

2017

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Larissa Wing

University of Maine at Farmington

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Incorporating Brief Functional Behavior Assessments in a Tier Two Behavior Intervention

Larissa Wing

University of Maine at Farmington

Larissa Wing is a graduate of the University of Maine at Farmington. She has been teaching Elementary Education at Dirigo Elementary School in Peru, Maine. She is pursuing her Master's Degree from the University of Maine at Farmington in Educational Leadership.

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Abstract

This research study explored how one can use information obtained from a brief functional behavioral assessment (FBA) and incorporate this information into an existing tier two behavior intervention system, check in/check out. For this mixed methods study, teachers were interviewed to better understand their perceptions of the existing check in/check out system, and their thoughts on the altered intervention. Students' standardized test scores and frequency of office discipline referrals were measured and monitored. The purpose of this study was to better understand how can one use brief FBA information to help students who are currently unsuccessful with their existing check in/check out intervention.

Introduction to Positive Behavioral Interventions and Supports (PBIS)

With continued pressure on schools to create and maintain a safe and orderly learning environment, there has been an increase in district and statewide adoption of behavioral intervention models (Bradshaw & Pas, 2011). Positive Behavioral Interventions and Supports (PBIS) is a school wide non-curricular model of a behavioral and intervention system that strives to achieve behavioral changes in students (Bradshaw, 2013). Staff and students work together to create a school-wide framework that clearly outlines positive behavioral expectations, includes incentives for students that are meeting these expectations, promotes positive interactions between students and staff, and encourages data-based decision making by staff and administrators (Bradshaw, Pas, Debnam, & Johnson, 2015). The PBIS approach to behavioral

interventions and supports is proactive and preventative in nature, in contrast to reactive approach where student behavior problems are addressed only after they have occurred (Bradshaw, Reinke, Brown, Bevens, & Leaf, 2008).

PBIS uses a three-tiered system of effective behavioral support. These three levels can be referred to as primary (tier one), secondary (tier two), and tertiary (tier three) (Bradshaw & Pas, 2011). The three tiered system is designed to meet the behavioral needs of all students.

PBIS Tiers

Tier one is school-wide intervention and support for all students (Muscott, Mann, Benjamin, & Gately, 2004). There are seven critical components to creating a school-wide tier one framework within a school: (a) Within the school, a PBIS team is formed that includes 6-10 staff members and administrators that provide leadership within the building regarding implementing PBIS. (b) A behavioral support coach provides assistance to the team, and has typically had prior implementing PBIS. The coach is typically the school's guidance counselor or school psychologist. (c) Expectations for positive student behavior is created, defined explicitly, and known by staff and students. The school team creates three to five school-wide expectations (e.g. "Be Safe, Be Respectful, Be Responsible"), these expectations are posted in all school areas. (d) Defined behavioral expectations are taught and modeled to all students in all common areas within the school. (e) A school-wide system is created to reward and recognize desired student behavior by utilizing a tangible acknowledgement (e.g. coins, tokens). (f) An agreed upon system is created to deal with violations of expected behaviors. (g) A formal system is used to

collect, analyze, and use data for data-based decision making (Bradshaw et al., 2015).

Approximately 80% to 85% of students are successful with this level of support. (Campbell & Anderson, 2008). The purpose of applying these strategies universally is to maximize achievement, reduce problem behaviors, and increase positive peer and adult interactions (Muscott et al., 2004).

Tier two targeted interventions are designed for students who are not responding to universal supports. Roughly 5-10% of the student population who are unsuccessful with universal strategies receive additional interventions such as check in/check out, where students receive frequent adult interaction and feedback throughout the day on how their behavior is aligning to school wide expectations (Muscott et al., 2004). With targeted interventions, approximately 90%-95% of students are successful with tier one and tier two interventions. Finally, Tier three interventions are intensive and individualized behavioral supports for the remaining 1% to 10% of the student population (Campbell & Anderson, 2008). The purpose of these interventions is to reduce problem behaviors, and to teach children positive replacement behaviors (Muscott et al., 2004).

Literature Review

Incorporating Brief Functional Behavioral Assessments in a Tier Two Behavior

Intervention

Although many schools have been successful in implementing tier two behavioral interventions, such as check-in/check-out, social skills training, and group counseling sessions, these universal interventions are not successful for all children (Pearce, 2009; Campbell &

Anderson, 2008). Incorporating functional behavioral assessments (FBAs) in a tier two intervention model may strengthen the effects of the intervention. FBA procedures follow a standard protocol of (a) descriptive observation data collection, (b) teacher interview and collaboration, and (c) functional analysis (applied intervention) (Kamps, Wendland, & Culpepper, 2006). An individual that is conducting a FBA uses an observational tool to collect behavioral data such as problem behaviors, triggers, environmental changes, as well as frequency of the problem behaviors. After analyzing the data, a teacher interview is conducted to help narrow down the function of the student's problem behavior. Once this is analyzed, a functional analysis or intervention plan is implemented. Conducting FBAs can aid educators and practitioners in determining the relationships between behaviors and environmental variables.

This information can be used to design more specific and targeted interventions based on the function of the behavior (Kamps, Wendland, & Culpepper, 2006). FBAs can be implemented in either tier two or tier three and can be thought as an informational tool and process to help children become successful with their behavioral needs.

Previous studies have been primarily focused on conducting FBAs to improve a child's academic and behavioral performance (Campbell & Anderson, 2008; Filter & Horner, 2009; Kamps et al., 2006; Pearce, 2009; Stewart, Benner, Martella, & Marchand-Martella, 2007). More specifically, a quantitative study was done on enhancing effects of check-in/check-out (CICO) with function-based support. CICO is a tier two behavioral intervention. The CICO intervention consist of having scheduled meeting times with an educator to discuss current behaviors and whether one is meeting behavioral goals (Campbell & Anderson, 2008). The authors conducted a

functional behavioral assessment and modified an existing CICO intervention within an elementary school. The study primarily focused on implementing a FBA prior to targeted intervention began for two identified students. (Campbell & Anderson, 2008).

