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Using MOM:TIPS as a Short-Term Inservice with Four Day-Care Teachers

Kathryn M. Tanner
University of Tennessee, Knoxville

To the Graduate Council:

I am submitting herewith a dissertation written by Kathryn M. Tanner entitled "Using MOM:TIPS as a Short-Term Inservice with Four Day-Care Teachers." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

Donald Dickinson, Major Professor

We have read this dissertation and recommend its acceptance:

Sandra Twardosz, Thomas W. George, Katherine Greenberg

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

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Vice Chancellor and Dean of
Graduate Studies

USING MOM:TIPS AS A SHORT-TERM INSERVICE WITH FOUR DAY-CARE TEACHERS

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Kathryn M. Tanner
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ABSTRACT

Four day-care teachers were introduced to Methods of Mothering: Training in Parenting Styles (MOM:TIPS), which is a parent-training program that has never been used with teachers. Modules addressing Self-Management, Disciplining/ Monitoring, Nurturing, and Teaching Concepts were presented in an inservice training. Four workshops and available one-to-one consultations occurred over the period of one month. Each teacher was evaluated as a single-case in an A-B design using direct observations and self-report questionnaires.

With Self-Management, each teacher reported that she makes daily schedules and follows a routine, but Teachers A, D indicated that they rarely or never used the steps involving more methodical, record-keeping methods. With Disciplining/ Monitoring, Teachers B, C showed modest increases in Catching Good Behavior. With Nurturing, Teachers A, B were observed Smiling and engaging in Active Contact more often; Teacher C showed higher percentages of Active and Passive Contact during the Training Period. Teacher B's increases continued at Follow-Up. A Spearman's rho analysis found significant correlations between children's positive responses and certain affectionate behaviors with each teacher. With Teaching Concepts, Teachers A, D used each step during Baseline; Teachers B, C were observed implementing the steps either during Training or Follow-Up. Each self-report indicated frequent implementation of most of the strategies and that overall teaching styles were generally congruent with MOM:TIPS. Methodological limitations are addressed and recommendations are provided.

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CHAPTER I
INTRODUCTION

One of the most important features found within a high-quality day-care program are knowledgeable, well-trained teachers (Arnett, 1989; Cassidy, Buell, Pugh-Hoese, & Russell, 1995; Howes, 1983; Ruopp, Travers, Glantz, & Coelen, 1979; Snider & Fu, 1990). Day-care classrooms comprised of teachers with college-level academic work are likely to be rated at the higher end of the quality continuum. Caregivers with degrees in child development and/or early childhood education demonstrate more knowledge about appropriate classroom practices (Snider & Fu, 1990) and exhibit higher quality caregiving skills (Howes, 1983) than teachers with other academic degrees or no training. The National Day-Care study concluded that teachers with backgrounds in early childhood education impacted such factors as the children's standardized test scores, compliance, and attention to tasks (Ruopp et al., 1979). Even teachers who have only completed some child-related college courses display less authoritarian attitudes, more positive interactions with children (Arnett, 1989) and more developmentally appropriate views and practices (Cassidy et al., 1995).

Statement of the Problem

The reality of the nation's day-care system is that most teachers are not required to have any formal post-secondary education. Training requirements for day-care teachers have progressed over the years but continue to be much less

stringent than other areas of the teaching profession. Employment in a day-care center typically provides poor compensation, which results in high turnover rates and the societal perception as a low status job.

Recent studies, which have confirmed prior research about the important role of teacher training and other features such as child-staff ratios and group size, suggest that higher teacher wages also play a significant part in the prediction of classroom quality (Phillips, Mekos, Scarr, McCartney, & Abbott-Shim, 2000; Phillipsen, Burchinal, Howes, & Cryer, 1997). Thus, while there are numerous, interdependent issues that comprise the complex system of day care, one worthwhile endeavor is to find ways to enhance and improve caregivers' skills.

Educational Requirements and Inservice Training

Educational requirements for day-care personnel vary from state to state. Individual state governments are responsible for establishing the regulatory standards for nearly all aspects of a day-care facility. Educational qualifications are typically divided into two categories, preservice and inservice training. Preservice training implies the educational program occurred prior to the person's employment (i.e., high school, vocational, college). An inservice program occurs after the individual is already employed and is conducted by personnel at the facility or an outside agency.

An examination of the licensing standards for day-care centers in each state revealed that eight states do not specify any requirements for formal preservice education (National Resource Center for Health and Safety in Child Care, [NRC], 2002). Among the states that require preservice academic work, a high school diploma or General Educational Development (GED) certificate are often the accepted minimum qualifications. It appears that 48 states currently mandate annual inservice training hours (NRC, 2002). The number of inservice hours required per year range from as low as 3 to as high as 25, with the majority of states requiring between 10 to 20 hours annually.

In an effort to provide day-care teachers specialized training in early childhood education, the Council for Professional Recognition in Washington, D.C. offers a nationally recognized credential entitled the Child Development Associate (CDA). This program is performance-based and includes requirements such as a written examination, a portfolio, an oral interview, and observations with children. Prior to beginning the CDA program, a day-care teacher must have at least 120 hours of education. The council allows for inservice training to be considered as prior educational experience. They outline about ten general content areas the inservice training must have addressed. Three of those subject areas are (a) positive ways to facilitate children's social and emotional growth, (b) strategies for managing an effective day care, and (c) methods to advance children's physical and intellectual growth (Council for Early Childhood Professional Recognition, 2002).

Providing teachers with inservice training opportunities also follows the recommendations by the National Association for the Education of Young Children (NAEYC). NAEYC offers guidelines, which are grounded in empirically based principles, for classroom practices that address the developmental level of individual children. NAEYC encourages policymakers to ensure that early childhood programs provide developmentally appropriate practices. One suggestion for attaining this goal is for caregivers to be "encouraged and supported to obtain and maintain, through study and participation in inservice training, current knowledge of child development and learning and its application to early childhood practice" (NAEYC, 1997, part 6).

While some day-care teachers may participate in more formal, long-term inservice programs such as enrolling in a college course, the typical nature of many inservice workshops or seminars tends to be brief in duration. They often occur over the course of one workday or the equivalent spread over a few days. Thus, the information delivered should be practical and specific. The participants should be able to return to their classrooms and be equipped with strategies that can be implemented immediately.

Some research studies have explored the effects of inservice training programs conducted with teachers. A group of Head Start teachers underwent approximately one week of inservice training on a variety of topics and showed positive changes in skills and knowledge of content (Horm-Wingerd, Caruso, Gomes-Atwood, & Golas,

1997). In another study, a series of seminars conducted with a group of kindergarten teachers addressing developmentally appropriate classroom practices resulted in significant changes in the teachers' views (Haupt, Larsen, Robinson, & Hart, 1995).

Kaplan and Conn (1984) attempted to provide an accessible and professional 20-hour inservice program as an alternative to the CDA program. The format of the sessions consisted of lectures from the trainer and guest speakers. Nineteen topics were made available with the majority of time spent covering special needs children, growth and development, behavior management, curriculum, and nutrition. The results showed increases in behaviors that encouraged children's social development as well as improvements in the physical environment.

Rhodes and Hennessy (2000) measured the impact of a 120-hour inservice training program on both the teachers' behaviors and the children's development. The content of the training primarily focused on children's play. Based on observations, the teachers exhibited higher levels of sensitivity and positivity as well as lower amounts of detachment after intervention. In addition, the children displayed higher levels of complex social and cognitive play. Even though the teachers had worked an average of six years in the child-care field, significant changes in behavior were observed.

Mixed results were found after four weeks of inservice training with AmeriCorps volunteers in North Carolina (Cassidy, Hicks, Hall, Farran, & Gray, 1998). The training curriculum focused on early childhood education and child

development. The participants were placed in day-care centers for nine months of work at the conclusion of the four-week program. An assessment measuring knowledge of child development and appropriate classroom practices revealed that the volunteers' scores significantly increased and remained at that level when tested again after the nine months of service. However, in regard to their interactions with the children, higher frequencies of behaviors in the areas of harshness and detachment emerged over the nine-month period. Cassidy et al. viewed the overall results as indicating a need for societal changes to occur in order for day-care centers to produce and maintain high-quality facilities.

Some additional evidence exists indicating that inservice training does not produce significant changes in specific behaviors. For example, Kontos, Howes, and Galinsky (1996) implemented a training program for family child-care providers. The training format consisted of about 20 hours of classroom instruction time as well as home visits. The curriculum addressed numerous topics such as business practices, nutrition, age-appropriate activities, and guidance and discipline. Whereas improvements in the overall global quality of the home occurred, the results revealed no positive changes in teacher-child interactions. Kontos et al. suggest, "this finding may be reflective of how difficult it is to change ingrained patterns of interactions with children" (p. 442).

Training Program

The curriculum used in this inservice training was the Methods of Mothering: Training in Parenting Styles (MOM:TIPS) program. The four areas covered in the training were Self-Management, Disciplining/Monitoring, Nurturing, and Teaching Concepts. MOM:TIPS was created by Dr. Donald Dickinson and then further developed and refined with the assistance of a group of graduate students in University of Tennessee's (UT) College of Education (Dickinson, Bunyon, Echols, Parkinson, Tanner & Wilhoit, 1997). This program, comprised of nine modules, was originally intended to be utilized with parents. Compared to many of the published parent-training programs, it is considered to be inexpensive. MOM:TIPS can be described as containing the three elements of simplicity, universality, and comprehensiveness. It is simple because each module consists of three to four specific 'rules'. It is universal because the suggestions can be used with children from all backgrounds, of all ages, and with varying cognitive abilities. This program is also comprehensive because it addresses both behavior management and academic-related skills.

MOM:TIPS was designed to follow a direct-instructional model. It can be presented either to a group or as part of a one-to-one consultation. Participants are provided with the rules or strategies for each module through verbal explanations and visual aids. Role-play scenarios are made available for the participants to

immediately practice what they are learning and to receive feedback from the facilitator.

Wolfe (1994) contends that a well-executed inservice program should contain certain characteristics. First, visual aids should be present. Second, it should consist of relevant, practical content that can be applied immediately. Third, the trainer should be knowledgeable and familiar with the material. Finally, follow-up support and feedback should be made available. Similarly, Epstein (1993) supports training programs that involve active participation and hands-on experience such as role-playing activities. The direct-instructional model of MOM:TIPS includes each of these components.

An inservice program that is user-friendly for the trainer and less expensive is another appealing aspect. It would be more economical for an agency to use a training program that can be taught by its own personnel rather than a program that absolutely must be conducted by an outside source. The information is more likely to be disseminated to participants if it is clear, concrete, and addresses behaviors that are observable and measurable.

MOM:TIPS has been utilized in numerous parent-training workshops in the eastern Tennessee area over the past several years. The workshops are conducted during the evening hours and at various locations (e.g., elementary schools). Two or three members from the group of UT graduate students involved with the project

lead the sessions. Feedback from the parents has been overwhelmingly positive and encouraging.

There is little empirical evidence regarding the effectiveness of MOM:TIPS at this relatively early stage in its development. The various strategies contained within each MOM:TIPS module are based on prior research, which provides sound evidence for their effectiveness. The impact of the program as a cohesive package was investigated in another doctoral dissertation. Echols (1999) implemented the program to a group of parents of elementary-aged children receiving Title I services. The modules taught were Parents as Tutors, Self-Management, Disciplining, and Monitoring. The parents rated their parenting styles as well as their children's behaviors in the areas of achievement, motivation, and conduct before and after the training. Direct observations of the parents or children were not conducted. The results showed that the parents in the treatment group perceived their own behaviors and their children's behaviors as changing more than the parents who did not receive the training.

Impetus for Using MOM:TIPS with Teachers

As part of a grant awarded to the governing agency of a day-care center, a collaborative effort formed with UT'S Department of Educational Psychology. The administrators of the day-care center consulted with UT about the proposed services

they wanted to offer their families. Specifically, they were searching for a parent-training program.

I was a member of the research group that had been developing and implementing the MOM:TIPS program for parents primarily of school-aged children. Three other graduate students and I from this research group began meeting regularly with the day-care administrators to plan a series of parent workshops. We were also going to serve as the trainers of the workshops. The parent-training program was eventually implemented at the day-care facility with a group of parents who were working toward their GED certificate.

During this process of planning for the parent-training workshops, the day-care administrators indicated that they would like their preschool teachers to participate in the program. Not only had the teachers reportedly expressed an interest in participating in an on-site inservice program, one of the proposals in the grant was to offer the same training to the teachers as given to the parents. It was the administrators' hope that the teachers would serve as role models when the parents visited the day-care center and model those same behaviors that the parents had learned. An additional advantage was that the teachers would be able to use the training hours toward the number of inservice hours required annually.

I volunteered to be the trainer of the teacher workshops for two primary reasons. First, our research team had only used the training program with parents. Because day-care teachers spend so much time with children and often have to take

on a 'parenting' role, I believed the information we had been sharing with parents could be beneficial for day-care teachers as well. Second, each inservice program I attended in my roles as a day-care and kindergarten teacher was lecture-oriented and large group style. I never attended an inservice training that consisted of a small group of people who discussed the information in a more 'workshop' format, which included the chance to immediately practice what had been presented.

The day-care administrators allotted four hours over the course of one month for the classroom sessions. Knowing the workshops would cover four different topics, it was decided that spending one hour on each area would be sufficient. In addition, I would be available at the center during the four weeks to meet with the teachers individually if they requested further help or discussion. Since the teachers were required by the state to complete 12 inservice training hours for the entire year, the administrators considered four hours for this one program reasonable. As it turned out, none of the parents enrolled their children in the day-care that was made available for them while they were engaged in the parent-training program. Nonetheless, the administrators wanted the teacher-training workshops to proceed as planned because of the potential that the discussions would stimulate each teacher to increase previously learned, positive behaviors as well as to utilize new teaching strategies.

In sum, as a result of this collaboration that initially formed to plan a parent-training program, a teacher-training program using the MOM:TIPS curriculum was

conducted in the format of an inservice training. Four teachers were examined as single-case studies to assess implementation of the training concepts. The results of these four single-cases may assist in laying the foundation for future work in this area. It was anticipated that increases in the observed behaviors would occur for each teacher, particularly during the training month. It was also expected that each teacher's self-report responses would reflect some degree of change (i.e., higher ratings) and that the modules' suggestions were frequently implemented. Information was also gathered on the children's compliance and the children's responses to affectionate behaviors.

CHAPTER II
METHODS

Setting

The MOM:TIPS workshops were conducted in a public day-care facility in eastern Tennessee. The facility is managed by an agency that oversees public housing and redevelopment for low-income residents of the city. A variety of services are offered to the community. Examples of services they provide to the adults and children include the day-care facility, an after-school program, group counseling, and a literacy program.

The day-care program has been in existence for over 25 years with a population of about 145 children aged six weeks through four years. The classrooms are filled with a variety of toys, materials, and colorful decorations. The rooms also have designated play areas such as housekeeping, library, blocks, and special rugs for circle time. The parents of the children work and/or attend school. The majority of the parents pay between $4 and $7 each week for the day-care service. The families within this community are predominately African-American.

Participants

Each of the four teachers worked full-time at the day-care center. Two of the teachers worked together in the 3 to 4-year-old classroom and will be identified as Teachers A and B. The other two teachers worked in the 2 to 3-year-old classroom

Table 1: Demographic Characteristics of the Four Teachers

	Teacher A	Teacher B	Teacher C	Teacher D
Age	55	46	44	32
Highest degree	HS Diploma	HS Diploma	HS Diploma	HS Diploma
No. of years at center	5	7	6	4
Previous day-care exp.	No	Yes	No	No

and will be referred to as Teachers C and D. Table 1 outlines each teacher's background information.

The teachers were blind to the specific objectives of the study. When securing permission for data collection, the day-care administrators informed the teachers that the evaluation was to determine whether the inservice program was generally effective and helpful. The teachers understood that the purpose of the observations was to note their teaching styles and the types of interactions that occurred with the children.

The number of children present in the classrooms varied each day. The daily maximum number was about 17 in the older classroom and 7 children in the younger classroom. The children in this community are considered to be at high risk for drugs, crime, gang activity, and dropping out of school.

Training Program

The curriculum utilized for the inservice training was the MOM:TIPS program previously described. The day-care administrators participated in the process of choosing which modules to use in the program, and the four modules selected were determined to be valuable and needed information. Details of the four modules are described below.

Self-Management. The Self-Management module was designed by the authors of MOM:TIPS (Dickinson et al., 1997) to help parents become better organized. Behaviors such as maintaining a consistent discipline approach, monitoring activities, and supporting children's interests are likely to occur more often from a more self-managed adult. The Self-Management information enables the participants to plan for and implement the specific strategies presented in the other modules. The rules of the module are (a) set short-term, specific goals; (b) determine current status of goal before beginning plan; (c) develop a plan using setting events and consequences; (d) monitor progress of plan; and (e) modify or develop new plan if it is not working. The introduction of this module to this group of teachers was not intended to dramatically alter the classroom routine or objectives of their lesson plans. The main purpose was to encourage the participants to set goals for implementing the different interactions taught in the other sessions (e.g., setting a goal to talk one-to-one with a particular child each day to display a form of

nurturing). Furthermore, an "organized environment and an orderly routine" is recommended by NAEYC (1997) to develop and maintain a "caring" place (part 4).

Disciplining/Monitoring. The three overall disciplining strategies suggested in this module are (a) to set rules with children, (b) to use consequences, and (c) to be consistent. Subrules are provided such as using only a few rules that are simply stated, giving immediate consequences and outweighing the positives with the negatives, and following through with consequences every time. Information about ways to monitor the activities of children, particularly pertinent for parents, was also presented to the teachers. Those suggestions include (a) knowing where and what the children are doing, (b) giving assignments that are incompatible with undesirable behaviors, (c) stopping undesirable behavior quickly, and (d) catching the children behaving good.

As would be expected in a preschool setting, knowing where the children are and what they are doing is a requirement. In addition, the assignments or activities within a day-care setting are typically already planned and part of the routine (e.g., circle time, coloring, free time). Thus, the component of the Monitoring module that was most emphasized was 'catching the children behaving good.' The presentation of the Disciplining/Monitoring module was intentionally meant to be simplistic and straightforward in the original version of MOM:TIPS for parents, and the same style of presentation was used for this teacher-training. Additionally, this module was

positioned as early as possible in the program so the teachers would have time to initiate more discussion in a one-to-one format if desired.

NAEYC (1997) provides general guidelines for managing the behavior of children. They endorse practices that encourage responsibility and self-monitoring skills among children. NAEYC recommends that teachers "set clear, consistent, and fair limits for children's behavior and hold children accountable to standards of acceptable behavior" (part 4). In addition, they encourage teachers to "redirect children to more acceptable behavior or activity or use children's mistakes as learning opportunities, patiently reminding children of rules and their rationale as needed" (part 4).

Nurturing. This module consists of four rules: (a) smile, act friendly, and show affection; (b) positively interact (talk about everyday things); (c) compliment, support, and encourage more than you correct or punish; and (d) demonstrate a positive, friendly mood and set a good example. This module is entitled 'Nurturing' because the rules are intended to provide general guidelines for parents to create a nurturing environment to foster their children's development. In the context of a teacher-child relationship, specific ways to show affection were the emphasis of the workshops. Behaviors such as smiling, affectionate patting, hugging, saying affectionate words, complimenting, and holding a child in the lap were emphasized.

