Hammill Institute on Disabilities

Journal of Emotional and Behavioral Disorders
2023, Vol. 31(2) 144–153

DOI: 10.1177/10634266221149970
jebd.sagepub.com
SAGE

Teacher Burnout and Supporting Teachers of Students with Emotional and Behavioral Disorders

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Abstract

This article will provide a brief reflection on Garwood's summary of research on special education teacher burnout and fidelity of implementation in delivery of evidence-based behavioral interventions. Subsequently, we provide a conceptual and empirical summary of key issues for supporting teachers of students with emotional and behavioral disorders (EBDs) through the lens of BEST in CLASS (a Tier 2 intervention supporting teacher's use of evidence-based practices with students with or at risk for EBD). This summary will (a) outline the theoretical structure that supports how BEST in CLASS may improve teacher–student relationships and reduce teacher burnout, (b) demonstrate the influence of BEST in CLASS on teacher burnout in a sample of elementary school teachers and discuss findings, (c) propose that researchers consider burnout within the context of dynamic classroom systems, and (d) link these suggestions to theoretical frameworks. We conclude with a discussion of Garwood's call to action and implications for future research.

Keywords

teacher burnout, dynamic classroom systems, implementation quality, emotional behavioral disorders

There is little doubt that challenges with student behavior and classroom management are among the primary concerns for early childhood and elementary school teachers (Reinke et al., 2011). Teachers who report challenges in these areas are at high risk for experiencing career frustration, negative affect, emotional and physical exhaustion, and underperformance (Schaufeli et al., 2009). It is not surprising that these challenges are also predictors of teacher burnout and attrition (Bettini et al., 2017). Special education teachers are more likely to work with students with severe emotional and behavioral challenges and academic struggles. This may elevate special education teachers' risks for anxiety, decreased job satisfaction, burnout and attrition, and warrants further attention to the classroom experiences of this population of teachers (Sindelar et al., 2010).

Garwood (2022) focuses on the links between special education teacher burnout and fidelity of implementation of an intervention and is an example of important work focused on advancing broader conceptual frameworks for understanding the needs of special educators serving students with and at risk for emotional and behavioral disorder (EBD). In this brief commentary, we expand on several critical issues that were reviewed in Garwood's call to action. We (a) highlight the importance of supporting a variety of teacher determinants when working to improve implementation quality; (b) expand on how dynamic classroom processes may influence burnout and teachers' fidelity of implementation of an intervention; and (c) discuss how understanding the direction of effects may help us build teacher capacity and commitment. Subsequently, we provide a conceptual and empirical summary of the key issues for supporting teachers of students with EBD through the lens of implementation of BEST in CLASS, a Tier 2 program supporting teachers of students with and at risk for EBD. Finally, we conclude with a discussion of implications for researchers, practitioners, and policymakers.

One salient message throughout Garwood's (2022) call to action is the importance of examining teacher-level determinants of fidelity of implementation, namely teacher burnout. Determinants of implementation are defined as factors that either support or limit an implementation strategy's (e.g., coaching) impact (Lewis et al., 2018). Implementation determinants, which often naturally occur,

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have been referred to as either barriers to or facilitators of implementation (McLeod et al., 2020). This is important to consider because, as Garwood mentions, if interventions are being implemented at low levels of fidelity, results may be negligible or nonexistent and teachers' experiencing burnout may be less likely to deliver interventions at high levels of fidelity. Thus, interventions that directly target teacher implementation quality through workshops, coaching, or other mechanisms may be necessary but not sufficient; additional efforts may need to also target ways to holistically support teachers to reduce burnout and build capacity for teachers to engage in the intervention.

