionally, please don’t answer any question regarding the study to avoid any perception you are a part of the research team.

Participants are eligible to participate if they are currently employed in a public school district (including charter schools) in the U.S. as a K-6 General Education or Special Education Teacher.

All responses on the survey will be kept secure and confidential and the survey should only take approximately 5-10 min.

This study has been approved by the Institutional Review Board (IRB) for the protection of human research participants at USU (protocol #12934).

Thank you for considering this request! Please don’t hesitate to contact me with any questions you might have.

Warm regards,

Clint Nicholes
USU Graduate Student
A00360909@usu.edu

Kaitlin Bundock
Principal Investigator
kaitlin.bundock@usu.edu
MESSAGE TO SEND TO POTENTIAL PARTICIPANTS:

Dear Educator,

My name is Clint Nicholes and I’m a graduate student of Special Education at Utah State University. I’m writing to see if you might be interested in participating in a study that I’m conducting. The purpose of the study is to learn about behavior management resources K-6 General Education and Special Education Teachers use in public schools.

Your participation would involve answering questions during an online survey lasting approximately 5-10 min. All responses on the survey will be kept secure and confidential.

You are eligible to participate if you are currently employed in a public school district (including charter schools) in the U.S. as a K-6 General Education or Special Education Teacher.

This study has been approved by the Institutional Review Board (IRB) for the protection of human research participants at USU (protocol #12934).

If you are interested in participating, please follow this link to a survey: https://usu.co1.qualtrics.com/jfe/form/SV_9HuOS9aRN6XUWKG

Here you will find more detailed information including an opportunity to provide informed consent and then complete the survey.

Thank you for considering this request! Please don’t hesitate to contact me with any questions you might have.

Warm regards,

Clint Nicholes
USU Graduate Student
A00360909@usu.edu

Kaitlin Bundock
Principal Investigator
kaitlin.bundock@usu.edu
Appendix D

Initial Social Media Post

My name is Clint Nicholes and I’m a graduate student of Special Education at Utah State University. I’m posting about a study that I’m conducting. The purpose of the study is to learn about behavior management resources teachers use in the public schools.

Your participation would involve answering questions during an online survey lasting approximately 5-10 min. All responses on the survey will be kept secure and confidential.

You are eligible to participate if you are currently employed in a public school district (including charter schools) in the U.S. as a K-6 General Education or Special Education Teacher

This study has been approved by the Institutional Review Board (IRB) for the protection of human research participants at USU (protocol # 12934).

If you are interested in participating, please follow this link to a survey: https://usu.co1.qualtrics.com/jfe/form/SV_9HuOS9aRN6XUWKG

Here you will find more detailed information including an opportunity to provide informed consent and then complete the survey.

Thank you for considering this request! Please don’t hesitate to contact me with any questions you might have.

Clint Nicholes
USU Graduate Student
A00360909@usu.edu

Kaitlin Bundock
Principal Investigator
kaitlin.bundock@usu.edu
Appendix E

Reminder Recruitment Script for Professional Organizations

Dear _______________,

My name is Clint Nicholes and I’m a graduate student of Special Education at Utah State University. Two weeks ago, I wrote to you to see if you might be interested in assisting in a study that I’m conducting. The purpose of the study is to learn about behavior management resources K-6 General Education and Special Education Teachers use in public schools using a 23-question survey. Thank you to those who have helped in distributing the survey.

As part of my procedures, I am requesting that you distribute a reminder email for the survey. To do so please forward the reminder email to potential participants (message to forward is included below). As was the case with the initial email, please do not add any additional information that might unintentionally add pressure for participation in the research project. Additionally, please don’t answer any question regarding the study to avoid any perception you are a part of the research team.

If you have not be able to distribute the initial email yet but if this is something you would like to assist with, please simply forward the initial email invitation to potential participants (message to forward is included below). Please do not add any additional information that might unintentionally add pressure for participation in the research project. Additionally, please don’t answer any question regarding the study to avoid any perception you are a part of the research team.

