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The Effects Of Functional Behavior Assessment Teacher Training And Performance Feedback: Knowledge, Accuracy, And Acceptability And Their Ability To Accurately Complete Fba Procedures

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THE EFFECTS OF FUNCTIONAL BEHAVIOR ASSESSMENT TEACHER TRAINING AND PERFORMANCE FEEDBACK: KNOWLEDGE, ACCURACY, AND ACCEPTABILITY AND THEIR ABILITY TO ACCURATELY COMPLETE FBA PROCEDURES

By

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THE EFFECTS OF FUNCTIONAL BEHAVIOR ASSESSMENT TEACHER TRAINING AND PERFORMANCE FEEDBACK: KNOWLEDGE, ACCURACY, AND ACCEPTABILITY AND THEIR ABILITY TO ACCURATELY COMPLETE FBA PROCEDURES

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Functional behavior assessment refers to the broad range of behavioral assessment methods used to identify or clarify the purpose or maintaining contingencies of problem behavior in order to design and implement function-based interventions designed to reduce the occurrence of the problem behavior and teach appropriate replacement skills. FBAs are required in the educational setting for students whose problem behavior is displayed to such a significant level that their learning or the learning of their peers is impacted. As such, previous researchers have conducted trainings on FBA for school-based personnel using a wide variety of methods. Unfortunately, the findings of these studies have yielded mixed results suggesting the need for further inquiry in this line of research. Therefore, the purpose of this study was to evaluate whether FBA training would produce significant changes in participants' knowledge and acceptability of FBA measures and procedures. In addition, the current study evaluated if a significant relationship existed between the FBA knowledge and acceptability measures. The study

also evaluated if the use of vignettes and the provision of feedback following training impacted participants' accuracy and acceptability on an FBA informant method. Results revealed a statistically significant change in all variables on the second administration of the measures of knowledge or acceptability. In addition, results from the study revealed a significant relationship between the second administration of knowledge and the second administration of FBA Evaluation Scales. Conversely, no significant relationship was found between the first administration of knowledge and the first administration of acceptability measures. Overall, the study demonstrated that the specific strategies utilized in the FBA training series were effective in increasing FBA knowledge and acceptability. As such, the current study contributes to the FBA literature by providing further evaluation of training methods designed to increase participant knowledge and acceptability of FBA policies and procedures. Limitations and implications for practice and research are discussed.

DEDICATION

I would like to dedicate my dissertation to the new blessing of joy in my life, my son, Robert Earl Stewart IV and to the memory of my grandparents Alean and Houston Stovall III and Otis and Margaret Watson.

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CHAPTER I

LITERATURE REVIEW

The attainment of a well-rounded education during the formative school years is critical for preparing individuals for later success in life (e.g., receipt of a college education, successful vocational or occupational experiences, fulfillment of personal life goals). However, the display of chronic patterns of problem behavior can often interrupt the educational experiences of the referred student as well as peers in the same classroom, potentially prohibiting successful academic experiences for all involved. As such, school personnel need to be educated with regard to the behavioral assessment and intervention techniques that can be used to address these concerns in a proactive manner. One such technology that is used to address the occurrence of problem behavior in school settings is Functional Behavior Assessment (FBA). Technically, FBA refers to the broad range of behavioral assessment methods used to identify or clarify the purpose of the performance of problem behavior in order to design and implement function-based interventions designed to reduce the occurrence of the problem behavior and teach appropriate replacement skills. In most cases, the information obtained from an FBA are used to identify the specific antecedent, teaching, and consequent strategies needed to teach the referred student important replacement skills. In addition, the components of the function-based intervention are usually delineated in a behavior intervention plan (BIP) designed to address important environmental changes needed to assist the student

in developing alternative appropriate behaviors that serve the same function as the problem behavior. While utilization of FBA methods has traditionally been reserved to address the function of problem behavior displayed by students in special education, current researchers and recent legislative efforts encourage school personnel to address the problem behavior of students in general education settings in a proactive fashion prior to placement in special education. Given the current need for school personnel to learn more about FBA legislative policies, methods, and procedures, the current research study was to conducted to evaluate whether utilization of different training methodologies (e.g., didactic instruction, vignettes, performance feedback) produced changes in teachers' knowledge and acceptability of FBA procedures as well as accuracy on an FBA method (e.g., modified informant record). An outline of content contained within the first chapter of the document is presented below.

The literature review provides a review of information related to several facets of research regarding FBAs and teacher trainings. Specifically, two relevant provisions of legislation (e.g., disciplinary revisions for students in special education, early intervening services for general education students) from the Individuals with Disabilities Education and Improvement Act (IDEIA 2004) are reviewed. These two forms of legislation are reviewed in light of their importance to the role of FBA being implemented within the school setting and their contribution to FBA being utilized in both special education (disciplinary regulations contained within IDEIA) and general education (early intervening services) settings. In addition, both forms of legislation are also reviewed in relation to proper utilization of FBA methods and procedures. Next, an overview of important research related to the use of different instructional and training methodologies

(e.g., didactic instruction, vignettes, performance feedback) used to impart FBA knowledge and foster the development of applied skills by educational personnel is provided. Finally, the literature review concludes with a discussion regarding the overall rationale for the study and related research questions.

The two provisions of IDEIA which require the use of (FBA) in schools include policies related to the disciplinary provisions for students diagnosed with disabilities and early intervening services for students who are potentially at-risk for academic failure within the general education setting. The recent reauthorization of IDEIA mandates that school personnel must address negative classroom behavior by means of a FBA leading to the development of a BIP which should be included within the child's Individualized Education Plan (IEP) after the student has experienced disciplinary action (e.g., placement in an interim alternative educational setting) for prescribed behavioral incidents (e.g., possession of a weapon or drugs, serious bodily injury). Specifically, the discipline provisions of IDEIA require that a FBA must be conducted when (a) students are removed from school for more than 10 school days, because of their inappropriate behaviors that interfere with their learning and the learning of the other students; (b) when students are removed to an interim alternative educational setting for more than 45 school days, due to possession of drugs or weapons; and (c) when a student is placed in an interim alternative educational setting by a due process hearing officer for behavior that is dangerous to self or others (IDEIA, 2004). In addition, IDEIA states that if these students do not have a behavioral intervention plan, an IEP meeting must be convened by the local educational agency to delineate required behavioral supports and to determine the appropriateness of IEP goals and related services. However, if a behavioral

intervention plan is currently in place, the plan must be reviewed and modified as necessary by the local educational agency. Furthermore, IDEIA emphasizes the implementation of positive behavioral interventions developed from FBA procedures, to address students' behavioral problems in school.

In relation, another provision within IDEIA supports the utilization of FBA methods with students in general education setting who display chronic patterns of problem behavior that interferes with the referred student's learning or the learning of the other students in the classroom. The specific section of IDEIA that supports the use of FBA in general education is the Early Intervening Services (EIS) provision. The early intervening services provision, which is the second form of legislation that supports FBA, is available to students from kindergarten through grade twelve in general education. Early intervening services are a broad application of support services for the schools and include activities such as evaluation, professional development and support for students who are not eligible under IDEIA. This provision also requires that school districts implement empirically or evidence-based services for both behavioral and academic skills. While not specifically mentioned within the code, many experts consider that a Response to Intervention (RtI) framework will be used when addressing problem behaviors displayed by students in the general education setting. Specifically, RtI refers to the utilization of a problem solving, comprehensive, multi-tiered intervention strategy that allows intervention and early identification for all students who might be at risk behaviorally or academically. Many RtI models include the utilization of a three-tier model or approach for addressing both academic and behavioral concerns. Since the primary focus of this project is on the development of skills and abilities to address

behavioral concerns, only a brief review of tiered interventions for behavioral concerns will be provided. School personnel are encouraged to use effective classroom management techniques (e.g., development of clear rules and expectations, provision of effective instructions, pre-correction techniques, character education, social praise and other forms of differential reinforcement for display of appropriate behavior, group contingencies, brief non-exclusionary time-out procedures) at Tier I in order to effectively address the behavioral concerns of approximately 80% of the school population. Teachers and other school personnel are encouraged to use supplemental or small group techniques (e.g., social skills instruction, check-in/check-out systems, behavioral logs, school-home notes, behavioral contracts) at Tier II to address the behavioral concerns of approximately 10-15% of students who are in need of secondary intervention. Finally, school personnel are encouraged to develop individualized, function-based interventions and utilize a wrap-around services approach to address the behavioral concerns of approximately 1-5% of the school population in need of tertiary interventions. As such, the multiple tiers provide increasing intensity for student-focused interventions as the behavioral concerns become more complex in frequency, duration, or intensity. During Tier III of the RtI process, a FBA can be utilized to help identify functions of behavior and can assist in choosing intervention strategies that are relevant to functions identified by FBA procedures. As such, the referred student can then be taught relevant behavioral and social skills needed to successfully navigate the school environment to obtain important academic education and potentially fulfill life goals.

In summary, there are two provisions of federal legislation that encourage the utilization of function-based interventions with students who present with chronic

patterns of problem behaviors. The discipline mandates of IDEIA require a FBA to be conducted after a pattern of problem behaviors have occurred. In contrast, the RtI process of general education, which supports early intervening services, recommends that the student be referred to a teacher support team and that a FBA be conducted once a student has not responded to Tier I or Tier II behavioral interventions. In addition, RtI procedures are preventive and are available to all students prior to behavioral or academic failure. The disciplinary and early intervening services provisions are similar in that they enhance behavior and academics through utilization of scientifically-evidenced and research-based interventions. In response to IDEIA mandates, state departments of education across the country have implemented policies and procedures to prepare school personnel to conduct a FBA (Conroy, Katsiyannis, Clark, Gable, & Fox, 2002). Although IDEIA (2004) does not specify exactly what constitutes a FBA, numerous authors agree that FBA is a multi-staged (Doggett, Edwards, Moore, Tingstrom, & Wilczynski, 2001; Quin, Gable, Fox, Rutherford, Acker & Conroy, 2001; Sterling-Turner, Robinson, & Wilczynski, 2001), multi-sourced (Gresham, Watson, & Skinner, 2001; Miller, Tansy, & Hughes, 1998) assessment process for gathering information regarding the environmental conditions that occasion and maintain problem behavior (Witt, Daly, & Noell, 2000). In order to provide the reader with a more thorough discussion regarding the FBA process, the following sections outline the definition and components of a FBA.

Functional Behavior Assessment

Kelly, Noell, and Reitman (2003) defined FBA as a collection of methods utilized for gathering specific information regarding the functional relationship between the performance of problem behaviors and environmental events (e.g., antecedents, consequences). Noell and colleagues further stated that once the variables of the behavior have been determined, the information may be used to design interventions to decrease problem behaviors and facilitate functionally equivalent replacement behaviors.

Description of FBA

Several researchers (Horner, 1994; O'Neill, Horner, Albin, Storey, & Sprague, 1997; Witt et al., 2000) have suggested that FBA methods can be categorized as (a) *indirect* utilizing historical/archival records, interviews, rating scales and checklists; (b) *direct* or *descriptive* using systematic behavioral observations in settings that are natural in the environment (e.g. classroom); and (c) *experimental*, which involves systematically manipulating and isolating contingencies that occasion or maintain problem behaviors by using time series experimental designs and employing standardized experimental protocols. Behavior analysts often make the distinction between functional assessment and functional analysis. Functional analysis refers to the experimental manipulation of environmental events in an analogue or naturalistic setting to assess the controlling functions these events have on behavior (Gresham, Watson, & Skinner, 2001). Applied behavior analysts use the methods of FBA to identify antecedent (e.g., establishing operations, setting events, discriminative stimuli) and consequent events (e.g., social attention, aversive task demands, tangibles, edibles, sensory stimulation) that contribute

to the occurrence of problem behavior in order to create interventions designed to change socially significant behaviors (Wolf, 1978).

Goal of FBA

The central goal of FBA is to identify conditions within the environment that are directly related to the occurrence and non-occurrence of problem behaviors. In this approach, a change in an independent variable (i.e., environmental conditions) represents the function of behavior and the effect represents a change that occurs within a dependent variable (i.e, target or problem behavior; Skinner, 1953). FBA, within the context of applied behavior analysis tends to focus on reinforcing consequences of behavior (e.g., positive reinforcement, negative reinforcement, automatic reinforcement; Carr, 1994). As such, FBA is a process of assessing and hypothesizing the function of a student's behavior in relation to its context (e.g., surrounding environment) so that appropriate interventions can be designed to meet his or her unique needs (Iwata et al., 2000). The function of behavior refers to the purpose that behavior serves for the student. Consequences that maintain behavior fall into five categories: (a) social attention/communication (positive social reinforcement); (b) access to preferred activities or tangibles (material or activity reinforcement); (c) escape, reduction, delay or avoidance of aversive tasks or activities (negative reinforcement); and (d) escape or avoidance of social attention and interaction (negative social reinforcement) and internal stimulation (sensory or automatic reinforcement; Carr, 1994). Furthermore, antecedent conditions (e.g. discriminative stimuli, setting events) are also important (DeGrandpre, 2000; Dunlap, Kern-Dunlap, Clarke, & Robbins, 1991; Gresham, Watson, & Skinner; McGill,

1999; Van Camp et al., 2000) and are receiving increased attention as important components in a comprehensive FBA (Horner, 1994; O'Neill et al., 1997). For the purposes of further clarification, discriminative stimuli refer to the environmental events that occasion or "trigger" the occurrence of problem behavior (e.g., task demands, adult directives, presence of a specific peer) while setting events refer to antecedent events that are temporally removed from the occurrence of the problem behavior but are still related to the occurrence of the behavior (e.g., witnessing a parental disagreement in the morning before school may set the stage for later noncompliant behavior with teachers in the classroom). Focusing on both the antecedents and consequences within a FBA allows the school personnel to obtain a more broad representation of the behavior-environment relationships in order to develop a more comprehensive intervention plan.

Functional assessment describes the full range of procedures to identify the antecedents and consequences related with the occurrence of behavior which have been traditionally grouped into descriptive and experimental methods. According to Watson, Ray, Sterling-Turner, and Logan (1999), descriptive assessment methods include record reviews, observations in the natural environment, interviews with teachers and/or parents and completion of rating scales in order to determine the function of behavior. With descriptive assessment, environmental variables are not manipulated and the suggested relationships among antecedents, behaviors, and consequences are derived from correlational data (Dittmer-McMahon, 2001). In other words, only hypothesized relationships can be suggested as no direct manipulation of environmental contingencies occurred. In contrast, experimental methods (e.g., functional or experimental analysis) are used to make planned changes in the environment (e.g., delivery of specific tasks or

instructions, provision of social attention for the display of problem behavior, allowance of escape for the display of problem behavior) in order to evaluate changes in the occurrence of behavior in relation to these planned and programmed changes. As such, experimental methods are considered by researchers to lend causal conclusions regarding functional relationships.

Methods and Components of FBA

According to Steege and Watson (2008) the primary purpose of the initial phase of an FBA is to identify the behaviors that interfere with a student's acquisition of skills or their performance of appropriate behaviors within the context of the home, school or community setting. This is typically conducted by indirect measures (e.g., review of records and interviews) or direct measures (e.g., direct observations). It is also important to clearly and unambiguously define each behavior (e.g., derive an operational definition). Descriptive definitions (e.g., aggression defined as hitting, kicking or pinching others) that team members agree on and that can be accurately measured are required when conducting an FBA. The team should agree on an operational definition of each interfering behavior. A behavior is considered to have an operational definition when all team members agree on the definition and are able to observe and measure accurately the occurrence of the behavior.

Steege and Watson (2008) also indicated that indirect methods are defined as the assessment of behavior based on information provided by parents, teachers, staff and sometimes the student. Some of the most common categories of antecedents to assess when utilizing indirect procedures include environmental variables (e.g., time of day,

seating arrangements), social variables (e.g., number of people present, proximity of peers), instructional variables (e.g., difficulty with tasks, academic subjects), and transition variables (e.g., change of teacher/staff, transitions to/from tasks/activities). There are also several consequences that should be assessed regarding indirect methods that appear to reinforce interfering behaviors. These may include avoidance or escape from difficult tasks, social attention from classmates or teachers, access to preferred activities, and avoidance or escape from social interaction.

In correspondence with Steege and Watson (2008), Sterling-Turner, Robinson, and Wilczynski, (2001) provided a four phase FBA model that is grounded in the problem solving model developed by Bergan (1977) and later expanded upon by Bergan and Kratochwill (1990). According to Kampwirth (2006), Bergan's Problem Solving Model includes the following stages: (1) problem identification, (2) problem analysis, (3) plan implementation, and (4) problem evaluation. The first stage, problem identification, is the stage in which the expert receives and discusses a referral with the consultee and attempts to bring clarification to the situation. The second stage, the problem analysis stage, is the stage in which the expert investigates further into the nature of the problem, often by observing it directly, conducting a functional assessment if appropriate, clarifying any issues with the consultee and brainstorming possible interventions. The third stage, plan implementation, is the stage in which the consultee continues with the appropriate intervention while the consultant monitors consultee skill development. The consultant also suggests modifications as appropriate and reinforces the consultee for his or her efforts. And the fourth and final stage, problem evaluation, is the stage in which

the goal attained is evaluated, along with plan effectiveness and planning post implementation (Kampwirth, 2006).

One FBA model proposed by Sterling-Turner and colleagues also uses a four phase or stage approach; however, the terms used to define and describe each stage are more relevant to FBA literature and methodology. As such, these stages include the *Descriptive Phase, Interpretive Phase, Verification Phase,* and *Treatment Implementation and Monitoring Phase*. Sterling-Turner et al suggested that the *Descriptive Phase* typically involves some measure of indirect and direct assessment. These researchers also stated that indirect techniques are dependent on information provided by the consultee or other individuals who interact with the child, in which the individual implementing the FBA can begin to generate hypotheses about the function of problem behavior. According to Sterling-Turner and colleagues, some examples of indirect assessment techniques include interviews, rating scales, academic record review, discipline record review, and previous intervention attempts. Specific interviews utilized for indirect assessment are the Functional Assessment Informant Record for Teachers (FAIR-T; Edwards, 2002), the Functional Analysis Interview (O'Neill et al., 1997), and the Student Assisted Functional Assessment Interview (Kern, Dunlap, Clarke, & Childs, 1994).

Edwards (2002) developed the FAIR-T and indicated that the teacher interview can be utilized for indirect techniques during the descriptive phase. Edwards (2002) also indicated that the FAIR-T is a teacher-completed record form that is designed for assessing interfering behaviors and allowing those in education to identify interfering behaviors and to report and describe information about antecedents, setting events,

consequences and previously implemented interventions. The FAIR-T which was reviewed by Doggett, Mueller, and Moore (2002) indicated that the measure is a semi-structured interview form utilized with teachers that is designed to obtain demographic information in addition to (a) a description of the target behaviors of concern, (b) identification of environmental events predictive of problem behavior (i.e. antecedent events) and (c) identification of potential functions of behaviors in terms of their maintaining consequences.

According to Dufrene, Doggett, Henington and Watson (2007), the original version of the FAIR-T has been found to be effective in finding functional relationships between the occurrence of consequent events and specific target behaviors. In other words, the instrument exhibits convergent validity with other functional assessment methods (e.g., brief functional analysis, direct-descriptive assessment); and the measure is known to be beneficial for various topographies of problem behaviors (e.g., out of seat, talking out).

Another measure that can be utilized during as an indirect method during FBA procedures is the functional assessment checklist for teachers (FACTS). According to McIntosh, Borgmeier, Anderson, Horner, Rodriguez & Tobin (2008) the FACTS is a semi-structured FBA interview measure, which is designed to be used in schools with teachers and other school staff as informants. The form consists of two parts, Part A and Part B. Within Part A, the respondent identifies problem behaviors and completes a routine analysis, which identifies the student's daily schedule of activities and deciding which behavior is most and least associated with the occurrence of the problem behaviors. Part B focuses on the specific problem identified in the routine of Part A. As a

part of the interview, the interviewer is required to ask the respondent to identify an operational definition of the problem behavior, immediate antecedents, setting events and maintaining functions and also, the outcome of the FACTS provides one or more behavioral hypothesis statements regarding the problem behavior.

In contrast, another form of measurement that can be utilized to gather information during the descriptive phase of FBA is direct descriptive procedures. According to Steege and Watson (2008), direct descriptive FBA procedures involve the real time recording and observing of interfering behaviors and related antecedents and consequences. In contrast to indirect measures of assessment, direct descriptive procedures are based on systematic observations (e.g. Event Recording, Interval Recording, Duration Recording, Scatter Plot, A-B-C Assessment, and Rating Forms) of the individual within their natural settings (e.g., cafeteria, playground, classroom, home) where the interfering behavior occurs. Direct types of recording procedures vary from anecdotal recording (e.g., observing and writing a narrative in reference to the related behaviors displayed) to the utilization of prescribed recording procedures. Direct assessment also can be performed through time sampling and provide information that can assist with conducting conditional probabilities (e.g., the likelihood that a specific behavior occurs in the presence of specific environmental stimuli or events).

In further regard to direct descriptive assessment, Sterling-Turner et al, 2001, stated that descriptive data should be gathered following, or concurrent with, the collection of indirect data. These procedures (*direct descriptive assessment*) involve data collection based on some form of direct observation of the students' behavior (using partial or whole interval recording procedures or A-B-C observational procedures) in

relation to the presence or absence of environmental events. The expert, the classroom teacher or other school personnel may perform direct assessments. Direct assessment of behavior is different from indirect assessment of behavior, because with direct measures of behavior, individuals are able to physically observe and measure the behavior as it is naturally occurring in the environment. Conversely, with indirect assessment of behavior, individuals are unable to directly observe the behavior and information is gathered only from previous information and interviews with individuals.

The second phase of the FBA process is the *Interpretive Phase*. The goal of this phase is to generate hypotheses regarding behavioral function based on information collected in the first phase of the FBA. Specifically, the consultant attempts to identify environmental variables associated with distracting and disrupting behaviors. For example, the consultant may find through teacher interview and direct observation data that math class is associated with a student's out of seat behavior. Once A-B-C data are collected, the consultant can start examining the relationship between antecedents, behaviors, and consequences by evaluating patterns of behavior that exist (Sterling-Turner, et al., 2001). According to Sprague, Sugai, and Walker (1998) when enough data have been gathered for an FBA, the information must be summarized in a fashion to be useful in making decisions for interventions. The summary steps may include: (a) behavioral hypothesis formulation (e.g. initial hypothesis formulation regarding the function of the target behavior); (b) constructing a competing behaviors pathway model (e.g. identifying behaviors that are incompatible with the specific target behavior that could assist with replacing the target behavior); (c) comprehensive intervention planning based on competing behaviors pathway (e.g., developing an intervention which

incorporates replacement behaviors in order to decrease or increase the target behavior of choice); (d) behavioral hypotheses (e.g., the formulation of additional hypotheses that may also be determined for the target behavior).