To illustrate, in the context of interventions supported by coaching, teachers frequently rate the teacher–coach partnership as a key lever in program implementation (Snyder et al., 2021). It may be that high levels of teacher and coach alliance and teacher–coach partnerships characterized by cooperation, reliability, understanding, patience, and flexibility may decrease teacher burnout and subsequently increase fidelity of implementation. Future programs should consider the value of the close and warm teacher–coach partnerships when working to support implementation fidelity. In addition, asking teachers to be the agents of intervention and program implementation in schools can be difficult, given their multiple competing priorities. In efforts to support teacher engagement and decrease related stress, working with school district administration to support and prioritize time for teachers to engage in the program may be critically important (e.g., protected time for coach and teacher meetings during the school day). Finally, in classrooms with high rates of problem behavior, teachers may require connections to resources beyond program specific efforts. To illustrate, teachers may connect to mental health resources through conversations with their coach or seek support for implementing practices outside of the targeted program (e.g., establishing universal teaching practices while learning and implementing a Tier 2 program). However, these ideas remain untested and as Garwood (2022) highlights, teacher burnout and predictors of burnout are understudied factors that influence delivery of evidence-based interventions and warrant research.

A second noteworthy aspect of Garwood's (2022) paper is an ecological approach to examining predictors of burnout and fidelity of implementation. Garwood notes that a number of factors (e.g., teacher, student, classroom) may "coalesce in a dynamic process to influence burnout and teachers" fidelity of implementation via both direct and indirect pathways (p.16). This is a critically important point and aligns well with Domitrovich and colleagues' (2008) model of factors that may influence the quality of program implementation in schools. This model presents a multilevel framework of factors and at each level factors are conceptualized as *interdependent* with the potential to influence the quality with which interventions are implemented. Considering the dynamic interplay of these factors highlights the complexity and difficulty of implementing evidence-based practices in authentic settings such as classrooms. Classrooms are complex settings in which interventions must adapt to fit the multidimensional needs of both teachers and children. Therefore, to create and adapt future teacher-delivered intervention programs that are feasible and sustainable, it is critically important to consider how individual, contextual, and sociocultural factors play a dynamic role in both intervention process and in teachers' functioning over time.

Developmental science frameworks may provide a useful guide for research that examines the interplay of multiple factors and levels of ecology that may contribute to teachers' burnout and adjustment as well as their occupational functioning and longevity (Farmer et al., 2022). To illustrate, person-in-context perspectives seek to clarify how individuals and the settings in which they are embedded are mis/aligned to contribute to outcomes. Considering how teacher burnout may function within the context of the larger classroom (e.g., number of students with behavioral challenges) to influence fidelity of implementation may be an important next step for this line of work. This work may help us better align teacher training and support. For example, prevention efforts can develop capacity and commitment (i.e., preventing burnout in the first place) by targeting the intersection of classroom and teacher factors that may place a teacher at an increased risk for role-related stressors and burnout.

Finally, Garwood (2022) mentions the difficulty in clarifying the direction of effects in many of the reviewed findings. For example, burnout may be predicted by the quality of the teacher student relationship (Corbin et al., 2019), yet there is also work that suggests poor student–teacher relationships are predicted by teacher burnout (Gastaldi et al., 2014). In considering potential reciprocal effects such as these, intentional study designs may help elucidate the magnitude and direction of effects and the stability of these effects throughout the year. Answering these questions may help us pinpoint particularly effective windows in which to support teachers during the year (e.g., beginning of the year as student–teacher relationships form; later in the year as potential stressors accumulate). In addition, these models may help us identify true antecedents to teacher burnout and identify thresholds at which teacher stress or quality of teacher–student relationships prompt needed intervention.

BEST in CLASS, Teacher Burnout, and Fidelity of Implementation

As Garwood (2022) notes, intervention efforts are an important avenue for decreasing teacher burnout, altering malleable factors associated with burnout, and supporting teachers' high-quality implementation of evidence-based

practices. BEST in CLASS is one such intervention that has demonstrated impact on teacher burnout (in elementary classrooms) and its antecedents (in both early childhood and elementary classrooms) which may affect the critical factor of implementation fidelity (Conroy et al., 2018; Sutherland et al., 2020).