Participants are eligible to participate if they are currently employed in a public school district (including charter schools) in the U.S. as a K-6 General Education or Special Education Teacher.

All responses on the survey will be kept secure and confidential and the survey should only take approximately 5-10 min.

This study has been approved by the Institutional Review Board (IRB) for the protection of human research participants at USU (protocol #12934).

Thank you for considering this request! Please don’t hesitate to contact me with any questions you might have.

Warm regards,

Clint Nicholes
USU Graduate Student
Appendix E Continued

REMINDER MESSAGE TO SEND TO POTENTIAL PARTICIPANTS:

Dear Educator,
You received an email two weeks ago inviting you to participate in a survey about behavior management resources teachers use in the public schools. If you would still like to complete this survey, please click on the link below. It will direct you to a written consent form and once you have given your consent, you can complete the survey. The survey should only take 5-10 minutes to complete, and all answers are confidential.

You are eligible to participate if you are currently employed in a public school district (including charter schools) in the U.S. as a K-6 General Education or Special Education Teacher.

This study has been approved by the Institutional Review Board (IRB) for the protection of human research participants at USU (protocol #12934).

If you are interested in participating, please follow this link to a survey:
https://usu.co1.qualtrics.com/jfe/form/SV_9HuOS9aRN6XUWKG

Here you will find more detailed information including an opportunity to provide informed consent and then complete the survey.

Thanks again for your willingness to participate in this study and please don’t hesitate to write or call with any questions or concerns.

Warm regards,

Clint Nicholes
USU Graduate Student
A00360909@usu.edu

Kaitlin Bundock
Principal Investigator
kaitlin.bundock@usu.edu
INITIAL MESSAGE TO SEND TO POTENTIAL PARTICIPANTS:

Dear Educator,

My name is Clint Nicholes and I’m a graduate student of Special Education at Utah State University. I’m writing to see if you might be interested in participating in a study that I’m conducting. The purpose of the study is to learn about behavior management resources K-6 General Education and Special Education Teachers use in public schools.

Your participation would involve answering questions during an online survey lasting approximately 5-10 min. All responses on the survey will be kept secure and confidential.

You are eligible to participate if you are currently employed in a public school district (including charter schools) in the U.S. as a K-6 General Education or Special Education Teacher.

This study has been approved by the Institutional Review Board (IRB) for the protection of human research participants at USU (protocol #12934).

If you are interested in participating, please follow this link to a survey:
https://usu.co1.qualtrics.com/jfe/form/SV_9HuOS9aRN6XUWKG

Here you will find more detailed information including an opportunity to provide informed consent and then complete the survey.

Thank you for considering this request! Please don’t hesitate to contact me with any questions you might have.

Warm regards,

Clint Nicholes  
USU Graduate Student  
A00360909@usu.edu

Kaitlin Bundock  
Principal Investigator  
kaitlin.bundock@usu.edu
Appendix F

Reminder Social Media Post

Dear Educators,

My name is Clint Nicholes and I’m a graduate student of Special Education at Utah State University. Two weeks ago you were inviting to participate in a survey I am conducting about behavior management resources teachers use in the public schools. If you would still like to complete this survey, please click on the link below.

It will direct you to a written consent form and once you have given your consent, you can complete the survey. The survey should only take 5-10 minutes to complete, and all answers are confidential.

You are eligible to participate if you are currently employed in a public school district (including charter schools) in the U.S. as a K-6 General Education or Special Education Teacher.

This study has been approved by the Institutional Review Board (IRB) for the protection of human research participants at USU (protocol #12934).

If you are interested in participating, please follow this link to a survey:
https://usu.co1.qualtrics.com/jfe/form/SV_9HuOS9aRN6XUWKG

Here you will find more detailed information including an opportunity to provide informed consent and then complete the survey.

Thanks again for your willingness to participate in this study and please don’t hesitate to write or call with any questions or concerns.

Warm regards,

Clint Nicholes
USU Graduate Student
A00360909@usu.edu

Kaitlin Bundock
Principal Investigator
kaitlin.bundock@usu.edu