



Improve student outcomes with TAPP!

Teachers and Parents as Partners (TAPP) is an evidence-based, short, effective behavioral intervention built on decades of research. TAPP Next prepares school specialists to implement the TAPP intervention in their communities.

Learn more at: go.unl.edu/tapp-next

What is TAPP?

A way for **teachers and parents** to work together on concerns. Teachers and parents meet **3-4 times** over **approximately 8 weeks** to:

- Look at a student's strengths, and learning and behavior challenges.
- Set goals and find ways to deal with learning and behavior challenges.
- Work together on a joint plan for home and school.
- See how well the plan helps the student meet learning goals.

Benefits

Research shows that TAPP has led to:

- 1** Lasting **improvements in student behavior**.
- 2** More **learning and behavior success**.
- 3** Parents and teachers who are better able to support **positive student behaviors**.
- 4** **Stronger relationships** between families and schools.

Join the TAPP Next Study!

For more information, please contact Lori Chleborad at:

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TO SIGN UP, SCAN THE QR CODE OR VISIT:

go.unl.edu/tapp-next-s

Information for School Specialists

What's my role?

School Specialists will be asked to:

- Complete TAPP training

Up to 1 student per classroom will be randomly assigned to participate in TAPP or school as usual.

- If your student is assigned to TAPP, you will also be asked to:
 - » Deliver the TAPP intervention for approximately 3-4 students per year.
 - » Engage with a coach via distance technology, who will support casework.

Benefits for School Specialists

- Free TAPP training and materials.

If your student is assigned to TAPP, benefits include:

- Receiving up to **\$1,200** for your time.
- Free coaching and support of casework.
- Incentives for staff and families who participate.
- Improvements in student behavior and academic performance.
- Stronger relationships with students and families.



Why are we collecting data?

Studies over the past 30 years have shown the possible benefits of TAPP when implemented by an outside coach. This study looks at TAPP's effectiveness when delivered by school-based specialists. This may make it easier for schools to use TAPP long-term without having to rely on outside specialists.