Teaching Concepts. This module consists of four rules: (a) show and tell how to work the problem, (b) have the child show or tell how to work the problem, (c)

provide immediate feedback, and (d) repeat as necessary if initial responses were incorrect. In parent-training workshops, these steps were intended to help parents assist their children with homework. For these day-care teachers, suggestions were provided for implementing this sequence of steps during those activities that afforded the opportunity such as 'table time.' The teachers were encouraged to take advantage of routine, naturally occurring classroom events to teach concepts. The day-care administrators liked the simplistic, user-friendly approach of modeling, having the child model the behavior, and providing feedback. It was also hoped that the caregivers would incorporate direct teaching incidents more often with the children.

NAEYC (1997) recommends a stimulating, interactive classroom where teachers ask questions, make comments about children's work, introduce new ideas, and offer suggestions to further the progression of learning experiences. While they do not endorse any specific curriculum, NAEYC recommends using certain behavioral techniques such as modeling to promote the acquisition of skills. Their suggestion is to choose from a variety of methods such as "modeling, demonstrating specific skills, and providing information [as well as] focused attention, physical proximity, verbal encouragement, reinforcement and other behavioral procedures" (part 4).

Design

Each teacher was examined as a single-case in an A-B design. Follow-up observations were included for Teachers A, B, and C. Teacher D had been moved to another classroom in the facility making her unavailable for Follow-Up observations. In addition to the objective estimates provided by the direct observations, self-report rating scales and some basic demographic information were collected for each teacher. Single-case research designs, which typically focus on behavior change in one individual based upon repeated measurements, are often used as a means to initially investigate an intervention and because of issues such as subject availability, cost, and time (Kantowitz, Roediger, & Elmes, 1991). Generalization of the findings to other people and settings is a major limitation of single-case research (Barlow & Hersen, 1984).

An A-B design requires measurements of the defined behavior(s) to be taken during a baseline period and then once the intervention has been introduced, which allows tentative conclusions to be drawn about any changes in the behavior (Barlow & Hersen, 1984). Although an A-B design provides a comparison of the data points over time in separate phases (i.e., time-series), it does not allow for any definitive conclusions as to whether the intervention produced the changes in behavior. The major limitation of the A-B design is that "whatever changes occur while the treatment is being applied during the B phase may be caused by any number of other

factors that may be confounded with the factor of interest" (Kantowitz et al., 1991, p. 278).

Inservice Training Workshops

The teachers received approximately four hours of classroom training over the course of one month. In addition to the group sessions, one-to-one consultative services were made available at least three times a week during the month of training. I led the training program and the one-to-one consultations. Prior to this project, I conducted numerous parent-training workshops using MOM:TIPS and worked as a kindergarten and day-care teacher. All of the workshops occurred at the day-care facility.

The group classroom sessions consisted of an interactive, practice-oriented presentation of the material. The rules of the modules were explained to the teachers, displayed on posterboard, distributed through individual handouts, and practiced in the form of role-plays. In the first session, the teachers were provided with the handout for each module so they would be introduced to and aware of all the information as soon as possible.

In each workshop, examples of when and how the rules may be used in the classroom were discussed, and the participants were asked to provide their own examples of when each rule could be implemented. In other words, a short brainstorming session occurred in which the group discussed the utilization of the

rules in the context of various scenarios. The teachers acted out some brief, simple role-plays to allow them practice in using the rules. The participants were asked in each session to share whether they had tried any of the strategies during the previous week.

Videos were also shown to the teachers. The Disciplining/Monitoring, Nurturing, and Teaching Concepts modules had their own 10 to 12-minute video. The videos were created by graduate students in UT's Educational Psychology Department under the supervision of MOM:TIPS author, Dr. Don Dickinson. The videos consisted of a narrator discussing the rules of the module and some role-plays. Since MOM:TIPS was originally developed for training parents, the characters in the role-playing scenarios were parents and children. However, the videos were still pertinent for the teachers to view because the emphasis was on modeling how to use the techniques. These videos served as a way to reinforce what the teachers had just learned about the module and to watch some actual examples of the rules in action.

Measurements

Home Environment Profile (Modified). The Home Environment Profile (HEP) was administered to each teacher to measure her general teaching style (see Appendix). With the MOM:TIPS parent-training workshops, it has often been employed as a needs assessment tool. In this study, I had the knowledge and insight

of the day-care administrators who knew the teachers well and could identify the areas that should be included in the program. However, the HEP was still administered to the teachers because it was a good way to glean a general picture of teaching styles and measure any pre to post differences.

The original, 51-item HEP (Driesler & Dickinson, 1992) has been used with parents of children in preschool through high school. The HEP was designed to serve as a companion to MOM:TIPS in order to assess general parenting behaviors. The current version utilized for this study consists of 20 items taken from the following HEP scales: (a) Problem Solving, Communicating, and Self-Management; (b) Disciplining; (c) Monitoring Social Behavior; and (d) Nurturing. The process for choosing the questions from the original version was based directly on the topics addressed in the training workshops. Some of the questions were reworded to match a teacher-child context rather than a parent-child context (e.g., "I talked to my students" versus "I talked to my child"). The five questions picked from each topic area represented situations that could clearly occur in a classroom. None of the HEP items relating to the Teaching Concepts module were included in the current version due to their focus on issues for grade school children (i.e., issues of homework and studying).

Crowe (1998) studied the reliability and validity of the HEP by contrasting the responses given by parents of high achieving children, parents of low achieving children, and a mental health group. The test-retest reliability procedure with thirty

parents demonstrated that all but 4 of the items were reliable with correlations ranging from .03 to .97. The overall internal consistency reliability coefficient was .69. The items were correlated with an assessment of school achievement to establish validity. Significant correlations occurred with 51 of the original pool of 69 items. Logistic regression analysis correctly predicted 87% of the parents of high and low achievers and 94% of the normal and mental health population.

Treatment Integrity. The Treatment Integrity form is a self-report measure consisting of 25 items (see Appendix). It is not a standardized instrument. The purpose of this form was to gain some knowledge about the extent to which the teachers implemented the module's strategies. Having a picture of the degree to which an intervention was implemented helps in evaluating the effects on the dependent variable (Gresham, Gansle, & Noell, 1993). In the context of the exploratory nature of this study, this form would assist in determining the appeal or applicability of certain elements of the program. Additionally, it would serve as a supplement to the objective, observational data. There are five questions for each of the modules presented. The rules of each module were converted into questions (e.g., 'Do you catch the children behaving good?'). The teachers rated their behaviors on a 5-point scale, with 5 indicating the highest frequency.

Observations. Each teacher was videotaped on multiple days before, during, and approximately five weeks after the training month. The videotaped observations were gathered indoors during the morning hours from approximately 8:15-11:10.

The routine during the morning hours consisted of free play and organized group activities (i.e., rug time, table time) with some brief periods of clean-up transitions. The observations were conducted within the natural environment of the classrooms, and the typical morning flow was not disrupted.

The videotaping focused on and followed one teacher at a time. As previously mentioned, Teacher D was not available during Follow-Up. The total amount of time each teacher was videotaped over the course of the entire data collection was 278 minutes for Teacher A, 290 minutes for Teacher B, 251 minutes for Teacher C, and 165 minutes for Teacher D.

Since the observations occurred within the natural environment in which the specific activities, the number of children, and the number of adults varied, the classroom environment during each observation is outlined in a table for every teacher. These tables are first presented within the Disciplining/Monitoring section in the Results chapter and can be referred back to for the other modules. In the 'adults' column, the letters indicate whether the co-teacher was present in the room (e.g., Teacher B was in the room with Teacher A), and 'sub' represents a substitute teacher. Additionally, each room has a 'room granny' who typically does not discipline or directly teach the children.

Observation Coding. The Nurturing behaviors were based on definitions from the Affection Measurement System (Twardosz, Schwartz, Fox, & Cunningham, 1979). This measurement system has been utilized in other studies to evaluate

affectionate behaviors between children and their teachers (Mill & Romano-White, 1999; Zanolli, Saudargas, & Twardosz, 1990, 1997; Twardosz, Botkin, Cunningham, Weddle, Sollie, & Shreve, 1987; Shreve, Twardosz, & Weddle, 1983). In the initial study in which it was developed and evaluated (Twardosz et al., 1979), trained observers and untrained community volunteers rated videotaped interactions between teachers and young children. Interobserver agreement scores ranged from .68 to .95 across behaviors. With the exception of one behavior category, correlations between the volunteers' ratings and the behaviors ranged from .57 to .69.

Children's responses to the teachers' initiatives were based on definitions developed by Furman and Masters (1980), which have been utilized in other studies related to nurturing teacher-child interactions (Zanolli et al., 1990, 1997). The child response categories include positive, negative, neutral, no reaction, and not visible. Table 2 describes the affectionate behavioral categories of smiling, affectionate words, active physical contact, and passive physical contact, and child responses.

Three areas from the Disciplining/Monitoring module were coded: (a) reminding children of classroom rules (Stating Class Rules), (b) giving immediate consequences for inappropriate behavior (Immediate Consequences), and (c) praising good behavior (Catching Good Behavior). According to the teachers, each room had informed every child upon admission into the day-care of the following rules: (a) no hitting, biting, or kicking; (b) no running in the room; (c) share the toys

Table 2: Affectionate Teacher Behaviors and Child Responses

Teacher Behaviors
Smiling (SM): Scored when a teacher smiled or laughed at or with a child/children
Affectionate Words (AW): Scored when a teacher said an endearing term, gave a compliment, or stated that she likes or loves a child/children
Active Physical Contact (AC): Scored when a teacher displayed brief affectionate contact such as hugging, patting, rubbing, kissing, nuzzling, caressing, tickling
Passive Physical Contact (PC): Scored when a teacher held a child in her lap, held a child's hand, kept an arm around a child, or stayed in contact such as laying or leaning against a child
Child Responses
Positive: Scored when a child smiled, laughed, said affectionate words, or was physically affectionate with the teacher immediately after teacher expressed affection
Negative: Scored when a child screamed, cried, frowned, kicked, yelled, or whined immediately after a teacher expressed affection
Neutral: Scored when a child interacted with a teacher immediately after the teacher expressed affection but did not display a positive or negative affect or overt reaction
None: Scored when a child did not interact with a teacher after the teacher expressed affection
Not Visible: Scored when a child's response was not visible within 5 seconds after a teacher expressed affection

and materials; (d) clean up toys and materials; and (e) be quiet and listen to the teacher when asked. Acceptable consequences intended to reduce undesirable behaviors were also already established by the day-care center. Negative consequences used in these classrooms included time-out, removal of a toy or object, an apology, removal of child from the classroom to the front office, and depriving the child of a privilege or treat.

The observers watched and listened for how often classroom rules were stated to the children. These reminders had to either include the word "rule" (e.g., our rule is that we do not hit) or be couched in a phrase that indicated a previous agreement (e.g., remember what we've talked about…we only run outside). Commands such as "stop running," "don't hit him," or "you have to clean up now," which were given without any further explanation, were not considered to be references to established rules.

The observers watched for consequences given immediately for noncompliant behavior. Due to the often high noise level in the classrooms, two directives were allowed (e.g., "stop running, no running") at any one time before classifying a behavior as compliant or noncompliant. Because there is often only one teacher in the room or one teacher available to deal with the inappropriate behavior, the teachers were provided some slight latitude getting over to the child to implement the consequence. Thus, an 'immediate' consequence was defined as occurring within approximately one minute after the noncompliant behavior was observed. For

the aggressive behaviors that involved harm to another (i.e., hitting, biting, kicking) and were not preceded by a teacher directive, the observers coded whether or not a negative consequence was implemented.

The teachers were observed for catching children's good behavior and giving verbal praise and/or a tangible reward. These were statements that clearly identified a behavior rather than, for example, a compliment for physical appearance. Examples include, "I like the way you are sharing that game; Look how John is sitting down and looking at me." There is some overlap with this behavior and affectionate words. However, the observers coded this specific behavior as part of the coding process for the Disciplining/Monitoring module in order to gather data about the frequency of rewarding good behavior. Having an idea of how often this strategy occurs provides a picture of how much this technique is in the teachers' consciousness.

The following is an example of a coding sequence for the Disciplining/ Monitoring behaviors. Teacher B was heard saying, "boys, you know our class rule is that we don't run in the room" (reminding children of a class rule). The boys continued running after two requests (noncompliance). Teacher B immediately walked over to the boys and implemented a time-out procedure (immediate consequence). The strategy of 'catching the children being good' occurred sporadically and not necessarily during disciplining incidents.

Regarding Teaching Concepts, the observers watched for those occasions when a concept was being taught to one or a small group of children. The observers coded whether the teacher demonstrated and explained the concept, whether the child was allowed an opportunity to attempt the task, and whether feedback was provided. The observers also watched for whether the process was repeated, if necessary, such as when initial responses were incorrect.

Observer Training and Reliability. Two observers recorded all of the behaviors examined in this study. Both observers have had prior experience conducting classroom observations within the educational field. Neither observer participated in any of the workshops or visited the classrooms at any time. The observers were not aware of the specific details of the study. They simply understood that their purpose was to view videotaped footage of four day-care teachers and code a variety of behaviors based on specific definitions provided to them.

The two observers were provided copies of the MOM:TIPS modules and engaged in discussions to learn about the different strategies and behaviors. Reliability was established by having the observers practice the coding procedures using videotaped footage of teacher-child interactions from a kindergarten classroom. A minimum reliability agreement of 80% was reached on all behaviors prior to training and maintained throughout the course of the entire coding process.

This percentage was calculated as the number of agreements divided by the number of agreements plus disagreements multiplied by 100.

The two observers viewed some of the footage simultaneously but independently while at other times the coding was done at their own convenience. Coding the Nurturing behaviors was conducted simultaneously over the course of multiple days, and reliability checks were done at each meeting. The two observers watched all of the videotaped footage again in order to record the Disciplining/ Monitoring and Teaching Concepts behaviors. They recorded these behaviors in a more narrative format, and much of this process occurred at their own convenience. Meetings were convened regularly throughout this portion of the process to compare notes and check reliability.

Interobserver percentages for each of the behaviors coded as well as for each teacher are as follows: Disciplining/Monitoring: children's compliance/noncompliance to teacher directives (A: 83%; B: 82%; C: 83%; D: 93%); immediate consequences given for noncompliance (A: 93%; B: 96%; C: 94%; D: NA); stating classroom rules (A: 100%; B: 87%; C: 100%; D: 100%); catching good behavior (A: 100%; B: 87%: C: 83%; D: 100%). Nurturing: smiling (A: 82%; B: 81%; C: 82%; D: 83%); affectionate words (A: 90%; B: 85%; C: 84%; D: 91%); active physical contact (A: 82%; B: 82%; C: 81%; D: 90%); passive physical contact (A: 95%; B: 93%; C: 97%; D: 100%). Teaching Concepts: incidents of direct instruction and whether or not each step was followed 100% for each teacher.

CHAPTER III

RESULTS

Overview

This chapter organizes the findings within each of the four MOM:TIPS modules. The modules are presented in the same sequence in which they were specifically covered during the training month: Self-Management, Disciplining/ Monitoring, Nurturing, and Teaching Concepts. Findings from previous research are presented with each module as well as my impressions as the trainer.

A word of caution about the data is warranted. The observational data for each single-case are depicted in figures, which are divided into Baseline, Training Period, and Follow-Up. Two points are important to remember when reviewing the data. First, as described in the Methods chapter, the observations were conducted within the natural environment of the classrooms, which subjected the data to numerous confounding variables. For example, the classes engaged in both free time and organized activities during the morning hours, and the exact number of people varied across observations. Second, as previously described, the A-B times-series design provides a comparison of the data at different points in time but does not permit definitive conclusions about whether the intervention produced the changes in behavior (Barlow & Hersen, 1984). Each teacher's data will be presented and described.

Self-Management Module

The Self-Management module was addressed in the first training session. This module was intended in large part to assist the teachers in planning for the strategies in the other modules in addition to helping their general management methods. Studies have referred to good self-management skills on the part of the teacher as one of the characteristics that comprise a high-quality day-care (Howes & Smith, 1995; McCartney, Scarr, Phillips, & Grajek, 1985).

Howes and Smith (1995) found that enriching day-care environments, which consistently provide meaningful and creative tasks by teachers who interact in a positive manner, can have beneficial effects on children's cognitive activity. Howes and Smith suggested that teachers who are knowledgeable about the benefits of positive interactions and who plan for such cognitively stimulating activities are more likely to enrich their students' thinking processes. A "poorly prepared or overwhelmed teacher will be unable to individually respond to children" (p. 402).

McCartney et al. (1985) found that good self-management skills are characteristic of a high-quality day-care program. One reason the facility with the highest ratings on quality was viewed as the most effective was due to "caregiver planning [because] the caregivers continuously experiment with new methods" (p. 251). The children in that particular facility were rated as having better social and language skills than the children in other centers.

Kontos et al. (1996) found that the family day-care providers who participated in their training program did not increase the amount of planned activities. The authors included the component of "intentionality" in their analysis, which refers to a methodical approach to arranging the children's routine, because of its relationship to high-quality environments. Only 29% of the providers planned more activities after the intervention program.

Self-report responses serve as the means to examine each teacher's results. Since the techniques were designed to be utilized in each teacher's own time and not always during work hours, direct observations were not appropriate. Table 3 displays the results of each teacher's responses to the questionnaire items. The upper portion of the table, representing the HEP, shows each teacher's pre-training and post-training responses in hyphen form (e.g., 5—4). The lower portion of the table, which represents the Treatment Integrity items, reveals the post-training ratings.

Each teacher's ratings on the HEP Self-Management items generally received high marks, which resulted in means above 4 both before and after the training. Teacher A exhibited a noteworthy change in which she modified her frequency of developing/following a plan from 'almost never' at baseline to 'almost always' at post-training. Teacher B showed one slight decrease to a neutral/sometimes rating of 3 when asked about adjusting the routine to achieve a goal. Teacher C displayed a modest increase to 4 on the item inquiring about following an established routine.

Table 3: Self-Management Module: HEP and Treatment Integrity Ratings

	Teacher			
HEP Questions	A	B	C	D
1. in past month, how often made a daily schedule	5—4	5—4	4—5	5—5
2. follow established routine in the classroom	5—4	5—4	3—4	5—5
3. identify a problem, develop a plan, and follow plan	2—4	4—5	5—4	3—4
4. collaborate with other teachers to solve problem	5—5	5—5	5—4	3—4
5. adjust part of daily routine to achieve goal	4—4	4—3	5—5	5—5
Means for each teacher	4.2—4.2	4.6—4.2	4.4—4.4	4.2—4.6
Treatment Integrity Questions				
6. set short-term goals that are specific	5	4	4	3
7. determine how well you are doing before you start goal	2	3	4	1
8. develop a plan to achieve goal using setting events, consequences	1	3	4	1
9. monitor how well you are doing with the goal	1	3	3	1
10. how often change strategy if it is not working and develop new plan	4	4	3	3
Means for each teacher	2.6	3.4	3.6	1.8

Note. HEP responses include pre and post ratings separated by a hyphen. Treatment Integrity responses represent post-training ratings.

Teacher D showed a slight increase from 3 to 4 on two items—developing/following a plan and collaborating with others to solve problems.

Treatment Integrity responses were more variable than HEP responses. Individual teacher means range from 1.8 (Teacher D) to 3.6 (Teacher C). Teachers A and D did not implement the more methodical, record-keeping approaches to organization; Teacher B tried these strategies sometimes. Teacher C reported a higher degree of implementation of two of the detailed approaches—determining a baseline and using setting events and consequences.

Disciplining/Monitoring Module

The Disciplining/Monitoring module was the focus of the second training session. The three strategies of Catching Good Behavior, giving Immediate Consequences for inappropriate behavior, and Stating Classroom Rules were discussed in detail during the workshop. These strategies were selected as the focus because of their efficacy in increasing desirable behaviors.

