

## Background

- Challenging behaviors related to socio-emotional concerns often present in early childhood education (ECE) settings, which leads to ECE educators feeling ineffective and stressed.
- This pilot study explored ECE educators' expectations about the impact of live, guided support in a technology-assisted program for educators on their stress and confidence in managing challenging behaviors in Head Start programs.

## Method

**Sample:** Program administrators identified classrooms with higher behavioral concerns. Educators (n=12) participated in a live, guided support program, teacher-child interaction training (TCIT).

### Research Question 1:

- Is TCIT feasible in Head Start?
- Hypothesis: TCIT is feasible
- Measure: TCIT live, guided support logs
- Analysis: Descriptive statistics

### Research Question 2:

- Do ECEs think TCIT will help reduce their stress managing challenging behaviors in the classroom?
- Hypothesis: ECEs expect a decrease in stress
- Measure: ECE self-report
- Analysis: Paired samples t-test

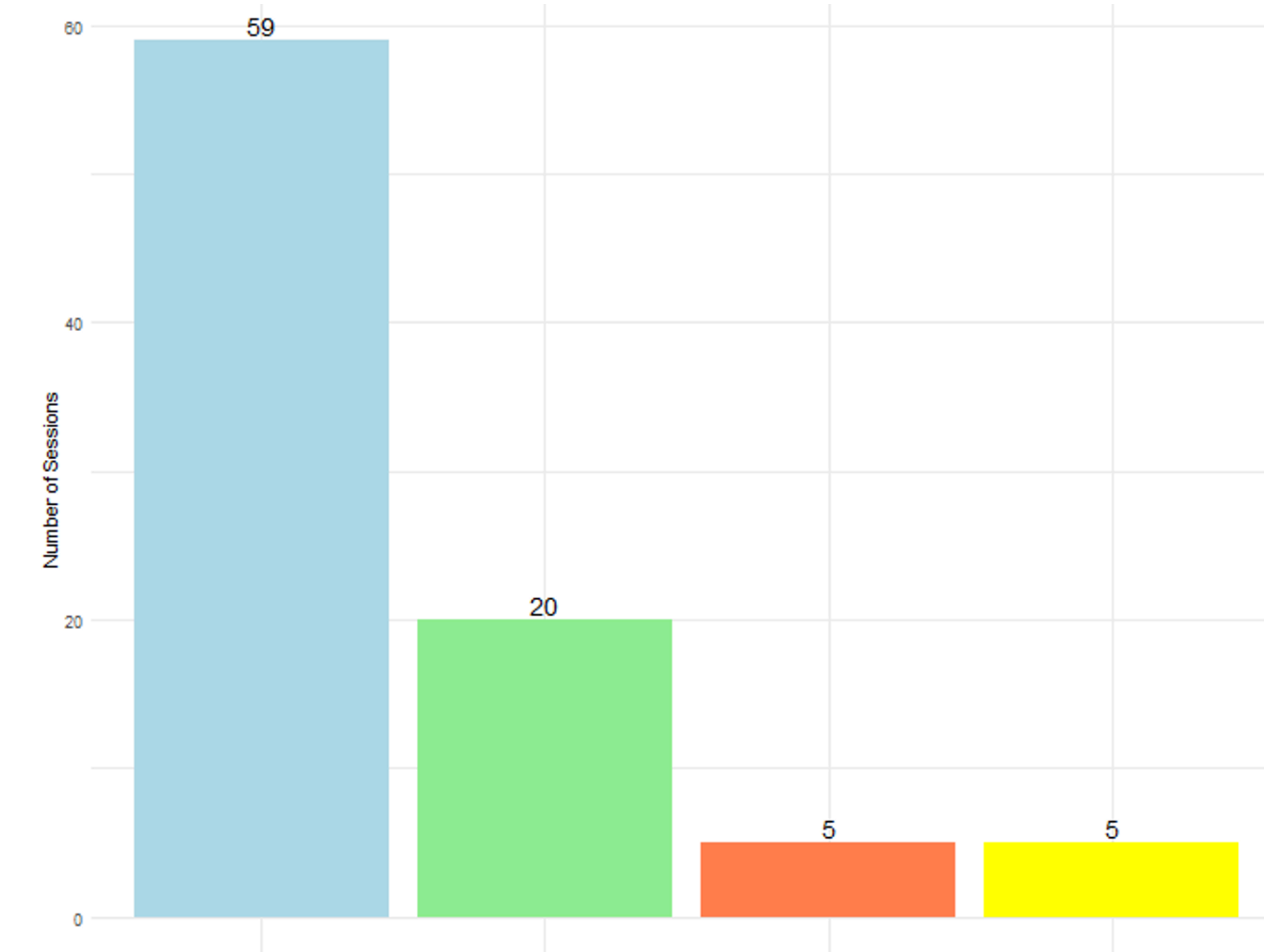
### Research Question 3:

- Do ECEs think TCIT will help increase their confidence managing challenging behaviors in the classroom?
- Hypothesis: ECEs expect an increase in confidence
- Measure: ECE self-report
- Analysis: Paired samples t-test

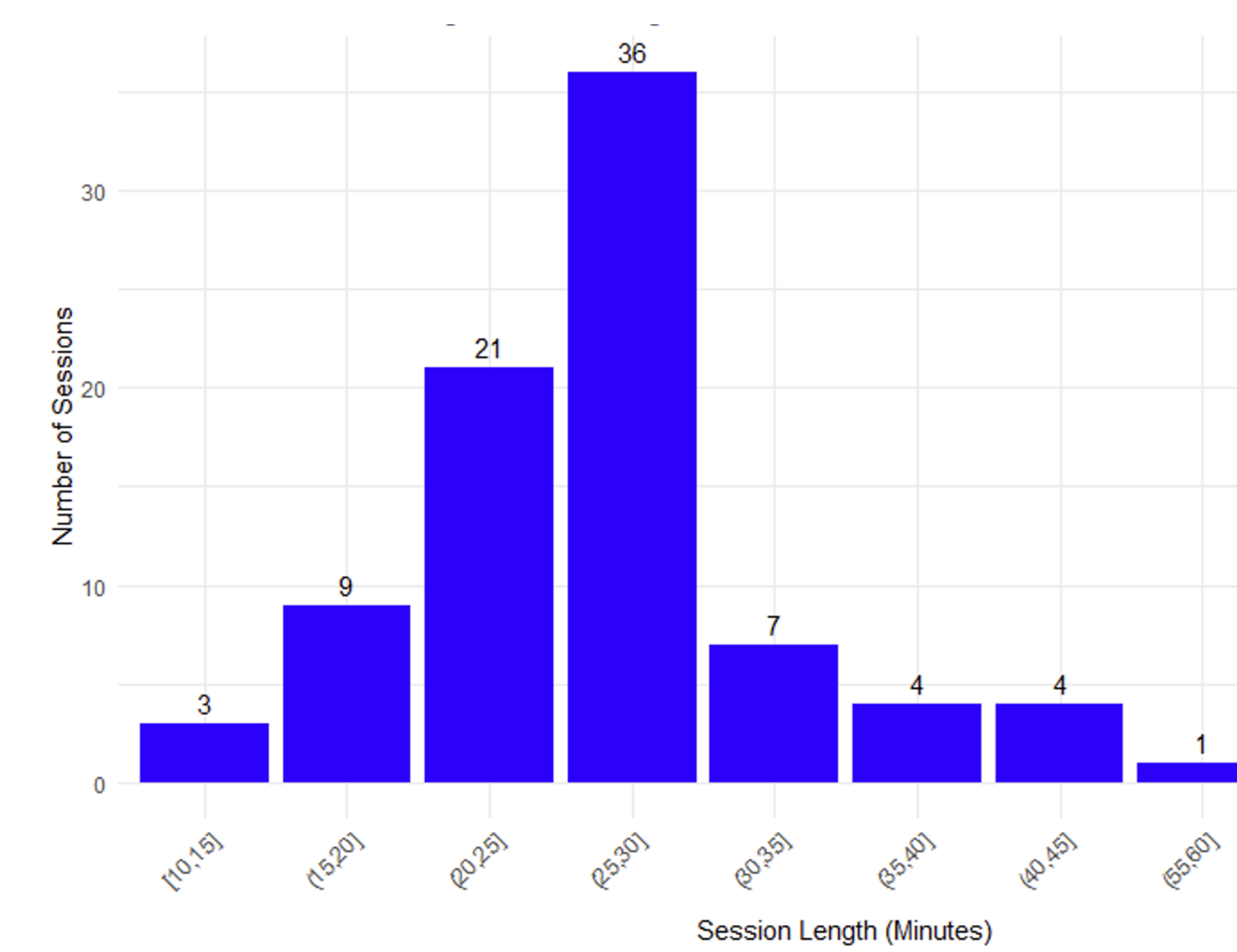
## Results

### Live, guided support in technology-assisted program (TCIT) is feasible in Head Start programs

#### Number of Sessions

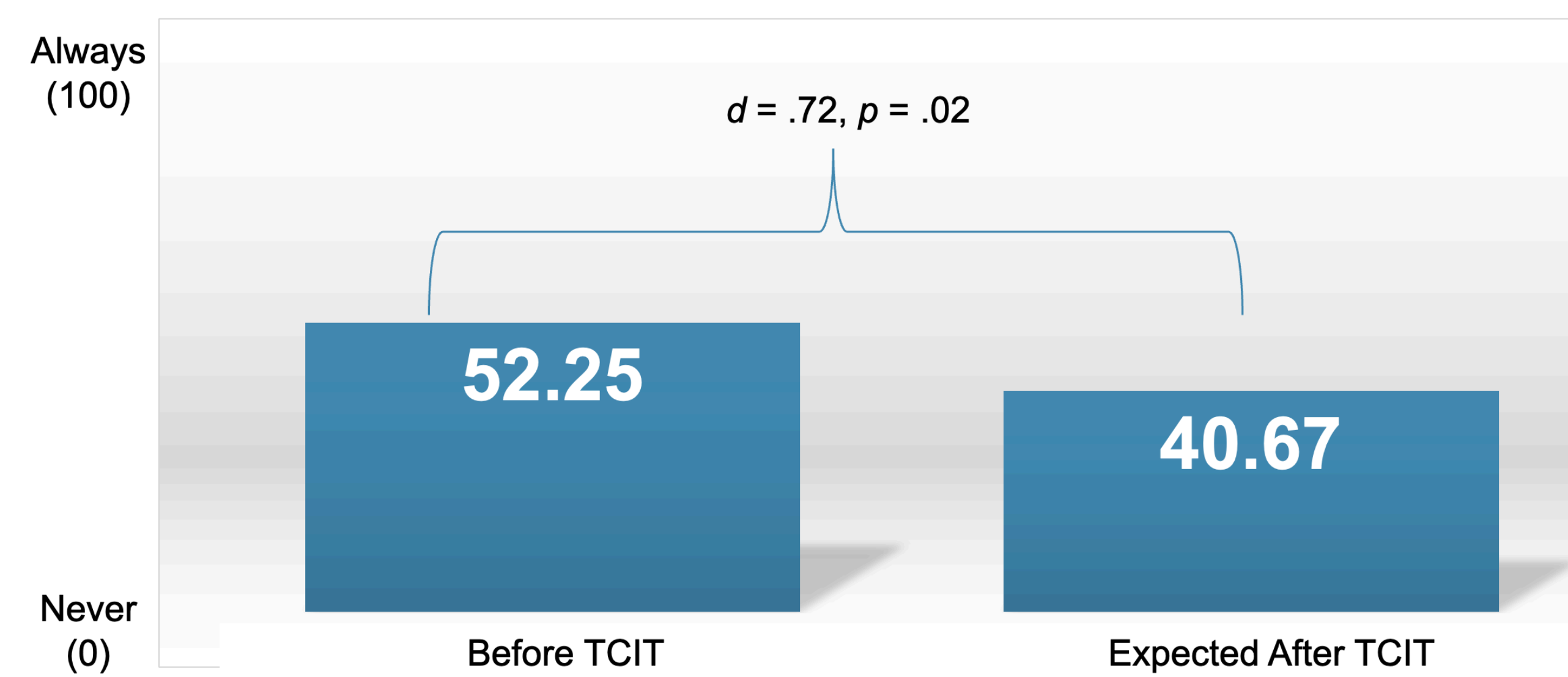


#### Length of Sessions

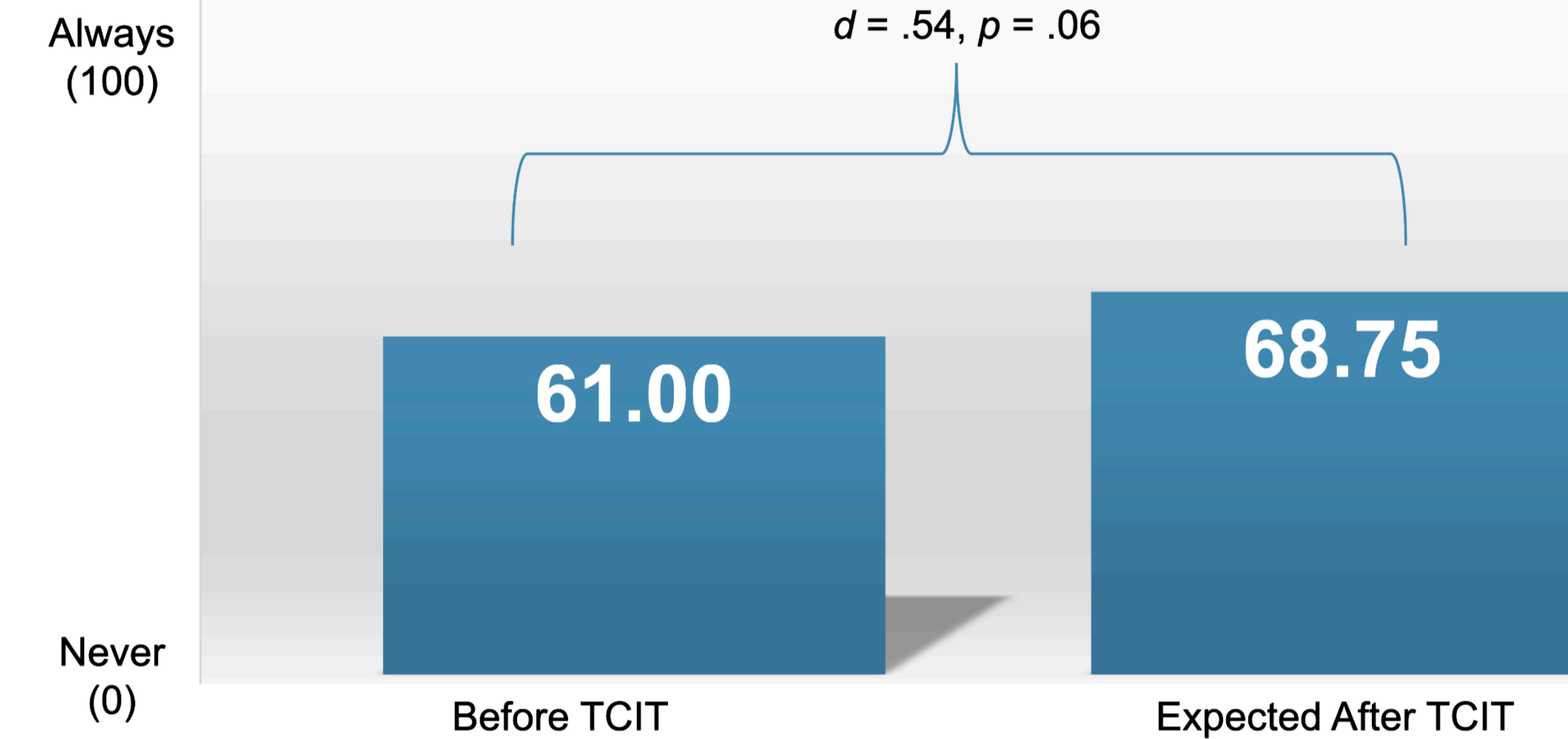


### Educators expect a decrease in stress and increase in confidence managing challenging behaviors in the classroom

#### Educator Stress Managing Challenging Behaviors



#### Educator Confidence Managing Challenging Behaviors



## Conclusions

- TCIT was feasible in Head Start programs with over 90 live, guided support sessions with 12 educators across 4 classrooms completed in 6 months.
- Educators expect live, guided support will help to lower their stress and raise their confidence managing challenging behaviors in the classroom.
- Limitations: Small sample size, No comparison group

## Implications

- More research to understand the effectiveness as well as the contextual determinants of educator support programs in real-world ECE settings serving low-income children and families (i.e., Head Start) is needed.
- Preliminary findings suggest that TCIT is feasible in Head Start programs and educators expect positive effects on their experience with classroom behavior management.

## Funding, Disclosures, References

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