The third phase of the FBA process is the *Verification Phase*. The goal of the verification phase is to systematically manipulate variables in the environment in order to test the validity of hypotheses generated in the second assessment phase. There are several experimental approaches described in the literature, and choosing any particular procedure will depend on multiple factors. First, those implementing the FBA must decide (a) if the conditions will be conducted in a natural or analog environment, (b) which type of experimental procedure to utilize, and (c) whether consequent or antecedent variables will be manipulated. These factors should be thought of in relation to pragmatic variables, including the length of conditions, the number of conditions that can be reasonably presented during a class period or day, availability of personnel, and availability of time and space factors (Sterling-Turner et al., 2001).

According to Steege and Watson (2008), functional analysis can be utilized during the *Verification Phase*, if time and the behavior permits, to verify the function of a behavior. The primary rationale for conducting an experimental or functional analysis is that applied behavior analysts consider this methodology to be the "gold standard" for which all other functional methodologies are compared. The analysis refers to the systematic, experimental manipulation of consequent and antecedent settings that are highly controlled, in order that the controlling functions of these events on behavior can be assessed. There are two types that are often utilized, which include brief and extended analysis. Brief analysis would more likely occur with school personnel, in natural school

settings rather than extended analysis. Extended analysis would usually occur in a more structured environment, similar to a controlled clinical or residential analogue setting. Unfortunately, there are many referrals in schools that may not be applicable for functional analysis procedures. Some examples of these include dangerous behaviors (having weapons at school), low rate behaviors (a child that hits once every 3 to 4 weeks), illegal behaviors such as using alcohol, drugs and very intense behaviors that are seriously dangerous to that student and others. In addition, many experts suggest that only highly-trained personnel should implement such analysis procedures due to the escalation in behavior that may occur during the experimental conditions. Therefore, many school personnel are encouraged to proceed to the final phase of the model.

The final phase of FBA is the *Intervention Development and Monitoring Phase*. After hypotheses have been proposed and tested, the function of the behavior has been determined, and the treatment plan has been identified, the expert (e.g., school psychologist, teacher, team, personnel) must work with other school personnel to be evident the treatment is implemented properly. The expert also plans for monitoring of the treatment efficacy, and makes adjustments as necessary to the treatment plans. This phase places emphasis on increasing positive behaviors and teaching new skills to the students. In addition, the interventions should be designed to make problem behaviors for the child inefficient, ineffective and irrelevant (O'Neill et al., 1997).The degree of involvement from the implementer will vary depending on the complexity of the intervention and the skill level of the teacher as previous researchers have indicated that proper training and follow-up are critical for successful outcomes in the final phase (Sterling-Turner et al., 2001).

In summary, Steege & Watson (2008) stated that the ultimate evaluation of the benefit of performing a comprehensive FBA is the degree to which the results are utilized to design effective treatments (i.e., behavior intervention plans) for individuals. In other words, intervention plans developed from FBAs should yield acceptable levels of treatment validity (i.e., assessment results contribute interventions that are ultimately effective in addressing the problem behaviors displayed by referred students). As such, the process should result in designed interventions led by child outcome data. (Brown-Chidsey, & Steege, 2005; Burns, & Coolong-Chaffin, 2006; Johnson-Gros, & MDE Stakeholders, 2007). Although many variables could contribute to the utility of the FBA process, one important variable that must be considered is the utilization of the FBA methods by school personnel in the applied setting. As such, the following sections will address important considerations for training and use of FBA methodology by school personnel.

FBA and Teacher Support Team

With regard to early intervening services, most school personnel will serve on some type of student assistance team in which various members conduct the different forms of assessment and then collaboratively form decisions regarding the function of behavior based on the data collected. In Mississippi, these teams are referred to as Teacher Support Teams. Researchers have suggested that these school-based teams should incorporate a problem solving process that includes FBA and the consultation framework outlined by Bergan and Kratchowill (1990). According to Dougherty (2005), consultation as it relates to teachers in the schools is defined as a process that is utilized

to promote problem solving and enhance teachers' skills, and to enable them to prevent or respond more effectively as individuals to similar problems in the future. According to Lee and Jamison (2003), the stages of the problem-solving process (e.g. defining problem, generating hypotheses, planning and evaluating interventions) have enhanced needed structure to the Teacher Support Team process. The problem solving process added structure by providing the teacher support team with specific stages and procedures that assisted the team with addressing and improving target behaviors. These stages "mirror" the FBA process and may set the stage for the inclusion of FBA in teacher support teams. Lee and Jamison further stated that by including FBA within a team process, quality indices have a greater chance of being present, which may, produce better student outcomes.

Behavioral Consultation and FBA

Many schools utilize the Behavioral Consultation Model (Kratochwill & Someren, 1995), which embodies the FBA process. Dougherty (2005) stated that behavioral consultation is a relationship in which services consistent with behavioral orientation are provided either indirectly to a person or a system and/or directly by training consultees to increase their skills with clients or systems. According to Miller et al., (1998) training team members in the FBA process enhances their ability to work collaboratively to pool expertise and integrate information. Researchers have stated that FBA has been used successfully with teams in reducing disruptive behaviors in the classroom and improving academic performance (Broussard & Northrup, 1995; Skinner & Smith, 1992). Researchers have shown that the FBA process results in more accurate

assessment of problems than traditional assessment procedures and often leads to an increase in appropriate interventions being selected (Doggett et al., 2001; Miller et al., 1998).

Functions of Behavior and Teacher Support Team

According to Lee and Jamison (2003), interventions can be generated that focus on how to change the undesirable behavior or increase a desirable behavior, if the function of a behavior is identified or the academic problem is known. Teacher Support Teams that use FBA appropriately will not only meet federal guidelines (IDEIA), but may also create the best possible interventions for the student. Lee and Jamison further stated that it would be beneficial to select interventions based on behavior function prior to implementing the intervention, because the chances of helping the student will increase and most likely occur sooner than if another approach was chosen for selecting the intervention.

FBA and Response to Intervention

Scott, Nelson, and Zabala (2003) have conducted research which has shown support for the FBA process representing an effective technology for developing intervention across a variety of students in general education classroom settings. In addition, the FBA procedures could be utilized as a part of the RtI process, which is a systematic and data-based method for identifying, defining and resolving students' behavioral and/or academic difficulties. By using FBA procedures to assist with the RtI process, the teachers will not only have ways of enhancing academic achievement, but

can also be provided strategies for increasing positive behaviors among students. However, more research should be conducted with the FBA process and teams to determine whether teachers and educators can successfully use FBA procedures and select interventions based on their assessments (Lee & Jamison, 2003). A review of the research that has been conduced with teacher support teams will be provided in the following sections prior to a discussion of the needs for future training.

FBA and Teacher Trainings

Researchers (e.g., Gable et al., 2003; Iwata et al., 2000; Lee & Jamison, 2003; Scott, Liaupsin, & Nelson, 2001; Moore, Edwards, Sterling-Turner, Riley, Dubard & McGeorge, 2002) have suggested that teachers can be taught to adequately perform FBAs. Individual school based personnel can be trained to create valid function-based interventions through the FBA process (Iwata et al., 2000). In addition, several researchers have stated teachers can be trained to collect data regarding behavior problems and/or implementing classroom interventions (Symons, McDonald, & Wehby 1998; Taylor & Miller, 1997; Taylor, O'Reilly, & Lancioni, 1996).

It is often beneficial to evaluate the acceptability and knowledge of teachers following trainings. This can assist in determining the amount of information that was learned and how acceptable the teachers are to the FBA procedures being used within their school setting. An example of a measure that can be utilized to assess teacher acceptability prior to and following a training is the IRP-15. The Intervention Rating Profile (IRP-15; Martens, Witt, Elliott, & Darveaux, 1985) is a reliable (Chronbach alpha = .98; Martens et al.) one-factor, 15-item Likert-type scale that assesses the general

acceptability of interventions. Scores on the IRP-15 can range from 15-90 with higher scores indicating a greater level of acceptability. Ratings above 52.50 are considered acceptable (Von Brock & Elliott, 1987).

Another measure found beneficial in assessing teacher acceptability is the Functional Assessment Informant Record for Teachers Evaluation Scale (FAIR-TES; Doggett, 2000) which is utilized to assess the acceptability rating of the modified FAIR-TR. The FAIR-TES (Appendix J) is a 10-item Likert-type scale that was developed specifically to evaluate the format and usefulness of the FAIR-T. Scores on the FAIR-TES can range from 10-60 with higher scores indicating a greater level of acceptability.

Doggett (2000) previously used the FAIR-TES to evaluate the acceptability of the original version of the FAIR-T after the information record was used to assist in the development of function-based interventions for five students who displayed problem behavior to obtain social attention from teachers or peers. Results from the investigation revealed that the school personnel rated the FAIR-T as an acceptable instrument to use in identifying the function of problem behaviors often displayed in general education classrooms with scores ranging from 4.1 (slightly agree) to 5.5 (agree) on the six point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). No psychometric data (i.e., test-retest reliability; factor structure) are currently available for the FAIR-TES.

In addition a knowledge test can be utilized to determine the amount of information the participants knew prior to the study and acquired during the study. The knowledge test can be created by the individual conducting the study. However, it must be proven as a valid measure for the purpose of evaluating knowledge for the training. A

review of the various methods used to educate school personnel and enhance their skills in the FBA methodology will be provided in the following section.

Various Methods Used for FBA Trainings

Lalli, Browder, Mace, and Brown (1993).conducted one of the first studies on instruction for descriptive assessment and interventions. The researchers examined the effects of descriptive assessments and interventions, in which three teachers were instructed how to observe and collect assessment data. The expert explained the proposed function of the behavior and required the teachers to select an intervention consistent with the function. Teachers also observed and recorded the problem behavior. The expert determined the intervention and used modeling and immediate feedback to train the teachers to conduct assessment results. The researchers also found that teacher's implementation of the intervention led to a decrease in inappropriate behaviors. The limitations were that the study did not utilize first administration and second administration of knowledge tests to assess prior and subsequent knowledge of the participants. Additionally, the study did not evaluate teacher acceptability to determine whether the training and interventions were socially acceptable for the three teachers.

Dittmer-McMahon (2001) conducted a study in which researchers provided training to teacher support teams and evaluated their learning 2-4 months after the training. The first training utilized videotapes of children in classrooms. The trainers modeled and explained how to conduct antecedent, behavior and consequence analysis. The trainees were then required to write their own operational definition until 100% accuracy was reached. Two months later, on the second day of training, the teacher

support team provided a presentation on FBA and received feedback regarding defining the target behavior. Two months following the second training, the third day of training occurred and consisted of linking FBA data to intervention. The results for the study indicated that of the 329 behaviors evaluated, only 44.1% passed the established criterion used by the researchers (i.e., dead person test). Only 1.5% of the teacher support team members were able to agree if the same behavior had occurred once the members observed the behavior. In addition, the target behavior was listed but poorly identified for 82.4% of all cases and was not listed nor defined for 15.5% of the cases. The limitations to the study included a lack of assessment of initial and eventual knowledge as well as pre and post acceptability.

In a study conducted by Scott, Liaupsin, and Nelson (2001), staff members were trained in how to use the outcomes from a FBA to develop function-based intervention plans. The participants within the study, representative from four mid-western elementary schools, were provided 6 hours of training as facilitators for school-based intervention teams. Training consisted of a 6 hour session that provided all participants with: (a) a 30-minute synopsis of function-based assessment and interventions, (b) models and descriptions of procedures for conducting FBA and creation of function-based interventions, (c) guided practice on two video-based case studies along with consistent feedback from the trainer, (d) independent small group practice including a third video scenario, and (e) evaluation of trainers level of understanding by FBA module. Each participant was required to identify functional and non-functional proactive intervention strategies (antecedent and instructional) and reactive intervention strategies (positive and negative consequences) for a variety of functions.

Across the four Midwestern schools, 39 student referrals were received but only 31 referrals were evaluated to identify and address behavioral concerns due to time restraints (Scott et al., 2001). The referrals were from different grades within the four schools including 14% from second grade, 39% from third grade, 23% from fourth grade, and 32% from fifth grade. Nineteen percent of the students were girls and 81% of the participants were boys. During the study, 31 team-based behavior plans were developed and at least one trained facilitator sat on each of the teams. However, no two teams were comprised of the same members. Each student's case was reviewed by a team through the following questions: (a) What is the problem behavior of concern, (b) When is the problem behavior likely to occur, (c) What is the desired behavior, (d) Does the desired behavior still occur and if so what events are associated, and (e) Why do we think the student would engage in this behavior? The data were analyzed by utilizing a Behavior Intervention Plan Strategies form (Scott, Liaupsin, & Nelson, 2001), in which the frequency of selected strategies was evaluated by counting the number of responses checked in each category (restructuring antecedent conditions, consequences for positive behavior, instructional techniques, consequences to reduce negative behavior facilitator) and comparing across respondents (i.e., experts, teams).

The results were analyzed through use of a one way Analyses of Variance (ANOVA) comparing experts and team members, indicated that both experts and team members were able to select appropriate strategies for antecedent conditions and positive consequences (Scott et al., 2001). In addition, the teams relied heavily on negative, reactionary, and exclusionary responses. The authors noted that the results of this study should generalize to different populations due to the variety of grades, team members and

strategic analysis of FBA methods and procedures. The same limitations are noted for this study as the previous ones with limited information gained in the areas of knowledge and acceptability.

Gable et al. (2003) conducted FBA workshops in several school divisions in a northeastern state. The participants within the study were teaching professionals from various schools within the state including 81 suburban, 56 urban, and 206 rural schools. Within the schools a number of staff was chosen from a variety of settings including 30 from preschools, 36 from early intervention programs, 112 from elementary schools, 87 from middle schools, 153 secondary staff, and 34 from an alternative educational setting. The school division selected the participants. Team members consisted of four to five persons across professional disciplines in the school and a parent often attended each meeting. Training instruction for the participants included individuals receiving: (a) a packet of readings on FBA instruction; (b) two days of instruction, with a series of school based activities; and (c) educators receiving another day of instruction and case based practice. Data analyses were conducted by utilizing a first administration of knowledge/skill in FBA and a Likert-type survey to assess acceptability at the closing of each workshop (Gable et al., 2003). In addition, the second administration of assessing knowledge and skill in FBA was provided to every cohort group following the final training. Results indicated enhanced ability to distinguish the child from the behavior; heightened use of early intervention to solve minor difficulties before the behaviors escalated and became major disciplinary problems; and greater dependence on data to guide decisions regarding instruction. The limitations to the study included that vignettes were not utilized to display problem behaviors during the training and performance

feedback was not utilized to inform the participants of their level of performance following a measure.

Lee and Jamison (2003) provided training on the FBA process in Student Assistance Teams. They evaluated whether the team's would be able to select interventions that were related to the function of the behavior and at what stage including referral, descriptive, interpretive, and verification would team members accurately select interventions related to the behavior function. The participants for the study included seven team members in a rural elementary school in Kansas. Participants comprised of all women, ranging in age from 27 to 62 years of age (*M*=46) years. The ethnicity of the team members was 86% White and 14% Hispanic. The participants had a total of 47 years of experience total in education (*M*=21) years for each team and a range of 0 to 7 years experience with student assistant team (*M*=5). Team members within the study typically included the school psychologist, building principal, school social worker, first grade teacher, kindergarten teacher, second grade teacher and a liaison. The procedures for the study included a one-day, seven-hour training session conducted by school psychology faculty from the University of Kansas in 2001. The training sessions were divided into two parts: (a) rationale and background of student assistance team and (b) development of team skills.

The purpose of the trainings was to provide new orientation and procedures to team members and strengthen their decision making regarding cases (Lee & Jamison, 2003). From the trainings, four newly presented cases were selected to be evaluated by the team. The team process in which the cases were evaluated was divided into four stages (referral, descriptive, interpretive, and verification stage). Each stage corresponded

to the problem-solving process and FBA assessment procedures. The Functional Behavior Assessment- Intervention Rating Scale (Lee & Jamison, 2003). Was the measure team members used to evaluate the cases. Results indicated that team members chose interventions in relation to the function of the identified behavior, without requiring a final trial intervention (verification stage).

The limitations were that Lee and Jamison (2003) did not examine what variables made the most impact on teachers identifying the correct intervention. In addition, the researchers did not assess the process (e.g., knowledge, feedback, etc.) that lead to the appropriate outcomes. Finally, Lee and Jamison did not control for case presentation. For example, vignettes were not utilized to model problem behavior within the trainings. Teacher acceptability was not evaluated to determine whether the training and interventions were socially acceptable for the student assistance team.

Scott, Liaupsin, Nelson, and McIntyre (2005) conducted a study in which 13 school-based FBA teams, where by one or more members received a 1-day workshop on FBA. The participants within the study included four elementary schools in rural Southwestern Illinois. Each school consisted of 600-700 students, had implemented school-wide positive behavior support 2 years prior to the study, and had developed well-established primary prevention systems (i.e. school-wide agreements for preventative rules, routines, and arrangements were in place and being monitored). However, faculty and staff had not received previous training on teacher assistance teams or school-wide collaboration. Hence, within the study all personnel received a 1 hour overview of secondary prevention systems, which teaches how to address behaviors of concern and

the main IDEIAs of FBA and its procedures. The trainings were divided among the participants with FBA teams, and behavior specialists were trained separately.

The analysis utilized within the study was a standardized question procedure, which was divided into discrete categories: (a) functional assessment procedures, (b) information found most useful, and (c) how and why interventions were selected. The question procedures were implemented after trainings and teams were required to answer the specific questions regarding: (a) strategies they have already tried prior to the referral; (b) information they found most useful during the FBA process; (c) reason for selecting specific interventions chosen; and (d) resource areas for learning of interventions. Interobserver agreement was conducted for each item of the question procedure. Across all questions, agreement averaged 93.8% with a range of 85-100%. The 1 day session utilized an overview of collaborative assessment, behavioral function and function-based interventions, followed by two video scenarios of problem behaviors exhibited by students as case study examples.

Results indicated issues and barriers to executing FBA procedures exist with the team-based approach of FBA and more research needs to be conducted in this area (e.g. evaluating the most effective methods for training FBA teams how to effectively understand and implement a FBA). The vignettes did not focus on real students and contexts that would occur in school. Researchers stated effective FBA training should involve actually supporting the process as it takes place in a real school context to show teams that it is an effective process. The limitations to the study were that performance feedback was not evaluated, to inform participants of performance among the measures. First and second administrations of knowledge tests were not conducted to assess prior

and subsequent knowledge of the participants and teacher acceptability was not evaluated to determine whether the training and interventions were socially acceptable for the 13 school-based teams.

Acker, Boreson, Gable and Potterton (2005) examined FBAs and behavior intervention plans developed by school teams in one state with regards to appropriate practices and the requirements in current litigation. Following a statewide training effort, service team members from school districts within Wisconsin were asked to submit completed FBA/ behavior intervention plans for a critical review (whether or not they participated in the training). The procedures for the training occurred over a 3 year period with a 1-day general training seminar that focused on the functional assessment of behavior and the development of positive behavioral intervention plans/supports. The training provided information on: (a) development of an operational definition of the target behavior; (b) data collection related to both the contexts and function of the behavior; (c) development of a hypothesis as to the function of the behavior; (d) identification of the function of behavior; and (e) verification and evaluation. A 2 day follow-up training also provided more information specifically on identifying the function of the behavior and development of the behavior intervention plan.

In reference to the training, schools were asked but not required to send multiple representatives of those conducting FBAs and developing behavior intervention plans in their districts to the training (Acker et al., 2005). The training mostly consisted of special education teachers, behavior specialists, school social workers, and school psychologists. Seventeen one-day and fourteen two-day trainings were held across the state of Wisconsin. Attendees came from more than 200 school districts and more than 1,000

individuals were present. After the training, a total of 71 FBA/ behavior intervention plans were submitted from 31 (43%) high schools, 16 (23%) middle schools and 24 (34%) elementary schools. The analysis of the FBA/BIPs were evaluation of the data by Likert-type rating scale (0=missing, 1=Poor to 5 = Excellent). Interobserver agreement within the study ranged from 81-97%. The results indicated the most significant problem with the results attributed from a lack of clarity in the identification and operational definition of the target behavior or behaviors under investigation. There was a general failure to make any effort by the team members to verify the hypothesized function of the behavior before trying an intervention. In addition, there were a significant number of teams that did not appear to use the function of behavior identified in the FBA when developing the behavior intervention plan. Teams that had members whom previously completed two or more days of intensive training in FBA/behavior intervention plan training, produced better results than those that did not attend the training.

The limitations to the study entailed an absence of performance feedback to inform participants of their performance among the measure (Acker et al., 2005). The study did not utilize first and second administrations of knowledge tests to assess prior and subsequent knowledge regarding the workshops. Vignettes were not conducted within the training to model problem behavior. In addition teacher acceptability was not evaluated to determine whether the training and interventions were socially acceptable for the teachers across the state.

Powers (2006) conducted another study in regards to FBA methods and procedures. The study evaluated whether teachers were able to acquire specific skills regarding FBA methods after attending a training series across three half-day sessions

during scheduled staff trainings. Specific skills addressed during the trainings included: identification of replacement behaviors, use of operational definitions to describe problem behaviors, selection of accurate reactive responses to problem behaviors that were maintained by attention or escape contingencies, and collection and interpretation of data from FBA methods. In addition, the study evaluated the application of the knowledge and skills attained in the sessions with three teacher volunteers from the three-part training series. Each of the teachers was asked to utilize the FBA methods from the training when evaluating student performance of problem behaviors. Summary forms were completed by each teacher to collect data for their cases and a single subject A/B design (baseline/ intervention) was utilized to evaluate the results and analyze the effectiveness of the teacher designed interventions.

The overall results for the Powers (2006) study indicated that 68.18% of teacher written replacement behavior and 65.15% of teacher written problem behavior definitions were operationally defined (i.e. stated positively, passed stranger test-which indicates that a person that did not write the operational definition, could read the statement and understand how the target behavior was being evaluated). Results also indicated that 100% of teacher respondents graphed consultant provided data accurately. However, only 40% of the teachers failed to demonstrate the ability to appropriately interpret the results from the graphs suggesting that a majority of the teachers developed the mechanical skills required for graphing but lacked the skills to analyze the results from provided data. Powers also reported that 84.38% of respondents correctly identified the consequent events maintaining the provided problem behaviors and 96.88% of the respondents correctly identified the antecedent events potentially occasioning the problem behaviors.

In addition, the results revealed that all three teachers who utilized their knowledge from the trainings to address the problem behaviors of a referred student in their class were able to identify antecedents and consequences associated with the problem behavior displayed by the target student in their class. The limitations to the study indicated that pre/post test knowledge tests were not utilized during the training and acceptability was not evaluated to determine whether the series of three trainings and assessment of retained skills were acceptable to teachers.

In summary, several methods have been utilized for FBA trainings. Although the aforementioned results are promising, more research should be conducted with FBA and teacher support team trainings to determine if such trainings are successful with increasing the applied skills of school-based team members in addition to increasing their knowledge base in this area. Secondly, more studies should examine strategic approaches to enhance knowledge from training with teacher support teams. For example, very few of the studies found in the literature have assessed the relationship among and between knowledge, accuracy, and acceptability and how training and feedback may potentially aid with those variables. As such, a brief review of related literature will be provided here followed by a discussion regarding the purpose of the present research project.