The concept of praising children has been characterized as "not simply the frequency of saying nice things to children that matters, but the frequency with which the caregiver praises the specific kinds of behavior she wants to see more of" (Clarke-Stewart, 1993, p. 96). Making a point to look for and praise appropriate behavior was characterized as "catching the child being good" by Madsen, Becker, and Thomas (1968). Two elementary teachers were trained to utilize the behavioral

modification techniques of setting rules and frequently reminding the children of the rules, ignoring misbehavior, and praising appropriate behavior. Both teachers in the study found praise to be a powerful influence in decreasing problematic behaviors.

Approving gestures such as verbal praise, smiles, and touch have been found to maintain on-task behaviors in elementary-aged children (Thomas, Becker, & Armstrong, 1968) and increase rates of compliance to teacher directives among kindergartners (Schutte & Hopkins, 1970). Verbal praise for specific behaviors as part of a token reinforcement system was also found to increase levels of compliance and cooperation among pairs of preschoolers (Swiezy, Matson, & Box, 1992).

The impact that day-care teachers' disciplining styles can have on children's misbehavior was closely examined by Arnold, McWilliams, and Arnold (1998). The teachers' behaviors were grouped into either 'laxness' or 'overreactivity.' Laxness was defined as inconsistency with enforcing classroom rules, lack of follow-up on directives, and coaxing or begging children to behave appropriately. Overreactivity was defined as an angry, frustrated, and annoyed tone rather than a calm, businesslike demeanor. The results showed that laxness had a significant influence on frequencies of misbehavior. The authors contend, "teachers who do not set and enforce clear, firm, consistent, and appropriate classroom rules are likely to face higher levels of misbehavior" (p. 283). In fact, in a study that gathered the perceptions of kindergarten teachers, 'difficulty following directions' was cited as

the number one specific problem of children from all types of pre-kindergarten experiences (Rimm-Kaufman, Pinata, & Cox, 2000).

Research with grade school children has suggested that immediate and consistent teacher reprimands are effective. For example, Abramowitz and O'Leary (1990) found that immediate reprimands yielded lower rates of interactive off-task behaviors than delayed reprimands (i.e., a two-minute delay). Acker and O'Leary (1988) found that disruptive behaviors occurred more frequently when the teacher gave inconsistent amounts of reprimands and permissive reactions. Rosen, O'Leary, Joyce, Conway, and Pfiffner (1984) discovered that the utilization of negative consequences delivered consistently, calmly, and succinctly was particularly effective in maintaining on-task behaviors among hyperactive students. Evidence also exists that children who are near other children being reprimanded in classroom settings are impacted by the disciplining interaction (Van Houten, Nau, MacKenzie-Keating, Sameoto, & Colavecchia, 1982).

Studies in the parent-training literature contribute to the knowledge that using these types of behavior modification strategies with children can produce positive results. For example, parents trained to be consistent in their use of negative consequences for noncompliance and to respond to complaint behavior with praise and affectionate touch resulted in marked decreases in misbehavior (Richman, Kelley, Harrison, & Summers, 1995). Similarly, teaching parents to use methods such as providing immediate consequences to increase appropriate behavior yielded

noticeable increases in children's frequency of compliance (Ducharme, Popynick, Pointes, & Steele, 1996).

Echols' (1999) study using the MOM:TIPS program with parents revealed that some of the disciplining suggestions were implemented more than others. Based on self-reports, between 95-100% of the participants developed a set of specific rules and consequences with their children and made efforts to praise appropriate behavior. Consistently following through on the consequences was implemented by only 60% of the parents. A separate questionnaire showed that the treatment group of parents rated their children's conduct as improving more than the children of the parents who did not participate.

The figures in this section display the observational data for Catching Good Behavior, Stating Classroom Rules, Immediate Consequences, and Child Compliance. Percentages of Catching Good Behavior represent the frequency of the behavior that occurred during each observation. Percentages of Stating Class Rules, Immediate Consequences, and Child Compliance were derived from the number of disciplining incidents or directives per observation. Stating Class Rules were only heard during disciplining directives, and the absence of a data point means there were not any disciplining directives during that observation. Immediate Consequences do not have data points on days in which there was 100% Child Compliance. Rather than displaying the percentage of Child Compliance that occurred on each observation day in a separate figure, the percentages are presented

alongside the three teacher behaviors for easier readability. A notation (^) is provided on the horizontal axes to indicate when the Disciplining/Monitoring workshop occurred within each teacher's observational timeline.

Teacher A

Catching Good Behavior (Figure 1). During Baseline, Teacher A was observed Catching Good Behavior 0-4%. During the Training Period, Teacher A exhibited a zero level of Catching Good Behavior with the exception of 3% on Day 7. At Follow-Up, Teacher A was observed Catching Good Behavior 0-3%.

Stating Classroom Rules (Figure 1). Teacher A was never observed Stating Class Rules during Baseline. During the Training Period, Teacher A Stated Class Rules only on Day 7 (29%). Day 7 occurred after the Disciplining/Monitoring workshop had convened. Teacher A was never observed Stating Class Rules at Follow-Up.

Immediate Consequences (Figure 1). Whether or not there were changes in Teacher A's frequency of giving Immediate Consequences cannot be assessed. Three of the four Baseline days consisted of noncompliant incidents, which revealed a variable Baseline of 50%, 0%, and 100%. Only two of the five Training Period days consisted of noncompliance in which Teacher A gave Immediate Consequences for 100% and 0% of those incidents. At Follow-Up, Teacher A gave Immediate Consequences for 0% and 60% of the noncompliant incidents.

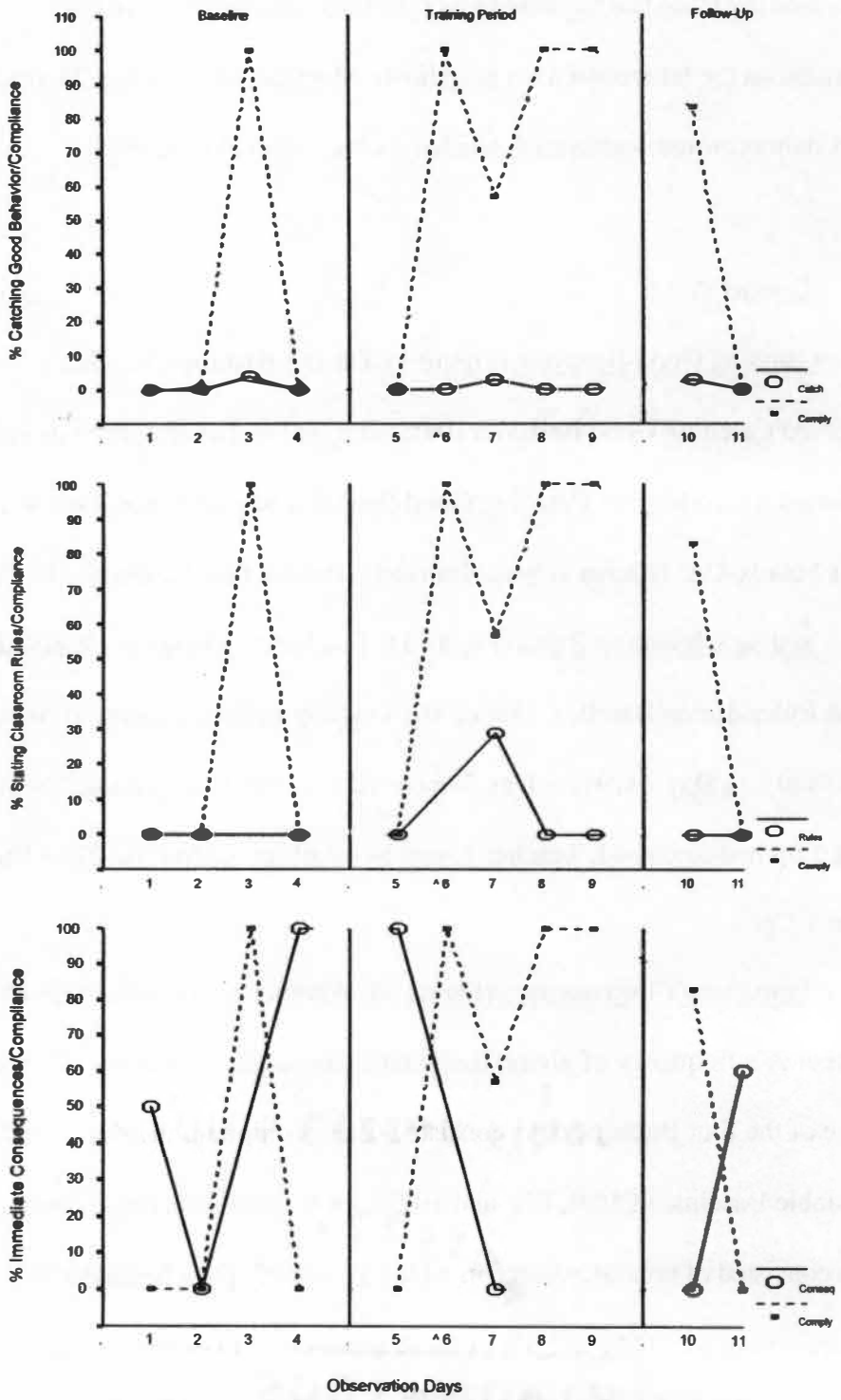

Figure 1. Teacher A's Disciplining/Monitoring

Child Compliance (Figure 1). During Baseline, Teacher A had 0% Child Compliance on Days 1, 2, and 4 and 100% on Day 3. During the Training Period, percentages of Child Compliance on Days 6-9 ranged from 57-100%. At Follow-Up, 83% and 0% Child Compliance were observed.

Teacher A's responses on the HEP showed ratings of 4's and 5's pre and post-training with the exception of three items (Table 4). On a HEP question related to consequences, there was a low rating of 2 both before and after the training indicating that she often does not follow through with consequences for inappropriate behavior. Teacher A showed a slight decrease on the question related to stopping misbehavior quickly. The HEP item inquiring about talking with parents consistently received low ratings. Teacher A's responses on the post-training Treatment Integrity measure were all 4's and 5's indicating frequent implementation of the module's tips.

During the 11 observations gathered for Teacher A, free time was the predominant activity (Table 5). She usually had at least one other adult in the room to help manage anywhere from 5 to 15 children. Teacher A was often observed overseeing the children in the kitchen and block areas. She was always playing *with* the children rather than standing aside and seemed to put forth a strong effort in keeping them busy and content.

Teacher A participated in some role-plays during the Disciplining/Monitoring workshop, but she typically did not initiate discussion or ask many questions during

Table 4: Disciplining/Monitoring Module: Ratings on HEP and Treatment Integrity

HEP	Teacher			
Question Items	A	B	C	D
11. follow thru w/ consequences	2—2	4—5	5—5	5—5
12. agree on discipline	4—5	3—4	5—5	5—5
13. give short lectures	5—5	4—4	5—5	5—5
14. kids know consequences	5—5	3—5	5—4	3—4
15. yell or use threats	5—5	5—5	5—5	5—5
16. talk to kids about activity	5—5	5—5	5—5	5—5
17. keep kids busy	4—4	3—4	3—3	3—4
18. stop misbehavior quick	4—3	4—3	5—4	5—5
19. provide learning aides	5—5	5—5	5—5	4—5
20. talk to parents	2—2	2—1	2—1	1—1
Means for Each Teacher	4.1—4.1	3.8—4.1	4.5—4.2	4.1—4.4
Treatment Integrity				
Question Items	A	B	C	D
21. tell kids what to do (rules)	5	4	5	4
22. make rules can enforce	4	5	4	3
23. use immediate consequences	5	4	4	4
24. consistent w/ consequences	4	4	4	4
25. refrain from outbursts	5	4	5	4
26. keep constant eye on kids	5	3	5	4
27. anticipate trouble	4	5	5	4
28. have toys prevent misbehavior	4	5	4	4
29. stop misbehavior quickly	5	5	5	4
30. catch good behavior	5	5	5	3
Means for Each Teacher	4.6	4.4	4.6	3.8

Table 5: Classroom Environment During Teacher A's Observations

Teacher A	Activity	Adults	# Children
Baseline			
Day 1	Free time and some Table time	A & Granny	8-10
Day 2	Free time	A, B, Granny	8
Day 3	Rug time	A, Granny	8
Day 4	Free time	A, B, Granny	10
Training Period			
Day 5	Free time	A, B, Granny	11-13
Day 6	Rug time	A, B, Granny	12
Day 7	Table time and Rug time	A	5 then 13
Day 8	Free time	A, B, Granny	10-13
Day 9	Free time	A, Sub	9
Follow-Up			
Day 10	Free time	A, Sub	12-14
Day 11	Free time and Clean-Up	A, Sub	14-15

any of the sessions. She never requested any one-to-one time outside of the classroom workshops. Teacher A was heard using key phrases repeatedly such as "be nice; that's a no-no; [and] act right." During incidents of noncompliance, informal observations also revealed that Teacher A tended to negotiate back-and-forth with the child for a relatively long time. For example, during an incident when a boy hit another child, she asked him not to hit, to "be nice," and then continued playing with him. A few minutes later, the child hit someone else, and Teacher A talked to him again using the same types of phrases with no form of punishment. Physical aggression was discussed in the workshops as an example of a behavior that should receive a negative consequence and a good time to clearly verbalize the class rule about not hitting others. It is important to note that Teacher A may have implemented negative consequences for some disciplining incidents but after a delayed period of time, which would not have been coded.

Teacher B

Catching Good Behavior (Figure 2). A Baseline of 0-2% was established for Catching Good Behavior. During the Training Period, Teacher B's data fluctuated between 0-13% with an average of 5.1%. (The Disciplining/Monitoring workshop had convened by Day 5 when the increase to 8% was observed.) At Follow-Up, Teacher B was observed using the strategy of Catching Good Behavior 5% and 11% of the time (M= 8%).

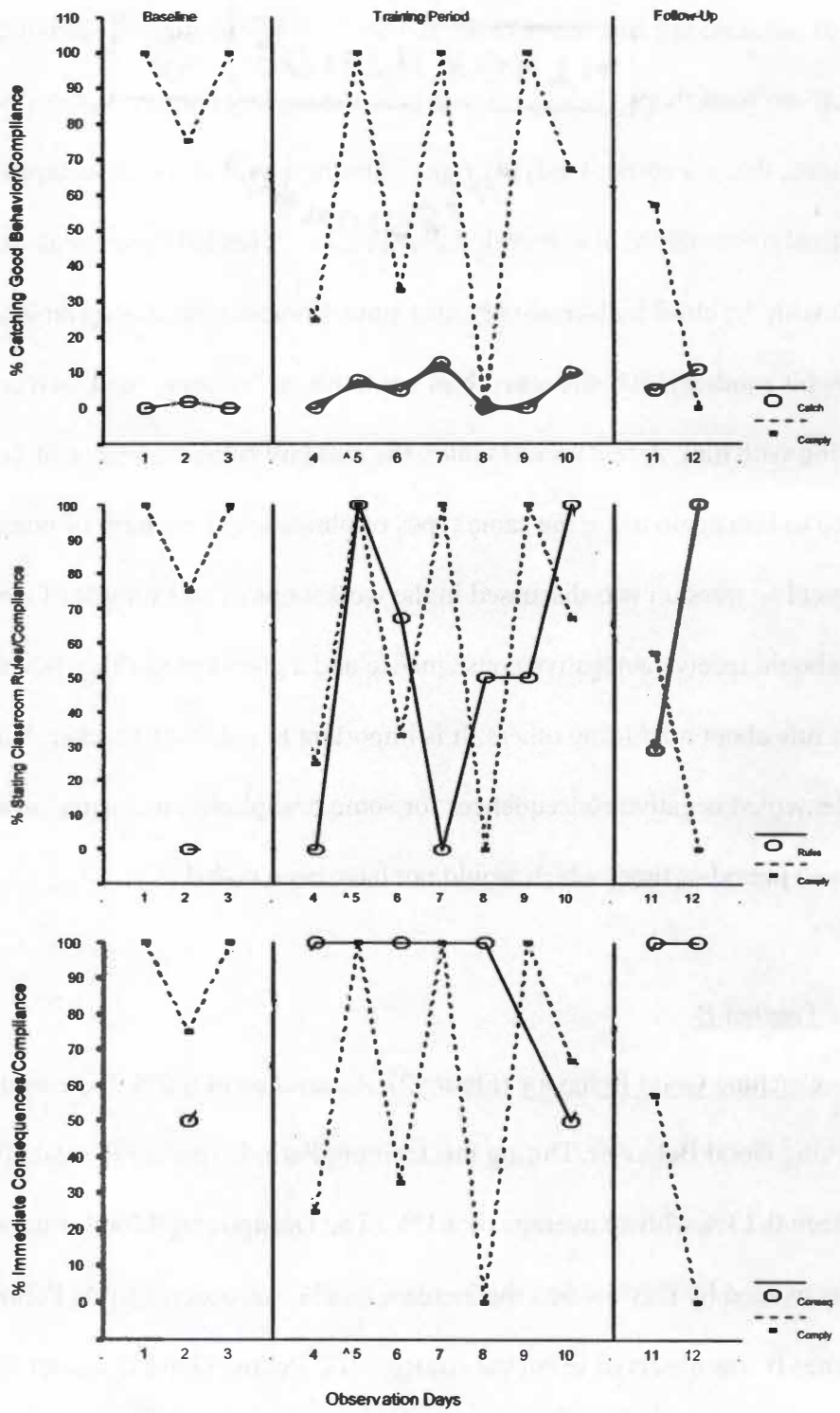

Figure 2. Teacher B's Disciplining/Monitoring

Stating Classroom Rules (Figure 2). An insufficient Baseline occurred with Stating Class Rules because Days 1 and 3 did not include any disciplining directives. Day 2 of Baseline was 0%. As a point of interest, Teacher B was observed using the strategy of Stating Class Rules during the Training Period between 0-100% with an average of 52.4%. Two Follow-Up observations showed 29% and 100%.

Immediate Consequences (Figure 2). An insufficient Baseline also precluded comparisons to be made for Immediate Consequences because Teacher B had 100% Child Compliance on Days 1 and 3. On Day 2 of Baseline, Teacher B gave Immediate Consequences for 50% of the noncompliant behaviors. During the Training Period, four of the seven days consisted of noncompliant acts and showed Teacher B implementing consequences 50-100%. At Follow-Up, Teacher B was observed using this strategy 100% during both observations.

Child Compliance (Figure 2). During Baseline, Teacher B had 75-100% Child Compliance. During the Training Period, Child Compliance fluctuated between 0-100% (M= 60.7%). Two Follow-Up observations showed 57% and 0% Child Compliance.

Teacher B's questionnaire responses show a very slight increase in HEP means (Table 4). Two of the small increases in ratings occurred with items inquiring about following through with consequences and making sure the children know the

consequences of their behavior. Consistently low ratings were reported on the question regarding talking to parents, and a slight decrease occurred on the item inquiring about stopping misbehavior quickly. Teacher B reported a high degree of implementation of the module's strategies on the Treatment Integrity form; all but one item received ratings of 4's and 5's.

Table 6 reveals that Teacher B was observed during both free time and organized activities in which she often had two other adults in the room to manage between 10-15 children most days. Teacher B was quite participatory during the Disciplining/Monitoring workshop. She volunteered for role-plays and offered many examples of classroom situations for discussion. Her demeanor inside and outside the group sessions was always very cheerful and animated. My usual impression of Teacher B was that she was motivated and interested in learning from the program as evidenced by her initiation of three one-to-one consultations that each related to disciplining issues. The consultations were mostly extensions of the same types of discussions we had in the group sessions. Informal observations also showed that Teacher B tended to take charge of the more 'difficult' disciplining incidents. She would often deal with the acts of physical aggression that regularly occurred from the same children. According to statements she made, there was a great deal of overlap between the program's suggestions and her personal style of behavior management. Teacher B indicated that she had always tended to use these same strategies.