BEST in CLASS is a teacher-delivered intervention that seeks to improve children's behavior through strengthening positive teacher–child interactions and relationships and by capitalizing on the potential of supportive classroom environments for children with or at risk for EBD. BEST in CLASS is a Tier 2 intervention, where teachers are trained and coached to increase their frequency of use and quality of delivery of evidence-based instructional practices with children identified with or at risk for EBD. BEST in CLASS increases teachers' use of evidence-based practices with students with and at risk for EBD via individualized practice-based coaching. BEST in CLASS has been shown to be effective at improving child (Conroy et al., 2015; Sutherland, Conroy, Algina et al., 2018) and teacher outcomes and has been named an effective program by the National Institute of Justice (see https://www.crimesolutions.gov). Currently, there are two versions of BEST in CLASS: BEST in CLASS-Prekindergarten (BEST in CLASS-PK) and BEST in CLASS-Elementary (BEST in CLASS-E).

In both BEST in CLASS-PK and BEST in CLASS-E, children are systematically screened and identified as being at an increased risk for EBD. For screening, teachers identify one to three children, within each classroom, based on externalizing problem behavior that interferes with their participation and learning in the classroom and risk for EBD using the Systematic Screening for Behavior Disorders (SSBD; Walker et al., 2014). BEST in CLASS is designed to be delivered intentionally and at a higher dosage by teachers to these selected students during typically occurring instructional activities and times in the classroom. Both BEST in CLASS-PK and BEST in CLASS-E include a 1-day interactive teacher training on the key instructional practices. At this training, teachers are provided a teacher manual that summarizes training content on the practices and serves as a reference guide for teachers throughout the program. BEST in CLASS-PK is composed of six key practices: (a) Rules, (b) Behavior Specific Praise; (c) Precorrection; (d) Opportunities to Respond; (e) Corrective Feedback; and (f) Instructive Feedback. BEST in CLASS-E includes a set of adapted practices deemed more developmentally and contextually appropriate for elementary-age students (Sutherland, Conroy et al., 2019): (a) Supportive Relationships, (b) Rules, (c) Precorrection, (d) Opportunities to Respond, (e) Behavior-Specific Praise, and (f) Home-School Partnership. In both versions, a final module, Linking and Mastery, helps teachers link practices together to maximize the effect of the practices. Following the 1-day training, teachers begin 14 weeks of practice-based coaching adapted from Snyder and colleagues (2021; see Conroy et al., 2015 and Sutherland et al., 2015 for details of the training and coaching procedures).

Theoretical Framework

BEST in CLASS is grounded in a theoretical framework that integrates three theories to describe how teacher and child behavior may influence one another over time. In Figure 1, the science of human behavior (Skinner, 1954) is represented by the inner oval. This oval represents learning interactions between teachers and children and a three-term contingency that may occur between a teacher and child. To illustrate, a teacher may provide an opportunity to respond, the child responds, and the teacher provides praise. The larger outer oval represents Bronfenbrenner's (2005) ecological model which depicts the broader classroom context within which these teacher–child interactions occur. Finally, the arrows within the ovals represent Sameroff's (1995) transactional theory, suggesting that teacher–child interactions (i.e., T = teacher and C = child) within classrooms influence each other in a reciprocal manner. The repeating ovals and darkening arrow represent the potential strengthening of these interaction patterns across time. BEST in CLASS seeks to improve the quality of teacher–child relationships and interactions over time, taking into account the influence of the classroom context on teacher–child interactions and teaching processes.

BEST in CLASS and Teacher Burnout

Recent findings have signaled that BEST in CLASS-E is effective at reducing aspects of elementary teachers' burnout (of note, burnout was not measured in the BEST in CLASS-PK studies). To date, across two randomized controlled trials, 99 elementary teachers have provided reports on their burnout symptoms at pre and posttest ($n = 55$ teachers from the BEST in CLASS-E condition and $n = 44$ teachers from the business as usual condition; teachers were randomly assigned to one of the two conditions; note that the second trial is ongoing). Teachers taught in kindergarten to Grade 3, in both general and special education classrooms, across two southeastern states. Data were collected on teachers' implementation of instructional practices, their self-efficacy, burnout, reports on student behavior, and classroom quality, among other measures. Researchers collected pretest data prior to the intervention during the first few months of the academic year (i.e., September and October) and posttest data after the completion of the intervention (i.e., April and May).