Teacher Training and Vignettes

Vignettes can be beneficial in training teachers within the schools. Vignettes are written descriptions of a situation formed for specific educational purposes, with possible conclusions and solutions omitted. This pedagogy provides a chance for teachers to

advance critical thinking as they evaluate numerous aspects of the situation and pose recommendations. Vignettes can, therefore, be instrumental in assisting teachers to demonstrate, develop, and apply necessary schools of business (Silverman, Welty, & Lyon, 1990; 1994). By presenting depictions of real-life classroom problems, teachers can then imagine how they may react in the context. The teachers can also provide and listen to different points of view if the case is used for classroom discussion (Mesa-Bains & Shulman, 1995; Shulman, Lotan, & Whitcomb, 1998). Research regarding the use of vignettes in training has demonstrated improvements in critical thinking and integration of theory and practice, with additional benefits such as teachers later recognize commonalities in a real-life situation and apply relevant problem solving steps (Allain & Pettus, 1998; Barnett & Ramirez, 1996; McDade, 1995; Mesa-Bains & Shulman, 1995; Redman, 1999).

Hughes and Huby (2002) outlined a method for the effective use of vignettes in teacher trainings. For example, vignettes can assess mastery skills, concepts, and terms due to its ability to provide a purposeful focus and stimulus for discussion. Vignettes can be constructed from unrealistic events or real life events while detecting nuances and subtleties and address difficult to explore and sensitive topics. Vignettes are an effective way to quickly generate a fair amount of data from a large number of participants. They can be defined and standardized to allow all participants to respond to the same stimulus; and does not require participants to have in-depth knowledge regarding the topic under study.

Seguin and Ambrosio (2002), investigated whether vignettes could be used as a classroom assessment tool to better prepare teacher candidates for diverse classrooms.

The teachers were presented with written scenarios and asked to read them and provide solutions to the behaviors found within the vignettes. The vignettes were examples of possible behaviors that could occur with the classroom. Results indicated that when presented with vignettes, the teacher candidates identified common problems and applied simple "cookie-cutter" solutions to the dilemmas. However, the authors purposed that vignettes are a means to add depth and greater accountability to programs that prepare teachers. Vignettes can be presented in a variety of settings and formats and can be videotaped, written and even performed live.

Kratochwill, Elliot, Loitz, Sladeczek, and Carlson (2003) compared the effectiveness of two different approaches of conjoint consultation using a video tape series versus a manual, as the main components of training teachers and parents to treat children's' behavioral difficulties. During the first two years of the project, a manual-based program was presented. The last two years consisted of the teacher-parent training program through a series of videotapes and accompanying manuals. The methods for the study included pre and post knowledge tests, an experimental group and a control group. Results indicated both teachers and parents reporting high rates of acceptability and satisfaction with the video tape treatment and the manual. Finally, children met their overall behavior goals as well.

Jeffries (2005) evaluated whether vignettes were (a) significantly correlated with more traditional forms of assessment, (b) highly predictive of course-ending project performances, and (c) whether they represented an episode of learning on their own. The study was conducted with college students and the vignettes exhibited information related to school and student performance. The results of the study indicated a significant link

between vignette and midterm scores. This suggests that vignettes may be a reliable assessment tool in measuring pedagogical understanding of teachers. Vignettes have been shown to be effective in teacher trainings and were found to enhance critical thinking and the integration of theory and practice.

In addition, performance feedback is an additional method that can be utilized during teacher trainings that can provide teachers feedback regarding their performance during the training. Utilizing performance feedback and vignettes during a training may help ensure that the consultees understand the information and scenarios presented and utilized within the training. As such, relevant literature will be discussed regarding the provision of feedback within teacher trainings.

Teacher Training in Performance Feedback

Performance feedback has been defined as a method of providing knowledge or information about processes and outcomes to promote maintenance or transfer of skills and behaviors (Arco, 1991; Duncan & Bruwelheide, 1985; Fleming & Sulzer-Azaroff, 1989; Hawkins, Burgio, Langford, & Engel, 1992). When operationally defined, performance feedback includes a number of specific parameters. These parameters include: (a) the status/ role of the person providing the feedback (e.g. supervisor, principal); (b) the method utilized to present it (e.g. written, verbal); (c) the frequency in which it is provided (e.g. weekly, daily); (d) the context in which it is delivered (e.g. public, private); and (e) the focus of content of the feedback (Leach & Conto, 1999).

Leach and Dolan (1985) and Leach and Ingram (1989) were successful in applying outcome feedback during regular classroom lessons as an approach for

enhancing a number of teacher behaviors considered functionally related to students' academic engagement time. Results demonstrated when teacher behaviors (e.g. learning to address inappropriate behaviors in the class room) increased it led to improvements in targeted students' behaviors (e.g. out of seat, talking with out permission, hitting others). These improvements in student behaviors generalized to non-targeted peers in the same classes.

Mortenson and Witt (1998) evaluated four classroom teachers regarding effective treatment implementation and the degree to which each teacher implemented a pre-referral intervention as it was designed (i.e., treatment accuracy). The teachers taught at the elementary level and had teaching experience ranging from 4 to 12 years. The study evaluated two outcomes: teacher pre-referral intervention implementation (i.e., treatment accuracy) and student academic performance (e.g., evaluation of academic permanent products) in the classroom. Treatment accuracy was assessed as the percentage of 14 intervention steps accurately completed by the teacher. These data were scored by review of permanent products and based on the number of correct permanent products present divided by the total number that was applicable for that day. Student performance was scored as the total items scored correctly on typical classroom assignments.

Performance feedback was provided to teachers when treatment accuracy scores were stable or decreasing below treatment implementation of 70% (Mortenson & Witt, 1998). Weekly performance feedback meetings were conducted by the expert at the beginning of the day and entailed a review of the percentage of intervention steps completed and a review of student academic performance during the previous week. A multiple baseline across teachers was used to evaluate the effects of performance

feedback on treatment accuracy. A maintenance phase was also utilized to further demonstrate experimenter control. Procedural fidelity was assessed during 25% of the subsequent sessions rendering a range of 93-100% (*M*=98.2%). Independent rater scored 50% of the data collection forms indicating agreement scores with a mean of 88%. Results indicated immediate increases in overall teacher treatment accuracy for each teacher for whom performance feedback was given.

Leach and Conto (1999) investigated three primary school teachers who attended a half-day, in service training workshop. The workshop focused on teachers managerial and instructional behaviors in class. After the workshop, daily observations illustrated only temporary changes in the teachers' and their students behaviors with trends regressing toward baseline. After the period of "no feedback", three conditions followed: process feedback, outcome feedback, and combination of both outcome and process feedback. Results indicated there were no significant differences between the three feedback groups (Wilcoxon z = -1.244). The Wilcoxon signed-ranks test (Marascuilo & McSweeney, 1977) was used for the analysis to compare baseline means with intervention phase means of students' academic engagement. However, the introduction of performance feedback, regardless of the condition, had an immediate effect of increasing targeted behaviors during the workshop to elevated rates that were maintained even when feedback was withdrawn. According to Leach and Conto (1999) performance feedback is an essential component of effective staff training packages and professional development that target workplace behavior change.

Overall, performance feedback has been found to be effective in teacher trainings and improving their skills. Results from the previous studies suggest that teachers'

performance improved after receiving performance feedback during the study. Although several studies have been conducted to support these findings, more research should be conducted with teachers and the impact of performance feedback on their performance particularly with the regard to utilizing FBA methods effectively to develop function-based interventions.

Teacher Training and FBA Pilot Study

In an effort to address some of the limitations in the current literature base with regard to FBA trainings, Watson conducted a pilot study in 2006. The pilot study was conducted at a rural school district in the southeastern area with teacher support team members. The training was conducted in a conference arena and transpired for one hour. Twenty-one team members participated in the study. The participants were provided a FBA presentation on legislation that supports the FBA process and an overview of FBA stages and methods. The school-based personnel were also provided examples of the information provided within the training and a scenario incorporating FBA procedures at the end of the study. Before the training, the participants were provided a consent form and had the opportunity to read about the purpose of the study. The participants were then provided a first administration of the knowledge test after the attainment of consent. The first administration assessed the level of FBA knowledge they possessed prior to the study beginning. At the conclusion of the study, the participants were provided a second administration of knowledge test to assess the amount of information they acquired from the FBA training.

As part of the evaluation, an item difficulty analysis was conducted for the pilot study. The answers were analyzed to determine the *p* value of each item, which is defined as the number of people answering the item correctly divided by the number of persons taking the test. A *p* value of .0 indicated no individuals scored the item correctly and a p value of 1.0 indicated that all individuals taking the test scored the item correctly. Three items on the test received a *p* value of 1.0 (100%) and all other items had *p* values in the .5 range, which are appropriate values for item difficulty analysis. Analyzing the items provided validation that the questions were appropriate for teacher support team members to answer and indicated a fair opportunity for all participants to answer the questions provided. However, the questions were not evaluated for *d* for item difficulty.

A paired samples *t* test was performed to compare the mean FBA first administration scores to the mean FBA posttest scores. A significant increase from first administration to posttest was obtained ($t(20) = 7.813$ $p<.001$). The results of the pilot study found a statistically significant difference between the FBA first administration and FBA posttest. This pilot study provided support for the current study in that TST members did acquire knowledge from the FBA training series and 88% of the 25 items were valid for the FBA training evaluation.

Purpose of the Current Study

Researchers have indicated that teachers have little opportunity for FBA training, particularly in the areas of methods and procedures. However, research findings from the limited literature base in this area have indicated that individual school based personnel can be trained to create valid function-based interventions through the FBA process

(Iwata et al., 2000; Moore, Edwards, Sterling-Turner, Riley, Dubard, & McGeorge, 2002). Even though there is some initial evidence that teachers can be trained, research in this area still appears to be limited. Not only are there limited studies in this area, but also limitations to strategies often utilized within the studies. For example, Scott et al. (2005) utilized behavior intervention plan strategies to evaluate the data regarding antecedents, behaviors and consequences within the study. However, the researchers failed to use first administration and second administration knowledge tests to assess prior and subsequent knowledge for trainings, vignettes were not conducted to model problem behavior, performance feedback was not evaluated, and teacher acceptability was not assessed regarding procedures. Gable et al. (2003) assessed first administration and second administrations of knowledge of their participants during the trainings and measured social validity in reference to the procedures used. However, this research lacked the evaluation of the use of vignettes to assist in the development of knowledge and skills related to FBA methodology. Scott and colleagues utilized two videos to model problem behaviors. However, the researchers failed to measure performance feedback, social acceptability of the measures but they did conduct first and second administrations of knowledge tests to measure prior and subsequent knowledge of the training.

The literature is limited evaluating research that addresses effective strategies that influence teacher trainings and FBA procedures and implementation. In addition, it is extremely limited in studies regarding FBAs and teacher support team trainings that utilize a number of specific effective strategies simultaneously. For example, few studies have assessed FBA trainings and teacher support teams utilizing pre and post-knowledge

tests, vignettes, performance feedback, and social validity collectively with a large number of participants. With research supporting each of the strategies individually, it is appropriate to suggest that these effective strategies should be evaluated together. The acknowledgement of the need for future research in this area leads to the rationale for the current study.

The purpose of this study was to evaluate whether FBA training produced changes in teachers knowledge and acceptability of FBA procedures as well as accuracy on FBA techniques following the use of vignettes and feedback. The study also evaluated whether changes in knowledge levels were related to changes in acceptability levels. Furthermore, this study only focused on the acquisition of skills in FBA procedures with regard to social behavior. This study did not focus on skill attainment in FBA methods are related to academic targets. Aspects of behavior versus academics were the primary focus of the study. The current study was the first known study to evaluate these variables comprehensively with a representative sample of participants from multiple school districts. Specifically, this study was the first study to evaluate FBA trainings with knowledge tests, acceptability ratings, performance feedback, vignettes, and accuracy on a modified version of an informant record (e.g., FAIR-T) in combination with school personnel. The results of this study are intended to contribute to the literature by providing a combined approach to assessing the impact of training and feedback upon teacher knowledge and acceptability. The findings of this study should also provide more insight regarding application of FBA procedures with teacher trainings and contribute additional research to the FBA literature regarding training in methods and procedures and use of acceptability measures. The following research questions were proposed:

Research Questions

1. Does training including vignettes and feedback produce a significant change in teachers' knowledge of FBA procedures?
2. Does training produce a significant change in teachers' acceptance of FBA procedures?
3. Does the use of vignettes and provision of feedback increase teachers' accuracy on a FBA informant method (i.e. Modified FAIR-TR)?
4. Does the use of vignettes and provision of feedback increase teachers' acceptability on the Modified FAIR-TR?
5. What is the relationship between teachers' acceptance and knowledge of FBA procedures following training methods used in this study?

CHAPTER II

METHODOLOGY

Participants and Setting

The participants included 63 individuals who attended the Summer Institute of the South (2007) held in Columbus, Mississippi (19 participants), and Hattiesburg, Mississippi (20 participants), and school personnel from the Hazlehurst City School District in Hazlehurst, Mississippi (24 participants), who did not attend the summer institute. The participants from the training in Columbus, Mississippi, paid a registration fee to attend the Summer Institute of the South. There were several trainings on various topics throughout the day which lasted from 8:00am until 4:00pm. The FBA training series was the last training that was provided for the institute. The participants for the training in Hattiesburg, Mississippi, for the Summer Institute of the South, also paid a registration fee to attend the trainings offered at the institute. Several trainings on multiple topics were provided throughout the day from 8:00am until 4:00pm. The FBA training series was the last of the trainings to be provided for the day. Participants from the Hazlehurst City School District training were not accessed a fee to receive the FBA training. The training was held in the school library after school from 3:00pm until 6:00pm based on administrator request for additional training in FBA policies and procedures. The sample included in this study were present for the FBA trainings across locations and completed 100% of the measures included in the current study.

Specifically, school personnel who were interested in obtaining more knowledge or experience in conducting FBAs, either attended the Summer Institute of the South in the summer of 2007 or they requested that an expert (i.e., primary researcher) provide training onsite to personnel in their district (e.g., Halzehurst City School District). Demographic questionnaires were handed out to participants prior to the pre-knowledge test (See Appendix D). Demographic information obtained from these questionnaires is presented in Table 2.1 on the following page.

The demographic questionnaire was used to provide a qualitative analysis of the participants. All data were de-linked and combined into one data set prior to analysis. As such, additional information regarding the demographic data is unable to be provided (e.g. demographics of 3 different cohorts). In addition, information regarding attrition from the study (i.e., participants who did not choose to participate in the study or left the study prior to completing all of the required forms) is not available. In other words, all data from other participants who left early or chose not to participate were destroyed in accordance with university Institutional Review Board (IRB) policies and procedures.

The trainings occurred in a workshop format in a large enough area to accommodate all participants. The procedures and materials utilized in this study were approved by the Mississippi State University IRB (APPENDIX J) prior to the inception of the data collection procedures. In addition, the procedures were developed from experience gained from a pilot study conducted by Watson (2006).

Table 2.1 Demographic Information

Group	Frequency	Percentage
	Gender	
Male	14	22.2
Female	49	77.8
	Degree	
Associate degree	2	3.2
Baccalaureate	25	39.7
Masters	29	46.0
Specialist	4	6.3
Doctorate	3	4.8
	Ethnicity	
Caucasian	32	50.8
African American	31	49.2
	Area of Educational Specialty	
General Education	31	49.2
Children/ Disability	8	12.7
Both Gen. and Sped	24	38.1
	Type of Class Taught	
General Education	25	39.7
Children with Disabilities	4	6.3
Inclusion Classroom	9	14.3
	Certification	
Regular	59	93.7
Emergency	4	6.3
	Training in Classroom Management	
Yes	44	69.8
No	19	30.2

Materials

Knowledge Tests: First administration /Second Administration.

Participant knowledge was assessed through the utilization of the first administration-and second administration of the knowledge tests, completed prior to the FBA training and immediately following all components included in the FBA training, at the end of the workshop on the same day. The first administration and second administration of knowledge tests were designed to measure existing knowledge and the knowledge attained from the FBA training series. The knowledge tests consisted of 25 questions ranging from easier to more difficult items. The questions were presented in a multiple-choice format and consisted of three possible answers. The composition of the three multiple-choice answers included an answer that was close to the correct answer, a distracter, and the correct answer. Each question consisted of only one correct response. The 25 questions on the first administration and second administration of the knowledge tests were drawn from the three stages of the FBA training series (which are reviewed later in the methods under a discussion of the independent variables) and consisted of both rote memory and applied questions. The knowledge tests composed of 50% rote memory questions and 50% applied questions. The first administration and second administration of knowledge tests were derived from a test bank of 100 questions that were reviewed by faculty experts for content and face validity in reference to the FBA training series. The test bank consisted of 33 rote memory questions created from stage one of the training series; 33 questions (16 rote and 17 applied) created from stage two of the training series; and 34 applied questions created from stage three of the training

series. An additional question was created for stage three, due to the importance of being able to apply the knowledge obtained from the training provided in that stage.

The questions had an ascending level of difficulty ranging from numbers 1-25 on the questionnaire initially created by Watson (2006). In other words, the questions ranged from more simple rote questions at the beginning of the test to more difficult applied questions appearing towards the end of the test. Given that the questions on the test were in ascending order, 50% rote memory and 50% applied, the questions were randomly chosen from the three stages based upon their chronological order on the questionnaire. The final items for the first and second administrations of the knowledge tests were chosen by an expert panel. The 25 questions (APPENDIX E) on the questionnaire entailed eight questions which addressed pertinent information from the Individuals with Disabilities Education Improvement Act 2004 (IDEIA, 2004) and three-tier Response to Intervention (RtI) model (Batsche et al., 2005) and provided information regarding legal issues surrounding implementation of IDEIA procedures and response to intervention with specific relation to social problem behaviors consisting of numbers 1-8, which were randomly chosen from the 33 rote memory questions in stage one; eight questions consisting of numbers 8-16 which were randomly chosen from the 33 questions created from stage two (8-12 were chosen from rote questions and 13-16 were chosen from the applied questions in stage two) which addressed formal definitions for FBA procedures and discussed a four phase approach (the descriptive phase, the interpretive phase, the verification phase and the intervention and evaluation phase) from conducted legally-competent and empirically-based FBAs. This session of the training also focused on correct identification of environmental events (i.e., antecedents; consequences),

developing operational definitions of target behaviors and replacement behaviors, forming correct summary statements, and developing function-based interventions and support plan; and nine questions consisting of numbers 17-25 were randomly chosen from the 34 applied questions created from stage three, which focused on case studies to provide applied examples of the FBA process. Therefore, the first administration and second administration of knowledge tests consisted of valid questions that tested each participant on relevant information related to each of the three stages of the FBA training series. The 100 questions utilized to randomly choose the questions, were the same questions evaluated in the pilot study by Watson (2006). The instructions for the first administration and second administration of knowledge tests were presented orally and were stated as follows:

> Read the following 25 first administration of knowledge questions/ 25 second administration of knowledge questions on your test from top to bottom (choose questions based upon first administration or second administration of knowledge test being provided). The questions provided are multiple-choice and only require one correct answer for each question. Please do your best to answer all questions with your current level of knowledge. Try to answer each question as best you can. Are there any questions? You may begin. The first administrations of knowledge were completed in approximately 10-15 minutes and the second administrations of knowledge required approximately 10-15 minutes as well.

Video Vignettes

The researcher constructed two vignettes for the FBA training series. The vignettes were designed to provide actual scenarios that assisted the school personnel in applying, demonstrating and acquiring information from the FBA training series. The vignettes consisted of two 5-minute video presentations and each was followed by completion of the Modified Version of the Functional Assessment Informant Record for Teachers – Revised Version (FAIR-TR) by each participant based on information provided in each scenario presented during the training series. As such, the participants viewed the vignettes and then responded to items on the Modified FAIR-TR.

The vignettes were created by video taping a cast that displayed the required behavior for the scenario. The cast included a child who displayed the inappropriate behavior and an adult who assisted in delivering the scripted antecedent and consequent events within the scenario. Both the child and adult received a script explaining their roles and how their parts were to be exhibited. A rehearsal was provided to ensure both parties were aware of their roles and could efficiently display required behaviors. The video was reviewed by the graduate student, prior to being presented to the participants, to ensure the videos exhibited integrity and depicted what was expected to be presented within the scenarios. A consent form was provided to all participants partaking in the study (Appendix C). A video camera was utilized to tape the scenarios in a controlled setting free from any distractions.

The first vignette (Appendix L) was designed to provide a demonstration of a student who obtained social attention from an adult (e.g., increased proximity, reprimands) for displaying inappropriate behavior (e.g., talking without permission,

singing loudly in class). The scenario included examples of antecedent events that occurred prior to the target behavior being performed (e.g., teacher grading papers not paying attention to the student); a target behavior exhibited by the student (e.g. singing loudly in class); and consequent events (e.g., comments from the adult) provided by the adult in the environment.

The second vignette (Appendix M) was designed to provide a demonstration of a student who displayed inappropriate behavior (e.g., out of seat behavior) in order to escape a difficult task demand. The scenario included examples of antecedent events that occurred prior to the target behavior being performed (e.g. student provided math work sheet); a target behavior exhibited by the student (e.g. out of seat); and consequent events (e.g., termination of the task) provided by the adult in the environment.

Modified FAIR-TR

The Functional Assessment Informant Record for Teachers (FAIR-T) was developed by Edwards (2002) and reviewed by Doggett, Mueller, & Moore (2002). The FAIR-T is a semi-structured interview form utilized with teachers that is designed to obtain demographic information in addition to (a) a description of the target behaviors of concern, (b) identification of environmental events predictive of problem behavior (i.e. antecedent events), and (c) identification of potential functions of behaviors in terms of their maintaining consequences. The FAIR-T was revised for the current study and is referred to as the modified FAIR-TR throughout the remainder of the manuscript. Specifically, there is one question on the modified FAIR-TR that references behavior,

fifteen that assist in identifying antecedent behaviors and four questions that determine consequences provided after the behavior.

Some specific examples from the modified FAIR-TR in each area include: A Question for Behavior: Please circle the problem behavior (a) off task out of seat (b) off task verbal (c) off task physical (d) off task fidgeting; Questions for Antecedents: Does the behavior occur more often during a certain type of task, an easy task or difficult, and are there any other behaviors that usually precede the problem behavior; Questions for Consequences: Does the student gain access to a preferred activity (a) computer time (b) run errands (c) games or does the student receive termination of task (a) assignment taken away (b) allowed to refrain from working (c) does not comply with command.

The FAIR-TR was modified for the current study to include only information pertinent to the vignette scenarios. The Modified FAIR-TR (Appendix F) specifically provides information geared toward identifying antecedents, consequences and target behaviors (e.g., *Please indicate whether the following consequences occurred after the behavior exhibited. Place a check by the consequence of choice: access to preferred activity, termination of task, peer attention or teacher attention).*

The structural changes to the questions included adding numerical value (0 or 1pt) to the target behavior chosen by providing a multiple choice option for the behaviors (e.g., (a) off task out of seat, (b) off task verbal ,(c) off task physical ,(d) off task fidgeting) and adding 3 examples to each consequence provided for the target behavior (e.g., access to preferred activity such as computer time, run errands, and games; teacher attention such as re-direction, interrupt, reprimand). The correct answers to the Modified

FAIR-TR instrument are provided in Appendix N for the first vignette and Appendix O for the second vignette.