Table 6: Classroom Environment During Teacher B's Observations

Teacher B	Activity	Adults	# Children
Baseline			
Day 1	Free time	B, A	8
Day 2	Rug time and Table time	B, A, Granny	6 then 12
Day 3	Rug time	B, A, Granny	10-12
Training Period			
Day 4	Free time	B, A, Granny	10-12
Day 5	Clean-Up and Rug Time	B, A, Granny	11-12
Day 6	Free time and Clean-Up	B, A	12-14
Day 7	Table time	B	7
Day 8	Rug time	B, A, Granny	13-14
Day 9	Rug time	B, Sub	13-15
Day 10	Free time and Clean-Up	B, Sub,Granny	14-15
Follow-Up			
Day 11	Free time and Rug time	B, Sub	12-15
Day 12	Free time	B, Sub,Granny	15-17

Teacher C

Catching Good Behavior (Figure 3). Baseline observations of Teacher C's Catching Good Behavior ranged from 0-16% (M=8.3%). During the Training Period, Teacher C's data ranged from 7-17% (M=12.2%). At Follow-Up, Catching Good Behavior ranged from 8-16% (M=12.7%).

Stating Classroom Rules (Figure 3). Teacher C's Baseline of Stating Class Rules rose from 0% on Days 1 and 2 to 50% on Day 3. Teacher C was never observed Stating Class Rules during the Training Period and Follow-Up.

Immediate Consequences (Figure 3). An insufficient Baseline of two data points (0% and 33%) occurred with Immediate Consequences because Teacher C had 100% Child Compliance on Day 3. Only two of the five Training Period days

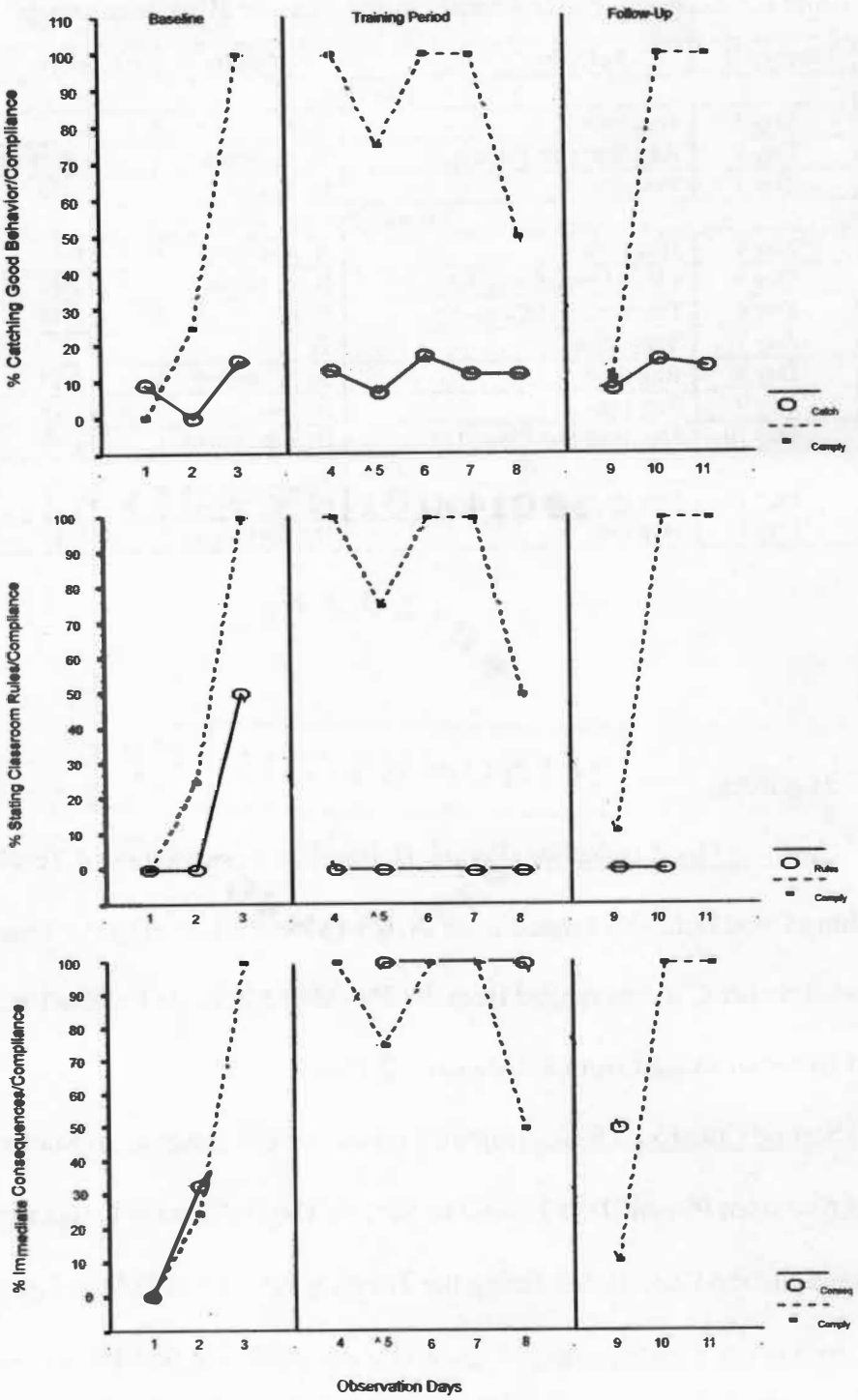

Figure 3. Teacher C's Disciplining/Monitoring

included noncompliant incidents in which Teacher C implemented this strategy 100% during both observations. At Follow-Up, Teacher C gave Immediate Consequences for 50% of the noncompliant behaviors on Day 9.

Child Compliance (Figure 3). Child Compliance rose during Baseline from 0% to 100%. During the Training Period, Child Compliance ranged from 50-100%. At Follow-Up, Teacher C had 11% Child Compliance on Day 9 and 100% on Days 10 and 11.

Teacher C's pre-training and post-training HEP means fell above 4 (Table 4). Only two items received ratings of 3 and below before and after the training (keeping the kids occupied and talking to parents). Treatment Integrity items received ratings of 4's and 5's indicating a high degree of implementation of the module's suggestions.

Table 7 reveals that Teacher C usually had at least one other adult in the room to manage between 5-8 children. She was observed during both free time and organized table and rug activities. Teacher C consistently displayed a receptive, motivated, interested disposition during the workshops. She volunteered to participate, asked questions, and initiated two one-to-one consultations regarding disciplining. Teacher C expressed that the workshops prompted her to try a new, specific approach for improving transition times. She began offering stickers more consistently to the children who followed directions in conjunction with verbally

Table 7: Classroom Environment During Teacher C's Observations

Teacher C	Activity	Adults	# Children
Baseline			
Day 1	Table time and Rug time	C, D, Granny	5
Day 2	Rug time and Table time	C, Granny	7
Day 3	Free time and Clean-Up	C, Granny	6
Training Period			
Day 4	Free time	C, D, Granny	7
Day 5	Free time	C, Granny	6
Day 6	Table time	C	5
Day 7	Free time and Clean-Up	C	6
Day 8	Free time	C, D	6
Follow-Up			
Day 9	Rug time	C	6
Day 10	Free time, Clean-Up, Rug time	C, Sub	7
Day 11	Rug time	C	8

praising their behavior. Teacher C later reported that the children responded well to this approach, and the transition periods were not as chaotic.

Teacher D

Catching Good Behavior (Figure 4). During Baseline, Teacher D was observed Catching Good Behavior 0-3%. During the Training Period, Teacher D was observed using this strategy only on Day 6 (5%). The Disciplining/Monitoring workshop had been conducted by Day 6. At Follow-Up, Teacher D had been moved to another classroom making her unavailable for observation.

Stating Classroom Rules (Figure 4). A Baseline of 0% was established for Stating Class Rules. During the Training Period, Teacher D was never observed

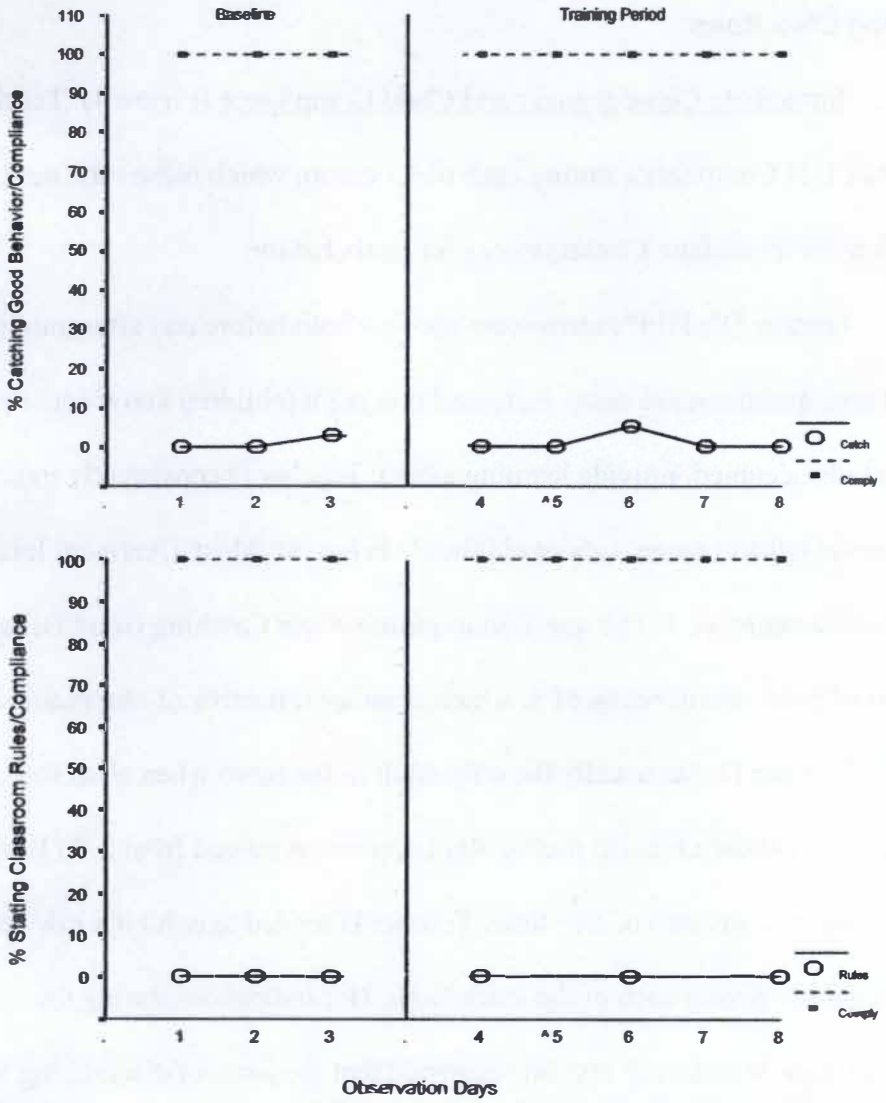

Figure 4. Teacher D's Disciplining/Monitoring

Stating Class Rules.

Immediate Consequences and Child Compliance (Figure 4). Teacher D had 100% Child Compliance during each observation, which means she never had to implement Immediate Consequences for misbehavior.

Teacher D's HEP means were above 4 both before and after training (Table 4). Three questionnaire items increased one point (children know consequences, keep kids occupied, provide learning aides). Teacher D consistently indicated that she never talks to parents about children's behavior. Most Treatment Integrity items received a rating of 4. The question inquiring about Catching Good Behavior received a lukewarm rating of 3, which is rather reflective of observational data.

Teacher D was usually the only adult in the room when observed, and the number of children present during all observations ranged from 3-7 (Table 8). Most observations consisted of free time. Teacher D tended to exhibit a low level of participation during each of the workshops. Her indications during the Disciplining/Monitoring session suggested that the issue of disciplining was a daily concern. It was my impression that she was routinely experiencing frequent episodes of disruptive and inappropriate behavior, which may have been the case during other times of the day. Informal observations suggested that the children enjoyed her as a teacher and often asked her to play with them.

Table 8: Classroom Environment During Teacher D's Observations

Teacher D	Activity	Adults	# Children
Baseline			
Day 1	Table time and Rug time	D, Granny	3
Day 2	Free time	D	5
Day 3	Free time, Clean-Up, Rug time	D	5
Training Period			
Day 4	Free time and Clean-Up	D	7
Day 5	Free time	D, C	6
Day 6	Table time and Rug time	D	4
Day 7	Free time	D	6
Day 8	Free time	D	7

Nurturing Module

The Nurturing module was presented in detail during the third session. The importance of expressing affection and its impact on children's development has been well-documented. Secure attachments with day-care teachers have been related to children's social competence, which include higher rates of sensitivity, empathy, and complex play with peers (Howes, Hamilton, & Matheson, 1994; Howes, Matheson, & Hamilton, 1994). Verbally stimulating classrooms with frequent, positive adult-child interactions tend to advance children's social development and promote better language skills (McCartney et al., 1985; Phillips, McCartney, & Scarr, 1987). Toddlers' cognitive activity is also enhanced in the presence of positive, stimulating teacher-child interactions that promote security (Howes & Smith, 1995).

Some studies have suggested that affectionate teacher-child interactions occur less frequently than neutral interactions (Sheehan & Abbott, 1979; Zanolli et al.,

1990, 1997). Mill and Romano-White's (1999) study of child care teachers found affectionate, caring classrooms with relatively few expressions of anger and that the more affectionate teachers had more training. Teaching caregivers different ways to be nurturing with children is needed, and there is not an abundance of research in this area. The impact of teaching affective skills to parents (Lutzker, Lutzker, Braunling-McMorrow, & Eddleman, 1987; Lutzker, Megson, Webb, & Dachman, 1985), grade school teachers (Kazdin & Klock, 1973), and graduate students working with families and children (McGimsey, Lutzker, & Greene, 1994) has been explored and shown positive results.

A study by Shreve, Twardosz, and Weddle (1983) provides evidence that day-care teachers can be encouraged to increase expressions of affection. An intervention program was implemented with a group of eight day-care teachers. The teachers were instructed to conduct affection activities during large group time and to use note cards as prompts for trying different forms of affection throughout the day. Small increases occurred in the teachers' affectionate behaviors, which indicated that using typical classroom routines to modify affectionate behavior can be an effective method.

Children's responses to day-care teachers' affectionate behaviors have been examined. Zanolli et al. (1997) studied teacher-child interactions of newly enrolled toddlers in a day-care facility. Compared to affectionate words and physical contact, teacher smiling was the first behavior to elicit affectionate child responses.

Additionally, expressions of affectionate active contact were more likely to receive positive child responses from those teachers who smiled frequently. In an earlier study, the authors found that those teachers who consistently smiled more often were more likely to elicit positive child responses for both affectionate words and active contact (Zanolli et al., 1990).

The figures in this section display each teacher's percentages of the four types of affectionate behaviors (Smiling, Affectionate Words, Active Contact, and Passive Contact) and the percentages of positive responses from the children. The Spearman rank correlation coefficient was also conducted with each teacher's affectionate behavior and positive child responses. The Spearman correlation, or Spearman rho, is a non-parametric test that was chosen due to the small sample size and the assumption the sample was not normally distributed (Ferguson & Takane, 1989). As will be shown in the following sections, significant results were found for certain affectionate behaviors. These results suggest that the more the teacher exhibited the particular affectionate behavior, the more positive responses from the children were observed.

Teacher A

Figures 5 and 6 display Teacher A's percentages of the four types of affectionate behaviors as well as the children's positive responses. Overall, Teacher A's Smiling and Active Contact appeared to increase during the Training Period and

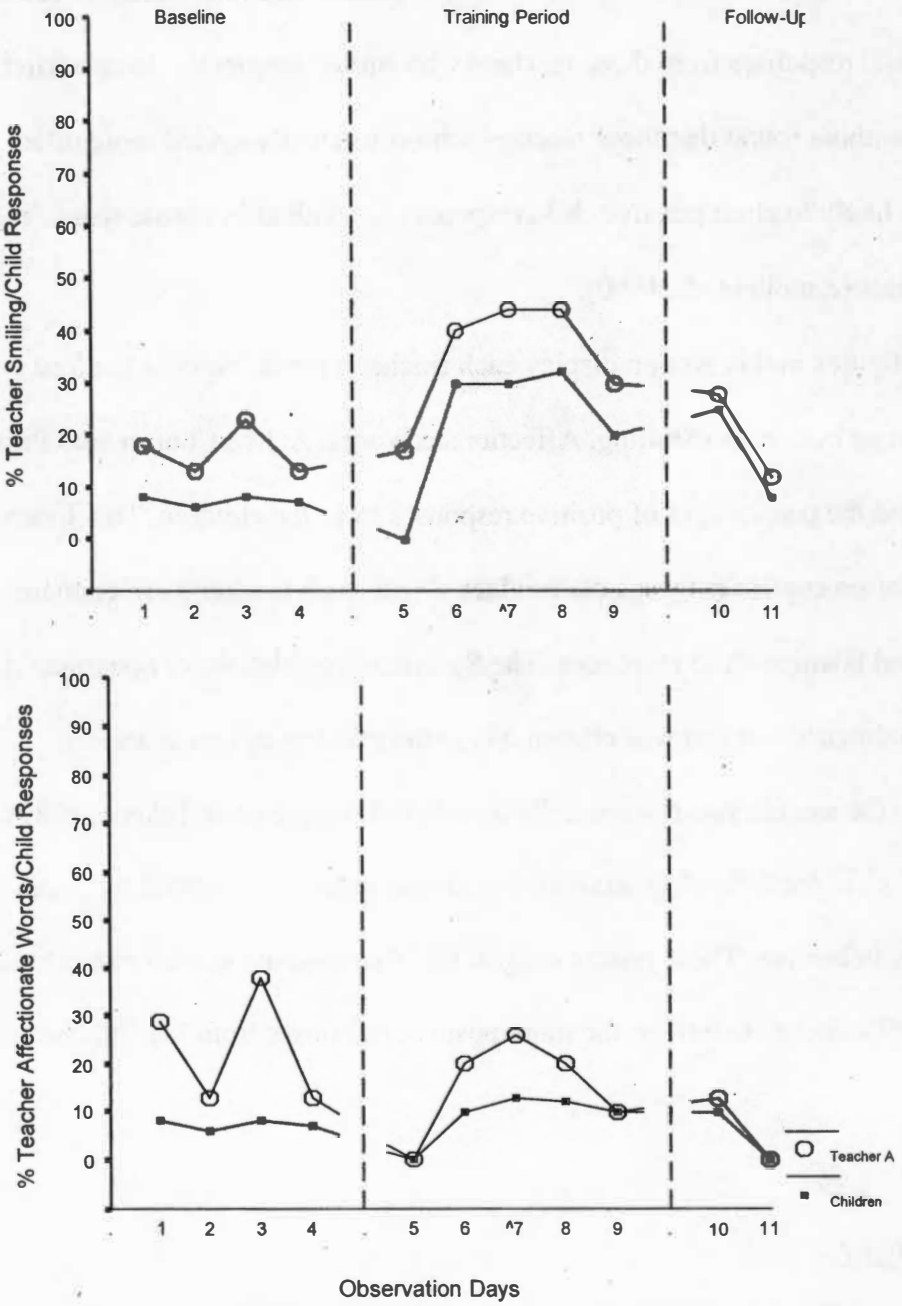

Figure 5. Teacher A's Smiling, Affectionate Words, and positive child responses represented as percentage of observation minutes