Teacher burnout was measured with the Maslach Burnout Inventory (MBI; Maslach & Jackson, 1986), which consists of three subscales: Depersonalization, Emotional Exhaustion, and Personal Accomplishment. Teachers respond to 22

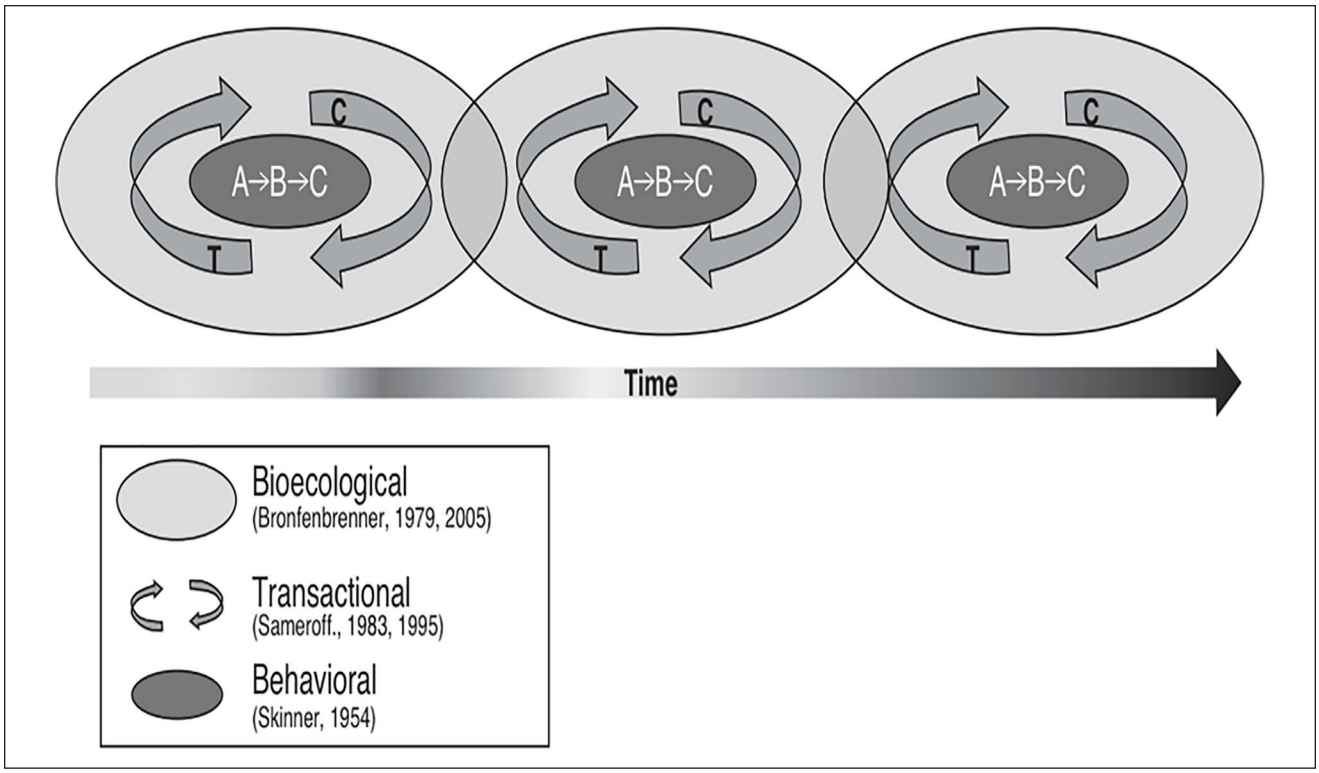

Figure 1. BEST in CLASS Theoretical Framework.