FBA Evaluation Scale

Each participant in the study was given the Functional Behavioral Assessment Evaluation Scale (Appendix I) to assess the acceptability of FBA procedures covered during the training series. The FBA Evaluation Scale was modified from the Intervention Rating Profile (IRP-15; Martens, Witt, Elliott, & Darveaux, 1985). Therefore the modified IRP-15 is the foundation of the FBA evaluation scale. The IRP-15 is a reliable (Chronbach alpha = .98; Martens et al.) one-factor, 15-item Likert-type scale that assesses the general acceptability of interventions. Scores on the IRP-15 can range from 15-90 with higher scores indicating a greater level of acceptability. Ratings above 52.50 are considered acceptable (Von Brock & Elliott, 1987). Scores on the modified measure could range from 10-60 with higher scores representing greater levels of acceptability.

Modified FAIR-TR Acceptability Measure

Each participant in the study was given the Functional Assessment Informant Record for Teachers Evaluation Scale (FAIR-TES; Doggett, 2000) to assess the acceptability rating of the modified FAIR-TR. The FAIR-TES (Appendix H) is a 10-item Likert-type scale that was developed specifically to evaluate the format and usefulness of the FAIR-T. Scores on the FAIR-TES can range from 10-60 with higher scores indicating a greater level of acceptability.

Doggett (2000) previously used the FAIR-TES to evaluate the acceptability of the original version of the FAIR-T after the information record was used to assist in the development of function-based interventions for five students who displayed problem behavior to obtain social attention from teachers or peers. Results from the investigation revealed that the school personnel rated the FAIR-T as an acceptable instrument to use in identifying the function of problem behaviors often displayed in general education classrooms with scores ranging from 4.1 (slightly agree) to 5.5 (agree) on the six point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). No psychometric data (i.e., test-retest reliability; factor structure) are currently available for the FAIR-TES. Some specific items utilized on the FAIR-TES measure include: I gained a more thorough understanding of the student's problem behavior after completing the FAIR-T; The FAIR-T helped me generate some ideas of how to possibly decrease the student's problem behavior; The FAIR-T aided in the discussion of the student's problem behavior with the expert (i.e., provided direction in discussing the student's problem behavior); Overall, the FAIR-T was useful in developing hypothesis regarding the purpose of the student's problem behavior.

Procedures

First, the participants were provided consent forms to complete regarding the training. Next, the participants were presented the first administration of knowledge test and first administration of acceptability FBA measures and afforded the opportunity of hearing the instructions. The participants were then asked to complete the first administration of knowledge and first administration of acceptability (i.e., FBA

Evaluation Scale) measures, prior to being exposed to the FBA training for 3 hours. After the receipt of didactic training during the workshop, the group of participants was exposed to the two training vignettes. The participants first viewed vignette one, and were presented the first administration of the Modified FAIR-TR. The group of participants then completed the first administration of the Modified FAIR-TR and received performance feedback prior to turning in their forms. In addition, the participants completed the first administration of acceptability measure (i.e., FAIR-TES) for the Modified FAIR-TR. The group of participants then viewed the second vignette and completed the second administration of the Modified FAIR-TR. However, the participants received no feedback after completing the second administration of the Modified FAIR-TR. Subsequently, the participants completed the second administration of acceptability measure (i.e., FAIR-TES) for the Modified FAIR-TR and at the end of the 3-hour workshop, the group completed the second administration of knowledge test and second administration of acceptability measure (i.e., FBA Evaluation Scale) for FBA procedures.

Dependent Variables

There were four dependent variables. These variables included: (a) the number of questions answered correctly on the FBA first administration and second administration of knowledge tests, (b) number of correct responses on the Modified FAIR-TR, (c) total rating on FBA Evaluation Scale and (d) total rating on the modified FAIR-TR acceptability measure (i.e., FAIR-TES).

First Administration-and Second Administration of Knowledge Test

The first dependent variable was the number of questions scored as correct on the first administration and second administration of knowledge tests provided to the participants. A correct response was defined as a score of one (1) when answered correctly. An incorrect response was defined a score of zero (0) when answered incorrectly. The raw score was calculated by counting each question as 1 point and adding the total questions answered correctly for a total of 25 possible points earned on each measure (i.e., first administration and second administration).

Modified FAIR-TR

The second dependent variable was the number of items scored correctly on each administration of the Modified FAIR-TR following each vignette. Correct responses required selection of (a) the correct target behavior, (b) accurate identification of antecedent events displayed in the vignette, and (c) accurate identification of consequent events displayed in the vignette. Incorrect responses included selection an inaccurate target behavior, inaccurate identification of antecedent events and inaccurate identification of consequent events.

Participants could earn a total of 20 possible points on each modified FAIR-TR. Specifically, participants earned one point for correctly identifying the target behavior, 15 possible points for accurate selection of potential antecedent events, and 4 points for accurate selection of consequent events. Thus, each participant's raw score on the modified FAIR-TR was derived from adding the total number of items scored correctly on each measure following each vignette.

Modified FBA Evaluation Scale

The third dependent variable was the total score obtained on the FBA Evaluation Scale. The answers to the questions ranged from 1-6 which included 1(strongly disagree) to 6 (strongly agree). A total raw score of acceptability was calculated by summing the total number of points rated for each question by each participant. The measure could have a possible range from 10 to 60 points for the rating scale.

Modified FAIR-TR Acceptability Measure

The fourth dependent variable was the total score obtained on the modified FAIR-TR acceptability measure (i.e., FAIR-TES). The answers to the questions ranged from 1-6 which included 1(strongly disagree) to 6 (strongly agree). A total raw score of acceptability was calculated by summing the total number of points rated for each question by each participant. The measure could have a possible range from 10 to 60 points for the rating scale.

Independent Variables

The independent variables included in the study were: (a) the training on FBA policies and procedures, (b) video vignettes, and (c) performance feedback.

Training

The FBA trainings were conducted during two training conferences in rural areas of the South and in a rural public school district. The FBA training was conducted over a 3-hour period for one day. The trainings utilized didactic instruction, case examples,

scenarios and oral questions. The trainings were presented in a classroom or designated area free from distractions, provided by the training conferences and public school facility. The FBA training (APPENDIX K) provided information regarding the methods and procedures of the FBA process displayed throughout the three stages of the training series. The first stage of the FBA training series reviewed pertinent information from the Individuals with Disabilities Education Improvement Act 2004 (IDEIA, 2004) and three-tier Response to Intervention (RtI) model (Batsche et al., 2005) and provided information regarding legal issues surrounding implementation of IDEIA procedures and response to intervention with specific relation to social problem behaviors. The second stage of the FBA training series provided formal definitions for FBA procedures and discussed a four phase approach (the descriptive phase, the interpretive phase, the verification phase and the intervention and evaluation phase) from conducted legally-competent and empirically-based FBAs. This session of the training also focused on correct identification of environmental events (i.e., antecedents; consequences), developing operational definitions of target behaviors and replacement behaviors, forming correct summary statements, and developing function-based interventions and support plans. The third stage of the FBA training series utilized case studies to provide applied examples of the FBA process.

The presenter was a school psychology faculty member with research and applied expertise in FBA methods and procedures or upper level school psychology graduate student who had several didactic courses in applied behavior analysis, consultation, research design, behavioral and academic interventions as well as applied experience conducting several FBAs in the schools through supervised practica. The training was

conducted by the graduate student in conjunction with school psychology faculty. The training implemented at the Summer Institute of the South was part of a week long training series that was presented to school teachers and administrators from within the state.The participants within the study had the opportunity to attend the Institute for an entire week versus 1 day. An additional training was conducted solely by the graduate student (i.e., primary researcher) in the Hazlehurst school district at the request of district administration. All training materials and procedures (i.e., power point presentation) were the same across both sites.

Vignettes

The vignettes included two video presentations created to assist school personnel in applying, demonstrating and acquiring information from the FBA training series. The vignettes each lasted approximately five minutes in length. The school personnel were required to complete the modified FAIR-TR following each vignette.

Immediately following the power point presentation, the vignettes were presented. The first scenario was viewed for approximately five minutes and the Modified FAIR-TR was distributed to the participants to complete in reference to the behaviors and environmental events viewed in the first scenario. Performance feedback was provided to the participants after completing the Modified FAIR-TR, and participants were then required to complete the FAIR-TES. The second vignette was then presented and the participants completed a separate Modified FAIR-TR. The participants did not receive performance feedback following the second vignette. Instead, they immediately

completed acceptability measures (i.e., FAIR-TES, FBA Evaluation Scale) and FBA knowledge-test.

Performance feedback

Performance feedback was provided to the group in an effort to provide information of processes or results to promote maintenance of the knowledge learned from the training. The group received performance feedback following the first vignette. They discussed the answers to the Modified FAIR-TR and received feedback regarding the responses they provided. Each participant was given the opportunity to evaluate their answers and determine if they correctly identified the target behaviors and environmental events. The primary presenter provided the correct responses to each item to the entire group of participants and all participants were allowed to ask questions to assist them in understanding the functional relationships between the target behaviors and environmental events depicted in the video vignette.

In summary and in relation to both the independent and dependent variables, the following were provided: there were three training groups of school personnel included in the study. The three groups (representing the three trainings conducted) received the FBA training series, two vignettes with the Modified FAIR-TR (twice), pre- and post-knowledge tests, pre- and post-acceptability measures (i.e. FBA Evaluation Scale; FAIR-TES) and performance feedback.

Inter Scorer Agreement

Interscorer Agreement was used in this study to provide a reliability estimate regarding the scoring of the first and second administrations of the knowledge tests. Interscorer Agreement is commonly used to measure various characteristics by having a rater assign scores to observed objects, people or events. This measurement technique evaluates the extent to which two or more raters agree when rating the same set of things. Interscorer Agreement was obtained for 80% of the first administrations and 80% of second administrations of knowledge and was calculated by summing the total number of responses recorded by each observer, then dividing the smaller number by the larger number, and multiplying the amount by 100%. Interscorer Agreement for the first administration of the knowledge test was 96% and for the second administration of the knowledge test was 94% yielding acceptable agreement scores for both measures.

Procedural Integrity

The study utilized an integrity checklist to ensure that the procedures for the study were implemented as expected during each training. Specifically, a procedural integrity sheet was developed and integrity of the training was checked by the primary researcher (APPENDIX K). After each task was completed, a slash was placed by each number to ensure that the item had been completed. The percentage for procedural integrity was calculated and it was found to be 100% across all trainings.

Design and Data Analyses

Paired samples t-tests were utilized to evaluate change in participants' knowledge within the study. Knowledge was evaluated for change to determine whether a difference was found from the first administration of the knowledge test to the second administration of the knowledge test. The paired samples t-test was also utilized to evaluate acceptability of FBA and modified FAIR-T measures. When using the chosen test, significant differences were able to be determined, if they existed among acceptability for both measures. In addition, the paired samples t-test was utilized to evaluate change among scores of accuracy for the modified FAIR-T measure.

To further support the use of the design, paired sample t-tests compare sample means usually based on groups of individuals who experience both conditions of the variables of interest (George & Mallery, 2005). Within this study, each group of individuals experienced both conditions for each measure, which supported the use of the design for the study. Furthermore, when using a paired samples t-test, two variables of interest are compared to determine if the means of the two sample distributions differ significantly from each other (George & Mallery). For that reason, a paired sample t-test was found beneficial in determining whether a significsant difference existed among all of the variables in research questions 1-4.

A Pearson Correlation was conducted to evaluate the potential relationship between knowledge and acceptability of FBA procedures. A Pearson Correlation evaluates a simple correlation between two variables and indicates whether a significant or non-significant relationship exists. Furthermore, the correlation indicates the type of correlation found among variables, which provides information regarding the direction of

the relationship (George & Mallery, 2005). The types of possible correlations that the Pearson correlation provided are positive, negative and no correlation among the variables. This information was important to this study, as it was not only important to determine whether a relationship existed among FBA knowledge and acceptability but also what type of relationship exists among these two variables of interest.

According to George and Mallery, 2005, a positive correlation would indicate that as one variable increases, the value of the other variable also tends to increase. A negative correlation would indicate that as one variable decreases, the value of the other tends to increase and no correlation would indicate that there is no relationship among the variables. Thus, the Pearson correlation was determined to be most appropriate statistical technique for addressing the research question designed to evaluate the relationship among knowledge and acceptability as well as the type of relationship found among these variables on interest (e.g., positive or negative relationship).

CHAPTER III

RESULTS

Data screening

Prior to main analyses, all variables of interest were examined through the SPSS 14.0 program for accuracy of data entry, missing values, the normality of distributions, and multivariate outliers. The values of skewness and kurtosis fit into an appropriate range (i.e., below the absolute value of 2), indicating the normal distribution of the scores across all variables of interest. No cases were deleted, due to univariate or multivariate outliers. Thus, the original 63 cases remained to comprise the sample for the main analysis designed to address each research question. Descriptive statistics for knowledge (i.e., FBA knowledge test first administration ; FBA knowledge test second administration), acceptability (i.e., FBA Evaluation Scale; FAIR-TES) and accuracy on the two administrations of the modified FAIR-TR were also conducted as a part of the statistical analyses. Overall results are presented first followed by specific results for each research question posed in the current study.

Paired Sample t-tests to Evaluate Change

An evaluation of change in measured variables was conducted by using paired sample *t*-tests with each set of variables to determine whether change was statistically

significant from the first administration of the variables to the second administration of the variables. Paired sample *t*-tests revealed that there was a statistically significant difference found for all variables measured in the study from the first administration of the variables to the second administration of the variables, which suggested a significant change in the dependent variables from the first administration to the second administration of the instruments designed to assess knowledge, acceptability, and accuracy.

Table 3.1 Means, Standard Deviations, Range of Scores

	First administration		*Second administration*	
	Mean	Standard Deviation	Mean	Standard Deviation
FBA Knowledge	18.78	2.02	21.97	2.07
FBA Evaluation Scale	47.51	4.85	54.76	4.78
Fair-TR Acceptability Evaluation Scale	42.05	5.79	56.68	2.57
Fair-TR Accuracy	13.32	1.52	15.41	2.03

Pearson Correlation to Evaluate Relationships

Pearson correlations were conducted to determine if a significant relationship existed between the knowledge tests and acceptability measures. Results from the Pearson correlations revealed that a statistically significant relationship was found between the second administration of the knowledge test (i.e., FBA second administration of knowledge test) and the second administration of the FBA evaluation scale (i.e., FBA

second administration of evaluation scale). There was a significant relationship found also between the first administration of the knowledge test and the second administration of the FBA Evaluation Scale. Conversely, no statistically significant relationship was found between the first administration of the knowledge test and the first administration of the FBA Evaluation Scale.

Several research questions were examined in the current study. Results will be provided for each question below.

Research Question 1: Does Training Produce a Significant Change in Teachers' FBA Knowledge?

This question inquired as to whether training would produce changes in teachers' knowledge of FBA procedures. A paired samples t-test was utilized as the statistical analysis to evaluate the change between the variables. The variables evaluated for change were the mean raw scores obtained on the second administration of the knowledge test and the first administration of the knowledge test. The results of the statistical analyses revealed that FBA training did produce significant changes in teachers' knowledge of FBA procedures. Specifically, results from the paired samples *t*-test revealed statistically significant results, $t(1,63) = 12.773$, $p<.001$. In other words, the results indicated that the mean raw score for accuracy on the second administration of the knowledge test (M = 21.97) was statistically significantly greater than the mean raw score for accuracy on the first administration of the knowledge test (M = 18.78). These results also revealed that the participants obtained a mean pass rate of 72.00% on the FBA knowledge first

administration and a mean pass rate of 87.88% on the FBA knowledge second administration. These data are presented in Table 3.2.

Table 3.2 Mean First and Second Administration Knowledge Raw and Percentage Scores on the FBA Knowledge Test

Measure	Mean Raw Score	Mean Percentage Score
FBA Knowledge 1st Administration	18.78	72.00% pass rate
FBA Knowledge 2nd Administration	21.97	87.88% pass rate

Research Question 2: Does Training Produce a Significant Change in Teachers' FBA Acceptability?

This research question inquired as to whether training would produce changes in teachers' acceptability of FBA procedures. A paired samples t-test was utilized as the statistical analysis to evaluate the change between the variables. The variables evaluated for change were the mean raw scores on second administration of the modified FBA Evaluation Scale and the first administration of the FBA Evaluation Scale. It is important to note that the FBA Evaluation Scale was modified from the IRP-15 and possible scores could range from 10-60 on the modified acceptability measure with higher scores representing greater levels of "acceptability." The results from the statistical analyses revealed that FBA training did produce significant changes in teachers' acceptability of FBA procedures. Specifically, results from the paired samples *t*-test revealed statistically significant results, $t(1, 63) = 9.759$ $p<.001$. As such, the results indicated that the mean

raw score for acceptability on the second administration of the FBA Evaluation Scale (*M*=54.76*)* was statistically significantly greater than the mean raw score for acceptability on the first administration of the FBA Evaluation Scale (*M* = 47.51*)*. These data are presented below in Table 3.3.

Table 3.3 Mean First Administration and Second Administration of Acceptability Raw Score on FBA Acceptability Measure

Measure	Mean Raw Score
FBA First Administration of Acceptability	47.51
FBA Second Administration of Acceptability	54.76

Research Question 3: Does the Use of Vignettes and Provision of Feedback Increase Teachers' Accuracy on a FBA Informant Method?

This research question inquired as to whether teacher accuracy on the modified FAIR-TR would increase following the use of vignettes and performance feedback. A paired samples t-test was utilized as the statistical analysis to evaluate the change between the variables. The variables evaluated for change were the mean raw scores on the second administration of the modified FAIR-TR and the first administration of the modified FAIR-TR. The results from the statistical analyses revealed that teachers' accuracy on the modified FAIR-TR did increase after performance feedback was provided. Specifically, results from the paired samples t-test revealed statistically

significant results, $t(1,63)=18.068$ $p<.001$. As such, the results indicated that the mean raw score on the second administration of the modified FAIR-TR (*M =15.41)* was statistically significantly greater than the mean raw score on the first administration of the modified FAIR-TR (*M =13.32)*. These results also revealed that the participants obtained a mean percentage score of 66.00% on the Modified FAIR-TR before the provision of feedback and a mean percentage score of 77.00% on the Modified FAIR-TR after the provision of feedback. These data are presented in Table 3.4 below.

Table 3.4 Mean First Administration and Second Administration of Accuracy Raw and Percentage Scores on Modified Fair-TR

Measure	Mean Raw Score	Mean Percentage Score
Modified FAIR-TR Accuracy Before Feedback	13.32	66.00 % pass rate
Modified FAIR-TR Accuracy After Feedback	15.41	77.00% pass rate

Research Question 4: Does the Use of Vignettes and Provision of Feedback Increase Teachers' Acceptability of a FBA Informant Method?

This research question inquired whether the use of vignettes and provision of feedback during the course of FBA training would yield significant changes in teacher acceptability of a FBA informant method (e.g., modified FAIR-TR). A paired samples t-test was utilized as the statistical analyses to evaluate the change among the variables.

The variables evaluated for change were the mean raw scores on the second administration of the modified FAIR-TR acceptability measure and the first administration of the modified FAIR-TR acceptability measure. It is important to note that scores on the acceptability measure may range from 10-60 with higher scores suggesting greater levels of "acceptability". The results from the statistical analyses revealed statistically significant results, $t(1, 63) = 7.778$, $p<.001$. The results indicated that the use of vignettes and provision of feedback during FBA training does produce changes in teacher acceptability of the modified FAIR-TR instrument. Specifically, results from the paired samples t-test revealed that the raw score mean for acceptability on the second administration of the modified FAIR-TR acceptability measure (M = 56.68*)* was significantly greater than the raw score mean for acceptability on the first administration of the modified FAIR-TR acceptability measure (M = 42.05). These results are presented in Table 3.5.

Table 3.5 Mean First Administration and Second Administration Acceptability Raw Score for Modified FAIR-TR

Measure	Mean Raw Score
Modified FAIR-TR First Administration-Acceptability	42.05
Modified FAIR-TR Second Administration-Acceptability	56.68

Research Question 5: What is the Relationship Between FBA Acceptability and FBA Knowledge?

This research question inquired whether FBA acceptability and FBA knowledge would yield significant relationships between the measures. Pearson correlations were utilized as the statistical analysis to evaluate the relationships between the variables. The results from the Pearson correlations revealed that that there was a significant relationship found among the first administration of the knowledge test (i.e., first administration) and the second administration of the FBA Evaluation (i.e., second administration of acceptability) Scale (r =.298, p =.001). A significant relationship was also found among the second administration of the knowledge test (i.e., second administration of knowledge test) and the second administration of the FBA Evaluation (i.e., second administration of acceptability) Scale (r =.361, p = .004). Conversely, no significant relationship was found among the first administration of the knowledge test (i.e., first administration) and the first administration of the FBA Evaluation (i.e., first administration of acceptability) Scale (r = .025, p = .846). These data are reported below in Table 3.6.

Table 3.6 Selected Correlations among First Administrations of Knowledge, Second Administrations of Knowledge, and Second Administrations of FBA Acceptability Mean Raw Scores

Measure	1	2
1. FBA First Administration of Knowledge	N/A	N/A
2. FBA Second Administration of Knowledge	N/A	N/A
3. FBA First Administration-Acceptability .	025	---
4. FBA Second Administration-Acceptability	.298**	.361*

Note. **p = .001, * p = .004, --- indicates: no correlation among the variables.

CHAPTER IV

DISCUSSION

Interpretation of Results

The current study sought to examine if knowledge and acceptability would increase following FBA training. The study also examined if performance feedback would improve accuracy of the identification of problem behaviors and functionally-related environmental events on a modified FBA informant method (i.e., modified FAIR-TR). The current research was also conducted to evaluate if a significant relationship existed between FBA knowledge and acceptability measures. An interpretation of the results as related to each of these areas in presented below by research question.

Research Question 1: Does Training Produce a Significant Change in Teachers' FBA Knowledge?

The first research question inquired as to whether training would produce a significant change in teachers FBA knowledge. In an effort to answer this question, a paired samples *t*-test was conducted. It was anticipated that teachers attending the FBA training would increase their knowledge from first administration to the second administration of the knowledge test based on results obtained from previous studies conducted in this area. Respectively, the data from the study supported the expectations

regarding the variables. According the results obtained from the pair samples *t*-test, the content included in the FBA training did produce a statistically significant change in teacher's knowledge of FBA procedures. The results demonstrated that the mean score for accuracy on the second administration of the knowledge test was statistically significantly greater than the mean score for accuracy on the first administration of the knowledge test. Overall, these findings suggested that teachers performed higher on the second administration of the knowledge test. After thoroughly reviewing participant responses to the measure and evaluate the data for potential patterns, no change was observed in any specific area of the knowledge measure across the three different stages of FBA training during the workshop experience.