Minimal research has been done on conducting a FBA for a child that is currently unsuccessful on a CICO intervention, and then modifying the CICO based on FBA data. Typical Response to Intervention (RTI) models assess a student's progress and the collected data drives movement from one tier or intervention to the next (Pearce, 2009). Therefore, assessing and identifying students who are not meeting a designated benchmark in a CICO tier two model and then conducting a FBA to modify the child's intervention could be beneficial to the child's social, emotional, and academic well being.

Also, much of the research conducted on utilizing FBAs are quantitative in nature. A mixture of quantitative and qualitative data could provide a better understanding of incorporating FBAs in a tier two intervention by conducting interviews to obtain perceptions as well as measuring academic and behavioral progress of the students (Creswell, 2015).

By utilizing a mixed methods approach to understand the impact of incorporating FBAs in a tier two intervention, administrators and teachers can plan and modify an existing intervention that is unsuccessful for a child based on the understanding of the function of their behavior.

Problem Behaviors and Academics

Difficult student behaviors in a classroom have been found to impact elements of student learning such as, student engagement, attendance, self-efficacy, and overall quality of life (Gillen, Wright, & Spink, 2011). Disengaged students become disruptive, are less likely to aspire higher education, have lower grades, and are more likely to drop out of school. Students who are not engaged are passive learners, and report being bored, anxious, or angry about being in the classroom (Reyes, Brackett, Rivers, White, & Salovey, 2012).

Sadly, approximately 67% of students with behavior problems cannot pass competency exams for their grade level and have low grade point averages. Also, approximately 75% of individuals incarcerated are poor readers (Stewart, et al., 2007). The level of academic success for individuals that exhibit problem behaviors is dismal. Educators should consider the impact that difficult problem behaviors have on a child's academic success as well as the long term implications. Academic variables play a role in maintaining or creating problem behaviors. Therefore, conducting a functional behavioral assessment is a systematic approach to determining the function of the problem behavior, which then drives the selection of the appropriate behavioral intervention. (Filter & Horner, 2009). Students' who receive a targeted tier two behavior intervention based on FBA information, may be more invested and engaged in their learning.

Problem Behaviors and Social and Emotional Outcomes

Many schools that implement CICO as a tier two behavior intervention are PBIS schools. PBIS consistently reviews data of a child, classroom, or school level to determine targeted

interventions for a particular population. The PBIS framework provides opportunity for integration of programs to meet a range of student social and emotional learning needs (Bradshaw, 2013). PBIS focuses on creating respectful, responsible, and safe learning environments for all children. Sadly, for many children that exhibit problem behaviors, social and emotional issues interfere with classroom climate as well as their learning.

Reyes et al., (2012) found that classrooms with a negative emotional climate are ones in which teachers and students share little emotional connection, often disregard, disrespect, taunt, humiliate, threaten, and even physically lash out at one another. The authors discovered that when a classroom climate is characterized by warm, respectful, and emotionally supportive relationships, students perform better academically in part because they are more emotionally engaged in the learning process (Reyes et al., 2012).

Also, Pearce (2009) interviewed educators about their perceptions on the experience of implementing a function-based behavior intervention. Special education staff shared favorable comments about the function-based intervention stating, “I really like being able to help them learn how to manage their emotions” (p. 43). General classroom teachers shared, “It was nice to have some help with our really challenging students” (Pearce, 2009, p. 43). Therefore, students that are unsuccessful with a tier two intervention, such as CICO, could benefit academically, emotionally, and socially from a modified CICO based on results from a FBA.

Check-in/Check-out Tier Two Intervention

CICO is one of the most commonly used targeted interventions due to its familiarity with staff within a school, and all the materials needed to implement the intervention is available

(Campbell & Anderson, 2008). Children that are identified for this tier two intervention are typically chosen based on office discipline referrals and teacher recommendations. CICO consists of the following components: (a) a short, positively focused meeting with the CICO coordinator at the beginning and the end of the day to review goals and to discuss how the day went; (b) a point card with predetermined times indicated where teachers award points based on meeting the indicated behavior goals, and (c) tangible and intangible rewards are offered when a predetermined amount of points are met (Campbell & Anderson, 2008).

Although CICO is a popular and easy intervention to implement in a school, CICO is not entirely effective for all children. CICO focuses on adult attention and interaction for positive behavior. This intervention is most successful for students who enjoy adult interaction and problem behaviors are maintained due to adult attention. Therefore, children who have problem behaviors that are not maintained by adult attention, CICO does not fulfill their behavioral needs (Campbell & Anderson, 2008).

Interventions based on information gathered from FBAs have been found to be the easiest to implement and takes the least amount of time out of the general education setting. Pearce (2009) discovered that most teachers felt they could easily implement interventions based on reward systems for prosocial behavior.

Kamps et al., (2006) also conducted a study that investigated the participation of general education teachers implementing a function based intervention. The researchers discovered that the teacher was able to successfully apply the tier two behavioral intervention, which was based

on an FBA. This teacher was able to fully conduct the intervention as well as fulfill normal classroom responsibilities.

Conducting a FBA on a student who is unsuccessful on CICO may provide useful information of what maintains or elicits problem behaviors. Understanding the student's function of behavior may clearly illustrate what the student needs in order to be successful. After conducting a FBA, modifying an existing CICO may be a successful method of intervention.

Conclusion

In conclusion, not all tier two behavior interventions, such as CICO are successful for all children. Some children do not benefit from CICO because the intervention focuses on adult interaction and attention. If a child's behavior is not maintained by adult attention, this intervention will be unsuccessful for the child (Campbell & Anderson, 2008). For an example, Dirigo Elementary has a high functioning tier one and tier two system, using CICO as a tier two intervention. Although this has been successful for many students, according to SWIS data, not all students are successful. In order to better serve the children that need greater behavioral support, one needs to better understand the function of the students' behavior. Therefore, conducting FBAs for unsuccessful students on this intervention, and then modifying the CICO based on the data may improve the students' emotional, behavioral, and academic success. In this study, the following questions will be explored: (a) How does modifying a CICO intervention based on brief FBA data influence academic achievement and office discipline referrals (ODRs) for two students at Dirigo Elementary School? (b) What perceptions do

educational professionals have on a modified CICO based on FBA data at Dirigo Elementary School?