statements on a 7-point scale ranging from 0 (*never happens to me*) to 6 (*happens to me every day*). Depersonalization describes a lack of feeling and impersonal response toward students. An example item is "I feel I treat some students as if they were impersonal objects." The emotional exhaustion subscale measures feelings of being emotionally overextended and exhausted by one's work. An example item is "I worry that this job is hardening me emotionally." The personal accomplishment subscale describes feelings of competence and successful achievement in one's work. An example item is "I feel I'm positively influencing other people's lives through my work." In the present sample, each subscale demonstrated good internal consistency at pretest and posttest ranging from .66 to .92.

A descriptive examination of means for the three subscales of teacher burnout revealed BEST in CLASS-E teachers reported a decrease in Emotional Exhaustion and Depersonalization from pre to posttest (see Table 1). In the business as usual condition, elementary teachers' reports of Emotional Exhaustion and Depersonalization stayed relatively stable. Both conditions had a slight increase in Personal Accomplishment from pre to posttest. These descriptive reports suggest that participating in BEST in CLASS-E may decrease aspects of teacher burnout. As Garwood (2022) points out, these findings and those from other interventions underscore the need for researchers, policymakers and administrators to view interventions as a viable option to prevent burnout and improve teaching quality and student outcomes (Garwood et al., 2018).

BEST in CLASS and Malleable Factors Associated With Teacher Burnout

BEST in CLASS may influence teacher burnout through several hypothesized mechanisms (Garwood, 2022). One mechanism highlighted by Garwood and Harris (2020) and others (e.g., Aloe et al., 2014) is teaching efficacy. Teaching efficacy represents a teachers' confidence in their abilities to manage student behavior and engagement and their belief that they can have a positive effect on students' desirable behavior and achievement (Han & Weiss, 2005). In samples of elementary school teachers, burnout is related to teacher efficacy for behavior management (Aloe et al., 2014). When teachers struggle with behavior management, they can experience stress, which over long periods of time can lead to symptoms of burnout including feelings of exhaustion and depersonalization (Chang, 2009). In two randomized controlled trials of BEST in CLASS-PK, results indicated that teachers who received BEST in CLASS training and coaching rated their teaching self-efficacy higher than teachers in the business as usual condition (Conroy et al., 2019, 2022); Thus, although teacher burnout was not

Table 1. Burnout at Pretest and Posttest Among BEST in CLASS and Business as Usual Teachers.

	BEST in CLASS		Business as usual	
Teacher Burnout	*M*	*SD*	*M*	*SD*
Pretest				
Emotional exhaustion	2.62	1.05	2.46	1.26
Depersonalization	0.87	0.87	0.76	0.84
Personal accomplishment	4.92	0.60	4.77	0.91
Posttest				
Emotional exhaustion	2.30	1.19	2.43	1.37
Depersonalization	0.73	0.90	0.84	0.94
Personal accomplishment	5.01	0.71	4.90	0.87

measured in these trials, findings suggest that BEST in CLASS-PK training and coaching may improve teacher self-efficacy, therefore potentially contributing to hypothesized reductions in teacher burnout (Garwood, 2022). Improving and supporting teacher self-efficacy through training may be particularly important for teachers of students with or at risk of EBD who on average have more conflictual relationships with students, report low levels of self-efficacy in behavior and classroom management, and are at an increased risk for burnout (Aloe et al., 2014; Garwood et al., 2018; Sutherland & Oswald, 2005).