These findings are consistent with previous studies conducted by other researchers (e.g., Iwata et al., 2000; Scott, et al., 2001; Moore, et al., 2002; Gable et al., 2003; Lee & Jamison, 2003) as these professionals suggested that teachers trained to acquire important information related to FBAs through various methods of training. Conversely, the findings of the current study are inconsistent with other studies conducted by other researchers (e.g., Acker, et al, 2005;Dittmer-McMahon, 2001) as these studies did not render successful performance of learned skills training on FBA procedures. Even though a statically significant result was obtained, these results must be evaluated with extreme caution as the participants' mean performance only increased by three raw score points on the second administration for knowledge. At this stage, it would be difficult to determine if correctly answering three more items correctly would truly add to the amount of knowledge needed to fully comprehend the entire FBA process. Furthermore, participants were not required to complete comprehensive FBAs

overtime with actual referred cases as part of this research study. Therefore, it is unknown if the change in knowledge actually led to the development of applied skills or if the participants' would complete the FBA process with adequate levels of procedural integrity.

Research Question 2: Does Training Produce a Significant Change in Teachers' FBA Acceptability?

The second research question inquired as to whether training produced a significant change in teachers' FBA acceptability. In an effort to answer this question, a paired samples *t*-test was conducted. It was expected for teachers to increase their level of acceptance of FBA procedures from pre-acceptability to post-acceptability during the training based on results from previous studies. According to results obtained in the current study, FBA training did produce a statistically significant change in acceptability of FBA procedures over time. The results demonstrated the mean score on the second administration of the modified FBA Evaluation Scale was statistically significantly greater than the mean score on the first administration of the FBA Evaluation Scale. These findings imply that teachers were more accepting of FBA procedures after the receipt of FBA training. The significant scores among the measures may be due in part to the participants having the opportunity to learn more information regarding the procedures and use this information with a specific FBA method (e.g., informant record), which may in turn have increased their acceptance of FBA procedures.

In reference to the participants' acceptability of FBA procedures, the group had several questions that were rated as more acceptable on the FBA Evaluation Scale. The

items that yielded the highest ratings included items 1("FBA procedures would be acceptable for my student's problem behavior."), 4 ("I would suggest FBA procedures to other teachers.", 9 ("FBA would be appropriate for a variety of children.") and 10 ("FBA procedures are consistent with those I have used in the classroom setting."). The items that yielded the lowest ratings among the measure were items 2, 5 and 6. Specifically, item 2 stated, "Most teachers would find FBA procedures appropriate for behavior problems in their classroom."; item 5 stated, "My student's behavior problem is disruptive enough to warrant use of FBA procedures."; and item 6 stated, "Most teachers would find FBA procedures suitable for their behavior problems that a student has exhibited in the past." The items were decided as yielding higher and lower rates of acceptability on the FBA Evaluation Scale by totaling the total score of acceptability for each item and dividing it by the total possible score for acceptability for each item on the measure and multiplying by 100. Overall, the participants indicated that they would suggest FBA procedures to other teachers, found that FBA procedures were acceptable for their own students' problem behaviors, and indicated that FBA procedures are consistent with procedures used in the past within their classroom settings.

These findings are consistent with a previous study by Gable et al. (2003) which suggested that teachers' acceptability of FBA procedures improved after being trained on the FBA process. Conversely, acceptability of FBA procedures prior to and following trainings was not evaluated in any of the other studies reviewed in this study. Therefore, this could imply that additional research regarding acceptability and FBA procedures could be utilized as supplemental information in this area. Overall, these results are encouraging; however, they must be viewed with caution as previous researchers have

demonstrated that an increase in the acceptability of a procedure may not always lead to improved or accurate performance (e.g., Atchison, Schmid, Edwards, Muller., & Robotham, 2001; Noell, Witt., Slider, Connell, Gatti, Williams, Koenig, Resetar, & Duhon, 2005).

Research Question 3: Does the Use of Vignettes and Provision of Feedback Increase Teachers' Accuracy on a FBA Informant Method?

The third research question inquired as to where the use of vignettes and provision of feedback increased teachers' accuracy on a FBA informant method (i.e., modified FAIR-TR). In an effort to answer this question, a paired samples *t*-test was conducted. The results from the statistical analyses revealed that teachers' accuracy on the modified FAIR-TR did increase after performance feedback was provided. Specifically, results from the paired samples t-test revealed that the mean score on the second administration of the modified FAIR-TR was statistically significantly greater than the mean score on the first administration of the modified FAIR-TR. This result may imply that teachers performed with more accuracy on the second administration of the FAIR-TR after receiving the opportunity to view the vignettes and receive feedback regarding their performance. In addition, no one area of the measure (e.g., behaviors, antecedents, consequent events with regard to accuracy) demonstrated more change than another area after thorough review of the responses provided by the participants.

These findings are consistent with previous studies by (e.g., Lalli et al., 1993; Leach & Conto, 1999; Leach & Dolan, 1985; Leach & Ingram, 1989; Mortenson & Witt, 1998; Scott, Liaupsin, & Nelson, 2001) which have suggested that performance feedback

influences teachers' performance on measures after feedback is provided. In addition, these findings are consistent with previous studies by Kratochwill, et al. (2003) and Jeffries (2005) which suggested that teachers can be taught through the use of vignettes to understand realistic situations and increase their performance during trainings. Conversely, the findings of the current study are inconsistent with a previous study by Dittmer-McMahon (2001) which did not yield results that supported the use of performance feedback. Overall, the results from the current study support the use of video vignettes and performance feedback to improve participants' accurate identification of problem behaviors and environmental events on an informant method. However, these results must also be viewed with caution as participants responded to video vignettes and not actual referrals. As such, the extent to which the participants could accurately complete an informant method in reference to actual referrals from their district or school is unknown. Furthermore, only one informant method was used. However, multiple informant methods currently exist to assist school personnel in completing required FBAs. As such, it is not known if the participants could accurately generalize their experiences with the informant record from the workshop to other related FBA instruments. Finally, performance feedback appeared to have increased the participants' accuracy in completing the informant record. However, the current study did not investigate the full provision of feedback with regard to generalization and maintenance of applied experiences. In other words, it is not currently known when or how long the participants would need to receive feedback from a skilled expert before such procedures could be faded successfully.

Research Question 4: Does the Use of Vignettes and Provision of Feedback Increase Teachers' Acceptability of a FBA Informant Method?

This research question inquired whether the use of vignettes and provision of feedback during the course of FBA training would yield significant changes in teacher acceptability of a FBA informant method (e.g., modified FAIR-TR). In order to answer the question regarding the use of vignettes and provision of feedback increasing teachers' acceptability of FBA procedures, a paired samples *t*-test was conducted. The results from the statistical analyses revealed that the use of vignettes and provision of feedback during FBA training does produce changes in teacher acceptability of the modified FAIR-TR instrument. Specifically, results from the paired samples *t*-test revealed that the mean score for acceptability on the second administration of the modified FAIR-TR acceptability measure was statistically significantly greater than the mean score for acceptability on the first administration of the modified FAIR-TR acceptability measure. This may imply that teachers were more acceptable of the modified FAIR-TR procedures after viewing the vignettes and being provided with feedback regarding their performance on the FAIR-TR measure. The significant scores between the measures may be due in part to the participants having the chance to learn more information regarding the FBA procedures and practice with performance feedback, which in turn may have increased their acceptance of the FAIR-TR procedures.

In reference to the participants' acceptability of FAIR-TR procedures, the group had several questions that were rated as high among the measure. The items that yielded the highest ratings included items 1, 3, 9 and 10. Specifically, item 1 stated, "I was able to complete the FAIR-TR in a reasonable amount of time"; item 3 stated, "The FAIR-TR

has a good format (i.e., one section flows to the next smoothly)"; item 9 stated, "The FAIR-TR aided in the discussion of the student's problem behavior with the consultant (i.e. provided direction in discussing the student's problem behavior)"; and item 10 stated, "Overall, the FAIR-TR was useful in developing hypothesis regarding the purpose of the student's problem behavior". The items that yielded the lowest ratings among the measure were items 2, 4 and 5. Specifically, item 2 stated, "The questions were written in consumer-friendly terms (i.e., free of jargon)"; item 4 stated, "The antecedents section contained items that are representative of events that naturally occur before problem behavior in general education classrooms"; and item 5 stated, "The consequences section contained items that are representative of events that naturally occur after problem behavior in general education classrooms." The items were decided as higher and lower rates of acceptability on the FAIR-TES by totaling the total score of acceptability for each item and dividing it by the total possible score for acceptability for each item on the measure and multiplying by 100. Overall, the participants indicated that the FAIR-TR could be completed in a reasonable amount of time, flowed from one section to the next smoothly, provided direction in discussing the student's problem behavior and was useful in developing hypotheses regarding the purpose of the student's problem behavior.

These findings are consistent with a previous study by Gable et al. (2003), which suggested that teachers' acceptability of procedures could be improved through being trained on the variables within the process. These findings are also consistent with previous findings by Doggett (2000) which suggested that school personnel found the original version of the FAIR-T useful in determining the function of problem behavior exhibited by typically-developing students in general education classrooms. While

encouraging, these findings must also be viewed with caution as acceptability of the modified FAIR-TR does not mean that the participants will actually use the measure with future referrals. As mentioned previously, there are several FBA instruments available for current use, and school personnel may choose another measure based on ease of accessibility or preference with regard to format, structure, or usefulness. Finally, acceptability of an instrument does not necessarily lend to appropriate use of the instrument. As such, the participants' ability to use the instrument in an appropriate and effective manner with actual referrals within their school or district, which is currently known as follow-up data, were not collected as part of this study.

Research Question 5: What is the relationship between FBA acceptability and FBA knowledge?

This research question inquired whether FBA acceptability and FBA knowledge would yield significant relationships between the measures. In order to answer the question regarding the relationship among FBA acceptability and FBA knowledge, Pearson correlations were conducted. The results from the statistical analyses revealed a significant relationship among FBA post knowledge and post acceptability measures and a significant relationship among FBA pre knowledge and post acceptability. However, the study was unable to determine a significant relationship among FBA initial knowledge and initial acceptability measures. Specifically, results from the Pearson correlations revealed that there was a significant relationship found among the second administration of the knowledge test (i.e., second administration of knowledge test) and the second administration of the modified FBA Evaluation (i.e., second administration of

acceptability) Scale. There was a significant relationship found also between the first administration of the knowledge test and the second administration of the FBA Evaluation (i.e., second administration of acceptability) Scale. Conversely, no significant relationship was found between the first administration of the knowledge test (i.e., first administration) and the first administration of the FBA Evaluation (i.e., first administration of acceptability) Scale.

These findings may imply that teachers' attainment of additional knowledge of FBA procedures and practice with one type of FBA method (e.g., informant method) could have led to greater acceptability of these procedures. However, the exact type of training method (i.e., didactic instruction, vignettes, performance feedback) that influenced the participants' acceptability is unknown at the present time as all of these strategies were used during the course of training. As such, one type of training method could have influenced the second administration of the acceptability scores of the participants in this sample or the result could be additive in nature in that all procedures led to increased acceptability. In addition, an increase in knowledge and acceptability of FBA procedures does not provide any indication that school personnel will perform these procedures with appropriate amounts of procedural integrity in the naturalistic setting. Given these concerns and the limited amount of data in the literature examining the relationship between knowledge and acceptability, further inquiry is needed in this area.

Supportive Research from Previous Studies

The purpose of this study was to evaluate whether FBA training would produce significant changes in participants' knowledge or acceptability of FBA measures and

procedures. In addition, the current study evaluated if a significant relationship existed between the FBA knowledge and acceptability measures. The study also evaluated if the use of vignettes and the provision of feedback following training impacted participants accuracy on a modified informant method and acceptability of the modified informant method.

Relatively few research studies have been conducted to evaluate the effect of specific training procedures on participant knowledge and acceptability of FBA methods and procedures. One of the studies was conducted by Gable et al. (2003), in which they performed FBA workshops in several school divisions. The school division selected the participants, and the team members consisted of four to five persons across professional disciplines in the school, and a parent often attended each meeting. Training instruction for the participants included individuals receiving: (a) a packet of readings on FBA instruction; (b) two days of instruction, with a series of school based activities; and (c) another day of instruction and case based practice.

The study utilized a first administration of knowledge/skill in FBA and a Likert-type survey at the closing of each workshop (Gable et al., 2003). In addition, a second administration of knowledge/skill in FBA was provided to every cohort group following the final training. Results indicated enhanced ability to distinguish the child from the behavior; heightened use of early intervention to solve minor difficulties before the behaviors escalating and becoming major disciplinary problems and greater dependence on data to guide decisions regarding instruction. The limitations to the study indicated that vignettes were not utilized to provide models of the display of problem behavior

during the training and performance feedback was not provided to inform participants of their performance regarding the measures.

Another study that evaluated the use of specific strategies and methods of training teachers in the implementation of function-based strategies within the classroom was conducted by Scott et al. (2005). The researchers implemented a study in which 13 school-based FBA teams received a one-day workshop on FBA. The faculty and staff did not receive previous training on teacher assistance teams or school-wide collaboration. However, within the study all personnel received a one hour overview of secondary prevention systems and the main IDEIAs of FBA and its procedures. The trainings were divided among the participants with FBA teams, and Behavior Specialists trained separately.

The analysis utilized within the study was a standardized question procedure, which was divided into discrete categories: (a) functional assessment procedures, (b) information found most useful, and (c) how and why interventions were selected. The question procedures were implemented after trainings and teams were required to answer the specific questions regarding: strategies they have already tried prior to the referral; information they found most useful during the FBA process; reason for selecting specific interventions chosen and resource areas for learning of interventions. The one day session utilized an overview of collaborative assessment, behavioral function and function based interventions, followed by two video scenarios of problem behaviors exhibited by students as case study examples.

Results indicated that significant issues and barriers existed with the team- based approach to instruction in FBA and more research needs to be conducted in this area.

Specifically, the researchers noted that the vignettes did not focus on real students and contexts that would occur in school. Researchers stated effective FBA training should involve actually supporting the process as it takes place in a real school context to show teams that it is an effective process. The limitations to the study were that performance feedback was not included as a training component in order to inform participants on the accuracy of their performance on the different measures used in the study. Furthermore, first and second administrations of knowledge tests were not conducted to assess prior and subsequent knowledge of the participants and teacher acceptability was not evaluated to determine whether the training and interventions were socially acceptable for the members on the school-based teams.

Although previous studies have been conducted that evaluate specific strategies and teacher trainings, there is still limited research available in this area. The literature is also extremely limited in studies regarding FBAs and team trainings that utilize specific effective strategies simultaneously. For example, few studies have utilized multiple measures (e.g., first administration and second administration of knowledge tests, vignettes, performance feedback; social acceptability) collectively with a large number of participants. With research supporting each of the strategies individually, it was rendered as necessary to evaluate the impact of these variables when included within the context of an overall FBA training series.

Implications of Current Study for Practitioners and Researchers

Implications for Participants

The results from this study supported findings from previous researchers who have suggested teachers can be trained to learn FBA procedures (e.g., Iwata et. al, 2000). Specifically, significant changes in knowledge and accuracy were obtained in the current study. In addition, significant changes in acceptability were also obtained for FBA procedures and an informant method. However, several participants left prior to the end of the study. Therefore, their data are not represented in this study due to having an incomplete set of measures for those participants. As such, individuals interested in conducting workshops may want to consider various incentives or recruitment of administrative support prior to conducting the FBA trainings to assist decreasing the attrition rates related to the study. Furthermore, the data presented in this study are for individuals who attended the 3-hour training. Therefore, measures of knowledge and acceptability for individuals who only attended a portion of the workshop could not be obtained. As such, information regarding their perceptions and knowledge of FBA is not known and the sample included in the study may not be representative of the subset of individuals who left the trainings.

Specific Incentives for Training Participants

The current study was provided in specific settings including the Hazlehurst High School and Summer Institute of the South. The trainings sites each handled incentives for participation in the trainings and current research project using different approaches.

The Summer Institute of the South provided all participants an opportunity for CEU's through their participation. Although participation in the current research project was completely voluntary for both groups, the Hazlehurst High School administrator required that the faculty remain for training in FBAs to obtain important knowledge related to addressing disciplinary problems in schools. At the conclusion of the training, participants could then decide if they wanted to participate in the current research project. In addition, no specific incentives were offered to the high school participants for consenting to participate in the project or for attending the training. As such, the participants at the Summer Institute of the South appeared to be more willing to participate in the study with a greater number of participants consenting to participate in the research project.

In contrast, the high school training had a greater number of participants who left after the training, and who elected not to consent for participation or complete the research instruments. Overall, there were a total of 63 participants who were included in the current study and who completed all of the required instruments. Specifically, the Summer Institute of the South included 39 personnel and the Hazlehurst School District included 24 participants who provide consent and completed all required instruments. When considering the implementation of trainings with school administrators, providing incentives for their participation may increase their willingness to engage in trainings and increase the chances of the faculty remaining for the entire training to complete evaluation measures. However, future research will need to directly investigate specific factors associated with participation in didactic training and research experiences (e.g.,

time of year of training, location of training, compensation for training, mandated attendance versus self-selection).

Available Assistants for Trainings

The trainings were conducted with a large number of school personnel in each setting and required multiple forms to be disseminated and completed by the participants. The trainings included the assistance of two other professionals who walked around the workshop area to ensure that each participant obtained assistance and completed the measures appropriately. The two assistants within both trainings assisted with the structure of the FBA trainings and also provided additional support to staff.
As such, future researches will want to be cognizant of the organization required to adequately disseminate and aggregate information from data sets when conducting trainings with a large number of participants.

Group Discussion and Performance Feedback

The current study evaluated performance feedback and its impact on the second administration of the modified FAIR-TR measure. The participants were allowed to ask the primary researcher questions during the performance feedback and discuss the responses among the other members in the group. The participants appeared to enjoy knowing that their peers had a similar thought processes and associated answers. Following the feedback, the participants were provided the second vignette and the second administration of the modified FAIR-TR measures. When considering providing FBA trainings with performance feedback, it may be beneficial to allow participants to

converse briefly among themselves while the feedback is being provided. This may assist the teachers with feeling more competent when working with a new measure and noticing that their peers have similar patterns of thought. Research has been conducted on performance feedback, which suggests that teachers' treatment accuracy increases once performance feedback is provided (Mortenson & Witt, 1998).

Limitations

Despite these important findings and implications, several limitations were present in the current study, which need to be considered when interpreting these results and in establishing directions for future research. Specific limitations are discussed below.

Methodological Design

Several limitations are related to the methodological design. The current study was designed to evaluate change in participants' performance from pre to post administration of knowledge and acceptability measures within one workshop setting over a brief period of time (i.e., 3 hours). However, it may be more beneficial to evaluate growth over time in each of the measured variables using a more sophisticated methological approach such a Latent Growth Curve Analysis Model (Acock, 1999; Kline, 2005; Pedhazur,1997). For example, researchers interested in this area could assess growth in knowledge across multiple evaluation points across a school year to see if participants were actually becoming more proficient in skill development and changed

their perceptions of the social validity (i.e., acceptability) of FBA methods and procedures.

Settings

The FBA trainings were conducted in separate settings due to a limited number of participants remaining during the first training. The first two trainings occurred at The Summer Institute of the South and the second training occurred in the Hazlehurst School District in Hazlehurst, Mississippi. The participants included in the training were from a restricted geographical region and thus limit the generalizability of the results to school personnel included in FBA trainings in other parts of the United States.

Participants

The participants within the study were almost equally divided into African-Americans and Caucasians. The lack of Hispanic or Asian may limit ability to generalize these findings to these or other ethnic groups areas across the country.

In addition, attrition was a significant limitation to participation in the current study. Some of the participants left the 3-hour training prior to the final forms being provided. A power analysis conducted prior to the inception of the study suggested that a minimum of 60 participants were needed in order to achieve the necessary sample size to perform the required statistical procedures. However, only 39 participants remained at the conclusion of the first training despite the fact that 60 participants were registered and initially began the training. As a result, additional data were collected in a school district in an effort to obtain the necessary sample size. A total of 50 participants were present

for the second training; however, only 27 consented to participate in the current research project and 3 participants submitted incomplete data. As a result, data were obtained from a total of 63 participants for the current study. As mentioned previously, the attrition rate was a significant limitation to the study due to several of the participants leaving prior to the end of the study. Many participants began each study but left for various reasons prior to its completion. It is hypothesized that several of the participants may have left each of the trainings early due to one or more of the following reasons: trainings were held at the end of the day and they had already attended several trainings prior to the study; the training was presented in the evening around the time that most professionals are released from work to return home; and some participants did not receive an incentive to participate in the training. As a result, the findings may not provide an accurate representation of changes in knowledge and acceptability for all individuals who began the training, as complete data only existed for those who remained for the entire training.

Measures

Limitations to this study include the measures used within the trainings. Several measures were developed and modified specificially for this study. The knowledge measure was created by the primary researcher and the FAIR-TR was modified for this study. As a result, there were no alternate forms of knowledge, accuracy, or acceptability measures. Since the same form was used, exposure to prior items may have affected the results. Furthermore, performance on alternative FBA measures or other acceptability measures is not known for participants included in this study. As such, future studies may

want to develop measures with greater psychometric properties in order to render more confidence in the results obtained from the training methods.

Directions for Future Research

The current study collected data on changes in knowledge, acceptability, and accuracy within a three hour period of time. While this study allowed for an investigation of change between these variables, it did not allow for measurement of growth in these variables across time. Therefore, future researchers may want to use a different method of data analysis. As mentioned previously, future researchers could use a Latent Growth Curve Model (LGCM) to determine whether growth occurred among the variables across time, if significant relationships existed between the variables and to determine the shape of the growth curve. The LGCM determines developmental growth within the framework of structural equation modeling (SEM) by modeling behavioral growth by utilizing a multitude of measurements from the same individuals. The rationale for using the LGCM is to determine cause and effect relationships among variables across a representative period of real time (Acock, 1999; Kline, 2005; Pedhazur, 1997).

Future studies interested in creating a LGCM with collected data, would need to ensure that a minimum of three distinct data points are collected for each dependent variable across an acceptable period of time (i.e., months, years) to ensure that the proper type of longitudinal data can be collected to effectively evaluate the results using a LGCM. According to Acock (1999), a Latent Growth Curve Model must have at least 3 data points to test the linear model. Specifically, if a model has only two data points (e.g. pre and post measure) a straight line will fit perfectly, allowing for an evaluation of

change from a first administration to a second administration of a measure but not for growth in knowledge or abilities across time. Therefore, there is no data that could disprove the straight line. However, if there were 3 data points within the study, the additional data point would make it possible to prove whether the linear model was a good or poor fit. Acock also discusses the need to obtain multiple samples of data that are collected over extended periods of time (e.g. January, February, March or age 13, age 14, age 15, and age 16). Nonetheless, the researcher did not recommend specific criteria regarding the minimal time span that must take place in between samples of data being collected.