Research Design

Purpose of the Research

The purpose of the research is to investigate the benefits of incorporating brief Functional Behavioral Assessments (FBAs) in an existing tier two behavioral intervention system, check in/check out (CICO). There has been previous studies where the researchers primarily focused on conducting a thorough FBA with a student prior to beginning the behavior intervention (Campbell & Anderson, 2008; Filter & Horner, 2009; Kamps et al., 2006; Pearce, 2009; Stewart, Benner, Martella, & Marchand-Martella, 2007). Many of these studies used a quantitative approach, aligning behavioral intervention with behavioral success (Campbell & Anderson, 2008).

However, there is limited research on the effects of incorporating the information obtained from a brief FBA, for a student who is struggling to meet their behavioral goals. The Response to Intervention Model (RTI) has highlighted the fact that if an intervention or practice is unsuccessful for a child, one should make a change (Pearce, 2009). If students are unsuccessful with their current behavioral intervention, it would make sense to further investigate why the intervention is unsuccessful, and how can we better support their behavioral

needs. Conducting a brief FBA would paint a clearer picture of what truly motivates the individual student, and what are some potential triggers.

It is my hope that this research will benefit students at Dirigo Elementary School that are currently unsuccessful with their CICO intervention. Some children do not make their 80% behavioral goal over the course of months, many continue to receive ODRs, and many struggle academically. Implementing this study will not only seek to understand if making a change to a current behavioral intervention system will help students with their behaviors and academics, it will also seek the perceptions from personal about a change in an existing system. Perhaps this study will create future change for the way behavioral interventions are conducted at Dirigo Elementary school.

Research Question

The research questions for this study is: (a) How does modifying a CICO intervention based on brief FBA data influence academic achievement and office discipline referrals (ODRs) for two students a Dirigo Elementary School? (b) What perceptions do educational professionals have on a modified CICO based on FBA data at Dirigo Elementary School?

Therefore, for this research study I will be collecting standardized test scores to measure academic success for students, ODR data from the school's SWIS database. I will also be conducting interviews with school personnel, to gather their perceptions of the existing tier two CICO system, how effective it has been for their students, as well as their perception on implementing a modified CICO system based on brief FBA data.

Both of these research questions are essential, because the questions seek to understand not only quantitatively how changing an existing intervention will benefit a child, by comparing standardized test scores as well as ODR data. This research study also seeks to better understand the perceptions of educational professionals, who will be essential in creating change. By interviewing teachers of students and gathering their perceptions on the process of conducting a brief FBA will illustrate if a system change would be supported in the future.

Core Concepts

Just like many students need different levels of support for academic success, some students require additional support with behavioral needs. CICO and other tier two intervention models are based around the PBIS framework. The PBIS framework is scaffolded into three tiers or levels of support. The majority of students in a school are successful behaviorally with a whole school approach to positive behavioral interventions. Students are acknowledged for making positive choices by verbal and tangible praise (Bradshaw, Pas, Debnam, & Johnson, 2015). However, approximately 5-10% of students struggle with behavioral needs, and require a tier two intervention, like CICO (Muscott et al., 2004).

Other researchers have investigated the correlation between conducting an FBA to improve a child's academic and behavioral performance. (Campbell & Anderson, 2008; Filter & Horner, 2009; Kamps et al., 2006; Pearce, 2009; Stewart, Benner, Martella, & Marchand-Martella, 2007). These researchers primarily focused on quantitative data. The researchers also primarily focused on conducting a FBA prior to beginning a tier two intervention. Although I agree that FBAs provide a clearer picture of what a child needs

behaviorally and how we as educators can support them, I do believe that conducting a brief FBA could be something that is done after data is collected that the existing tier two intervention has been unsuccessful. Just like we follow an RTI process for academics, we can also follow a similar process for supporting students with behavioral needs.

Approach

This research study will be done using a mixed methods approach. According to Creswell (2015), “When one combines quantitative and qualitative data, ‘we have a very powerful mixture’ (p.537). Creswell (2015) also states that utilizing a mixed methods approach can be beneficial when one type of research (qualitative or quantitative) is not enough to address or answer the research questions (p.537).

Previous studies have approached this research topic from a quantitative standpoint. Many researchers used academic scores as well as behavioral data as a means of measuring success of implementing change to an existing tier two behavioral intervention. Although I see value in using quantitative data to measure success of an intervention, qualitative data collection will also be beneficial in providing a clear picture of the benefits of this change.

By conducting interviews with teachers that are working daily with these students, are the ones implementing the new behavioral intervention in their classroom, it’s crucial to also get their input. Interviews might also provide the opportunity to find different themes and evidence that the intervention was successful in the classroom setting.

The weaknesses of this study is the sample size of participants is relatively small. Due to the fact that this study is focused around a tier two intervention, approximately 5-10% of the

student population, only two students will be selected to participate in this study. Likewise, only two school personnel will be selected to interview and partake in the brief FBA process.

Although the sample size of this study is small, the impact of this study could affect a larger scale of change. If this study proves to be successful, it could mean that more children in the future could benefit from a tailored tier two intervention model.

Methods of Inquiry

The method in which this research study will be conducted, will be utilizing a mixed methods approach, more specifically using an explanatory sequential mixed methods design (Creswell, 2015, p. 545). According to Creswell (2015):

An explanatory sequential mixed methods design consist of first collecting quantitative data and then gathering qualitative data to help explain or elaborate on the quantitative results. The rationale for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection, is sneed to refine, extend, or explain the general quantitative picture (p. 545).

One of the weaknesses of using this approach for this study is that the sample size of participants is relatively small. It may be a challenge to draw conclusions based on a small number of participants. However, the research question and study itself is focused around a smaller population, therefore, the approach and method is appropriate.