BEST in CLASS may also influence teacher burnout via reductions in individual student behavior and overall classroom challenges. In both BEST in CLASS-PK and BEST in CLASS-E, teachers who participated in BEST in CLASS coaching reported lower rates of problem behaviors from focal students compared to business as usual teachers (Conroy et al., 2018; Sutherland et al., 2020). In BEST in CLASS-PK, results also revealed BEST in CLASS participation positively impacted teachers' overall classroom quality (i.e., Emotional Support, Classroom Organization, and Instructional Support) compared to teachers in the business as usual conditions (Conroy et al., 2019). Interestingly, Sutherland, Conroy, McLeod, and colleagues (2018) examined teacher factors associated with teacher delivery (i.e., adherence and competence) of BEST in CLASS-PK practices, finding that teachers with higher initial scores on the Emotional Support subscale of the Classroom Assessment Scoring System (CLASS; Pianta et al., 2008) delivered the program with more competence initially and exhibited higher growth in both adherence and competence of delivery across time. However, teachers with higher initial ratings on the Classroom Organization subscale of the CLASS, which assesses the quality of behavior management, productivity, and instructional learning formats, had lower growth in adherence than did teachers with lower initial ratings. Sutherland and colleagues posit that teachers with higher ratings of Classroom Organization may have been already performing many of the BEST in CLASS practices related to Classroom Organization (e.g., Rules, Praise, OTR) and thus had less need (and capacity) for growth in these areas. These findings are important, given links between behavioral challenges and teacher burnout and in light of Garwood's (2022) emphasis on the importance of addressing behavioral challenges through teacher training. As such, BEST in CLASS appears to be an efficacious professional development intervention for increasing and improving teachers' use of instructional practices and classroom quality which may impact learning experience for all children, including those who demonstrate chronic problem behaviors. Findings also highlight the importance of considering the dynamic interplay between teacher and classroom factors that may inhibit or promote teachers' fidelity of implementation (e.g., beginning of the year classroom quality, teacher efficacy, and fidelity of implementation).

Finally, a mechanism that may be particularly influential in reducing teacher burnout is improving student–teacher relationships. Garwood (2022) notes the importance of student–teacher relationships, and we know that behaviors that characterize students with EBD, such as disruptions, noncompliance and other problematic behaviors may result in these students having more conflictual relationships with their teachers. This is important, as students and teachers who trust and like each other may be more likely to put forth more effort in classroom situations (Driscoll & Pianta, 2010), and research suggests that low-quality teacher–student relationships are strongly related to poor academic achievement for young students with problem behavior (Hughes et al., 2008; Spilt et al., 2012). Improving student–teacher relationships may, however, require more explicit approaches to support teachers to address their interaction patterns with students with EBD.

To illustrate, BEST in CLASS-Elementary was developed using an iterative process whereby evidence-based practice elements (Sutherland, Conroy et al., 2019) were vetted by teachers, both quantitatively and qualitatively, to identify what would comprise the final intervention model (see Sutherland, McLeod et al., 2019). As part of

this process, teachers rated each of the identified practice elements with 100% of teachers ($N = 12$) rating supportive relationships between teachers and students as "essential"; teachers in focus groups also highlighted their need for support in building more positive relationships with their students with and at-risk for EBD. These findings led to supportive relationships being a core practice element in BEST in CLASS-E, as teachers are trained in developing and promoting supportive relationships and coaches provide them with feedback on how well they engage their students with warmth, understanding, and interest. While we have yet to tease apart the potential influence of specific BEST in CLASS-E practice elements on teacher and student outcomes, preliminary studies (McCullough et al., 2022; Sutherland et al., 2020) found that teachers in the BEST in CLASS condition reported greater closeness ($d = 0.55$) with focal students and decreased emotional exhaustion ($d = -.46$) than did teachers in the business as usual condition. Although more research needs to be done, these findings suggest that interventions, such as BEST in CLASS, that target improving relationships between teachers and students via training and coaching may have synergistic effects on other important outcomes, such as teacher burnout.