Future researchers may wish to divide the training into more distinct modules and measure changes in knowledge and acceptability on specific measures over time. In addition, future researchers may provide participants with opportunities to perform other FBA procedures (e.g., direct observations, functional analyses) with actual referrals and measure growth in those skills across an entire school year to assess for growth in applied skills in addition to changes in knowledge or acceptability. The current study evaluated the modified FAIR-TR measure and found a significant change in the FAIR-TR measure from pre to post administrations. The study found that participants improved in their accuracy on the second administration of the modified FAIR-TR after viewing vignettes and receiving feedback on their performance. Future studies interested in evaluating whether significant change exists regarding the modified FAIR-TR measure from pre to post, may wish to evaluate other methods to evaluate change between the variables of interest. For example, instead of utilizing vignettes, participants may review actual

referred cases (e.g., Powers, 2006) to evaluate if performance on an informant method or other FBA methods improves beyond the results obtained for this study.

As a part of the current study, data were entered into the database for each participant based upon the participants total score earned on each measure. Therefore, the variables were able to be compared based upon the results of individual scores for each measure. Future studies that may be interested in further evaluating the relationship between knowledge and acceptability and may want to conduct an item analysis on additional knowledge measures. A review of item responses on pre and post measures of knowledge did not reveal any unique outcomes for the data collected in this study. However, future research in this area may yield unique findings for individual items on the measures included within the study. Furthermore, future researchers may want to conduct a study evaluating acceptability of FBA and FAIR-T measures. The current study utilized the measures but the instruments are in need of further validation of their use. Future studies could perform large scale studies with these instruments, to assist in further support of the FBA and FAIR-T instruments being valid in assessing acceptability with individuals.

Summary

The purpose of this study was to evaluate whether FBA training would produce significant changes in participants' knowledge and acceptability of FBA measures and procedures. In addition, the current study evaluated whether a significant relationship existed between the FBA knowledge and acceptability measures. The study also evaluated whether the use of vignettes and the provision of feedback following training

impacted participants accuracy and acceptability on an FBA informant method. Results revealed a statistically significant change in all variables on the second administration of the measures of knowledge or acceptability. In addition, results from the study revealed as significant relationship between the second administration of knowledge and the second administration of FBA Evaluation Scales. Conversely, no significant relationship was found between the first administration of knowledge and the first administration of acceptability measures. Overall, the study demonstrated that the specific strategies utilized in the FBA training series were effective in increasing FBA knowledge and acceptability. As such, the current study contributes to the FBA literature by providing further evaluation of training methods designed to increase participant knowledge and acceptability of FBA policies and procedures.

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APPENDIX A

TERMS FROM THE DOCUMENT

Terms for the Document

Functional Behavior Assessment (FBA): A collection of methods utilized for gathering specific information, regarding the functional relationship between the performance of problem behaviors and environmental events (e.g., antecedents, consequences).

Functional Assessment Informant Report for Teachers-Revised (FAIR-T- TR): A semi-structured interview form utilized with teachers that is designed to obtain demographic information in addition to (a) a description of the target behaviors of concern, (b) identification of environmental events predictive of problem behavior (i.e. antecedent events) and (c) identification of potential functions of behaviors in terms of their maintaining consequences.

Functional Assessment Informant Record -Teachers Evaluation Scale (FAIR-TES): A 10-item Likert-type scale that was developed specifically to evaluate the format and usefulness of the FAIR-T.

Functional Assessment Checklist for Teachers Scale (FACTS): A semi-structured FBA interview measure, which is designed to be used in schools with teachers and other school staff as informants.

Teacher Support Team: A student assistance team in which various members conduct the different forms of assessment and then collaboratively form decisions regarding the function of behavior based on the data collected.

Intervention Rating Profile (IRP-15): A reliable one-factor, 15-item Likert-type scale that assesses the general acceptability of interventions.

Individualized Education Plan (IEP): A written document for a child exhibiting a disability. This document is developed, reexamined, and modified in a meeting with school personnel and parents (IDEA 2004).

Intervention: Any documented consequence used to increase or decrease target behavior, usually based upon the results of the FBA process.

Early Intervening Services (EIS): A broad application of support services for the schools and include activities such as evaluation, professional development and support for students who are not eligible under IDEIA.

Response to Intervention (RTI): The utilization of a problem solving, comprehensive, multi-tiered intervention strategy that allows intervention and early identification for all students who might be at risk behaviorally or academically.

FBA Evaluation Scale: An acceptability measure created for the purpose of the study to evaluate the acceptability of FBA procedures.

First administration of FBA Knowledge: A measure created to assess the level of FBA knowledge the participants possessed prior to the study beginning.

Second Administration of FBA Knowledge: A measure created to assess the amount of information the participants acquired from the FBA training at the conclusion of the study.

Vignettes: Written descriptions of a situation formed for specific educational purposes, with possible conclusions and solutions omitted

Performance Feedback: A method of providing knowledge or information about processes and outcomes to promote maintenance or transfer of skills and behaviors.

Inter-scorer Agreement: A procedure that evaluates the extent to which two or more raters agree, when rating the same set of things.

Procedural Integrity: A procedure that is used to ensure that the steps for a study are implemented as expected during each training.

Paired Sample T-tests: A statistical procedure that compares sample means, usually based on groups of individuals who experience both conditions of the variables of interest.

Pearson Product Moment Correlation: A statistical procedure that Evaluates a simple correlation between two variables and indicates whether a significant or non-significant relationship exists.

APPENDIX B

THE WRITTEN AFFIRMATION

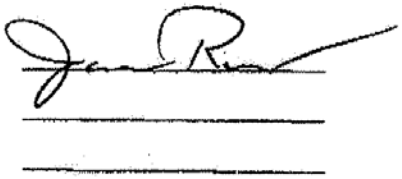
Written Affirmation from School District

The Hazlehurst School District has been provided sufficient information in regards to the training for the Dissertation. We are in agreement to allow LaQuanta Watson Stewart to conduct her study here in our District. We are aware that if we have any questions or concerns regarding the training we may contact her Dissertation Chair(s) Kristin Johnson-Gros Ph.D & Tony Doggett Ph.D at Mississippi State University (662)-325-7929.

We are providing our consent to participate in the study by signing below.

She has our permission to move forward in conducting the Training and a date will be set accordingly.

Sincerely,



Please fax to 662-325-3263 attention: Kristin Johnson-Gros, Ph.D at your earliest convenience

APPENDIX C

SCHOOL DISTRICT CONSENT FORM

School District Consent Form
Mississippi State University Consent Document for Research Participants

Title of Study: Functional Behavior Assessment Training Series for Teacher Support Teams

Name of School District: Hazlehurst School District **Date:** 11-16-07

Purpose of Study. Your school district is being asked to allow your teacher support teams to take part in a study that is evaluating the effects of functional behavior assessment training on teacher support team members. The first part is to conduct a First administration with TST members to challenge their current knowledge regarding FBA procedures. The second part is to conduct the training that will provide them the opportunity to learn important data regarding the FBA process and laws that support its implementation. TST members will be provided examples of problem behaviors that occur within the classroom and ways FBA procedures can help to address them. The third part is to evaluate their level of knowledge obtained from the FBA training by the .

Who can participate? Your teachers in the school district must serve as members of a Teacher Support Team which works with general education teachers to enhance the behavioral and academic performance of students.

Methods and Procedures. If your school district agrees to participate in this study, your TST members will be asked to assist with the Pre and Post- tests, and a FBA training that will transpire for three hours utilizing didactics, case examples, scenarios and oral questions to enhance comprehension of the material.

Risk and Discomfort. This study has very few risks for your TST members since only positive procedures will be used. However, they may become irritable due to the length of the training that is being presented.

Benefits. Participation in this study may benefit your TST members, your students and your school district because the training may result in improvement of your TST members skills in approaching problem behaviors and having knowledge of FBA procedures that can help to identify the function for problem behaviors. Whereas no assurance can be made concerning results that may be obtained (since results from investigational studies can not be predicted) the researcher will take every precaution consistent with the best scientific practice.

Confidentiality of Records. All information obtained during this study will be kept confidential. This means that your TST member's name and any other identifying information will be withheld from all persons not connected with the study.

Voluntary Participation. Your TST members' participation in this study is entirely voluntary. Your school district may withdraw your TST members from this study at any time without penalty, prejudice or loss of benefits.

Participants Consent. We have had the purpose and procedures of this study explained to our school district and have had the opportunity to ask questions. Our questions have been answered to our satisfaction. We are voluntarily signing this form for our school district to participate in this study under the conditions stated. If we have any questions about this study, we can contact LaQuanta Watson or Kristin Johnson-Gros Ph D. at 325-7929. This project and this consent from have been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research subject should be directed to the Institutional Review Board Office, Mississippi State University, P. O. Box 6223 MS State, MS 39762 (662) 325- 5220. I have received a copy of this consent.

Signature of School District Date

LaQuanta W. Stewart 11/16/07
Signature of Investigator Date

N/A
Signature of Witness Date
(if needed)

APPENDIX D

DEMOGRAPHICS QUESTIONAIRE

DEMOGRAPHICS QUESTIONAIRE

ANSWER THE FOLLOWING QUESTIONS BY PLACING A MARK IN THE BOX THAT INDICATES YOUR ANSWER OR FILL IN THE BLANK

1. Gender □ Male □ Female

2. Ethnicity

□ Caucasian □ African American □ Hispanic □ Asian/Pacific Islander □ Other

3. What is your current age? _____

4. What is the highest degree or certificate that you hold?

□ baccalaureate □ master □ specialist □ doctorate

5. What is your current job title? _____

6. How many years have you been employed? _____

7. How many years have you been employed in your current job? _____

8. Are you currently emergency certified to teach? □ yes □ no

9. What type of children do you work with?

□ general education □ children with disabilities □ both regular education and children with disabilities

10. What type of classes do you currently teach?

□ general education □ children with disabilities □ inclusion □ other _____

11. How many children are in your class on average, each year? _____

12. Do you refer students with behavior concerns to school psychologists, behavioral specialists, teacher support teams, or other professionals? □ yes □ no

13. If you answered "yes" to #12, how many behavioral referrals did you submit last year (2005-2006)? _____

15. How many children did you have behavior referrals for behavioral concerns during an average school year? _____

16a. While in college did you have courses in classroom management? □ yes □ no

16b. While in college, did you have any courses in behavior modification? □ yes □ no

17. If you answered "yes" to either question 16a or 16b, how many total classes did you take in either subject (Please DO NOT include workshops or CEU's)? _____

18. Please list, from greatest to least, the importance of the following options that help you better control the behavior in your class:

____ more parent involvement

____ more support from administration

_____more college courses in behavior management

_____more classroom materials (e.g. stickers, rewards, supplies)

_____more parent involvement in the class (e.g. volunteer)

_____more-training (e.g. in-services)

_____other _____

APPENDIX E

FIRST AND SECOND ADMINISTRATION FOR FBA AND TEACHER SUPPORT TEAM

First and Second Administration for FBA and Teacher Support Team

Directions: Please read each item closely and choose one answer by circling the best response.

1. What type of student is eligible to enter the three tier model?
a. Students in Special Education
b. All students
c. Graduating students

2. Interventions are:
a***. Change of scope and sequence of task***
b. Preferential seating
c. Suspensions

3. This type of classroom data analysis can measure academic, social, and behavior measures in an on-going and systematic way?
a. State Tests
b. Progress Monitor
c. Intelligence Tests

4. Approximately _____ of students will need intensive instructional interventions (Tier 3).
a. 30%
b. 5-10%
c. 90%

5. Two forms of legislation that require the use of Functional Behavioral Assessment are:
a. RTI and IEP
b. IDEIA and FBA
c. RTI and IDEIA

6. What is the stage immediately after the referral?
a. Problem identification/analysis
b. Intervention
c. Eligibility assessment

7. When other stakeholders refer a student, what must the stakeholders have?
a. An intervention
b. A genuine concern
c. Data

8. The TST chairperson should be:
a. The lead reading teacher
b. The grade teacher
c. The principal or designee

9. If a student takes a marker and writes words all over the top of his desk, this problem behavior could be characterized as?
a. Sleeping in class
b. Destroying property
c. Acting aggressively towards others

10. When addressing the behavior problem through the IEP Team, it is important to:
a. Determine if the problem behavior impedes the learning of students or others.
b. Help only if the student's behavior is affecting all students in the classroom.
c. Provide the teacher with various games and activities for the student to perform at home.

11. Little Jimmy had difficulty with compliance and only complied 1 out of 5 trials. his non-compliant behavior is defined as a (n) _____.
a. Unimportant part of the FBA process
b***. Operational definition***
c. Target behavior

12. The Goal of an FBA is to identify conditions within the _____ that are in relation to the occurrence and non-occurrence of problem behaviors.
a. Environment
b. Students
c. The principal's office

13. When a student has been placed in an interim Alternative Educational Setting (IAES) for 45 days for weapons or drug offenses, this constitutes?
a. The child to remain there for an additional 10 days.
b. A FBA to take place for the students
c. Mainly a summary from the IAES discussing the student's behavior.

14. An example of a process that supports legislation in providing PREVENTIVE procedures in addressing behavior and academics _____.
a. Functional Behavior Assessment (FBA)
b. Response to Intervention (RTI)
c. Individualized Education Plan (IEP)

15. When conducting an FBA it is important to know that an FBA is NOT a(n)
a. Clear description of the problem behavior
b. Intervention
c. Identification of consequences of the problem behavior.

16. FBA is a process of assessing the _____ of a student's behavior in relation to its context.
a. Sound
b. Appearance
c. Function

17. Ruby's behaviors that occurred in the hallway, walking from the lunchroom to the classroom are considered to have occurred during _____.
a. Centers
b. Transition time
c. A time that is not important to the FBA process

18. An intervention that effectively treats the challenging behavior of a child is stated to have _____.
a. Treatment Accuracy
b. Treatment Validity
c. A good Baseline

19. Creating a hypothesis statement about little Johnny and his non-compliant behavior would occur during the Interpretive Phase of the FBA process. Which point of the FBA process would this take place?
a. Phase two
b. Phase four
c. Interval Recording

20. If a teacher provides direct, simple and specific instructions to the students, she is displaying what type of strategy?
a. Consequent
b. Feedback
c. Antecedent

21. A functional analysis can be conducted to determine if your hypothesis or Summary statement is accurate. Which phase of the FBA process does this occur?
a. Interventions Phase
b. Verification Phase
c. ABC Assessment

22. If the Behavior Specialist conducted an FBA on Ruby, which of the following Methods would be appropriate to use in collecting data?
a. Parent, teacher and student interviews

b. Ruby's 3rd cousin's FBA
c. Implementation of the intervention

23. The behaviors we would like for Ruby to perform in class include, the ability to work in small groups and the ability to perform individual work without the assistance of teachers or peers. The behaviors we want Ruby to learn to perform in class are known as _____?
a. Appropriate behavior
b. Desired Behavior/Replacement behaviors
c. Teacher Interviews

24. When conducting an FBA for Emily, the discipline referrals, student report and report was collected to gather more information regarding her behavior. The information collected is considered as _____.
a. Direct observation
b. Data
c. Operational definition

25. When Ruby's falling out and disruptive behavior occurs during Reading class, she is allowed to use the computer during her individual work rather than work on her assignment and she is also allowed to look at a comic book during small group. What consequence could best describe the function of Ruby's behavior?
a. Gain access to Preferred Activities
b. Attention from Peers
c. Direct Observations

APPENDIX F

MODIFIED FUNCTIONAL ASSESSMENT

INFORMANT RECORD FOR

TEACHERS-REVISED

Modified Functional Assessment Informant Record for Teachers- Revised

Problem Behavior:

Please circle the problem behavior.

(a) Off Task Out of Seat (b) Off Task Verbal (c) Off Task Physical

(d) Off Task Fidgeting

Antecedents: Problem Behavior: _____	Yes	No
1. Does the behavior occur more often during a certain *type* of task?	_____	_____
2. Does the behavior occur more often during *easy* tasks?	_____	_____
3. Does the behavior occur more often during *difficult* tasks?	_____	_____
4. Does the behavior occur more often during *certain subject areas*?	_____	____
5. Does the behavior occur more often during *new* subject material?	_____	_____
6. Does the behavior occur more often when a request is made to *stop* an activity?	_____	____
7. Does the behavior occur more often when a request is made to *begin a new activity*?	_____	_____
8. Does the behavior occur more often during *transition* periods?	_____	_____
9. Does the behavior occur more often when a *disruption* occurs in the student's normal routine?	_____	_____
10. Does the behavior occur more often when the student's *request has been denied*?	_____	_____
11. Does the behavior occur more often when a *specific person is in the room*?	_____	_____
12. Does the behavior occur more often when a *specific person is absent from the room*?	_____	_____
13. Are there any other behaviors that usually *precede* the problem	_____	_____
14. Is there anything you could do that would *ensure* the occurrence of the behavior?	_____	_____

15. Are there any events occurring in the child's *home* that seem to precede occurrence of the behavior at school? _____ _____

Please indicate whether the following consequences occurred after the behavior was exhibited.

Consequence (examples provided)	Yes	No
Access to Preferred Activity	_____	_____
· computer time · run errands · games		
Termination of Task	_____	_____
· assignment taken away · allowed to refrain from working · does not have to comply with command		
Peer Attention	_____	_____
· negative attention such as being reprimanded · joined in giggling · made another cry		
Teacher Attention	_____	_____
· re-direction · interrupt · reprimand		

APPENDIX G

FUNCTIONAL BEHAVIORAL ASSESSMENT

EVALUATION SCALE

Functional Behavioral Assessment (FBA)
Evaluation Scale

The purpose of this questionnaire is to obtain information that will aid in the use of FBA procedures being used within the classroom. The FBA procedures will be used by teachers of children with behavior problems. Please circle the number which best describes your agreement or disagreement with each statement.

SD=Strongly Disagree (1) D= Disagree (2) SLD= Slightly Disagree (3)

SLA= Slightly Agree (4) A= Agree (5) SA= Strongly Agree (6)

1. FBA procedures would be acceptable for my student's problem behavior.	**1**	**2**	**3**	**4**	**5**	**6**
2. Most teachers would find FBA procedures appropriate for behavior problems in their classroom.	**1**	**2**	**3**	**4**	**5**	**6**
3. FBA procedures would be effective in changing a child's problem behavior.	**1**	**2**	**3**	**4**	**5**	**6**
4. I would suggest FBA procedures to other teachers.	**1**	**2**	**3**	**4**	**5**	**6**
5. My student's behavior problem is disruptive enough to warrant use of FBA procedures.	**1**	**2**	**3**	**4**	**5**	**6**
6. Most teachers would find FBA procedures suitable for the behavior problems that a student has exhibited in past.	**1**	**2**	**3**	**4**	**5**	**6**
7. I would be willing to continue the use of FBA procedures in the classroom setting.	**1**	**2**	**3**	**4**	**5**	**6**

8. I do not believe FBA procedures would result in negative side effects for my classroom.	**1**	**2**	**3**	**4**	**5**	**6**
9. FBA procedures would be appropriate for a variety of children.	**1**	**2**	**3**	**4**	**5**	**6**
10. FBA procedures are consistent with those I have used in the classroom setting.	**1**	**2**	**3**	**4**	**5**	**6**

APPENDIX H

MODIFIED FUNCTIONAL ASSESSMENT

INFORMANT RECORD FOR

TEACHERS EVALUATION

SCALE

Modified Functional Assessment Informant Record for Teachers (FAIR-TR) Evaluation Scale

The purpose of this questionnaire is to obtain information that will aid in the evaluation of the Functional Assessment Informant Record for Teachers (FAIR-T). Please circle the number which best describes your agreement or disagreement with each statement.

SD=Strongly Disagree (1) D= Disagree (2) SLD= Slightly Disagree (3)

SLA= Slightly Agree (4) A= Agree (5) SA= Strongly Agree (6)

1. I was able to complete the FAIR-T in a reasonable amount of time.	**1**	**2**	**3**	**4**	**5**	**6**
2. The questions were written in consumer-friendly terms (i.e., free of jargon).	**1**	**2**	**3**	**4**	**5**	**6**
3. The FAIR-TR has a good format (i.e., one section flows to the next smoothly).	**1**	**2**	**3**	**4**	**5**	**6**
4. The antecedents section contained items that are representative of events that naturally occur before problem behavior in general education classrooms.	**1**	**2**	**3**	**4**	**5**	**6**
5. The consequences section contained items that are representative of events that naturally occur after problem behavior in general education classrooms.	**1**	**2**	**3**	**4**	**5**	**6**
6. I gained a more thorough understanding of the student's problem behavior after completing the FAIR-T.	**1**	**2**	**3**	**4**	**5**	**6**
7. The FAIR-T supported some of my IDEIAs regarding the reasons that the student performed the problem behavior.	**1**	**2**	**3**	**4**	**5**	**6**
8. The FAIR-T helped me generate some IDEIAs of how to possibly decrease the student's problem behavior.	**1**	**2**	**3**	**4**	**5**	**6**

9. The FAIR-T aided in the discussion of the student's problem behavior with the expert (i.e., provided direction in discussing the student's problem behavior).	**1**	**2**	**3**	**4**	**5**	**6**
10. Overall, the FAIR-T was useful in developing hypothesis regarding the purpose of the student's problem behavior.	**1**	**2**	**3**	**4**	**5**	**6**

APPENDIX I

PROCEDURAL INTEGRITY

SHEET FOR TRAINING

PROCEDURES

Treatment Integrity Measure for Functional Behavioral Assessment Training:

The purpose of this integrity sheet is to document the steps conducted in reference to the procedures of the study. Please place a slash (/) by each item to infer whether the task occurred or did not occur throughout the training.

1. Provide the consent form to all participants and take them up ____
2. Pass out the pre-knowledge test _____
3. Inform the group of the instructions to complete the knowledge test _____
4. Pass out the pre-acceptability measure _____
5. Take up both forms the pre-knowledge and pre-acceptability measures_____
6. Implement the training to the participants _____
7. Pass out the FAIR-TR first administration _____
8. Show first vignette _____
9. Provide feedback _____
10. Pass out pre-acceptability of FAIR-TR _____
11. Take up FAIR-TR first admin and pre-acceptability of FAIR-TR_____
12. Pass out the FAIR-TR second administration _____
13. Show second vignette _____
14. Take up FAIR-TR second administration
15. Pass out the post-knowledge test _____
16. Pass out the post-acceptability measure for the FAIR-TR _____
17. Take up post-knowledge test and post acceptability measure for the FAIR-TR_____

APPENDIX J

IRB APPROVAL LETTER

Mississippi State University
Office of Regulatory Compliance
Post Office Box 6223
Mississippi State, MS 39762

Compliance Division
Administrative Offices
Animal Care and Use (IACUC)
Human Research Protection
Program (IRB)
1207 Hwy 182 West
Starkville, MS 39759
(662) 325-3496 - fax

Safety Division
Biosafety (IBC)
Radiation Safety
Hazardous Waste
Chemical & Lab Safety
70 Morgan Avenue
Mississippi State, MS 39762
(662) 325-8776 - fax

http://www.orc.msstate.edu
compliance@research.msstate.edu
(662) 325-3294

February 20, 2009

LaQuanta Watson Stewart
2201 Vecker Drive Apt 12202
Lewisville, TX 75057

RE: IRB Study #07-144: Determining the effects of functional behavior assessment teacher training and performance feedback on knowledge, acceptability, and integrity

Dear Ms. Watson Stewart:

The above referenced project was reviewed and approved via administrative review on 5/31/2007 in accordance with 45 CFR 46.101(b)(1). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period, to observe you and the additional researchers on this project.