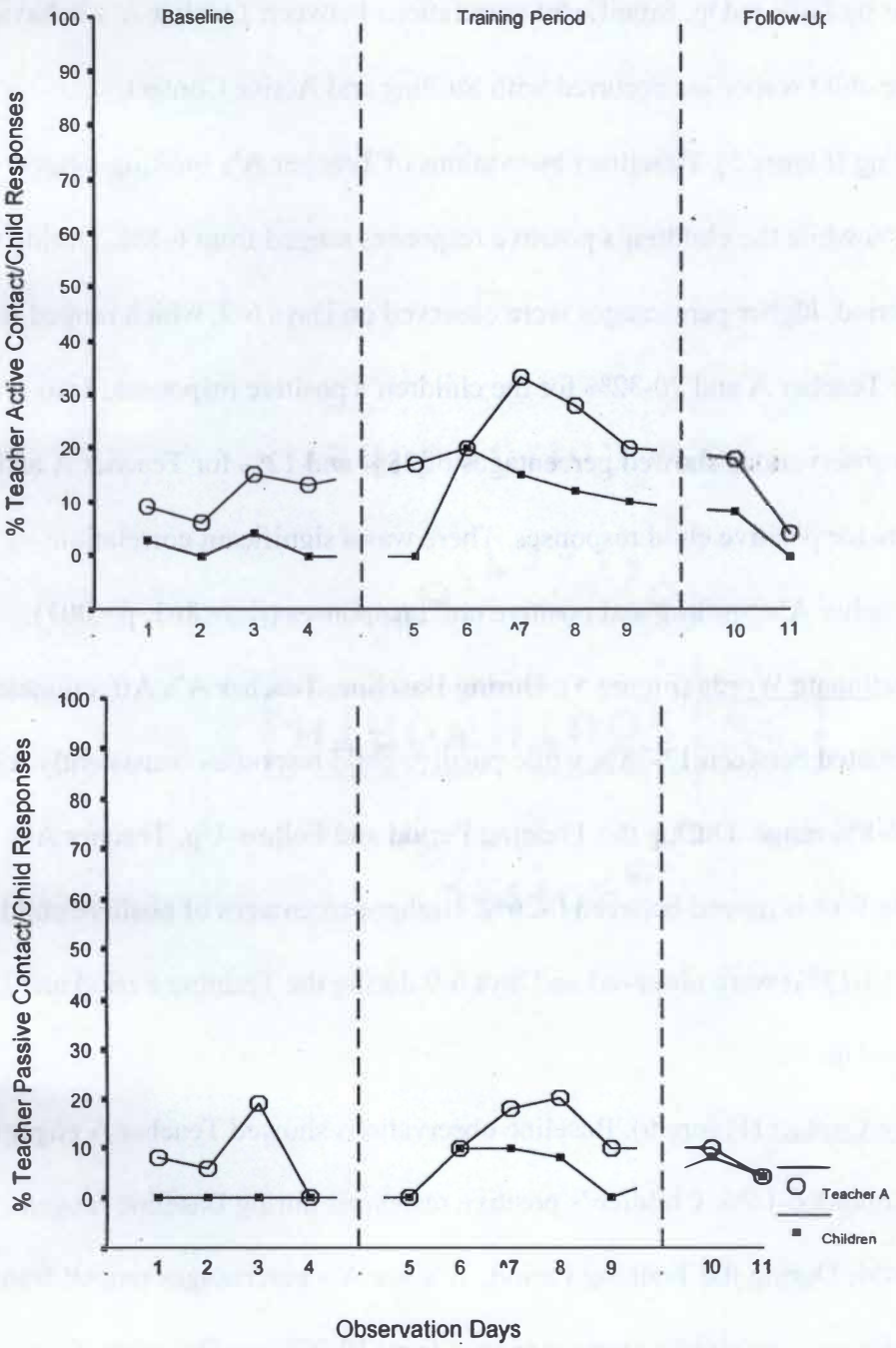

Figure 6. Teacher A's Active Contact, Passive Contact, and positive child responses represented as percentage of observation minutes

then decline by Follow-Up. Significant correlations between Teacher A's behavior and positive child responses occurred with Smiling and Active Contact.

Smiling (Figure 5). Baseline observations of Teacher A's Smiling ranged from 13-23% while the children's positive responses ranged from 6-8%. During the Training Period, higher percentages were observed on Days 6-9, which ranged from 30-44% for Teacher A and 20-32% for the children's positive responses. Two Follow-Up observations showed percentages of 28% and 12% for Teacher A and 25% and 8% for positive child responses. There was a significant correlation between Teacher A's Smiling and positive child responses (rho=.861, p=.001).

Affectionate Words (Figure 5). During Baseline, Teacher A's Affectionate Words fluctuated between 13-38% while positive child responses consistently fell within the 6-8% range. During the Training Period and Follow-Up, Teacher A's Affectionate Words ranged between 0-26%. Higher percentages of positive child responses (10-13%) were observed on Days 6-9 during the Training Period and Day 10 at Follow-Up.

Active Contact (Figure 6). Baseline observations showed Teacher A engaging in Active Contact 6-15%. Children's positive responses during Baseline ranged between 0-4%. During the Training Period, Teacher A's percentages ranged from 17-33% while positive child responses ranged from 10-20% on Days 6-9. Two Follow-Up observations showed 18% and 4% for Teacher A's Active Contact and 8% and 0% for children's positive responses. A significant correlation occurred

between Teacher A's Active Contact and positive child responses (rho=.858, p=.001).

Passive Contact (Figure 6). During Baseline, Teacher A's Passive Contact fluctuated between 0-19% while a very stable Baseline of 0% occurred with positive child responses. During the Training Period and Follow-Up, Teacher A's Passive Contact ranged from 0-20%. Higher percentages of positive child responses occurred on Days 6-8 during the Training Period (8-10%) and at Follow-Up (4-8%).

Teacher A indicated through self-report responses that she frequently exhibited nurturing behaviors (Table 9). HEP responses were all 4's and 5's pre and post-training with the exception of one question (talking about kids' interests). Each Treatment Integrity item received a rating of 5 indicating frequent implementation of the module's tips.

Teacher B

Figures 7 and 8 illustrate Teacher B's data for the four affectionate behaviors as well as the children's positive responses. Overall, higher percentages of Teacher B's Smiling and Active Contact were observed during the Training Period and Follow-Up. Significant correlations between Teacher B's behavior and positive child responses occurred with Smiling and Active Contact.

Table 9: Nurturing Module: Ratings on HEP and Treatment Integrity

HEP	Teacher			
Question Items	A	B	C	D
31. talk about everyday things	4—4	5—4	5—4	3—4
32. moods same around kids	4—5	4—3	3—5	1—2
33. show affection	5—5	5—5	5—5	5—5
34. talk about kids' interests	3—3	4—4	3—3	2—3
35. support interest w/ materials	4—4	5—5	5—5	3—4
Means for Each Teacher	4—4.2	4.6—4.2	4.2—4.4	2.8—3.6
Treatment Integrity				
Question Items	A	B	C	D
36. express affection	5	5	5	5
37. talk about everyday things	5	5	4	4
38. encourage more than scold	5	5	5	4
39. support kids' welfare/interests	5	5	5	4
40. refrain from complaining	5	5	5	4
Means for Each Teacher	5	5	4.8	4.2

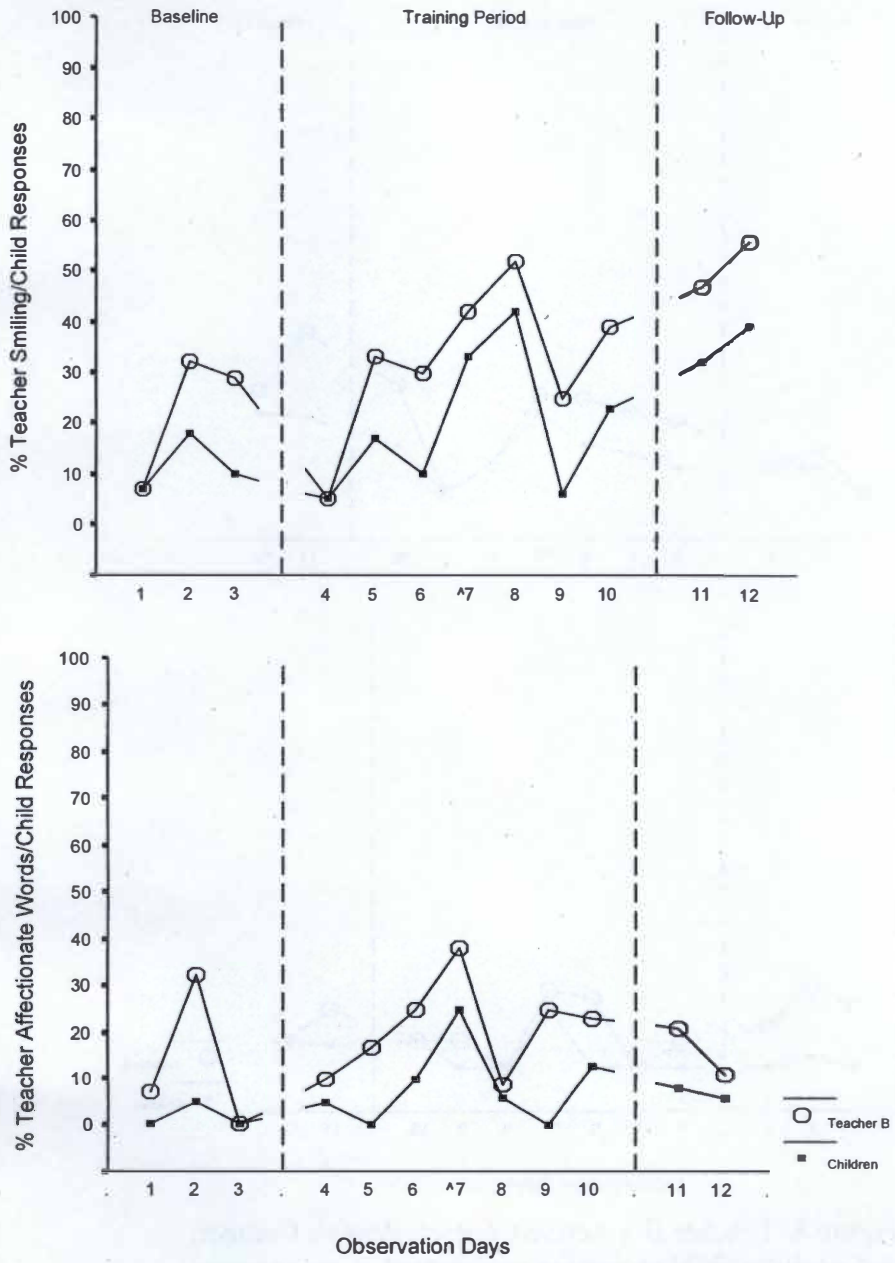

Figure 7. Teacher B's Smiling, Affectionate Words, and positive child responses represented as percentage of observation minutes

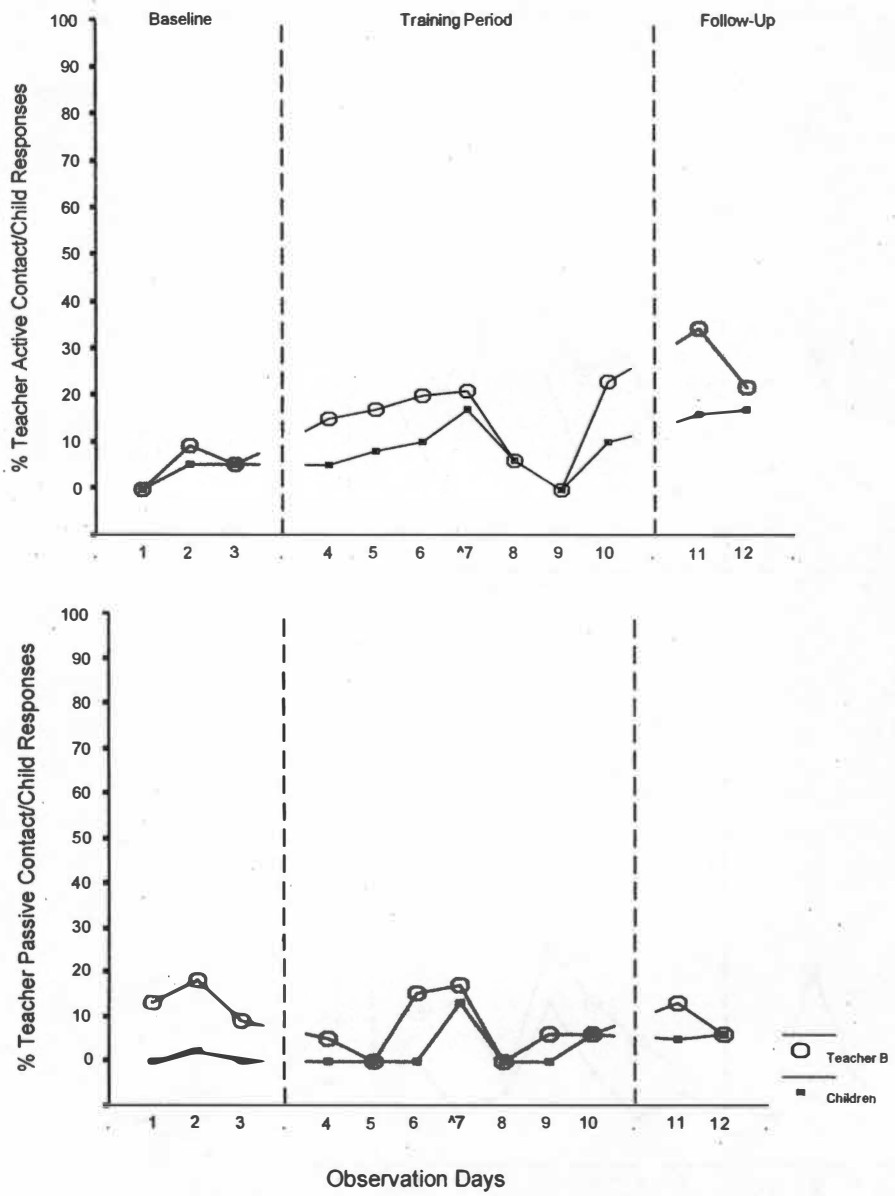

Figure 8. Teacher B's Active Contact, Passive Contact, and positive child responses represented as percentage of observation minutes

Smiling (Figure 7). During Baseline, Teacher B's Smiling ranged from 7-32% while positive child responses ranged from 7-18%. During the Training Period, Teacher B's data ranged from 5-52%. (The 42% and 52% observed on Days 7 and 8 occurred after the Nurturing workshop). Positive child responses during the Training Period ranged from 5-42%. During the two Follow-Up observations, Teacher B's Smiling ranged from 47-56% and positive child responses ranged from 32-39%. There was a significant correlation between Teacher B's Smiling and positive child responses (rho=.970, $p<.001$).

Affectionate Words (Figure 7). Baseline observations of Teacher B's Affectionate Words ranged from 0-32% while positive child responses were 0-5%. During the Training Period and Follow-Up, Teacher B's percentages ranged from 9-25% with the exception of 38% on Day 7. Positive child responses during the Training Period fluctuated between 0-25% while Follow-Up data points were 8-6%.

Active Contact (Figure 8). During Baseline, Teacher B's Active Contact ranged from 0-9% while positive child responses ranged from 0-5%. During the Training Period, on five of the seven observation days, Teacher B's Active Contact ranged from 15-23% and positive child responses ranged from 5-17%. During the two Follow-Up observations, Teacher B's Active Contact ranged from 34-22% and positive child responses ranged from 16-17%. A significant correlation occurred between Teacher B's Active Contact and positive child responses (rho=.897, $p<.001$).

Passive Contact (Figure 8). During Baseline, Teacher B's Passive Contact ranged from 9-18% while positive child responses ranged from 0-2%. During the Training Period and Follow-Up, Teacher B's percentages fell within 0-17%. Positive child responses during the Training Period were 0% with the exception of Day 7 (13%) and Day 10 (6%) while the two Follow-Up observations showed 5-6%.

Teacher B's HEP means before and after the training indicate a high frequency of nurturing behaviors (Table 9). Each specific item on the Treatment Integrity questionnaire received a rating of 5. The degree of enthusiasm that accompanied many of Teacher B's affectionate behaviors is important to note. Her hugs, smiles, and terms of endearment were usually coupled with a great deal of excitement. Teacher B was also the only teacher heard using the expression "I love you" with the children.

Teacher C

Figures 9 and 10 display Teacher C's percentages of the four affectionate behaviors and the children's positive responses. Overall, Teacher C exhibited higher percentages of Active Contact and Passive Contact during the Training Period. Smiling and Affectionate Words did not increase during the Training Period; higher percentages were observed at Follow-Up. Significant correlations between Teacher C's behavior and positive child responses occurred with Smiling, Affectionate Words, and Active Contact.