The data collected in this study will answer both research questions. The quantitative data that will be collected (standardized test scores and ODRs) will clearly create a pre intervention

baseline and a post intervention means of measuring the success of the intervention. Will the change of the tier two intervention decrease ODRs and increase academic scores? Also, the qualitative information that is collected will help address the question that asks what are the perceptions of the existing and modified tier two interventions of two school personnel. By utilizing this approach to better understand the effects of incorporating information gathered from a brief FBA into an existing tier two behavior intervention, it may create a clearer picture to help advocate change for the future.

Research Methods

Setting

The setting of this research study is Dirigo Elementary School. Dirigo Elementary is a PK-5 school, which is located in Peru, Maine in Oxford County. Dirigo Elementary is currently part of RSU #10, however at the November polls, voters decided to succeed from the RSU, and starting the 2017-2018 school year, Dirigo Elementary will be apart of a Dirigo Region unit. According to Startclass.com, Dirigo Elementary school has 361 students enrolled, and approximately 30 full time teachers. The approximate student to teacher ration is 12:1. 357 students, or 98.9% of the student population is Caucasian. 53% of the student population is comprised of males, and 47% are females. Dirigo Elementary School also has a free and reduced lunch eligibility rate of 63.5%, which is higher than the state of Maine's average of 47.1% The median household income for families living in the surrounding community is \$40, 517. (Startclass.com, 2016).

Sampling/Participants

The population sample of participants for this study will consist of a small subgroup of students at Dirigo Elementary School is on a tier two behavior intervention, Check in/Check out (CICO). Approximately 5-10% of of the entire student population require this type of intervention, the amount of students requiring this intervention can fluctuate due to behavioral needs. From this subgroup, I will be choosing two students that are not meeting their 80% behavioral goal. Although the sample size of students is small, it is applicable for this research study. For this study, I'm selecting participants from a relatively small subgroup to begin with. From there, I need to select students that are not meeting their 80% behavioral goal, which is also relatively small. This research study is extremely individualized in nature, as any response to intervention model is, therefore, choosing two students to conduct this research study is applicable.

In addition to selecting two students for the purpose of this study, I will also be selecting two teachers to conduct an interview post intervention. For this research study I will be conducting a brief FBA, which includes a questionnaire for the student's teacher. Not only will I gather useful information from this questionnaire, in order to modify the existing CICO intervention, but I will be conducting a post interview with the teacher around the process in general. This interview is to not only to gather perceptions about the current CICO intervention model at Dirigo Elementary, but to gather their perspective of the effect of incorporating brief

FBA data into the existing CICO intervention affected the student's academic and behavioral performance in the classroom.

Once again, the sample size of adult participants, two, is relatively small, but selecting two educational professionals that know the students the best, and spend the most time with them in the academic setting makes sense for this research study. Their knowledge about what behavioral and academic strengths and weaknesses will enhance the adapted intervention.

Description of Methodology

For this mixed methods study, I will be collecting information through multiple methods. First I'll be collecting quantitative data in the SWIS database, this system is where CICO data and office discipline referral (ODR) data is stored. I'll be selecting two students that are currently not meeting their 80% behavioral goal based using the CICO tier two intervention model.

Next, I'll be collecting qualitative data by utilizing a brief FBA questionnaire for the students' teachers. These two teachers will be asked a series of questions that will highlight the student's' academic and behavioral strengths, as well as weaknesses. The purpose of this questionnaire is to also highlight the function of the student's' undesired behaviors. This research study is based around utilizing brief FBA information, and modifying an existing CICO intervention to fit the students' needs. Therefore, both qualitative and quantitative data is needed in order to select the two students that will be participating in this research study.

Finally, in order to measure the effectiveness of this research study, I will be once again using quantitative and qualitative data. I'll be using the ODR information in the SWIS database to see if students' ODR rate decreased with the implementation of the new intervention model. I

will also be comparing standardized test scores (possibly DRA or NWEA depending on grade level of students selected), to measure success of academic growth and performance. I'll also be collecting qualitative data by conducting interviews with the two teachers that were selected at the beginning of this study to do the brief FBA. This interview will be conducted in hopes to obtain the perceptions from teachers of the current CICO intervention that Dirigo Elementary School is using, and their perceptions on the effectiveness of the modified CICO intervention. It is my hope that these perceptions will create lasting change in an existing intervention model, if this intervention proves to be successful.

Operational measures

I will be collecting data using multiple means of inquiry. I'll be collecting current behavioral goal percentages, ODR data, standardized test scores (either DRA or NWEA), brief FBA information gathered from teacher questionnaire, and finally I'll be conducting an interview with each student's' teacher. The purpose behind collecting various types of data is because this research study is a mixed methods study. The basis behind selecting a mixed methods approach to this study is the fact that behavior is a very complex topic. Focusing purely on quantitative numbers or simply qualitative survey information would not paint a clear enough picture. It is my hope that mixing both types of data will create a compelling case for a change in the way educational professionals approach behavioral interventions.

Data collection

I will start my research study by meeting with the tier two intervention team at Dirigo Elementary. I will then review with the team current students that are on CICO. From that group

of students, I will select two students that are not meeting their 80% behavioral goal. These two students will be participants in this research study.

I will then conduct a brief FBA by utilizing the Wayne RESA Simple Functional Behavioral Assessment questionnaire, to better understand the student's' strengths and weaknesses academically and behaviorally. After conducting the brief FBA, I will look through the information obtained from the brief FBA and SWIS data, and try to predict what is the function of each child's behavior.

From there I will modify the child's existing CICO intervention to align with the information obtained from the SWIS database and brief FBA. During the length of this study, the child's behavioral CICO daily percentage will be collected in the SWIS system.

At the end of the study I will look at new ODR information, and current academic performance on standardized tests (DRA or NWEA). I will also conduct an interview with each student's teacher using open ended questions in order to obtain perceptions of what educational professionals think about the current intervention model and what their thoughts are on the modified intervention. I am seeking to better understand their thoughts of academic and behavioral performance from their perspective in the classroom pre and post modifying the intervention.