Please note that the MSU IRB is in the process of seeking accreditation for our human subjects protection program. As a result of these efforts, you will likely notice many changes in the IRB's policies and procedures in the coming months. These changes will be posted online at http://www.orc.msstate.edu/human/aahrpp.php.

Please refer to your IRB number (#07-144) when contacting our office regarding this application.

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at cwilliams@research.msstate.edu or call 662-325-5220.

Sincerely,

[For use with electronic submissions]

Christine Williams
IRB Compliance Administrator

cc: Tony Doggett (Advisor)

APPENDIX K

FBA TRAINING FOR TEACHER SUPPORT TEAMS

Functional Behavioral

Assessment Training for Teacher

Support Teams

LaQuanta Watson, MS
Kristin Johnson-Gros Ph.D.
R. Anthony Doggett Ph.D.

Legislation & FBA

- Two forms of Legislation that require the use of Functional Behavioral Assessment (FBA)
- Individuals with Disabilities Education Improvement Act IDEIA 2004
- Response to Intervention RTI

IDEIA (2004)

- Individuals with Disabilities Education Improvement Act of 2004 (P.L. 108-446).
    - "IDEIA 2004"
    - Reauthorization of IDEIA 1997
    - Signed into law December 2004
    - Implement July 1, 2005

IDEIA & Discipline

- Mandates that under certain conditions school personnel must address negative classroom behavior by means of a FBA
- Develop a positive behavioral intervention plan (BIP)
- BIP should be included in child's Individual Education Plan (IEP)

IDEIA & Discipline

- FBA should be conducted when:
  - Students removed from school more than 10 school days due to inappropriate behavior that interfere with learning of student and others.
  - Students are removed to an interim alternative educational setting (IAES) more than 45 days because of possession of drugs or weapons.
  - Students placed in IAES by a due process hearing officer for behavior dangerous to self and others

IDEIA & Discipline

- Emphasizes the use of Positive Behavioral Interventions that are developed on FBA
- Addresses students' behavior problems in school.

RTI & Prevention

- Yields support of legislation
- Provides school districts with Early Intervention Services (EIS)
- Addresses behaviors as well as academics

RTI & Early Intervention Services

- Body Intervening Services (EIS)
- Broad application of support services for schools
- Include activities such as evaluation, professional development and support for students who are not eligible under IDEIA 2004

RTI

- Process for selecting effective interventions with individual students
- Occurs among the broader context of Early Intervening Services (EISO

How does this work?

- IDEIA allows up to 15% of its Part B funds to provide support to students within School Districts.
- The services under Part B for (EIS) are separate from the EIS provided under part C of IDEIA 2004.

RTI & School Districts

- Problem Solving
- Comprehensive
- Multi-Tier Intervention Strategy
- Allows intervention and Early Identification for ALL students who may be at risk behaviorally or academically.

The Process of RTI

- Should be utilized with decisions for the students
- Should result in a well-integrated system of instruction with interventions led by child outcome data.
- The Multiple tiers provide increasing intensity for student focused interventions

Multiple Tiers of RTI

- A systemic approach for providing student interventions
- Identifies struggling students BEFORE they fall behind
- Provides struggling students with support throughout the educational process

The Three-Tier Model

- Alternative to the "wait to fail" model
- Provides opportunity for student to receive adequate instruction/intervention
- Promotes earlier identification of at-risk students
- Shifts from eligibility concerns to adequate instruction concerns
- Not dependent on teacher referral
- Based on Applied Behavior Analysis principles

Why use a three-tier model for all students?

- State Board mandate
- Prevents over-identification as SPED designation
- Uses teacher input in a problem solving approach
- Utilization of scientifically-based research materials and methods
- Creates a record of instructional interventions to track student progress
- Links assessment and instruction to interventions
- Creates a timeline to provide assistance to at-risk students

Over view of the Three- Tiers:

- The model has three levels or "tiers" of instruction

  - Tier I- Effective Classroom Instruction
  - Tier II- Supplemental Instruction (teacher)
  - Tier III- Intensive Instructional Intervention (team)

Students served the by the three-tier model

- Approximately 5-10% in Tier III
- Intensive instructional interventions in Tier III
- Supplemental Instruction in Tier II
- All Students in Tier I

Movement through the Three-Tiers

(Graph of Tiers with arrows)
It indicates

- Students that need additional assistance than Tier I, transcend to Tier II
- Students that fail to respond to Tier II, transcend to Tier III
    - Students requiring more intensive instruction are referred to the Teacher Support Team and begin Tier III intervention(s)
    - Students that respond to Tier III interventions (Successful Interventions) may return to Tier I.

Classroom Data Analysis

- Teacher observations
- Parental input
- Evaluations
- Records
- Progress Monitoring
    - School-wide data
    - State tests
    - Classroom tests
    - Probes
    - Informal assessments

Progress Monitoring

- Formative
- Uses a variety of data collection methods
- Examines student performance frequently over time to evaluate response to intervention in making data based decisions
- On-going systematic process for gathering data
    - Academic
    - Social
    - Behavioral

RTI Process: Tier I

- School wide practices and efforts that are provided to all students such as:
    - Universal Screening
    - Differential Instruction
    - Scientifically Researched-Based Teaching Strategies and Approaches
    - High Quality behavioral and instructional supports

Tier II Interventions

- Targeted assistance based on progress monitoring
- Administrated classroom teacher, specialized teacher or external interventionist
- Provides additional instruction
    - Individual
    - Small Group
    - And/or technology assisted

Interventions are NOT

- Preferential seating
- Shortened assignments
- Parent contracts
- Classroom observations
- Suspension
- Doing MORE of the same/general classroom assignments
- Retention
- Peer-tutoring

Tier III of RTI

- Intensive Interventions
- Describes the behavioral and academic strategies, practices, and methodologies
- Designed for students who demonstrate considerable difficulties with behavioral and social difficulties
- With grade-level bench marks in the general educational curriculum.

Who receives Tier III intervention?

- Any student referred to the TST determined to need intervention
- Students meeting criteria*:
- Grades 1-3: A student has failed one grade
- Grades 4-12: A student has failed two grades
- A student failed either of the preceding grades and has been suspended or expelled for more than twenty days in the current school year.

The Referral Process

- Must become an institutionalized process, consistently administered, and monitored in order to bring about change
- Request for referral should be made by teacher at the time that data exist reflecting that Tier II interventions are insufficient to resolve the student concern
- Other stakeholder referral should have data indicating need for team intervention
    - Referral
    - Problem Identification and Analysis
    - Intervention Design
    - Implementation of Intervention
    - Evaluation of Process

The Relationship between RTI and FBA

- Functional Behavior Assessment can assist the Teacher Support Teams by providing knowledge upon the function(s) of a behavior and choosing an intervention that is relevant to the function(s) and unique to the individual student.

What is an FBA?

- **FBA** is a process of assessing the purpose or function of a student's behavior in relation to its context (I.e. surrounding environment) so that appropriate interventions can be designed to meet his or her unique needs.

The Goal of an FBA?

- To identify conditions within the environment that are in relation to the occurrence and non-occurrence of problem behaviors.

Overview: FBA

- **Types of Behavioral Problems**
  - Refusing to follow instructions
  - Talking without permission
  - Failing to remain seated
  - Failing to focus on instruction or assignments
  - Displaying tantrums
  - Bullying others
  - Acting aggressively toward others
  - Sleeping in class
  - Destroying property

Overview: FBA

- **Addressing the behavior problem through the IEP Team:**

  •Determine if the problem behavior impedes the learning of students or others

  •Conduct an FBA to determine the function of the behavior

  •Develop a BIP that teaches socially acceptable replacement behaviors and reduces problem behaviors

Key Components of a FBA:

- **Key Components of a FBA**:
  - Clear description of the problem behavior
  - Identification of the antecedent events, times, and situations that predict when the problem behavior will and will not occur
  - Identification of the consequences of the problem behavior

Overview: FBA

- **Key Components of a FBA**
    - Development of hypotheses and summary statements that describe the problem behavior and its functions
    - Collection of data from a variety of sources
        - Interviews
        - Direction Observation Data

Overview: FBA

- **Conduct an FBA when…**
    - Suspensions or placements in an alternative setting equal more than 10 cumulative school days in a year
    - Suspensions or placements constitute a change in placement (length, proximity)
    - Placement in an Interim Alternative Educational Setting (IAES) for 45 days for weapons or drug offenses
    - Placement in an IAES for behavior that endangers self or others
    - History of known problem behavior

Overview: FBA

- **FBA is NOT**….
  - Conducted to determine eligibility
  - Intervention
  - Marked boxes and filled blanks on a form
- **FBA is an avenue**…
  - To identify educational and programming needs
  - To identify interventions that promote behavioral adaptations in the student's environment

Existing Efforts to Define FBA/BIPs
in the School Text

- Applied behavior analysis model
  - Antecedents, behavior, & consequences
- Functional communication
  - Behavior serves a function: to obtain specific consequence

Key Terms &
Functional Behavior Assessment

- Empirically Supported Functions of Behavior
- **Function**: Purpose the behavior serves for the individual

•Social Attention/Communication
•Escape or Avoidance of Aversive Tasks
•Escape or Avoidance of Other Individuals
•Access to Tangibles or Preferred Activities
•Internal Stimulation

Key Terms &
Functional Behavior Assessment

- Antecedents are events in the environment that occur prior to a behavior
- **Ex**. Ruby has difficulty staying in her seat during class.
- After an observation, it was determined that prior to Ruby leaving her seat, the teacher was attending to other students in the class.

Key Terms &
Functional Behavior Assessment

- Consequences are events that occur in the environment following a behavior.
- **Ex**. After Ruby gets out of her chair, the teacher yells at her.
- The teacher's yelling at Ruby is considered a consequence for her out of seat behavior.

Key Terms &
Functional Behavior Assessment

- **Operational Definition-** defines the behavior and must be objective, clear, and unambiguous.
- A definition must have boundaries of behaviors so it is known what behaviors are included and what behaviors are not included.
- **Ex**. Child's buttocks must be on the seat and legs hanging over the front of the chair.

Key Terms &
Functional Behavior Assessment

- **Target Behaviors-** are identified and defined in the operational definition.
- **Ex.** Compliance, out of seat, hitting peers
- Target Behaviors must pass the Dead Person Test
- **If not**, it is not a good behavior to measure.

The Phases of the FBA Process

- **Descriptive**
- **Interpretive**
- **Verification**
- **Intervention**

Phase 1 of FBA
Descriptive Phase

- **Descriptive Phase- To collect specific information and determine the target behavior as well as the function of the problem behavior for the student.** includes both Indirect and Direct Methods of collecting viable information regarding the target behavior.
- **Ex. Indirect Methods**-interview, rating scales, academic and discipline records.
- **Ex. Direct Methods**-Direct Observations:ABC Assessment, Event Recording, Interval Recording

What Data to Collect

- Amount of work turned in
- Discipline referrals
- Grade report
- Frequency of time-outs or direct intervention
- Student report
- Parent report
- Structured Observation

Assumptions of Data Collection

1. •Review necessary and sufficient information to address the effectiveness of
2. the goals and interventions.
3. •Spend effort on interventions rather than gathering elaborate outcome data
4. •Review existing quantitative data
5. •Conduct structured behavioral observations as needed

Phase 2 of FBA
Interpretive Phase

•**Interpretive Phase-** A hypothesis or summary statement is developed about the triggers or events that maintain the behavior.
•**Ex**. Ruby refuses to remain in her seat during math class, to escape doing the math activity.
•**A-B-C Model**
Antecedent: Math class
Behavior: Out of Seat
Consequence: Escape

Phase 3 of FBA
Verification Phase

6.•**Verification Phase**-Direct changes to the environment are made to test the hypothesis or summary statement.

7. •**Ex**. A functional analysis can be conducted to determine if your hypothesis or summary statement is the accurate.

Phase 4 of FBA
Intervention Phase

•**Intervention Development and Monitoring**- Places emphasis on increasing positive behaviors and teaching skills to the students.

•It also makes problem behaviors for the child inefficient, ineffective, and irrelevant

Standards of a Good Intervention

- **Treatment Validity**

(a) An intervention effectively treats the challenging behavior

(b) An intervention is logically related to the functions of the behavior

- **Treatment Accuracy**

  The degree to which an intervention was conducted correctly and consistently

Outcome Evaluation Overview

8. •Collect outcome data
9. •Determine if behavior improved
10. •Evaluate treatment accuracy
11. •Evaluate treatment validity
12. •Evaluate FBA
13. •Maintain or modify the assessment and/or the plan

Assumptions of a Multimodal
Problem-Solving Approach

- FBA should include multiple theoretical perspectives in determining function
- FBA is not a specific procedure, rather it is a perceptual style that guides problem-solving and decision-making
- Interventions are associated with goals in a parallel (non-serial) manner
- Strategic and valid interventions should be coupled with a commitment to treatment accuracy and critical outcome evaluation

Support for Multimodal Approach

- Interventions on only one system are ineffective
- Interventions will be most successful when multiple, simultaneous causes are considered
- Thus, these causes can be linked to multiple, simultaneous interventions designed to treat the "whole" person

Case Example:
FBA

- Ruby Smith
- Referral to IEP Team due to multiple suspensions
- Behavior problems exhibited at school:

"Falling Out"
"Disruptive"

Case Example:
FBA

- **The behavior specialist of the IEP Team conducted an FBA**
  - Parent, Teacher, and Student Interviews
  - Behavior Checklists
  - Direct Observations

Case Example:
FBA

- **Results from the FBA indicated the following information:**
- **Antecedent (Predictors)**
  - Engagement in difficult tasks
  - Initiation of a new task before finishing current task
  - Transitions between activities
  - Denials of Ruby's request (e.g., break)
  - Small Group (Morning Reading; 9:00 – 9:45)
  - Independent Work (Reading; 10:00 – 10:30)
  - Transitions from Small Group to Independent Work

Case Example:
FBA

- **Behaviors Identified and described**:
- **Refusal to stay on task**
  - Closes reading book
  - Places head on desk
- **Refusal to follow instructions**
  14. Noncompliance with requests issued by teacher
  (a) Sit at table with small group
  (b) Open book to selected readings
  (c) Read aloud
- **Physical and Verbal outbursts**
  - Yelling Profanity
  - Hitting the desk
  - Throwing the book

Case Presentation:
FBA

- **Maintaining Consequences**
- **Escape/Avoid Work and Task Demands**
  - Allowed to sit at a separate table from the other students in the small group
  - Allowed to remain seated with her head down during assignment
  - Sent to office
  - Discontinued worksheet tasks after behavior escalated (e.g., yelling, and hitting desk)
- **Gain Access to Preferred Activity**

Allowed to use computer during individual work rather than work on

Case Presentation:
FBA

- **Desired Behaviors**:
  - Attempt tasks
  - Small Group and Individual Work
- **Replacement Behaviors**:
  - Appropriately solicit teacher feedback/help
  - Describe in observable and measurable terms
  - Appropriately ask for a break
  - Describe in observable and measurable terms
  - Earn Access to Preferred Activities

Case Presentation:
FBA

- **Predictor Strategies:**
  - Provide reading tasks at Ruby's instructional level
  - Present materials to Ruby in small segments
  - Provide frequent prompts for timelines for completing tasks
  - Provide frequent recognition for meeting deadlines
  - Issue direct, simple, and specific instructions
  - Intersperse easy and difficult tasks

Case Presentation:
FBA

- **Teaching Strategies**
  - Direct Instruction
  - Role Play
  - Feedback
  - Reward System
- **How to ask for breaks**
  - How to solicit help from teacher

Case Presentation:
FBA

- **Consequent Strategies**
  - Recognize Ruby's behavioral chain of events that lead to verbal and physical aggression
  - Provide frequent small breaks for demonstration of on-task behaviors
  - Clarify those expectations with Ruby

Case Presentation:
FBA

- **Consequent Strategies**
  - Provide frequent positive attention for compliance, working on tasks and completion of tasks
  - Provide immediate feedback for compliance
  - Avoid removing Ruby from the classroom
  - Gradually introduce Ruby to the small

Any Questions?

APPENDIX L

SCENARIO ONE

Scenario One

Scene: In classroom with Teacher and student

Behavior: Off Task Verbal

Teacher: Today we will be working in our math work book completing an assignment. During the assignment, you all will remain in your seats, and work on your math problems at your seat.

(Student is working silently at his desk, teacher working at her desk grading papers for a few moments, student notices he does not have the teachers' attention and student then begins to sing).

Student: asks to go to the rest room

Teacher: Not right now, you have to complete your work at this time. (student begins singing and looks over at teacher to see if he is looking)

Teacher: (stops working at desk and looks over at Jake and then goes over to Jake's desk).

Teacher: Jake, you are supposed to be working your math problems. Stop singing and complete your assignment.

Student: (Pouts and begins to look down at his book)

Teacher: (Walks back over to desk and begin grading papers after 30 seconds student begins to sing again).

Student: (singing louder and looking over towards the teacher)

Teacher: (looks up and immediately walks over to Jake and says "Jake, you are suppose to be doing your work. You do not sing in class! Do your math assignment now.
Teacher: (walks back his desk and immediately, singing begins)

Student: singing louder and moving his head to the music.

Teacher: (walks back over to student and says "Jake, in the classroom there is a correct way to get an adults attention and that is by raising your hand. Raising your hand is the appropriate gesture to get my attention when you need assistance after performing the appropriate behavior, the student is allowed to go outside.

APPENDIX M

SCENARIO TWO

Scenario Two

Scene: Teacher and student in classroom

Behavior: Off Task Out of Seat

Teacher: (As bell is ringing teacher walks into the class). Good evening. Today we are going to begin working on our new objective Division. We are going to practice some problems in class today to make sure that everyone understands how to work the fractions.

(Student -Tim looks down and slouches in his chair).

Teacher: Here are 5 problems (holding worksheet in the air), work these problems and we will review the answers on the board when you all have finished.
(Teacher passes him his work sheet).
You should remain in your seat until after your problems are completed. If you have any questions, please raise your hand and I will come to your seat. Do you have any questions?

Student: (Shake their heads no)

(teacher returns to his seat and begins to grade the homework. The student is working independently. After about 5 seconds, the student Tim gets out of seat).

Student: (Gets out of seat looking frustrated and walks over to the shelf).

Teacher: (still grading homework papers then looks up and thinks to herself, "I wished Jake would just finish the math worksheet instead of getting out of his desk"

Student: Still looking through materials on the shelf.

Teacher :Jake, if you do not remain in your seat. I am going to send you to the office again like I did yesterday during math class!

(Teacher started to grade papers again).

Student: (started on math but in 5 seconds got up and walked again)

Teacher: Jake, return to your seat. I have asked you to get back in your seat three times.
(Student returns back to seat)

(Teacher walks over to his desk and looks at his work)

Tim, you only have 2 digits written on your worksheet and
have not completed any of your division problems.
Student: throws his book onto the floor.

Teacher: asks student, “Do you know how to do the problems”?

Student: throws book onto the floor and responds “I can’t do it”.

Teacher: picks the book up from the floor and gives it back to the student. And asks once more “ Are you having problems working the math problems”?

Student: throws the book even harder onto the floor into the corner this time and states, “I just can’t do it”!

(Teacher looks at student and gestures him to get up)
He is allowed to go outside for a small break due to his frustration with completing the required math problems for class.

APPENDIX N

ANSWERS MODIFIED FAIR-TR

SCENARIO ONE

Answers for Modified FAIR –TR

Scenario One

Functional Assessment Informant Record for Teachers- Revised

Problem Behavior:

Please circle the problem behavior.

(a) Off Task Out of Seat (b***) Off Task Verbal*** (c) Off Task Physical

(d) Off Task Fidgeting

Antecedents: Problem Behavior: ***Off Task Verbal***	Yes	No
1. Does the behavior occur more often during a certain *type* of task?	__*___	_____
2. Does the behavior occur more often during *easy* tasks?	__*___	_____
3. Does the behavior occur more often during *difficult* tasks?	_____	_____
4. Does the behavior occur more often during *certain subject areas*?	__*___	_____
5. Does the behavior occur more often during *new* subject material?	_____	_____
6. Does the behavior occur more often when a request is made to *stop* an activity?	__*__	_____
7. Does the behavior occur more often when a request is made to *begin a new activity*?	_____	_____
8. Does the behavior occur more often during *transition* periods?	_____	_____
9. Does the behavior occur more often when a *disruption* occurs in the student's normal routine?	_____	_____
10. Does the behavior occur more often when the student's *request has been denied*?	__*___	_____
11. Does the behavior occur more often when a *specific person is in the room*?	_____	_____
12. Does the behavior occur more often when a *specific person*	_____	_____

is absent from the room?

13. Are there any other behaviors that usually *precede* the problem __*___ _____
    behavior?

14. Is there anything you could do that would *ensure* the occurrence _*___ _____
    of the behavior?

15. Are there any events occurring in the child's *home* that seem to _____ ___*__
    precede occurrence of the behavior at school?

Please indicate whether the following consequences occurred after the behavior was exhibited.

Consequence (examples provided)	Yes	No
Access to Preferred Activity	_____	_____
· computer time · run errands · games		
Termination of Task	_____	_____
· assignment taken away · allowed to refrain from working · does not have to comply with command		
Peer Attention	_____	_____
· negative attention such as being reprimanded · joined in giggling · made another cry		
Teacher Attention	___*___	_____
· re-direction · interrupt · reprimand		

APPENDIX O

ANSWERS FOR MODIFIED FAIR-TR

SCENARIO TWO

Answers for Modified FAIR-TR

Scenario Two

Functional Assessment Informant Record for Teachers- Revised

Problem Behavior:

Please circle the problem behavior.

(a) ***Off Task Out of Seat*** (b) Off Task Verbal (c) Off Task Physical

(d) Off Task Fidgeting

Antecedents: Problem Behavior: ***Off Task Out of Seat***	Yes	No
1. Does the behavior occur more often during a certain *type* of task?	__*___	_____
2. Does the behavior occur more often during *easy* tasks?	_____	_____
3. Does the behavior occur more often during *difficult* tasks?	__*___	_____
4. Does the behavior occur more often during *certain subject areas*?	__*__	_____
5. Does the behavior occur more often during *new* subject material?	__*__	_____
6. Does the behavior occur more often when a request is made to *stop* an activity?	_____	_____
7. Does the behavior occur more often when a request is made to *begin a new activity*?	__ *__	_____
8. Does the behavior occur more often during *transition* periods?	_____	_____
9. Does the behavior occur more often when a *disruption* occurs in the student's normal routine?	_____	_____
10. Does the behavior occur more often when the student's *request has been denied*?	_____	_____
11. Does the behavior occur more often when a *specific person is in the room*?	_____	_____
12. Does the behavior occur more often when a *specific person*	_____	_____

is absent from the room?