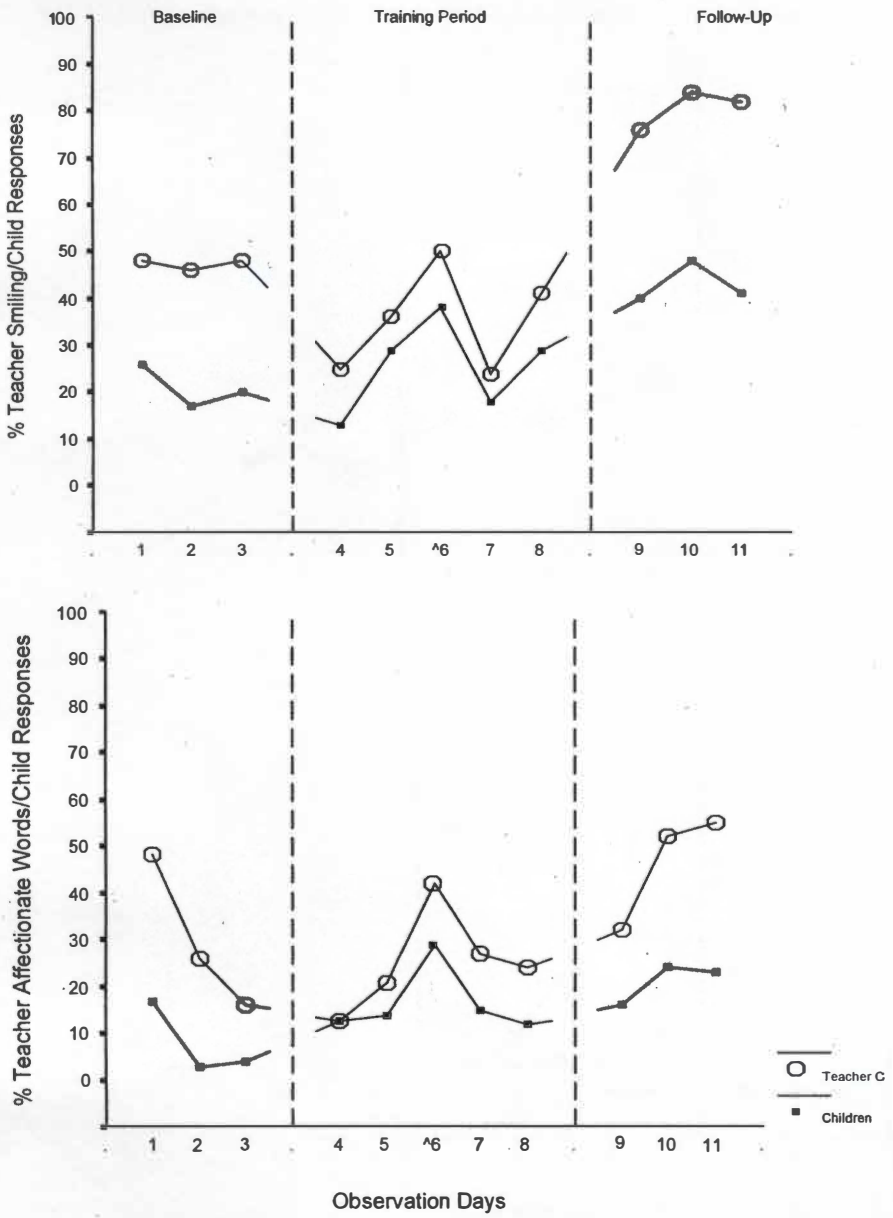

Figure 9. Teacher C's Smiling, Affectionate Words, and positive child responses represented as percentage of observation minutes

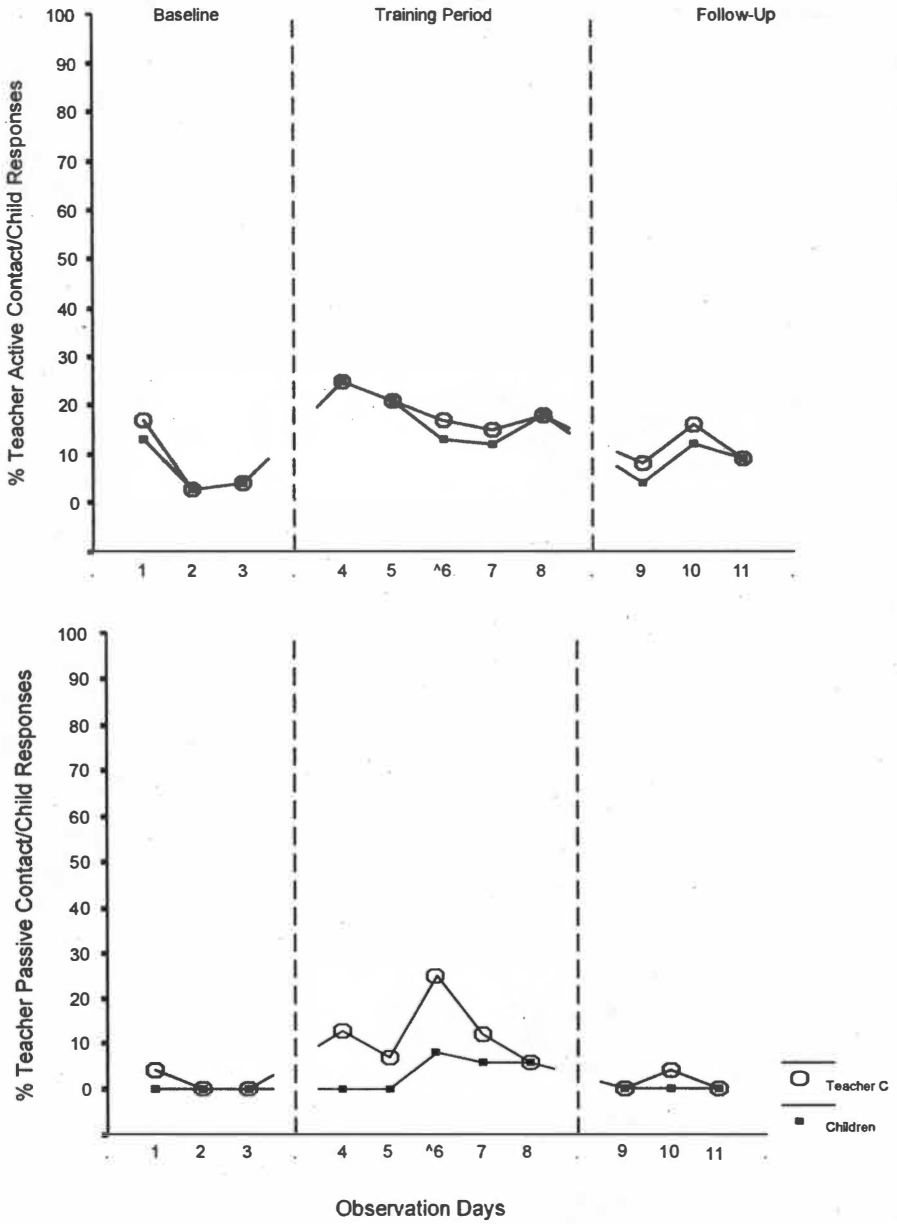

Figure 10. Teacher C's Active Contact, Passive Contact, and positive child responses represented as percentage of observation minutes

Smiling (Figure 9). During Baseline, a stable trend of 46-48% was established for Teacher C's Smiling and positive child responses ranged from 17-26%. During the Training Period, Teacher C's data fluctuated between 24-50% while positive child responses ranged from 13-38%. At Follow-Up, higher levels were recorded in which Teacher C's Smiling ranged from 76-84% and positive child responses ranged from 40-48%. There was a significant correlation between Teacher C's Smiling and positive child responses (rho=.813, p=.002).

Affectionate Words (Figure 9). Teacher C showed a declining Baseline of Affectionate Words from 48% to 16% while positive child responses ranged from 17% to 3-4%. During the Training Period, Teacher C's data ranged from 13-42% and positive child responses generally ranged from 12-15% with the exception of 29% on Day 6. At Follow-Up, Teacher C's Affectionate Words ranged from 32-55% and positive child responses ranged from 16-24%. A significant correlation occurred between Teacher C's Affectionate Words and positive child responses (rho=.800, p=.003).

Active Contact (Figure 10). Baseline observations of Teacher C's Active Contact ranged from 3-17% with positive child responses ranging from 3-13%. During the Training Period, Teacher C's data ranged from 15-25% and positive child responses ranged from 12-25%. At Follow-Up, Teacher C's Active Contact ranged from 8-16% and positive child responses ranged from 4-12%. There was a

significant correlation between Teacher C's Active Contact and positive child reactions (rho=.995, p<.001).

Passive Contact (Figure 10). During Baseline, Teacher C's Passive Contact ranged from 0-4% with 0% positive child responses. During the Training Period, higher percentages for Teacher C were observed, which ranged from 6-25%. Positive child responses on Days 6, 7, and 8 ranged from 6-8%. At Follow-Up, percentages returned to Baseline levels for Teacher C and the children.

Teacher C's HEP means were above 4 at both pre-training and post-training administrations (Table 9). An increase from 3 to 5 occurred on the question regarding moods around the children while the item asking whether she talks about the children's interests consistently received a 3 rating. Treatment Integrity items were high indicating frequent utilization of the module's suggestions. Informal observations revealed that Teacher C often chatted with the children, engaged them in conversation, and frequently laughed. She also tended to couple her expressions of affection with much enthusiasm.

Teacher D

Figures 11 and 12 show Teacher D's data for the four types of affectionate behaviors and the children's positive responses. Overall, percentages during the Training Period did not exceed Baseline observations. Active Contact showed a

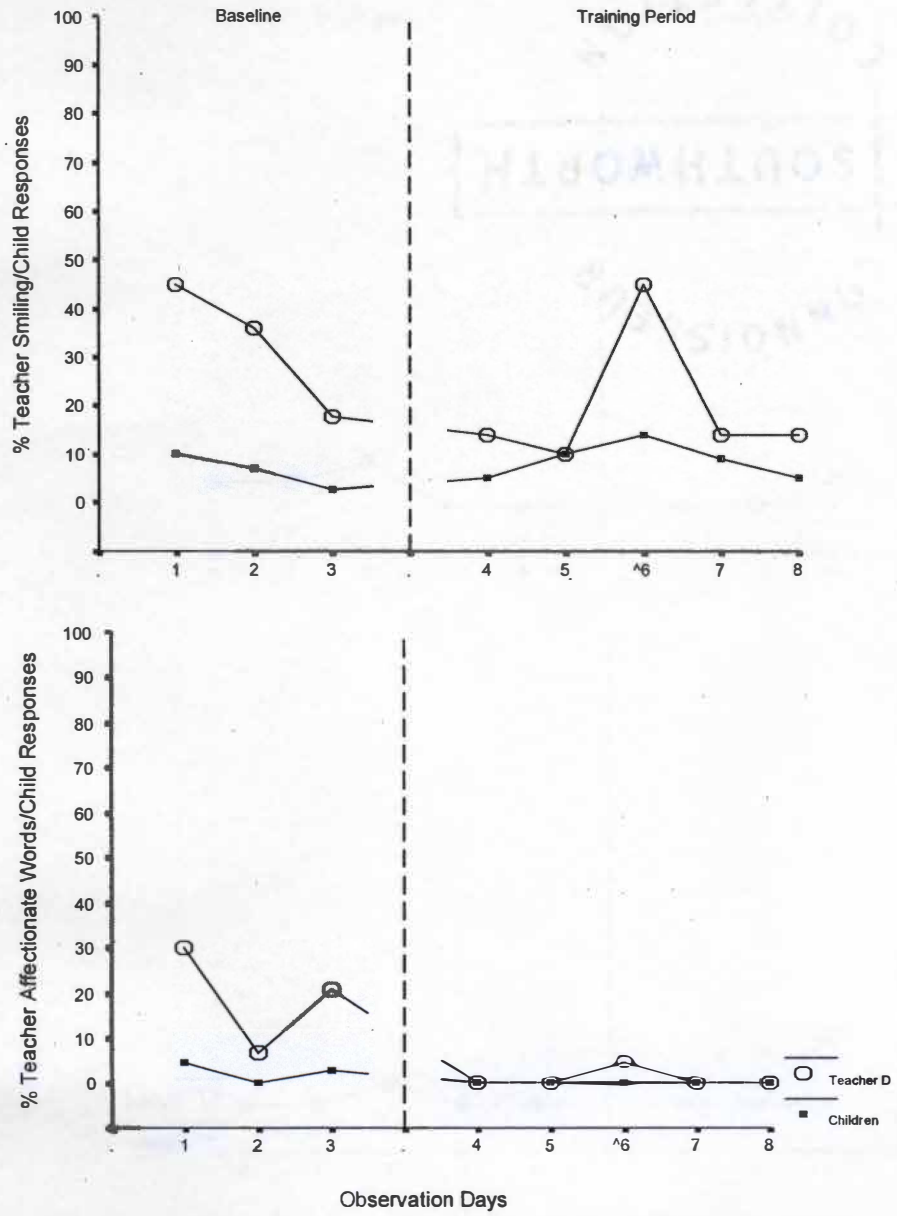

Figure 11. Teacher D's Smiling, Affectionate Words, and positive child responses represented as percentage of observation minutes

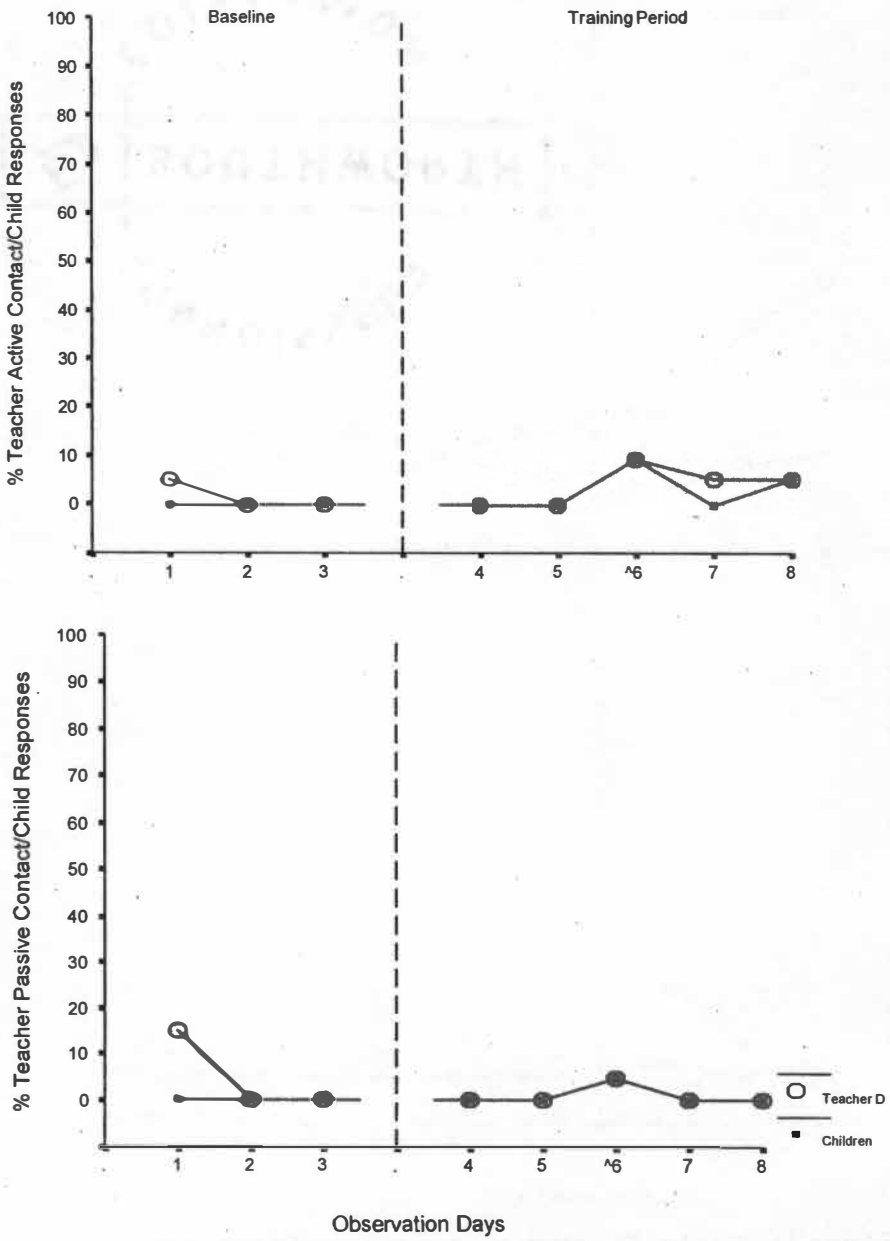

Figure 12. Teacher D's Active Contact, Passive Contact, and positive child responses represented as percentage of observation minutes

sudden rise during one Training Period observation, which occurred after the Nurturing workshop, but then declined. There were indications of significant correlations between positive child responses and Teacher D's Affectionate Words and Active Contact. Teacher D was not available for Follow-Up observations.

Smiling (Figure 11). Teacher D's Smiling showed a declining Baseline from 45% to 18% while positive child responses declined from 10% to 3%. During the Training Period, Teacher D's Smiling generally ranged from 10-14% with the exception of 45% on Day 6. Positive child responses on Day 6 were 14% with a range of 5-10% during the other Training Period observations.

Affectionate Words (Figure 11). During Baseline, Teacher D's Affectionate Words ranged from 7-30% while positive child responses ranged from 0-5%. During the Training Period, Teacher D was observed saying Affectionate Words only on Day 6 (5%) with 0% positive child responses. There was an indication of a significant correlation between Teacher D's Affectionate Words and the children's positive responses (rho=.814, p=.014).

Active Contact (Figure 12). During Baseline, Teacher D's Active Contact ranged from 0-5% with 0% positive child responses. During the Training Period, Teacher D was observed engaging in Active Contact on Days 6, 7, and 8 (5-9%) with positive child responses ranging from 0-9%. Indications of a significant correlation occurred between Teacher D's Active Contact and positive child responses (rho=.717, p=.045).

Passive Contact (Figure 12). During Baseline, Teacher D was observed engaging in Passive Contact 15% of the time on Day 1 and 0% on Days 2 and 3 with 0% positive child responses. During the Training Period, Teacher D was observed displaying Passive Contact only on Day 6 (5%) with 5% positive child responses.

Teacher D showed a slight rise in HEP means from 2.8 to 3.6 (Table 9). On the item inquiring specifically about showing affection, she consistently gave a rating of 5 while the other questions increased one point. Treatment Integrity responses were high indicating frequent utilization of the workshop suggestions. Anecdotally, Teacher D's behavior in the classroom when I was present varied from a high level of involvement to a more passive, disengaged tone (e.g., sitting by herself at the table doing paperwork). As previously mentioned, informal observations suggested that the children appeared to really like her and would often seek her approval and attention.

Teaching Concepts Module

The final workshop focused on the Teaching Concepts module, which addressed the instructional steps of modeling, having the child model the behavior, and providing feedback. Higher quality day-care facilities tend to have an educational emphasis. Research has shown that children attending higher quality day-care centers fare better on intellectual tests than non-day-care children,

particularly children from families of low socioeconomic status (Andersson, 1989; Burchinal, Lee, & Ramey, 1989; McCartney et al., 1985). In addition to the stimulating materials and structured activities, frequent instruction of specific concepts is a contributing factor (Clarke-Stewart, 1991).

Research has also shown that day-care activities usually do not consist of specific, structured learning time. Clarke-Stewart (1993) found that the typical activities occurring in day-care centers included free play (25%), structured play activities (23%), and exercise (19%), with direct teaching consuming 15% of class time. Sheehan and Abbott (1979) discovered that teacher-child interactions in day-care centers were typically very short encounters consisting of child maintenance tasks, with specific lessons occurring only 10% of the time.

Some inservice training programs have attempted to increase the frequency of cognitively stimulating interactions. Kaplan and Conn (1984) discovered that 20 hours of inservice training did not produce positive changes in the caregivers' facilitation of cognitive development. The teachers did not increase their frequency of engaging in direct teaching activities; most of the behavior changes occurred in the areas geared toward social development. The authors contend, "nurturant behaviors are more amenable to change after short-term training than the more verbal, teaching functions of the caregiver role" (p. 89).

Zimmerman and Rosenthal (1973) tested the efficacy of modeling and corrective feedback with a group of 3 and 4-year olds. Three different types of

instruction were tested and compared with a control group: modeling, corrective feedback, and a combination of the two strategies. The children were assessed on what they had learned immediately after instruction and approximately one week later. The authors found that modeling alone was effective in the children's process of understanding the concept and retaining the information. Corrective feedback was found to improve the ability to explain the concept, but it was not as effective in helping the child perform the task nonverbally.

Some studies in the parent-training literature have used the instructional steps of modeling, corrective feedback, and praise to assist in the homework process. For example, Thurston and Dasta (1990) trained parents in about 1.5 hours in the process of modeling the correct answers, having the child produce the correct answers, and then providing praise. The parents increased their rates of utilizing these strategies, and the children showed improved academic performance. Traver, Howard, and McLaughlin (1994) found similar results among a small group of parents trained to use these same techniques when tutoring their children who had been identified as at-risk for failure.

Echols (1999) found that the MOM:TIPS Teaching Concepts module was implemented by more parents than the Disciplining, Monitoring, or Self-Management modules. Between 85-95% of the parents employed the steps of modeling, explaining, and providing feedback while a slightly lower percentage (75%) implemented the technique of having the child show and tell the process

back. Based on reports from the parents, a significant difference was found between the treatment and control groups on the construct of children's achievement.

Table 10 shows each teaching incident and whether the different steps of the module were followed. An overview of the table reveals that each teacher was observed utilizing each of the module's steps at some point in the study; however, incidents of direct instruction were infrequent. Teachers A and B were observed engaging in direct instruction three times, and Teachers C and D were observed teaching concepts four times. Each teacher's self-report responses were high at post-training indicating frequent implementation of the module's steps.