Data Analysis

After collecting my data, I will analyze the qualitative and quantitative information gathered from this study, to see if the the different types of information gathered supports one another. Creswell (2015) shares, "When one combines quantitative and qualitative data, 'we have

a very powerful mixture” (p.537). It is my hopes that analyzing both types of data will create a powerful explanation of why utilizing brief FBA information can make an existing CICO behavioral intervention powerful and more effective for students.

Expected findings

Based upon the literature review, I am expecting to find that utilizing brief FBA data and modifying an existing CICO intervention will be successful. I am expecting that students will see success with their current CICO intervention, and will meet their 80% behavioral goal more frequently. I also expect that these students will have a decrease in ODRs and an increase in standardized test scores.

I am also expecting that the two educational professionals that I'll be interviewing will have positive perceptions around utilizing FBA information to enhance their student's currently unsuccessful CICO intervention. I am curious to explore the perceptions around the current CICO system that is in place at my school, and the teachers' perceptions on if there is a needed change after this research study. As we know, systematic change is sometimes a challenge, and I am interested to see if this research study could potentially create further change.

Potential issues and weaknesses

One of the greatest weaknesses with this study is the fact that the participant size is relatively small. For this research study I will be studying two students, and will be interviewing two educational professionals. Making conclusions based on a small subgroup is a weakness of this study. However, for this research study this weakness is necessary, because this research study seeks to better support students who are part of a smaller population, approximately 5-10%

of the student population, that struggle with behavioral needs. Choosing two teachers to participate in this research study also makes sense, because these two teachers will be the individuals that can give a detailed perception of seeing the academic and behavioral change of the student first hand, after the modified intervention is complete.

Finally, another potential weakness of this study is utilizing an interview approach. I realize that conducting interviews does not always provide an honest interpretation of the research, because participants may feel uncomfortable answering questions. However, it is my hope that utilizing a mixed methods approach to this research study will provide a more compelling stance to change our current CICO intervention model when students are not meeting their 80% behavioral goal.

Research Narrative

I have been an educator for six years. Throughout the past six years, I have taught in six different classrooms, five different grade levels, and at three different schools. Needless to say, my journey throughout this profession has been diverse. With constant change, I have had the opportunity to work with students from varying ages, backgrounds, academic and behavioral needs.

One of the reasons I love being an educator is the social and behavioral aspect of helping children. Every year that I've taught, my classroom has been filled with diverse students. All with not only different educational needs, but social and emotional as well. Each and every year I would find myself gravitating towards the one or two students in my room that simply needed my help with social and emotional needs.

In my third year of teaching, I was introduced to the Positive Behavioral Supports and Interventions (PBIS) framework. The new school that I was teaching at was a model school for using this framework of teaching children appropriate and expected behaviors in school. I began to fully immerse myself in the culture of the school, and joined the school's PBIS team. From there I learned and implemented classroom interventions and supports that I could provide for all of my students. I began to see a shift in my teaching, and how my students felt successful and took pride in every aspect of their learning and personal being. However, I began realize that classroom supports and interventions alone were not adequate supports for all students.

In that third year of teaching, I joined our school's tier two PBIS team. Tier two is a second layer of support, for approximately 10% of the school's population of students that need extra behavioral support. A common tier two intervention that is used is the check in/check out (CICO) model. The CICO intervention is point based, where a student has a daily goal, which is usually 80%. The student checks in with the teacher throughout the day during indicated time periods. The basis of this intervention is that the child is exhibiting the unwanted behaviors to obtain adult attention. Therefore, this CICO intervention helps eliminate the unwanted behaviors because the child is receiving appropriate adult attention throughout the day.

I was amazed at the success that the CICO intervention had for many of my students, as well as for students throughout the school. I couldn't help but notice and wonder during our meetings that some students were never meeting their 80% goal. There seemed to be no answers, or no way of moving forward and helping these students. In the PBIS framework, a

third tier does exist, however, a full Functional Behavioral Assessment needs to be conducted by a trained professional. This seemed to be an option that was unavailable to us at the time.

One year I was fortunate enough to attend the Northeast PBIS conference in Mystic Connecticut. At this conference I attended a seminar about brief Functional Behavioral Assessments (FBAs). In this seminar, the presenters discussed the importance of closely examining the function of a child's behavior. Conducting a brief FBA would be a way to quickly get a snapshot of why a child misbehaved. The presenters also highlighted the fact that individuals on the PBIS team could conduct a brief FBA, and many resources existed already that were easily accessible to anyone.

I left that conference feeling hopeful, and with a clearer understanding of what it meant to truly find a behavioral intervention that fit for an individual child. I knew that the Response to Intervention (RTI) model was essential in helping children with academic struggles. We would never lump our students that struggle academically into one intervention and expect them to all achieve the same. Therefore, why would we expect that of children that struggle with behavior? CICO was a successful intervention of most children, however, it wasn't the answer for all children that struggled behaviorally. I began to wonder if we could utilize this existing behavior intervention, and modify it based on the student's function of behavior. I was delighted to discover that existing research did in fact investigate this question! However, minimal research has been done on conducting a brief FBA for a child that is currently unsuccessful on a CICO intervention, and then modifying the CICO based on brief FBA data.

When I first began this journey of creating my research project, and writing my literature review, I was at a different school than I am now. However, the PBIS framework is a district wide model, and therefore I was able to carry my research to a new school. I met with my school's PBIS tier two team, and explained to them my vision for my research project. I needed their help in selecting two students that were currently on CICO, and weren't meeting their 80% behavioral goal. I was intrigued to hear that there were several students that were not meeting their 80% goal, however, the team and I selected two students that fit the criteria of the research project.

Both students were male, and both were not meeting their behavioral goal. One of the two students (student A) actually had a goal that was moved to 100%, as he was being moved to "graduate" from the intervention. However, this was done the previous year, and he steadily was below this goal, and was therefore unsuccessful with the intervention. The second student (student B) was also male, and was actually one of my students. His data showed that CICO was not meeting his needs, he was not making any behavioral gains, and continued to have many office discipline referrals (ODRs).