13. Are there any other behaviors that usually *precede* the problem behavior? _____ _____

14. Is there anything you could do that would *ensure* the occurrence of the behavior? __*__ _____

15. Are there any events occurring in the child's *home* that seem to precede occurrence of the behavior at school? _____ _____

Please indicate whether the following consequences occurred after the behavior was exhibited.

Consequence (examples provided)	Yes	No
Access to Preferred Activity · computer time · run errands · games	___*___	_____
Termination of Task · assignment taken away · allowed to refrain from working · does not have to comply with command	___*__	_____
Peer Attention · negative attention such as being reprimanded · joined in giggling · made another cry	_____	_____
Teacher Attention · re-direction · interrupt · reprimand	_____	_____

APPENDIX P

CURRICULUM VITA

CURRICULUM VITAE

La'Quanta Watson Stewart

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The Colony, Texas 75057

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stewartl@lisd.net & lmw6@msstate.edu

EDUCATION

Expected 2008	**Ph.D**.	Mississippi State University
		Major Area: School Psychology
		(APA, NASP, NCATE approved)
		Dissertation: The effects of Functional Behavior Assessment Teacher training and Performance Feedback: Knowledge, Accuracy, and Acceptability and their ability to accurately complete FBA procedures.
2006	**M.S.** `	Mississippi State University
		Major Area: Psychometry
		(NCATE approved)
		Certification: LSSP Licensed Specialist School Psychologist
2001	**M.S**.	Mississippi State University
		Major Area: Community Counseling
		Certification: NCC, National Certified Counselor
1998	**B.A.**	University of Southern Mississippi

Major Area: Psychology

SCHOOL PSYCHOLOGY PROFESSIONAL EXPERIENCES

Fall 2008 to Current, **Psychologist Position as LSSP, Lewisville Independent School District, Psychological Services, Special Education Department**

APA Approved District

Supervisor: Linda Pedersen, Ph.D., Neuropsychologist

Supervisor: Cristin Dooley, Ph.D, Neuropsychologist

LSSP duties include: Managing four campuses and being the primary LSSP for each campus, attending annual review or dismissal meetings for students; assisting with intelligence and cognitive assessments with interpretation of the measures; providing comprehensive psychological evaluations to students referred for special education eligibility; Actively contribute to pre-referral intervention team by providing consultation, conducting functional behavioral analyses, developing behavior intervention plans, and developing and implementing interventions. Participating on Admission, Review, and Dismissal Committees; Providing parent training through the family center; Conducting classroom based behavioral interventions;. Actively contribute to the autism research team.

Fall 2007-Summer 2008, **Psychology Intern, Lewisville Independent School District, Psychological Services, Special Education Department**

APA Approved Internship Site

Director of Training: Dr. Gwen Carter; Primary
Supervisor: Dr. Glenn A. Brown, Neuropsychologist
Secondary Supervisors: Dr. Debra Gomez and Dr. Elizabeth A. Olson

Intern duties include: assisting with neuro-psychology cases; conducting intelligence and cognitive assessments with interpretation of the measures; providing comprehensive psychological evaluations to students referred for special education eligibility; serve on one of the district's six multidisciplinary Autism Evaluation Teams providing comprehensive Autism evaluations; Actively contribute to pre-referral intervention team by providing consultation, conducting functional behavioral analyses, developing behavior intervention plans, and developing and implementing interventions. Participating on Admission, Review, and Dismissal Committees; Providing weekly family therapy and parent training through the family center; providing bi-weekly counseling sessions to students eligible for special education. Conducting classroom based behavioral interventions; co-lead monthly social skills groups in connection with Autism Focus Night. Attend weekly didactic training seminars. Attend weekly individual (primary and secondary supervisors) and group supervision meetings with licensed psychologists. Actively contribute to the autism research team.

Spring 2007, **Consultation Practicum, Mississippi State Hospital, Whitfield MS (120 hours).**

Supervisor: Dr. Johnson-Gros & Dr. Johns

Consultation Practicum duties include: conducting social and adaptive skill groups with dual diagnosed men and dual diagnosed women; conducting individual sessions with adolescents and children; consulting with teachers and staff regarding appropriate interventions for the children; observing treatment team meetings, intakes, and individual sessions with staff, observing group dynamics with adolescents.

Spring 2007, **Consultation Practicum, Durant Public School, Durant MS (150)**

Supervisor: Dr. Johnson-Gros & Mrs. Melinda Keith

Consultation Practicum duties include: consulting with teachers and staff regarding the behavior of the students, creating classroom management systems, assisting with implementation of the systems, conducting individual interventions for tantrum behavior, selective mutism and encopreces; conducting observations, collecting data and writing case notes daily.

Fall 2006- Spring 2007 **Supervisor of Behavior Specialist. Kosciusko School District. Kosciusko, Mississippi (159 hours)**

Supervisor: Dr. Johnson-Gros

Assistantship duties include: supervising a school psychology upper level graduate student in developing Functional Behavioral Assessments, evaluating FBA reports, supervising in writing Behavior Support Plans, evaluating BIP reports, supervising in implementation, participating in IEP meetings, supervising behavioral caseload, participating in a pre-school screener for developmentally delayed, assisting with interventions for emotionally disturbed students, assisting with data collection, supervising social skills groups, supervision of individual sessions with clients, assisting with a behavior training for parents of preschoolers and will assist with a crisis intervention plan for the school district.

Fall 2006-Spring 2007 **Supervisor of Behavior Specialists. WestPoint School District, West Point, Mississippi (150 hours)**

Supervisor: Dr. Johnson-Gros

Assistantship duties include: supervising school psychology upper level graduate students in Developing Functional Behavioral Assessments, Evaluating FBA reports, supervising Behavior Support Plans, evaluating Behavioral Intervention Plans, participating in special services meetings, supervising teacher consultation, supervising behavioral caseload, assisting with data collection, creating interventions for implementation, assisting with interventions, assisting with data collection, assisting in Positive Behavior Interventions and Supports (PBIS), consultation with staff, supervision of individual sessions with clients.

Fall 2006 **School Psychology Clinic, Mississippi State University**

Clinic Director: Dr. Kristin Johnson-Gros.

Under supervision worked with non-compliant child, conducted Child Directed Interaction (CDI), provided consultation to parent, consulted with parent on time out procedures, implemented time out procedures, will assist with functional analysis with preschool student, will assist with ADHD case, conducted behavior rating scales including BASC, SSRS, problem solving with other cases in clinic & Behavioral presentation on autism as a specific population.

Fall 2006 **Local Norming: West Point School District**

Supervisor: Paige Patterson

Duties: provided local norming with (DIBELS) Dynamic Indicators of Basic Early Skills 6th Edition for reading.

Fall 2006 **Drafting Response to Intervention Procedures (RTI) in Mississippi**

Supervisor: Dr. Johnson-Gros

Duties: Reevaluated Tier III of (RTI). Will conduct research to determine effective means for deciding whether a student is responding to an intervention. Will utilize the research to develop more effective strategies that will be used in Mississippi to evaluate a student at Tier III for response to intervention.

Fall 2005- Spring 2006 **Behavior Specialist, Kosciusko School District. Kosciusko, Mississippi 600 hrs.**

Supervisors: Dr. Johnson-Gros & Sally Landrum

Assistantship duties include: developing Functional Behavioral Assessments and Positive Behavior Support Plans for students in pre-kindergarten through 12th grades, running social skills groups, providing individual sessions, attending Teacher Support Team meetings, pre-school screening for developmental delays, obtaining behavior and academic referrals, conducting interviews/observations, designing and monitoring interventions and conducting in-services for teachers in areas related to positive behavioral support.

Spring 2006 **Assessment Practicum, West Point School District, West Point, Mississippi (300 hrs).**

Supervisor: Dr. Harrison Kane & Paige Patterson

Practicum duties include: re-evaluation for special education, an initial, testing for dyslexia, conducting intelligence and achievement testing utilizing the KTEA, KABC, WJCII, the Lieter and etc; assisting with psychological evaluations utilizing the CBCL and the BASC etc. conducting parent and teacher interviews, conducting curriculum based measurements (CBM) in Reading fluency and comprehension, and math fluency, observations, assessment report writing, attending monthly MAPS team meetings.

Summer 2006 **Implementation of Summer Institute of the South: Trainings on RTI, CBM, TST & FBA Procedures and Implementation**

Supervisors: Dr. Johnson-Gros, Dr. Carlen Henington, & Dr. Tony Doggett

Duties: assisted faculty with preparation for the trainings by creating handouts, binders, schedules, ensuring CEU credits were provided, assisting with confidentiality forms, consent forms, and hand outs during the trainings.

Spring 2006 **Consultant, School Psychology Clinic, Mississippi State University (300 hours)**

Supervisor: Dr. Johnson-Gros

Duties include: interviewing parents and children with academic and/or behavioral difficulties, assessing instructional level using curriculum-based assessment (CBM), designing interventions, monitoring progress, collecting data, observing other clinic cases via television monitor.

Fall 2005 **School Psychology Clinic, Mississippi State University.**

Supervisor: Dr. Johnson-Gros, Dr. Carlen Henington, Dr. Anthony Doggett

Duties include interviewing parents and children with academic and/or behavioral difficulties, assessing instructional level using curriculum-based assessment (CBM), designing interventions, monitoring progress, collecting data, observing other clinic cases via television monitor.

Summer 2005 **Developmental Screener, Starkville, Mississippi.**

Supervisor: Dr. Henington

Duties included: assessing children between the ages of three and six at a Health Fair emphasizing developmental readiness for schools using the DIAL-R.

Spring 2005 **Functional Behavior Assessment**

Supervisor: Dr. Henington

Duties: provided services to Emerson's preschool by conducting FBA's, observations, consulting with teachers regarding CDI & time out procedures.

Fall 2004 **School Psychology Clinic**

Supervisors: Dr. Doggett, Dr. Henington

Duties: Observing upper level students with behavioral and academic cases including assisting with problem solving of diagnosis and prognosis of the cases.

OTHER CLINICAL/PROFESSIONAL EXPERIENCES

Executive Director for Emotionally Disturbed Children- Paul's Home for Children
Summer 2007
Responsibilities: Supervised a Master's level Clinical Psychology Student; ensured the home was in compliance with state laws and regulations regarding inpatient facility homes for adolescents, trained all staff on recent information regarding emotional disturbance and how to work with this population, trained the practicum student in behavioral interventions, behavior management programs and counseling techniques, directed and scheduled all extracurricular activities for the adolescents within the home.

Out Patient Child and Adult Therapist, Community Counseling Services, Eupora MS.
Summer 2006

Certification: Committal of psychiatric patients to hospital

Responsibilities: provided individual sessions, home visits, report writing, case notes, monthly staffing, pre-screener evaluations, scheduled committals and provided community extension to patients.

Emotional and Behaviorally Disturbed Internship- Paul's Home for Children

300 hrs Summer 2006

Supervisor: Sandy Devlin, Ph.D.

Description: Worked with five adolescent boys between the ages of 14 to 17

created and implemented social skills techniques for the groups, helped with behavior modification plan for the home (Job Card Grounding), used curriculum based measurement to determine boy's current level of academic functioning, helped the children develop and reach academic professional goals, and provided individual sessions to the adolescents.

Day Treatment Specialist: Pine Belt Mental Health, Purvis MS, Purvis elementary and middle school. January 2003 to October 2004

Description: Worked with emotionally disturbed children on Social Skills, Following Directions, Anger management, Accepting Consequences etc., attended IEP meetings, attended faculty meetings, provided individual sessions, and teacher consultation.

Day Treatment Specialist: Pine Belt Mental Health, Lumberton MS, Lumberton Elementary and Middle School. October 2003 to August 2004.

Description: Worked with the children on increasing Self Esteem, Anger management Skills, Accepting Consequences, Social Skills, Goal Setting Skills, Manners, Following Directions and etc. Monitor all behaviors within the classroom. Help teachers and parents to understand and increase relationships with the students by eliminating or working on negative behaviors that interfere with their learning in the classroom.

Vocational Rehabilitation Counselor: Vocational Rehabilitation, Hattiesburg MS, January 2002-January 2003

Duties: Counseled people with mental and physical disabilities, assisted them in seeking employment, supervised an assistant on caseload management, case management, bill authorization, provided family sessions and helped to integrate the clients back into the community.

Intern, Cart House, Starkville, MS. January2001 to May 2001

Duties: Provided individual sessions and led group sessions for chemically dependent adolescent boys ages 13 to 18. Provided family sessions for clients and family members. Supervised recreational activities. Performed administrative duties such as intake with new clients, and policy revision.

Practicum, Diamond Grove Center, Louisville, MS. August to December 2000

Duties: Provided individual sessions with mentally diagnosed children and adolescents ages 3 to 17. Co-led groups with therapists and participated in family sessions with the clients' family members.

Intern, Counselor Education Department, Mississippi State University, January 2001 to May 2001

Duties: Assisting with client intake, filing client information, entering client data into the Microsoft Access database, and ensuring client confidentiality.

PUBLICATIONS:

Kuhn, L., **Watson, L.,** Ota, M., Cole, M. & Johnson-Gros (2008). Effects of BEA to identify a reading intervention.

Stewart, W. L., Shands, I. E., Huang-Storms, L., Kerr, S. T., Olson, E., Collins-Jones, T., & McGregor, P. (in progress). Multicutural variables in autism eligibility in a public school district.

RESEARCH EXPERIENCE

Summer 2009 **Research Project: Autism and contributing factors to eligibility in a public school district.**

Duties: analyzing archival data, assisting with creation of the poster presentation.

Fall 2007- Spring and Summer of 2008 **Internship Research Project: Multicutural variables in autism eligibility in a public school district..**

Supervisors: Dr. E. Olson, Dr. T. Collins-Jones, Dr. P. McGregor

Duties: analyzing archival data, creating a coding scheme for the data variables, entering data into the data base, writing a portion of the result section, writing the discussion section of the paper, creating a slide presentation for the paper, presenting the paper in Boston MA for the APA conference.

Fall 2006 **Graduate Research Assistant 150 hrs**

Supervisors**:** Dr. Anthony Doggett & Dr. Kristin Johnson-Gros

Duties: assisting with delegated accreditation duties, evaluation of assessment instruments, conducting research with supervisors.

Summer 2006 **Examining the effects of training series (i.e., RTI, CBM, TST, and FBA) on knowledge and acceptability.**

Supervisor: Kristin Johnson-Gros, Ph. D.

Duties: Aided in the creation and implementation of pre and post tests for each training either as one of the primary investigators or as a team member of the research team.

Spring 2006 **BEA and Reading Interventions**: **Principal Investigator**

Supervisor: Dr. Johnson-Gros

Conducting a study examining the effects of Brief experimental analysis on reading interventions on choosing an intervention for a child. Duties included reviewing the literature, comparing LLP,

Repeated Reading, Contingent Reinforcement, and Phase Drill during BEA, collecting base line with Repeated Reading, implementing the reading intervention and interpreting data.

Summer 2005 **Written_Expression: Principal Investigator**

Supervisor: Dr. Carlen Henington

Conducting a study examining Written_Expression evaluating Mnemonic parts, complete sentences, correct word sequences, and total number of words. Duties included creating the intervention, reviewing the literature, conducting the writing intervention, scoring the data, analyzing the data.

Spring 2005 **Scottish Rite: Principal Investigator**

Duties: conducting a study on a shortened version of the Scottish Rite Program. Duties included reviewing the literature, collecting baseline, implementing the intervention and interpreting data.

Fall 2004 **Scottish Rite: Assisted in Research**

Supervisor: Dr. Henington

Duties: Assisted with Scottish Rites procedures in Aberdeen Public School District with 1st grade student.

NATIONAL PRESENTATIONS

Stewart, W. L., Shands, I. E., Huang-Storms, L., Kerr, S. T., Olson, E., Collins-Jones, T., & McGregor, P. (2008). *Multicutural variables in autism eligibility in a public school district.* presented at American Psychological Association, Boston, MA.

Henington, C., Kazmerski, J., Campbell, K. W., Schuck, R., Ota, M., **Watson, L. M.,** Smith, S., Adkins, H., Rye, D. A., & Dufrene, B. A. (2006). *Efficacy of brief academic intervention packages for academically at-risk children.* Symposium presented at the National Association of School Psychologists Conference, Anaheim, CA

Watson, L., Henington, C., & Brasfield, R. (2006). *Utilizing written _expression to Enhance writing skills.* Presented at the National Association of School Psychology Conference, Anaheim, CA.

Watson, L., Henington, C., & Brasfield, R. (2006). *Written _expression utilized with Academically at risk students.* Presented at the Applied Behavior Analysis Conference, Atlanta, GA.

REGIONAL & STATE PRESENTATIONS

Smith, S., **Watson, L**., Campbell, K., Ward, P., Schuck, R. & Johnson-Gros, K. N. (2006). *Summer Institute with Implementation of Response to Intervention and Acceptability.* Presented as a poster at MAPS, Jackson, MS.

Campbell, K., Schuck, R., **Watson, L.,** Smith, S., Ward, P. & Johnson-Gros, K. N. (2006). *Summer Institute with Implementation of Curriculum Based Measurement and Acceptability*. Presentation as a poster at MAPS, Jackson, MS.

Smith, S., **Watson, L.,** Campbell, K., Ward, P., Schuck, R. & Johnson-Gros, K. N. (2006). *Summer Institute with Implementation of Response to Intervention and Acceptability*. Accepted for presentation at MSERA Nov.10, Birmingham, AL.

Campbell, K., Schuck, R., **Watson, L.,** Smith, S., Ward, P. & Johnson-Gros, K. N. (2006). *Summer Institute with Implementation of Curriculum Based Measurement and Acceptability*. Accepted for presentation at MSERA Nov.10, Birmingham, AL.

Campbell, K., **Watson, L.,** Schuck, R., Ward, P., Smith, S. & Johnson-Gros, K. N. *Summer Institute with Implementation of Teacher Support Team and Acceptability.* Accepted for presentation at MSERA Nov.10, Birmingham, AL.

Watson, L*. Ota, Miller, M., Cole, M, Kuhn, L., & Johnson-Gros (2006). Effects of BEA to Identify a Reading Intervention: clinic to school implementation.* Accepted for presentation at MSERA*, Nov. 10, Birmingham, A.L.*

Henington, C. Doggett, R. A., Kazmerski, J. S., **Watson, L. M.,** Campbell, K. W., Schuck, R., Ota, M., Atkins, H., & Dufrene, B. A. (2005). *Efficacy of brief Academic intervention packages for academically at-risk children.* Presented At Mid-South Educational Research Association Conference, New Orleans, LA.

Kuhn, L., **Watson, L.** Ota, M, Cole, M & Johnson-Gros, K. N. (2006). *Effects of BEA to Identify a Reading Intervention.* Presented at Mississippi Association of Psychology in the Schools, Jackson, MS.

Watson, L. Ota, Miller, M., Cole, M, Kuhn, L., & Johnson-Gros (2006). *Effects of BEA to Identify a Reading Intervention: clinic to school implementation.* Presented at Mississippi Association of Psychology in the Schools, Jackson, MS.

TRAININGS OR INVITED WORKSHOPS

Guest Lecture: Training Lewisville Independent School District

Duties: trained all Academic Life Skills and Academic Vocational Life Skills teachers on Mental Retardation, recent research regarding the term, etiology, prognosis, specific characteristics and genetic disorders related to the disorder.

Guest Lecture: Training Kosciusko School District

Duties: trained all TST members in Kosciusko school district on Functional Behavior Assessment, its procedures and implementation of the model; conducted a pre and post test for measurement of knowledge (pilot study).

Guest Lecture: School Counseling Class/ Mississippi State University Dr. Kimberly Hall Professor

Duties: Lectured students regarding behavioral interventions and the components of behavioral evaluations and emphasized terms, the process and evaluation of behavior interventions.

Guest Lecture: Training at Summer Institute of the South and Hazlehurst High School

Duties: trained all Administrative staff on Functional Behavior Assessment, its procedures and implementation of the model; conducted pre and post tests for measurement of knowledge, pre and post for acceptability of FBA and FAIR-T procedures, demonstrated two behavioral scenario's for interpretation with the first providing feedback, and evaluated pre and post integrity as well. Consent and demographic information was also gathered from each participant within the study. (Dissertation)

PROFESSIONAL DEVELOPMENT

Ethics Training 2009
Presented by Dr. Lang at Region 11 in Dallas Texas.

NEPSY-II Training 2007
Presented by Dr. Sally L. Kemp co-author of NEPSY & NEPSY-II at Region 11 in Fort-worth Texas.

***Hurricane Katrina: In the Aftermath Training* 2005**

Presented by Dr. Phil Lazarus at the Convention center in Hattiesburg Mississippi**.**

Autism Spectrum Disorder Training 2005

Presented at the Multipurpose center in Hattiesburg, Mississippi.

Effects of Katrina in the Schools Training 2005

Presented at the Mississippi State University School Psychology Colloquium: Starkville, Mississippi.

Assessment of Autism Spectrum Disorders Training 2006

Presented by Melissa D. Hunter, PhD at the Mississippi State University School Psychology Colloquium: Starkville

AWARDS AND HONORS

The School Psychology Outstanding Research Award Recipient 2006-2007

The Chancellor's List- National Academic Affairs 2006-2007

Full Graduate Assistantship in the Schools Mississippi State Univ. 2004-2007

The Chancellor's List- National Academic Affairs 1999-2001

Homecoming Queen University of Southern Mississippi 1998-1999

Ebony Magazine Presentation as Homecoming Queen May, 1999

Chi Sigma Iota Professional Honor Society 1998-1999

Who's Who among American College Student 1997-1999

Psi Chi National Honor Society 1997-1998

PROFESSIONAL AFFILIATIONS

American Psychological Association (APA), Graduate Student Affiliate

Mississippi Association for Psychology in the Schools (MAPS), Student Affiliate

American Psychological Association Graduate Students 2006

TEXAS Association of School Psychologist (TASP), Student Affiliate

Dallas Fortworth Regional Association of School Psychologists (DFWRASP)

JOB REFERENCE

Linda Pedersen Ph.D (supervisor)

Licensed Psychologist

Lewisville Independent School District

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Glenn A. Brown, Ph.D (co-worker/previous supervisor)

Neuropsychologist

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SCHOOL PSYCHOLOGY REFERENCES

R. Anthony Doggett, Ph.D., Program Director

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Mississippi State University

662-325-3312

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Kristin Johnson-Gros, Ph.D., Associate Professor

Department of Counselor Ed. Psy., & Special Education

(new contact number: 214-417-8430)

Carlen Henington, Ph.D, Associate Professor

Department of Counselor Ed. Psych., & Special Education

Mississippi State University

662-325-7099

chenington@colled.msstate.edu

Community Counseling References

Debbie Wells, Ph.D.

Department of Counselor Ed. Psy., & Special Education

Mississippi State University

662-325-3426

Joan Looby, Ph.D.

Department of Counselor Ed. Psy., & Special Education

Mississippi State University

(662-325-3426)