Teacher A was observed during Baseline Teaching Concepts during two different organized activities (i.e., stringing an art project, tying/buttoning). She exhibited each step of the process during both incidents. On both of these days, she was the only teacher in the room but had the assistance of the room granny to monitor 8-10 children (Table 5). During the Training Period before the Teaching Concepts workshop was conducted, Teacher A was overseeing about seven to eight children alone while she taught a few children at the table how to complete a paper-pencil activity. She again used each step of the module. Both observations during Follow-Up consisted of free time; no incidents of direct instruction were observed.

Teacher B was observed on two different occasions during Baseline Teaching Concepts while conducting organized activities. She was observed teaching a small group of children on the rug how to tie and button and then named colors with

Table 10: Teaching Concepts Module

	Show/Tell how to solve problem	Child show/tell how to solve problem	Provide feedback to child	Repeat process when necessary
	Incidents of Direct Instruction			
Teacher A				
Baseline	YES YES	YES YES	YES YES	YES YES
Training	YES	YES	YES	YES
Follow-Up[a]	- -	- -	- -	- -
Teacher B				
Baseline	YES YES	NO NO	NO YES	NO NO
Training[a]	- -	- -	- -	- -
Follow-Up	YES	YES	YES	YES
Teacher C				
Baseline	NO	NO	NO	NO
Training	YES YES	YES YES	YES YES	YES YES
Follow-Up	YES	YES	YES	NO
Teacher D				
Baseline	YES YES	NO YES	YES YES	NO YES
Training	YES YES	YES YES	YES YES	YES YES
Follow-Up[b]	- -	- -	- -	- -

Treatment Integrity	A	B	C	D
41. show/tell child	5	5	5	5
42. child show/tell	4	5	4	4
43. show/tell again	4	5	5	5
44. provide feedback	5	5	4	5
45. child understands	4	4	4	5
Means for Each Teacher	4.4	4.8	4.4	4.8

aObservations did not capture any specific instruction time with a child(ren).

bTeacher D was not available for observation during Follow-Up.

another group of children at the table. Teacher A and the room granny were present to watch up to 12 children (Table 6). During each incident, Teacher B did not allow the child a chance to show/tell or repeat the process, and she did not provide feedback during one incident. None of the data gathered during the Training Period displayed any incidents of direct instruction. At Follow-Up, Teacher B was observed teaching computer skills to one child during free time. She implemented each step of the process. There were 12-15 children in the room at the time, and a substitute teacher was present.

Teacher C attempted to teach a group of four students how to paint during Baseline. She was not observed using any of the Teaching Concepts steps. During the Training Period, Teacher C implemented all of the steps while assisting a child using scissors on a day before the Teaching Concepts workshop occurred. She was alone in the room with five children and was conducting a table activity (Table 7). During another Training Period observation that occurred after the Teaching Concepts workshop, Teacher C helped a child with a puzzle utilizing all of the steps. This teaching incident occurred during free time in which she was the only adult in the room with six children. During Follow-Up, Teacher C was conducting an organized rug activity alone with six children in which she taught sequencing and matching of puzzle pieces. All of the steps were implemented except repeating the process.

Teacher D was observed during Baseline instructing a child with a coloring task and conducting a group counting task. These incidents occurred during organized activities with three children and the room granny (Table 8). She utilized all of the steps during the counting task but did not allow the child to show/tell or repeat the steps during the coloring incident. During the Training Period, Teacher D utilized all of the steps of the module on a day before the workshop session occurred. While overseeing seven children engaged in free time, she instructed a child on an art project. After the Teaching Concepts workshop was conducted, Teacher D implemented each step while teaching a child how to operate a toy during free time in which she was the only adult in the room with seven children. Teacher D was not available at Follow-Up for observation.

CHAPTER IV
DISCUSSION

When the MOM:TIPS program was implemented in the format of an inservice training at a day-care center, the observational data indicate that Teachers A, B, and C increased their frequency of some behaviors while Teacher D did not really exhibit any observed increases. The increases in behavior cannot be firmly attributed to the MOM:TIPS training due to methodological limitations. The exploratory nature of this investigation gives some idea of each teacher's utilization of the training concepts after four one-hour workshops and available one-to-one consultations. Additionally, it provides information for future projects about the manner in which the training was planned, presented, and evaluated. All of these points will be addressed beginning with a summary of each of the four single-cases.

Summary of Each Teacher's Results

Observational data showed that Teacher A increased the behaviors of Smiling and Active Contact during the Training Period. There were not any consistent increases in the two Disciplining/Monitoring strategies that included enough data points for evaluation. She was observed Teaching Concepts three times throughout the study in which all of the module's steps were implemented during each incident. Teacher A exhibited a moderate level of participation during the workshops as she tended not to ask questions or volunteer and did not request any one-to-one

consultations. The high mean ratings on the self-report companion questionnaire (HEP) suggest that her general Self-Management, Disciplining/Monitoring, and Nurturing styles were commensurate with MOM:TIPS' overall principles both before and after the training. A particularly noticeable increase occurred on a HEP item regarding developing and following plans to solve problems. On another HEP item regarding following through with consequences, she gave a low rating pre and post-training, which is consistent with informal observations that revealed a tendency to negotiate with misbehaving children for awhile. Teacher A also reported at post-training frequent implementation of the techniques discussed in the workshops except the more methodical Self-Management steps.

Teacher B's observational data showed higher percentages of Smiling and Active Contact during the Training Period and Follow-Up. Two of the Disciplining/Monitoring strategies did not have enough data for comparisons, but she was observed Catching Good Behavior more frequently through Follow-Up. Teacher B was observed implementing two of the Teaching Concepts steps during two direct instruction incidents before training and utilizing all of the steps during one teaching incident at Follow-Up. Teacher B, who had been at the center the longest and had previous day-care experience, was very participatory during the workshops and initiated three one-to-one consultations. HEP means were high before and after training on Self-Management and Nurturing. A slight increase to

above 4 occurred on Disciplining/Monitoring, which showed a notable increase on the item asking whether the kids know what their consequences will be for inappropriate behavior. Teacher B generally reported at post-training frequent utilization of the specific strategies discussed in the workshops except for neutral ratings given on the more detailed Self-Management techniques. Informal observations suggested that Teacher B typically had a cheerful, excited demeanor around the children, and her expressions of affection were often accompanied with a great deal of enthusiasm.

Teacher C's observational data revealed increases in Active and Passive Contact during the Training Period. Teacher C also showed marked increases in Smiling but not until Follow-Up. Two of the Disciplining/Monitoring strategies needed more pre-training data, but higher mean percentages of Catching Good Behavior were observed during the Training Period and Follow-Up. Teacher C was observed in direct instruction one time before training in which none of the Teaching Concepts steps were implemented; she exhibited use of the steps during three teaching incidents during the Training Period and Follow-Up. HEP means were high before and after the training, and she gave high ratings at post-training about utilization of specific topics discussed in the workshops except for two Self-Management tips. Teacher C displayed a high level of participation during the workshops and initiated two one-to-one consultations. Informal observations

revealed that Teacher C usually had an enthusiastic demeanor around the children in which she frequently laughed and chatted with them.

Teacher D's observational data suggest that there were not any consistent increases in Catching Good Behavior, Stating Classroom Rules, or any of the Nurturing behaviors. She had 100% Child Compliance during each observation, which means she never had to implement Immediate Consequences for inappropriate behavior. Four incidents of direct instruction were observed throughout the study in which she utilized all of the Teaching Concepts steps both before and after the training. Teacher D, the youngest of the four teachers, exhibited a low level of participation during the workshops. She tended not to volunteer, ask questions, or share much information and did not request any one-to-one time outside of the workshops. HEP means were high before and after training on the Self-Management and Disciplining/Monitoring scales while a slight increase to above 3 occurred on the Nurturing module. When asked at post-training, Teacher D indicated frequent implementation of the specific behaviors from the Teaching Concepts and Nurturing modules while the Self-Management tips and a few Disciplining/Monitoring techniques received lower ratings. For example, Catching Good Behavior received a neutral 'sometimes' rating, which is rather consistent with observational data.

Selecting the Strategies that Work

It cannot be determined from this investigation why each teacher appeared to respond to the MOM:TIPS training the way the objective and subjective data suggest. There are many possible explanations and one may be that each teacher selected those techniques found to be effective for her in the classroom rather than using every tip presented in the workshops. For example, Teacher A was observed using two affectionate behaviors more often but was not observed Stating Class Rules or Catching Good Behavior more frequently. In fact, the data showed a sudden spike in Stating Class Rules during the Training Period, but she was never observed using that strategy again. Did the workshop prompt Teacher A to attempt that technique in which she then determined that it was not helpful or did not work within her style of behavior management? Teacher B showed increased rates of Smiling and Active Contact but not Affectionate Words or Passive Contact, and she had higher percentages of Catching Good Behavior through the Follow-Up period. Teacher C, for example, was observed using the strategy of Catching Good Behavior, and she shared that the specific combination of stickers and verbal praise improved her transition times. Perhaps the most interesting example is Teacher D who did not need to use Immediate Consequences, but she did not regularly implement the other Disciplining/Monitoring strategies or any of the Nurturing behaviors more often based on observational data.

One final example is the lower post-training scores on the Self-Management questionnaire items, particularly from Teachers A and D. The ratings suggest that the methods involving a more methodical, detailed approach to organization (i.e., tracking the plan, using setting events and consequences) were not appealing or practical. The teachers' self-report responses on other questions validated the importance of maintaining general management skills such as making daily schedules, following a routine, and collaborating with colleagues but suggested the more involved steps were not useful. Teacher C, however, reported that she frequently employed the methods of establishing a baseline and using setting events and consequences.

One way MOM:TIPS and other similar training programs may operate is by providing an opportunity for participants to select, or pick-and-choose, the strategies that work for them. As the trainer of these workshops, my primary role was to present the information to the teachers and facilitate discussion about methods of implementation. Each teacher then presumably took what she learned from the program and attempted it in the classroom. Those techniques that worked when applied in actual situations would be used regularly because they were effective. Jarvis (1999a) describes this process as developing one's own personal theory of practice in practice. The information initially presented in the workshops became meaningful and practical only after it was tried and deemed successful or unsuccessful. The teachers may not utilize every suggestion offered in the program

or at least not in the exact method in which it was presented. They may select some techniques and not others or modify the suggestions to fit into their existing methods. In other words, "if an action is successful for the practitioners they will repeat it until such times as it no longer works for them" (Jarvis, 1999b, p. 270).

Each participant's selection of certain strategies, which can be gleaned every time a MOM:TIPS workshop or consultation is conducted, is good information for future training endeavors. Letting teachers know what other people have found effective would be a valuable contribution to workshop discussions. The teachers could then proceed with their own trial-and-error process to determine what works for them.

One specific suggestion to facilitate this process is to encourage the participants to maintain a journal or some type of daily record. A written record would not only serve as a way to remember past events but it would also help them reflect on their actions. Another suggestion is for the trainer to incorporate time into the workshops to facilitate discussion about what the teachers discovered from their own applied research or trial-and-error process. The trainer should make a point of inquiring about what strategies were effective as well as what personal techniques were used in conjunction with the program's suggestions. During our workshops, the teachers shared what they had tried since the last session, but the primary focus of each meeting was learning the new material due to time constraints. MOM:TIPS would be greatly enhanced by supplementing the modules with an organized

collection of stories, anecdotal evidence, reflections, and suggestions from past participants. This portfolio of information, which would continue to build from each training event, may assist future participants in developing their own body of practical knowledge to improve individual practice (Jarvis, 1999a).

Planning and Implementing the MOM:TIPS Program

The collaborative effort between the day-care administrators and myself to plan this teacher-training inservice was constructive and beneficial. The administrators believed the four modules contained relevant and needed information for their teachers. They also made the training program convenient for the teachers by arranging for the workshops to occur during the day at the center. In addition, the workshop hours contributed to each teacher's annual number of required inservice training hours.

One aspect of the collaboration I would conduct differently in the future is to include the teachers in the planning phase. Allowing the teachers to be included in the initial discussions would provide them an opportunity to give input as to which modules and specific topics they would like addressed. Although the teachers had reportedly expressed an interest to their administrators about participating in an on-site inservice program, participation was not completely voluntary because they

were required to attend. Thus, the manner in which this training was implemented is an issue to consider because it could have fostered some resistance to the MOM:TIPS' program.

There are indications that some degree of resistance to the MOM:TIPS program may have occurred. Teacher D's observational data and certain self-report ratings as well as her relatively low level of participation during the training month suggest that she may have resisted some aspects of the program. Although Teacher D may not have needed the Disciplining/Monitoring strategies or found them useful, there were also not any observed increases in the Nurturing behaviors, for example.

Feeling pressure from one's employers or superiors to participate in an activity can often result in a form of resistance (Corey & Corey, 1997). An implicit message was likely conveyed that change in their behavior was expected. Unlike other inservice topics such as nutrition or safety issues, this training was directly targeting teaching behaviors. Change can be threatening and is another common root of resistance (Campbell, 1993). Additionally, participants of an educational program may not learn from it because they feel the information is the same or they are too busy or they just simply reject it (Jarvis, 1999b). When conducting workshops in which attendance is not truly voluntary, it would be wise to remain cognizant of the potential for resistance and actively employ strategies that create an atmosphere where participants are open to the program's ideas.

In addition to taking the proactive step of involving the teachers in the planning stage, another way to ameliorate or prevent potential resistance during the actual training is to embrace the ideas of those who have differing opinions and find commonalities (Maurer, 1996). Research has shown that acceptance of an intervention is greater when the consultant incorporates the teacher's perceptions about the issue and matches the rationale for the intervention with those views (Conoley, Conoley, Ivey, & Scheel, 1991). Approach the workshops with the belief that the participants can also educate the trainer. Make a point of acknowledging the teacher as an expert on her classroom and the children (Campbell, 1993). The teachers would be able to share the pros and cons about the "minutiae of implementation" of the various strategies (Maurer, 1996, p. 49). Also, provide other avenues for the participants to voice their opinions such as informal surveys that allow for the option of anonymity (Maurer, 1996).

The trainer can really play a key role in creating an environment where the participants learn from the program and are receptive to implementing the different training concepts. The nature of these workshops (e.g., discussions, role-plays, asking the teachers to provide real-life scenarios) set the stage for creating an open, interactive, engaging atmosphere as compared to a strictly lecture-oriented format. Teachers A and D, however, may not have felt as comfortable with me as Teachers B and C who each requested one-to-one time and overtly appeared more interested during the workshops. One of the negative aspects of a relatively short-term

inservice program is that the trainer and the participants may not be afforded enough opportunities to really make connections and build relationships. Because of limited time, our group as a whole missed out on opportunities to enjoy many meaningful exchanges in which we shared experiences and knowledge and learned from each other through reciprocity and mutuality, which can foster an optimal learning situation (Greenberg & Williams, 2002). We had these experiences to some degree but not as much as we could have if the workshops had been longer.

The Workshops. All of the objectives planned for the four workshops were accomplished. That is, the rules of each module were taught, group discussions were conducted about when and how to implement the strategies, role-play scenarios were acted, and visual aids were displayed and distributed. The sessions were productive and interactive. By the end of the month, each module had been covered in its entirety.

The manner in which these workshops were structured deviates from the recommendations by the MOM:TIPS' authors (Dickinson et al., 1997) in two ways. First, the suggested amount of workshop time per module is a minimum of 1.5 to 2 hours whereas the modules in this study were each presented in one hour. Second, at least two trainers per session are recommended. It is important to note, however, that these recommendations are based on the assumption that there are typically a larger number of participants than the group in this teacher-training program.

There were advantages to working with a smaller number of participants. As the only trainer, the sessions were quite manageable. We were able to move through each module's material within the time allotted. The fact that the teachers were already good friends was also helpful because there was not the added task of 'breaking the ice' and orienting them to one another. Another advantage of this teacher-training program was the availability of one-to-one consultations, which is not always feasible with larger groups that only have contact with the trainer during the actual workshops.

Prior to the commencement of this training program, the role-play exercises were a concern. In past experiences, it has often been difficult to engage parents in this type of activity. Our group did not have any difficulty practicing the strategies through role-playing. As it turned out, the role-plays were actually some of the more enjoyable moments that brought laughter into the session. The teachers' level of comfort with each other most likely helped in facilitating the role-playing exercises and the overall flow of the sessions.

Even though each module's material was covered in the four workshops, I would include a follow-through plan in future presentations of the program. This follow-through component would be a required, natural part of the training that the collaborating agency would need to accommodate. The initial workshops serve the purpose well of introducing, discussing, and practicing the information, but a continuation of the training would give the teachers time to implement the strategies

during the interim and experience what works, what does not work, and where they need further assistance. Periodically reconvening the whole group and/or meeting with the participants individually over the period of several months would be a strong supplement to the initial training.

If it is not feasible for the original trainer to return at a later date for follow-through, another possibility is to include one or two day-care administrators in the initial training sessions who could then serve in a consultative role with the teachers. This method would save the day-care from having to rely on the outside source (i.e., the initial trainer) for the continuing education and would keep the follow-through component within the facility. This approach of training supervisors to become the trainers and consultants for their teachers has been attempted and shown positive results. Cassidy and Myers (1993) found that a successful strategy was to have university consultants train day-care directors to eventually conduct inservice workshops at their own facilities.

Using MOM:TIPS with Teachers. After reflecting upon my experiences with this teacher-training and considering each teacher's data, there are some recommendations I would offer when presenting these modules to teachers in the future. Of course, any future training program will be a completely new event in which the trainer and the participants will have different experiences and will develop their own personal theories about which techniques are effective (Jarvis, 1999a). Also, other MOM:TIPS teacher-training projects may be conducted in a much

different format (e.g., different number of training hours). Thus, these recommendations are presented as information for future trainers to consider and determine what is needed for their participants.

In regard to the Self-Management module, I would incorporate it into the discussions of the other topics, especially if given a limited number of training hours. Based on self-report responses and a relatively lower level of participation during this workshop, a more efficient approach may be to teach those strategies alongside the other modules rather than spending an entire session on this one module. In contrast to parents, teachers typically already have some type of management system that they use for lesson plans and classroom activities. Because research has shown that teachers who exhibit good self-management skills (e.g., plan enriching activities, attempt new techniques) contribute to the quality of the environment (Howes & Smith, 1995; McCartney et al., 1985), the Self-Management module should continue to be included to enhance and/or add to their existing methods. However, making it part of the general conversation throughout the training program may couch these tips within a more applicable context.

Two primary recommendations are offered for the Disciplining/Monitoring module. One recommendation is to plan to take as many sessions as needed for this

topic, if possible. As evidenced from Teachers B and C who requested multiple one-to-one consultations, behavior management is typically a very relevant issue. Additional time would not only allow for more discussion of the program's techniques but would also provide time for the participants to share more detailed information about their personal strategies. In fact, the issue of disciplining is one of the strongest reasons for including the follow-through component previously discussed. The teachers would have had time to tease out what works and assess whether they have observed positive changes in the children's behaviors over a longer period of time.

Secondly, the MOM:TIPS Disciplining/Monitoring module should be supplemented with more involved discussions that take a broader view of children's misbehaviors. In hindsight, I believe the simplistic, straightforward presentation of the disciplining techniques can be a strength because it makes the information easy to remember and less complicated. With teachers, however, the simplicity may be a weakness. Research suggests that caregivers with less training and more authoritarian views tend to attribute misbehavior only to internal factors rather than considering the entire context of the child's environment (Scott-Little & Holloway, 1994). Research also suggests that day-care teachers' behaviors can often be directed by the children's behaviors, which may create a negative classroom environment similar to what the children experience at home (Wittmer & Honig, 1988).