BEST in CLASS and Fidelity of Implementation

Garwood's (2022) emphasis on fidelity of implementation is important, and the call to explore relations between fidelity of implementation and associated factors such as teacher burnout is timely. Furthermore, Garwood highlights the importance of relational factors within treatment fidelity measurement models, and we would suggest that these models should also include other important, largely unexplored, dimensions of treatment fidelity that highlight the multidimensional nature of treatment fidelity. For example, we proposed a model of treatment fidelity (Sutherland et al., 2013; Sutherland & McLeod, 2022) that includes four dimensions: adherence, competence, differentiation, and relational factors (i.e., student responsiveness). As such, as a field we need to move beyond only assessing how much (e.g., dosage; adherence) of an intervention a teacher delivers and consider other factors such as how well (e.g., competence) a teacher delivers an intervention. This is essential, as our own work is beginning to highlight the important role competence of teacher delivery of BEST in CLASS practices plays in child outcomes (see Sutherland, Conroy, McLeod et al., 2018). In addition, as highlighted by Garwood, relational factors such as student responsiveness to teachers' attempts to deliver an intervention may be particularly important in interventions delivered by teachers to students with and at-risk for EBD, and our own work provides some interesting insights into this relationship.

As pointed out earlier, we found improvements in student–teacher closeness and reductions in teacher emotional exhaustion in a small randomized controlled trial of BEST in CLASS-Elementary (McCullough et al., 2022; Sutherland et al., 2020). In this same study, we found increases in student responsiveness from pretest to posttest for students in the BEST in CLASS condition, while student responsiveness in the business as usual condition decreased from pretest to posttest (see Sutherland et al., 2020). These findings make intuitive sense—if a student is more responsive to a teacher's attempts to deliver evidence-based practices, then they are more likely to benefit from those practices than a student who is less responsive to the teacher's attempts. We are exploring this hypothesis in a forthcoming paper using data from four separate randomized controlled trials of BEST in CLASS across early childhood and elementary school samples, examining student responsiveness as a potential change mechanism for treatment effects.

In addition to examining the multidimensional nature of treatment fidelity, Garwood (2022) highlights the importance of examining teacher burnout and fidelity of implementation through a bioecological lens (Bronfenbrenner, 1976). Garwood specifically highlights the importance of examining factors within the micro- and meso-systems which are those most proximal to teachers' daily lives. We agree with this recommendation and would also emphasize the importance of examining the interactions between factors in these systems when considering how to reduce teacher burnout and increase fidelity of implementation. Classrooms are embedded in a social ecology in which aspects of the individual student, teacher, and classroom all influence one another (Bronfenbrenner, 1979). Learning about the extent to which these factors influence one another and drive implementation quality will enhance our ability to design and refine interventions that more effectively match with a combination of contextual and individual level factors that may support high-quality implementation (Durlak, 2010).

To illustrate, features of the broader classroom context may strengthen or reduce the relation between burnout and teaching practices. In a sample of elementary school classrooms, we investigated teacher's interactions with students with or at risk for EBD and the extent to which teacher burnout and classroom-level adversity influenced these interactions (Granger et al., 2021). Classroom adversity is a measure of risk exposure and hardship (i.e., ecological risk) experienced among children in classrooms that impacts the academic and socio-emotional outcomes of individual children; this includes factors such as student challenges with family–home life, inadequate nutrition, child health, and disruptive behavior problems (Abry et al., 2018). Results revealed high levels of classroom adversity increased the likelihood of negative teacher–student individual interactions. Furthermore, high levels of classroom adversity and low levels of personal

accomplishment (a marker of burnout) increased the likelihood of negative teacher–student interactions in group settings. It may be that in classrooms with higher levels of adversity, teachers are faced with multiple and varied demands for their attention (and also more potential personal goals and/or challenges to choose from). This may alter the relation between personal accomplishment and negative interactions with a given student. In a limited-resource context and as demands increase, teachers may be making nonconventional and potentially inconsistent choices about who, and how, to interact with students. Findings such as these suggest the importance of considering how teacher and classroom-level factors interact to influence teacher burnout and classroom experiences; these types of questions are well suited for person-in-context perspectives and may help us clarify how to support teachers in the contexts of high levels of student behavioral needs. Furthermore, considering the dynamic relations between factors in a classroom ecological system can help identify which combination of factors within and across levels may be more amenable to intervention and therefore deserve attention.