After collecting consent forms from teachers and students' parents, I was able to begin my intervention. Myself and student A's teacher completed the Wayne RESA Simple Functional Behavior Assessment form (Appendix D) for our students. After completing this form I began to realize that the information provided from it was simply not enough. The form was very subjective, and asked the participants to make a judgement of the function of the child's behavior. I felt that I needed a more unbiased approach to collecting behavioral information.

Therefore, I decided to also use a Motivation Assessment Scale (Durant, 1986). The information obtained from the motivation scale was surprisingly different than from Wayne RESA Simple FBA form, and therefore was helpful in structuring my interventions for each student.

Once I decided how I was going to modify each child's existing CICO, I began the intervention period (4 weeks) and continued to collect CICO data by utilizing SWIS. At the end of the 4 week collection period, I conducted an interview (Appendix E) with student A's teacher about their perceptions around the modifications made to the intervention, and the successes and challenges that the process entailed. I also completed a post "reflection" interview on myself about the process. After collecting both qualitative and quantitative data, I was able to identify common themes and trends that became apparent.

It became clear to me however, that the vision I had in my mind for this research project would not be a reality. Researching and working with people is tricky, especially when researching behavior. Behavior has many variables, and I also began to realize that the amount of time I had to complete this research was quite short, compared to previous studies done surrounding the topic of incorporating brief FBA information and modifying an existing CICO intervention.

Data Analysis and Interpretation of Findings

Data collection for this research project had three phases. The first phase consisted of collecting SWIS data about the two students selected, conducting a brief FBA, and collecting a

baseline for student academic achievement. This first phase of this research project was where the majority of the data analysis took place. In order to select the two students, the tier two data team looked at all students in the school that were not meeting their CICO behavioral goal. From the six students that were not meeting their goal, I randomly selected two student.

The second phase was on going collection of CICO daily percentage scores data, and frequency of ODRs. The third phase was final collection of CICO daily percentage on average, frequency of ODRs, a standardized score to measure academic success, and teacher interviews to obtain their perceptions around the process of the intervention and its effectiveness.

Student A's Profile

SWIS Student Summary Generated February 27, 2017

Gender	Male
Grade	5
Has 504 Plan	Yes
Has IEP	No
Major Referrals Total (2013-2017)	37
Minor Referrals Total (2013-2017)	52
Major Referrals This Year	4
CICO Goal	100%
Average % of Daily CICO Goal	73.94%

*Figure A

As you can see in Figure A, student A is a male fifth grade student. His CICO Goal is 100% (which varies from other students that have an 80% goal). When talking with the tier two

data team, they explained that student A's daily behavioral goal was increased to 100% because at one point he had been making gains, and was in the "graduation" phase of CICO. When students are meeting their 80% goal for 4-6 weeks consistently, they are then moved to a higher goal of 100% and are able to take on more responsibility for their CICO. For an example, a student that is in the graduation phase is allowed to circle what he or she thinks they should receive for the time period. The teacher then has a conversation with them about their behavior and whether or not the teacher agrees or disagrees. Ultimately the teacher has the final say on the score, however, it's the goal that the students is taking on greater responsibility of taking ownership for his or her's actions and is reflecting on how to improve.

However, the tier two data team shared with me that this student has not reached the 100% daily goal for sometime, and his daily percentage for the school year was averaging around 74%. Although student A's ODRs have decreased throughout the years, he still obtained four throughout the school year.

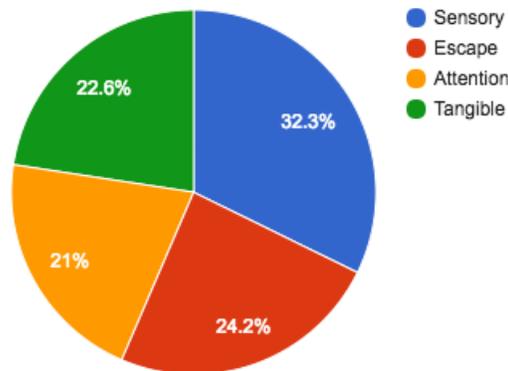
After analyzing student A's ODR referrals, I noticed that the three areas of concern for problem behavior were: aggression, disrespect, and disruption. The perceived motivation from these ODRs were: obtain peer atten, obtain adult attention, and avoid task. All three of these incidents occurred in classroom.

Student A's teacher completed the Wayne RESA Simple Behavioral Assessment survey. From this survey I learned that Student A's problem behaviors were specifically defiant in nature. Student A struggled with following directions and completing work, because he was hyper

focused on drawing in his notebook. Once the teacher would give directions and reminders for the student to work he would become oppositional. The teacher indicated that they believed the function of his behavior was to obtain adult attention. However, I questioned this. The basis of CICO is that students that are successful with the intervention, their behavior is maintained by adult interaction. Therefore, if this student wasn't consistently meeting his behavioral goal, I wondered if his behaviors were due to wanting to obtain adult attention.

I decided to give a Motivation Assessment Scale, in order to see if the results would be different. This scale is far less subjective, and is scored after the teacher has completed the sixteen questions. There are four categories of functions of behavior: sensory, escape, attention, and tangible. All sixteen questions are related to one of these functions. When scoring, one adds up the score of the five question in each category, and then divide that score by four to find the mean score. The highest score is ultimately the function of the child's behavior. See Figure B below:

Motivation Assessment Scale: Student A



As you can see, the behavior that scored the highest was sensory with 32.3%. This made sense, as CICO has been unsuccessful for this student, therefore one would predict that attention would not be the highest score. I began to conclude that perhaps this student was becoming defiant and obstinate due to the fact that drawing was connected to sensory and therefore was a motivation for this student.

Once taking all of these factors into consideration, I made the following modifications to Student A's CICO intervention, see Figure C below.

Student A's Modification to CICO Intervention

Function of Behavior	Sensory
Behavior is Maintained by	Earned drawing time Use of fidget in the classroom
Modifications to CICO	*10 minutes of earned drawing time throughout the day based on earning 6 points on CICO. *Notebook is removed from desk therefore drawing time is earned. *Will replace the drawing with a fidget.

