Tyler Ré  
Teaching Philosophy

As a professional in the behavior analytic field for more than 15 years, I have come across graduate level practitioners who do not feel the need to remain up to date in our field. For that reason, as an instructor for graduate level students, I employ the junior colleague model in combination with the engaged professional model in order to demonstrate the importance of becoming a lifelong learner. The junior colleague model is based on providing the student/mentee with opportunities that align with experiences they will encounter frequently in their professional endeavors. The engaged professional model ensures the student/mentee applies the learned strategies of research and practice across all professional skills. Both philosophies, are based on open communication, mutual respect and incorporate the foundations of The Chicago School of Professional Psychology’s institutional values of “education, innovation, service and community.”

**Education**

Both the junior colleague and the engaged professional models focus on supporting a student to become a lifelong learner of our science. As an instructor, I develop collaborative relationships that allow students to bring their valuable experiences to each learning opportunity. Through interteaching, group activities, case studies, and synchronous and asynchronous discussion, I have been able to support students to explore their diverse interests in each course. Due to my extensive experiences as a practitioner, I use real-world examples to provide clarity for topics or strategies that may be difficult for each student. I aim to provide a dense schedule of differential reinforcement for each student’s interests. For example, a student recently stated, “I feel like he’s one of the few behavior analysts out there who truly understands the value of feedback and actually knows how to appropriately deliver both positive and constructive feedback.” Providing detailed positive and constructive feedback guides students to value learning opportunities and encourages them to become lifelong learners.

**Innovation**

Problem-solving is the root of the field of behavior analysis. By incorporating the junior colleague model and the engaged professional model in educational opportunities, I support students in the identification of problem statements in their areas of interest. Through collaborative discussion and guidance, students are then able to investigate potential solutions. I try to support student’s innovative ambitions by enthusiastically providing feedback. One student recently suggested I achieve this by stating, “Dr. Ré is encouraging and supportive and never falters with positive feedback.” Mentoring students to continually question and evaluate strategies shapes their behaviors to strive for innovation that lead to becoming a lifelong learner.

**Service**

Providing service to our field is a vital to way to engage in lifelong learning. Service to our field can occur in two ways. First, participation in service helps the learner themselves and helps to engage them in advancement of the field and teaching of others. Second, the individual can support organizations whose mission is to disseminate evidence-based practice is essential to becoming a lifelong learner in our field. New information is discovered and presented every year at conferences. I aim to model the importance of service by participating in local and regional professional organizations. Furthermore, participation on conference committees demonstrates the need for continual professional development. Whenever possible, I invite students and colleagues to join me at conferences in accordance with both philosophies.

**Community**

Behavior analysis achieves high efficacy when the community is on the same page. In the practitioner’s world, communities all working toward a singular goal and agreeing how to achieve that goal is hard to come by. Building a supportive community for our clientele is best achieved by incorporating principles of behavior analysis to all behavior change agents. Therefore, I challenge students to consider the variables that may be affecting the behaviors of parents, caregivers and staff members, and other professionals. A student suggested I achieve this by stating, “I always enjoy his enthusiasm for research and pushing his student to apply different concepts into practice.”

**Summary**

I have had the opportunity to participate in the junior colleague model as a student, as a professional supervisor, and now as an instructor. Furthermore, I have participated in this type of relationship both face-to-face and virtually. These experiences have shaped my behavior to form collaborative relationships with adult learners who bring their own experiences to each learning opportunity. The relationships are based on open communication and respect. My ability to create collaborative relationships using the junior colleague and engaged professional models are best described by students from recent course evaluations:

* “Dr. Ré is the most supportive professor I have had. He reaches out via email and is quick to respond to questions. Dr. Ré made me feel valuable and cared about even through an online class. He is simply the best!”
* “He has answered all of my questions and left a great amount of feedback on all of my work.”
* “One of the best professors I have ever had. He is so thoughtful and kind. The check-in emails were great! I hope to have another class with him in the future.”

Ultimately, the opportunity to work with students allows me to continue to be a lifelong learner. I truly value the input and feedback students provide so that I can aim to support them to the best of my ability.