Implications

It is clear from Garwood's (2022) review that too little research has focused on special educators' burnout and implementation fidelity. Garwood notes future research is needed to answer questions such as "What are the malleable factors influencing special educator burnout and how does burnout impact special educators' implementation?" (p. 21). We agree this is a key area for future work and encourage researchers to take a dynamic systems approach when conceptualizing malleable factors. As Garwood highlights, this work may be well suited for mixed-methods approaches that integrate advanced statistical analysis and in depth qualitative inquiry. This work may also include integrating new perspectives into special education research. Farmer and colleagues (2018) note that developmental science frameworks underline the value in considering factors and patterns that contribute to the outcomes of subgroups of individuals who share similar configurations of variables. Understanding the antecedents of teacher burnout through considerations of person-in-context approaches such as these will require intentional and detailed measurement of classroom contexts and may help the field identify new ways to build teacher capacity and commitment.

Garwood (2022) also highlights the importance of understanding the types of strategies that are helpful in supporting teachers and student relationships, particularly with those students with behavioral support needs. We agree this is an important next step for the field, and future work may consider teasing apart the potential influence of individual evidence-based practices and the contribution of each practice to student outcomes, such as positive teacher–student relationships. This work may encourage administrators and policymakers to prioritize supportive relationships between students and teachers and value these relationships as critical pieces of teacher and students' classroom experiences. Findings from BEST in CLASS suggest that interventions are one such avenue to support teacher student relationships among general and special education teachers in early childhood and elementary school settings. Future work is needed to examine if similar strategies are useful in supporting relationships among middle and high school teachers and students as teachers and student across developmental stages may need continued and easy access to professional development opportunities and resources such as BEST in CLASS. These efforts may also be beneficial for preservice teachers to build commitment and capacity in early career teachers, a period in which the rates of burnout are particularly high (Perrone et al., 2019).

Finally, an important next step for future work may be to consider different modalities of service delivery in efforts to decrease teachers' risks for burnout and attrition. To illustrate, many teachers lack access to high-quality professional development opportunities that facilitate the acquisition and fluency in implementation of evidence-based practices with students in their classrooms (Becker & Domitrovich, 2011; Bruder et al., 2009; Fox et al., 2014). This may be due to limited personnel and resources, location, or limited access, among other factors (Yang & Liu, 2004). Web-based delivery of evidence-based professional development programs may be one way to increase the accessibility of professional development opportunities. In addition, practice-based coaching models, such as BEST in CLASS, typically employ and train coaches as part of a research personnel team. Future work may consider training and supporting existing school personnel to serve as coaches. Flexibility among these dimensions may promote program scalability, sustainability, and build room to differentiate services based on person-in-contexts needs. Research is needed to examine the treatment fidelity and effectiveness of varying these approaches, which may be more scalable and adaptable, to inform best practices for supporting teachers and students.

Conclusion

Strengthening teachers' fidelity of implementation of evidence-based practices via reductions in teacher burnout in the context of diverse classroom contexts and needs is a critically important task for the field. Wide-scale rates of burnout are indicative of a need for structural change. Promoting teacher well-being requires teachers to have access to classroom management resources, mental health supports, warm and positive relationships with their colleagues, and support for high-quality use of evidence-based practice. Meeting

teachers' needs across these areas will take coordinated efforts from researchers, administrators, and policymakers. To illustrate, research–practitioner partnerships may benefit from engaging in ongoing conversations with teachers and school systems about integrating multiple perspectives on how to best support and connect teachers to resources, particularly in the context of teacher-delivered interventions. Given that special education teachers serve some of the children and youth who are most vulnerable and have some of the shortest teaching careers (Prather-Jones, 2011), these efforts and understanding the antecedents of teacher burnout are necessary to improve long-term outcomes for both teachers and students.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

Preparation of this article was supported, in part, by the Institute of Education Science, National Center for Education Research (grant nos. R305A150246 & R305A180182). The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

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