Student B's Profile

SWIS Student Summary Generated February 27, 2017

Gender	Male
Grade	2
Has 504 Plan	No
Has IEP	Yes
Disabilities	Autism, Other Health Impairment
Major Referrals Total (2016-2017)	18
Minor Referrals Total (2016-2017)	0
Major Referrals This Year	18
CICO Goal	80%
Average % of Daily CICO Goal	74.66%

*Figure D

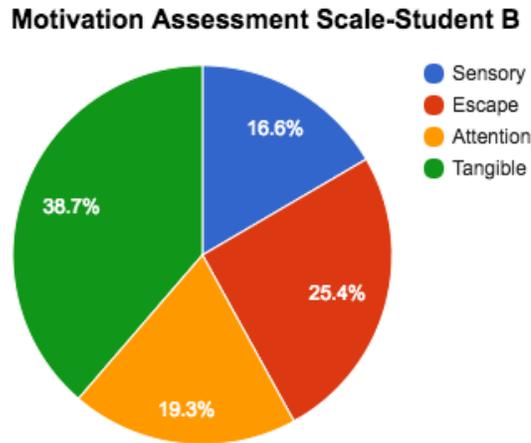
As you can see in Figure D, Student B is a second grade male student. He has an IEP, and is identified with Autism and Other Health Impairment. Student B is a new student this year, and therefore in the SWIS database the current school year data is what is available. Student B does take daily medication that is needed to help his behaviors as well as focusing on the task at hand. I must also mention that this student is also my personal student. Therefore, the Wayne RESA Simple Behavioral Assessment survey and Motivation Assessment Scale was completed and analyzed by me.

This student consistently hasn't been meeting his daily CICO behavioral goal of 80%, on average for the school year, it has been 74.66%. According to ODR referrals, the three problem behaviors for this student are: aggression, disrespect, and disruption. All 18 referrals occurred

within the classroom setting. The perceived motivation of these behaviors are: obtain adult attention, obtain peer attention, and avoid task. There are periods throughout the course of the school year where this student's behavior increased. Looking at the SWIS data, average referrals per day per month, the months of October and December were highest, with approximately 0.3 referrals per day during those months.

After completing the Wayne RESA Simple Behavioral Assessment survey, I noted that specifically Student B becomes frustrated and defiant in nature when a task is given that he does not want to complete. This behavior typically looks like refusal, and refusal to physically move. This behavior can also look like explosive and violent. At times this student will cut up materials, through materials, kick and push tables and chairs around. The perceived motivation for this behavior is to avoid task.

I also completed the Motivation Assessment Scale, especially knowing that this student was my student, I wanted to be as unbiased as possible when deciding what was the function of this student's behavior. See Figure E for the mean scores of the four functions of behavior: sensory, escape, attention, and tangible.



*Figure E

As you can see, tangible was the highest scoring function of behavior with a mean score of 38.7%. This was surprising, as I predicted that escape was the function of this student's behavior, therefore I was intrigued by how I could modify his existing CICO to meet his behavioral needs. In order to figure out what Student B would be motivated to earn that was tangible, I needed to interview and ask the student what he would be motivated to work for. Student B shared that he would like choose from three things to work for: playing the Wii in the our school's "fun zone", play a board game in the fun zone, or iPad time. All three of these were reasonable tangible items to work for, and I decided to incorporate these into his existing CICO intervention. See Figure F for the modifications I made to his CICO intervention.

Student B’s Modification to CICO Intervention

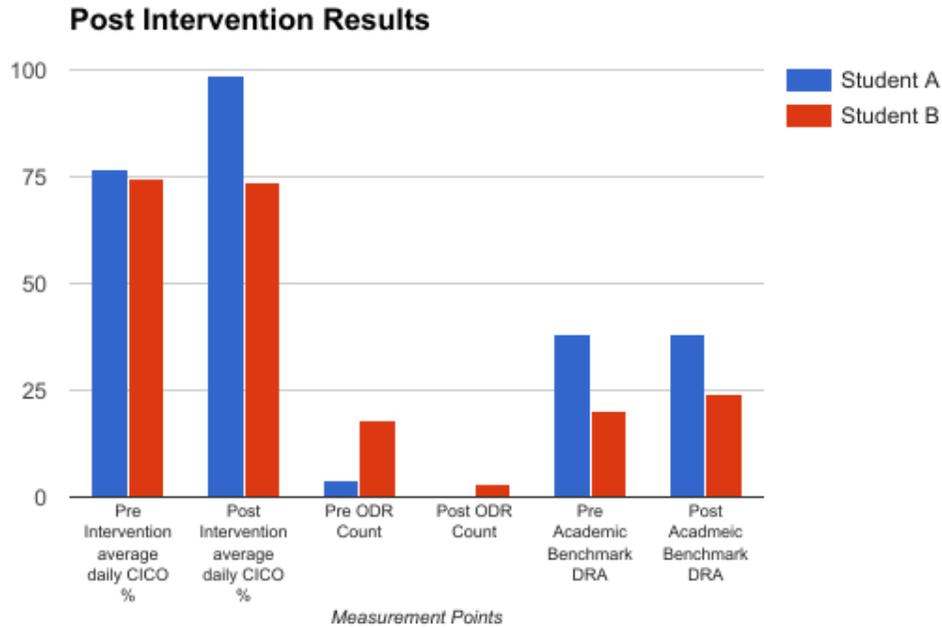
Function of Behavior	Tangible
Behavior is Maintained by	Earned tangible rewards: *10 minutes of Wii time in the fun zone *10 minutes of board game time in the fun zone *10 minutes on the iPad
Modifications to CICO	For every 6 points earned, that will equate to 10 minutes of choice time based on the three things indicated by the student. Before each time period the student will tell the teacher what he is working towards.

*Figure F

After completing the first portion of the data collection, I began to recognize a common theme. Both teachers’ perceptions about what the students’ perceived motivation of their behaviors were incorrect. Student A’s teacher predicted that the student’s function of behavior was attention, however it was actually sensory. Student B’s teacher predicted that the student’s function of behavior was escape, when it was actually tangible. Both students were not meeting their behavioral CICO goal. This correlates and supports what existing research has discovered.