Additional Disciplining/Monitoring workshops would provide time for a more in-depth discussion that calls attention to and reminds teachers of the multiple factors influencing children's behavior such as home environment and classroom dynamics. A broader, ecological approach to the issue of behavior management may be particularly useful for working with children who continuously act out with significant, aggressive behaviors. Chandler, Dahlquist, Repp, and Feltz (1999) found that training early childhood teachers to examine the factors that may stimulate and maintain inappropriate behaviors (i.e., a functional assessment) was effective in improving the behaviors of individual children and the overall classroom environment. Thus, the more routine disciplining strategies suggested by MOM:TIPS, which appropriately address the less offensive noncompliant acts, could be supplemented with ways of how to step back and consider the reasons why a child is frequently misbehaving and what may be triggering those behaviors.

Regarding the Nurturing module, trainers should continue to emphasize the importance of expressing affection. The beneficial effects that positive teacher-child interactions can have on children's cognitive activity (Howes & Smith, 1995) and social and language skills (McCartney et al., 1985; Phillips et al., 1987) should continue to be highlighted. In the future, I may also incorporate some tangible reminders for the teachers to use in the classroom (e.g., note cards to prompt them) as attempted in the study by Shreve et al. (1983). Additionally, we know from

research (Zanolli et al., 1997) that smiling serves as a way to establish affectionate communication in new teacher-child relationships, and active contact is likely to elicit positive child responses from caregivers who also smile frequently. Teachers A and B displayed higher percentages of Smiling and Active Contact and more positive responses from the children were observed. It would be worthwhile to emphasize these two types of affection in particular, which may be especially amenable to change within a classroom setting.

One recommendation offered for the Teaching Concepts module is to include many more examples and role-plays of ways to teach concepts during both structured and unstructured activities. Observed incidents of specific instruction were infrequent; only three or four incidents occurred for each teacher throughout the study. While there were some incidents of direct instruction during free time, most of the observed lessons occurred during organized tasks.

Some studies have shown that inservice training did not increase frequencies of direct teaching activities (Kaplan & Conn, 1984; Kontos et al., 1996) and that minimal amounts of specific learning time may be a common occurrence in day-care (Clarke-Stewart, 1993; Sheehan & Abbott, 1979). In this teacher-training program, the majority of the Teaching Concepts workshop was spent practicing the steps in the module. There was probably not enough discussion about ways to work in direct instruction at any time of the day and how these steps can be utilized to teach even the most basic concepts such as daily functional tasks. When presenting this module

to teachers, plenty of scenarios and role-plays should be included about how to incorporate the teaching of concepts in a more casual, spontaneous manner as well as during planned activities.

Methodological Limitations

The methodological limitations must be considered when examining the results. As previously described, an A-B design does not permit any definitive conclusions as to whether the MOM:TIPS training produced the changes in behavior. One cannot know what would have occurred if the program had not been introduced. This A-B design with a follow-up provides a comparison of the behaviors at different points in time but does not provide a complete examination of the controlling effects of the intervention (Barlow & Hersen, 1984). Changes in behavior may have been influenced by the training or some other variable or a combination of multiple factors. The data are vulnerable to numerous confounding variables and only tentative conclusions can be drawn. A more rigorous design is needed to draw any definitive conclusions about using MOM:TIPS with teachers. A between-subjects group design was employed when the effectiveness of MOM:TIPS with parents was evaluated (Echols, 1999). If a similar approach is conducted with groups of teachers, it is recommended that observational data are gathered to supplement self-report responses, which was the only means of assessment in the parent-training study.

The present investigation worked within the confines and requests of the day-care center. Because the observations were conducted within the natural environment of the classrooms, the data were subjected to many confounding, extraneous variables. All of the observations have the commonality of taking place indoors during the morning hours, but the environment was not exactly the same from day-to-day. Gathering the observations worked around the availability of the teachers as they were sometimes pulled to cover other classrooms and work schedules varied. The teachers allotted the morning hours for free time and organized group activities, which included some brief periods of clean-up transitions. There were some days when one type of activity dominated the morning and other days when a teacher was observed engaging in both types of activities during an observation segment. The morning flow was often dependent on the mood of the class, and the teachers did not abide by a strict schedule of precisely when and how long to conduct the activities.

The number of people in the classrooms was not consistent across all observations. There were times when a teacher was managing the class alone and times when other adults were present. The exact number of children varied primarily due to absences and different arrival times. Furthermore, the length of time each child had been enrolled at the day-care center, the different personality characteristics among the teachers and children, and the varying levels of the

children's cognitive functioning are examples of other factors that may have had an effect on behavior. Thus, these observational data represent a day-care setting that was usually busy, active, engaging in different tasks, and regularly adjusting to a changing population during the morning hours. These were the circumstances under which these four teachers were utilizing or not utilizing the MOM:TIPS suggestions.

Regarding the manner in which the observational data were collected, it is noteworthy that I was the person to videotape the classrooms in addition to serving as the trainer of the inservice program. Although the teachers were blind to the specific objectives, my presence may have influenced their behavior. For example, it is possible a conscious effort was made to implement the strategies only during my visits and not throughout the remainder of the day. However, I was a regular visitor to the center before and during the training month, and the teachers did not know exactly who was the focus of the videotaping during each observation. Also, it is important to remember that two independent observers conducted the coding of the observational data.

Considerations for future evaluations. When planning future evaluations that consist of similar observational data, investigators should heed what occurred with the Disciplining/Monitoring strategies, particularly Immediate Consequences (i.e., lack of enough data points). It is important for evaluators and day-care administrators not to assume that noncompliance will occur during each observation

period. Implementing consequences for inappropriate behavior is directly dependent upon the children's behavior, and a teacher does not need to utilize this technique on days consisting of 100% compliance. Stating Class Rules can easily pose the same problem if there are multiple days in which the teacher did not need to deliver any disciplining-related directives. Unlike the Disciplining/Monitoring strategy of Catching Good Behavior that can be implemented at any time, these behavior management techniques could be low-frequency behaviors depending on the children. Conducting a relatively large number of observations during each phase (possibly many more than one would usually need for behaviors that can occur at any time) would likely include enough days that consist of inappropriate behaviors.

The process of collecting the observational data should begin far in advance of the training program. Starting much earlier (preferably more than one month in advance) should provide an abundance of data for the Disciplining/Monitoring behaviors as well as other observable behaviors that may occur at a lower frequency (e.g., incidents of direct instruction). Also, continuing the observations during additional follow-up phases that are conducted after a longer period of time would provide more data to compare and assess.

The present study did not measure whether certain behaviors were implemented more often during different types of activities and teacher-child ratios. This approach would require careful structuring of the observations and possibly some accommodations from day-care administrators to help control the environment

such as setting aside time each observation day in which the teacher engages in the same activity with a certain group of children or possibly the same number of people in the room. Other MOM:TIPS teacher workshops may find it helpful to know whether certain behaviors are easier or more difficult to implement under different conditions. Trainers would be able to focus in on specific ways to assist teachers with those behaviors that are more difficult to use during certain types of activities. For example, there are indications from the handful of times each teacher was observed Teaching Concepts that engaging in direct instruction tended to occur during organized activities versus free time, and a more sophisticated experimental design could investigate this more thoroughly.

Factors such as the teachers' job satisfaction, stress levels, and motivation were not part of the evaluation. Future evaluations may find this type of personal data useful for examining the impact of the program beyond the type of information gathered in the present study. For example, if a teacher is concurrently experiencing a significant amount of stress or dissatisfaction with some aspect of work or home life, these circumstances may impact her response to the training. A different set of results could occur from a teacher who feels supported and satisfied at work and is very motivated to learn the training curriculum. This type of data would couch the results within a larger picture by providing some insight into the teachers' behaviors and attitudes about the training program. In the present investigation, this information may have helped to explain why Teachers B and C exhibited higher

levels of participation. Future studies may also want to include questionnaires completed by the teachers' supervisors or other staff members who frequently visit the classrooms. Other people's input would provide additional evidence to corroborate direct observations and self-report responses.

Another suggestion for future evaluations is to conduct a qualitative research study or supplement the direct observations with a thorough qualitative component. This investigation had the observational data that Echols' (1999) parent-training study did not include, and a logical, worthwhile next step for developing MOM:TIPS would be to take a qualitative approach. The information that could be gleaned from interviewing the teachers throughout the course of the training program would be valuable. For example, a qualitative research approach would be appropriate for studying whether the teachers select and eventually use only those techniques that work for them.

Finally, the effects of the program on the children's behaviors should be studied more intensively. This investigation focused on changes in each teacher's behaviors. There were indications that more positive responses from the children occurred when a teacher displayed more affectionate behaviors, which is an important area to delve into more thoroughly to provide further validation as to why this topic should be included in teacher-training programs. Changes in the children's compliance as a result of using all of the Disciplining/Monitoring strategies as well as changes in academic skills as a result of the Teaching Concepts steps are other

areas for future evaluations to measure. The children's compliance in particular is an area that would need plenty of observational data over a longer period of time to properly measure whether frequency of noncompliance had improved.

Summary and Recommendations

In sum, the MOM:TIPS parent-training program was implemented with day-care teachers, and this document describes the results of this initial investigation. Significant methodological limitations exist as a result of using an A-B design with a follow-up, but these four single-cases provide data that can serve as foundations for further studies. A tentative conclusion is that the training program may have stimulated three of the teachers to implement some of the strategies more frequently. Some of those increases had declined by the Follow-Up period, and some of the higher percentages were modest increases in behavior. The observations were conducted within the natural environment of the classrooms and only during the morning hours. The inservice training was a relatively short-term program as the day-care administrators granted four one-hour sessions. Each of the four teachers indicated through self-reports that she frequently utilized most of the techniques and that overall teaching styles were generally commensurate with the program's ideas.

Recommendations for trainers. The following list highlights and summarizes the recommendations for trainers to consider when using MOM:TIPS with teachers:

1. Set aside ample time to facilitate an involved discussion about which

techniques the teachers attempted and found successful as well as their own tips about methods of implementation. The workshops in this study followed the MOM:TIPS format of inquiring about the previous week's suggestions and then focusing the majority of the time on learning the new information. MOM:TIPS could be further refined by continuing to find out what worked, what did not work, and any personal nuances or twists the teachers utilized to improve the effectiveness of the tips. To assist the teachers in this process, I would ask them to maintain a journal in-between sessions. Additionally, encourage the teachers to express their opinions about the parts of the program they do not find helpful or needed. These types of discussions would enhance the program and may lessen the possibility of resistance to the modules' suggestions.

2. The Self-Management module may be better served by incorporating it into each of the other workshops, particularly if there is a limited amount of time. Rather than presenting it as a separate module, the information would be just as well represented and perhaps more meaningful when taught alongside the other topics.

3. Of the four modules presented in this teacher-training program, the Disciplining/Monitoring module appeared to need the most amount of time. If MOM:TIPS is implemented under similar circumstances in which there are a limited number of hours to conduct the group workshops, I would make the one-to-one consultations a required part of the program. Small group consultations are another possibility, especially if there are a large number of teachers enrolled in the

program. Even if a teacher does not necessarily want further instruction as Teachers B and C requested, the extra time could be spent discerning which strategies she found useful and not useful, perceptions of the training, et cetera. Also, widen the workshop conversation to a broader view of misbehavior and include a more in-depth discussion about factors that may be triggering more serious offenses.

4. Continue to emphasize the benefits of expressing affection on children's social and cognitive development. Emphasize how the behaviors of smiling, affectionate words, and affectionate physical contact are relatively simple to express. Consider supplementing the workshop discussions with tangible cues or reminders for the teachers to take back to the classroom.

5. Include more examples and role-plays for Teaching Concepts during both unstructured and structured activities. The Teaching Concepts module is particularly conducive to weaving the Self-Management information into the session by requiring the teachers to create specific plans for implementing incidents of direct instruction.

Recommendations for day-care administrators and policymakers. Three key recommendations are offered for day-care administrators and policymakers. Many of the points addressed throughout this discussion are intended for consideration, but the following suggestions are highlighted:

1. Involve the teachers in the planning stages when implementing an inservice training program, particularly programs that focus on teaching behaviors (versus

topics such as safety, nutrition). The collaborative effort in this project was productive and served as a good needs assessment, but the missing piece was the teachers' input. The teachers may have chosen additional modules from MOM:TIPS to be presented and/or may have identified specific strategies from a variety of modules to learn about and practice. Although there are probably certain behaviors day-care administrators would like their staff to improve or change, allowing the teachers to have some choice about the material may promote a sense of empowerment and excitement about the program, especially if attendance is mandatory.

2. The training program should be structured to maximize the potentially positive effects it could have on the teachers. First, the time allotted for the group sessions is critical. Although our group was able to cover all of the material in the four workshops, additional sessions would have provided more time for discussion and practice. It is very likely that all of the material would not have been covered had there been a larger group. Also, allotting more time for one inservice training may be necessary when one considers those instances in which there were increases during training but not at follow-up. Second, including a follow-through component should be considered. Reconvening at a later date would enhance the program. The teachers would have had time during the interim to apply what they learned, discern what was effective, and decide whether they need further assistance and practice.

Administrators should also consider participating in the initial training and then serving as the follow-through consultants.

3. For both trainers and administrators, an evaluation of the effects of the program should begin far in advance so that there is ample time to gather pre-training data. Additional follow-up observations that are conducted after a longer period of time would be beneficial as well. Include objective data (i.e., direct observations) as well as more subjective and qualitative information provided by both the teachers and other people who are frequently in the classrooms. Make accommodations to control the classroom environment as much as possible to reduce the number of confounding variables.

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APPENDIX

Self-Management Self-Report Items

HEP

1. In the past month, how many times have you made out a schedule of things you must do during the day and put them in priority?
   none 1 time 2 times 3 times 4 or more times

2. I follow an established routine in the classroom (i.e., time for explaining concepts, time for talking with individual students, etc.)
   almost never ¼ of time ½ of time ¾ of time almost always

3. When I have a problem to solve, I first identify the problem, then develop a plan, and follow the plan to see if the problem is solved
   almost never ¼ of time ½ of time ¾ of time almost always

4. My fellow teachers and I help each other to solve problems by talking, making plans, and supporting each other to follow the plans
   almost never ¼ of time ½ of time ¾ of time almost always

5. In the past month, I adjusted some part of my daily routine in the classroom to achieve a plan or goal that I had set
   none 1 time 2 times 3 times 4 or more times

Treatment Integrity

1	2	3	4	5
Never	Almost Never		Almost Always	Always

6. Do you set short-term goals that are specific (they can be seen or heard)?

7. Do you determine how well you are doing with a goal before you start working on it through ways such as counting the number of times you do it, keeping a record in a journal or on a calendar, etc.?

8. Do you develop a plan to achieve a goal by using setting events (i.e., using an alarm clock to remind you to do something) and consequences (i.e., rewarding yourself for following your plan)?

9. Do you monitor how you're doing with a goal through ways such as counting the number of times you do it, keeping a record in a journal, on a calendar, on a list on the refrigerator, etc.?

10. If you do monitor how well you are doing with a goal, how often do you change your plan/strategy if it is not working or develop a new plan to achieve the goal?

Disciplining/Monitoring Self-Report Items

HEP

11. This past week, when I said I was going to punish a child, I followed through and did it
almost never ¼ of time ½ time ¾ of time almost always

12. The other day care teachers and I agree on discipline
almost never ¼ of time ½ of time ¾ of time almost always

13. I give short, rather than long lectures to my students when they do something wrong
almost never ¼ of time ½ of time ¾ of time almost always

14. My students know what their punishment will be when they do something wrong
almost never ¼ of time ½ of time ¾ of time almost always

15. I have used yelling, name calling, or threats to punish my students in the past two days
4 times of more 3 times 2 times 1 time none

16. In the past week, I talked to each student about what he/she is playing or doing
none 1 time 2 times 3 times 4 or more times

17. How often are you able to keep the children busy or occupied when you all go to other places (outside, lunchroom, field trips) from attractive nuisances or peers who can lead them to mischief (or when visitors come into the classroom)?
almost never ¼ of time ½ of time ¾ of time almost always

18. How often are you able to immediately stop inappropriate behavior once it has started (e.g., children pinching each other or children starting to rough house)?
almost never ¼ of time ½ of time ¾ of time almost always

19. My children have such learning aides as books, puzzles, instructional toys, computers, and/or drawing materials
none 1 2 3 4 or more

20. In the past month, how often did you contact/talk to a parent when you thought a child's progress or behavior was not satisfactory?

none 1-2 times 3-4 times 5 times 6 or more times

Treatment Integrity (Disciplining/Monitoring)

1	2	3	4	5
Never	Almost Never		Almost Always	Always

21. Do you tell the children what to do and what not to do based on the rules you have set?

22. Do you only make rules that you can enforce?

23. Do you use a consequence immediately after a behavior has occurred?

24. Are you consistent in using consequences (i.e., actually doing what you say you're going to do <u>each</u> time)?

25. Do you refrain from screaming, lecturing, and having emotional outbursts with the children?

26. Do you keep a constant eye on the children to find out where they are and what they are doing?

27. Do you try to prevent undesirable behaviors from occurring (anticipate trouble) by doing things such as having planned activities for each day, keeping the children busy by helping them find something to do (i.e., during free play), etc.?

28. Do you make a point to provide activities, toys that will prevent certain misbehaviors that you do not want (i.e., an art activity at the table to prevent imitating the Powers Rangers' kicking)?

29. Do you stop undesirable behaviors quickly rather than allowing behaviors such as yelling, fussing, or hitting to go on?

30. Do you catch the children behaving good and praise them or give a reward?

Nurturing Self-Report Items

HEP

31. Last week, I talked to students about everyday things such as friends, television programs, hobbies, and activities

almost never 2 times 3 times 4 times 5 or more times

32. When I am around my students, my moods are the same

almost never ¼ of time ½ of time ¾ of time almost always

33. Yesterday, how many times did you compliment, support, encourage, praise, or show affection to the students?

none 1 time 2 times 3 times 4 or more times

34. In the past week, I have talked to the students about their interests?

none 1-3 times 4-5 times 6-7 times 8 or more times

35. Last week, I pointed out to the children materials, tools, equipment, and/or books in the classroom to support their interests

almost never 1 time 2 times 3 times 4 or more times

Treatment Integrity

1	2	3	4	5
Never	Almost Never		Almost Always	Always

36. Do you smile, act friendly, and show affection to your children (i.e., look them in the eye when talking, greet them with a smile, give hugs or affectionate pats)?

37. Do you talk to the children about everyday things such as what they like to do, their family, favorite television programs, etc.?

38. During the course of one day, do you compliment, support, and encourage the children at least five times more than you correct, scold, or punish them?

39. Do you take care of the children's welfare and support their interests (i.e., putting coats on, checking for clean face and hands, knowing what their interests are and providing related materials for them)?

40. Do you display a positive, happy attitude around the children rather than complaining about personal problems and/or displaying a negative attitude?

Teaching Concepts Self-Report Items

Treatment Integrity

1	2	3	4	5
Never	Almost Never		Almost Always	Always

41. Do you show and tell the child how to figure out a question (i.e., how many days are in a week) or a concept/problem (i.e., putting puzzle together, naming colors, tying shoes)?

42. Do you ask the child to show or tell you how to figure out the question or concept/problem?

43. If the child is not able to figure out a question or concept/problem, do you show and tell how to figure it out again?

44. Do you provide feedback on the child's answers (i.e., saying whether he/she is right or wrong, praising)?

45. In order to make certain the child understands what the two of you have gone over before moving on to something else, do you make sure the child can show or tell you how to figure out the question or concept/problem?

VITA

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