CICO focuses on adult attention and interaction for positive behavior. This intervention is most successful for students who enjoy adult interaction and problem behaviors are maintained due to adult attention. Therefore, children who have problem behaviors that are not maintained by adult attention, CICO does not fulfill their behavioral needs (Campbell & Anderson, 2008).

Quantitative Post Intervention Results



*Figure G

The modified intervention occurred from March 6th-March 31st, four weeks total. Originally I planned to have the intervention period to be six weeks, but several snow days during the month of February created a smaller intervention window.

For this mixed methods study, the quantitative research question for this project was: (a) How does modifying a CICO intervention based on brief FBA data influence academic achievement and office discipline referrals (ODRs) for two students a Dirigo Elementary School? During the research process I also included pre and post intervention daily CICO percentages, as this seemed relevant as one of the reasons why the two students were selected were based off of the fact that they were not meeting their behavioral goal.

At the end of the four week intervention period, Student A made significant improvements using the modified CICO plan. Student A's daily percentage behavioral goal increased. Pre intervention his daily behavioral goal percentage was 76.8%, post intervention was 98.52%. If you recall this student had a behavioral goal of 100% because he was on track to "graduate" from the program. Over the course of four weeks, this student obtained 0 ODRs, which was a decrease as he obtained 4 throughout the school year thus far. This student did not make any improvements in reading, as he began the intervention at a Developmental Reading Assessment (DRA) 38 and ended the intervention at a DRA 38, he failed to pass the DRA 40 due to fluency.

After interviewing Student A's teacher, Teacher A expressed that the process of completing a brief FBA was manageable and relatively easy. Teacher A also expressed that he believed that incorporating the use of a fidget during instruction time improved Student A's focus and retention of information, especially in math. Teacher A expressed that he wasn't sure if making the modifications to Student A's CICO (making drawing time earned based on points) was motivating. However, Teacher A did share that he felt this process would be beneficial for future students.

Student B had varying results at the end of the four week intervention. Student B began the intervention with a daily percentage behavioral goal of 74.66% and at the end of the intervention his percentage was 73.75%. Therefore, after the intervention his daily percentage behavioral goal decreased. Student B obtained 3 ODRs over the course of four weeks, which was still average to Student B's accumulation of ORS, where he had 18 from August 2016-

February 2017. However, Student B did make academic gains, and went from a DRA 20 to meeting a second grade benchmark of passing a DRA 24.

Student B's teacher was actually myself. I answered the interview questions in written form, and reflected on the experience of implementing this intervention. Just like Teacher A, I found the experience of conducting the brief FBA to be informational and enlightening. At times we can assume what the function of a student's behavior is, however, until we use an unbiased instrument like a behavior rating scale, we cannot be quite sure. The challenging parts to measure for Student B was during the intervention period. Although I believe the student enjoyed the modifications I made to his CICO, it wasn't always apparent. Student B faced many adversities during this month, that were unanticipated. With many new variables thrown at this student, it was hard to measure the success of this intervention. I do feel that this process would be beneficial for future students, as it provided an insight into the function of a child's behavior.

Conclusions and Implications

In conclusion, a common theme that was discovered during this research study was that both students were unsuccessful on their current CICO intervention and their function of their behavior was not maintained by adult attention. I discovered that Student A's function of behavior was sensory, and Student B's was tangible. As you may recall, CICO focuses on adult attention and interaction for positive behavior. This intervention is most successful for students who enjoy adult interaction and problem behaviors are maintained due to adult attention. Therefore, children who have problem behaviors that are not maintained by adult attention,

CICO does not fulfill their behavioral needs (Campbell & Anderson, 2008). When interviewing Teacher A and reflecting on the process with my own student (Student B), both teachers discovered the value in conducting a brief FBA when a student is unsuccessful on their current CICO intervention. We both felt as though educational professionals sometimes assume that a child is misbehaving to obtain adult attention, and that simply isn't the case for all students. Also, we thought that it made sense to create an intervention to help support the needs of the student.

I also discovered that during this study both teachers believed that the process of conducting a brief FBA, and implementing an intervention based on brief FBA information was simple and manageable in the classroom setting. This evidence also supported what I found when doing research for this study. Pearce (2009) discovered that most teachers felt they could easily implement interventions based on reward systems for prosocial behavior. When creating a modified CICO system, the teacher can work with the student to find a realistic reward system. For Student B, I was able to have him leave the classroom for earned reward time because I had the support of an educational technician in the classroom. This may not be the case for all classrooms, so finding what would motivate the student (if the student's function of behavior was tangible), that is realistic and manageable for you in your classroom setting is key. For Student A, the teacher easily created earned drawing time in the classroom, as well as incorporating the use of a fidget during classroom instruction time. Both of these changes were manageable and simple for both teacher and student.

Although the process of conducting a brief FBA, and creating and implementing a modified CICO intervention was manageable, I discovered that measuring success of a

behavioral intervention over a short period of time can come with many challenges. Student B for example had many unanticipated disruptive circumstances that took place outside of the classroom. When measuring behavior, it can be challenging when one of the variables is medication. Medication is used to help maintain behavior as well. If this is supposed to be a constant variable, measuring the success of an intervention when the constant variable is removed or inconsistent is challenging. Therefore, for future research I believe the intervention period should be a greater period of time.

Another implication for future research would be what can one do when an intervention is unsuccessful? For both of the students, there were parts of the intervention that was unsuccessful. Teacher A believed that creating drawing time as an earned reward based on the CICO point system was un motivating for the student, however incorporating the use of a fidget during instruction time was successful. It would be interesting to see how the CICO intervention could be modified again to help the student feel successful with his intervention.

Personal Learning Reflection

When I first began this research project, I had a predicted vision of what I thought the end result(s) would be. Previous studies that I read for Research Methods had a positive end result when a FBA was conducted and incorporated in an existing tier two intervention, such as CICO. Therefore, I thought my results would essentially be similar. However, by completing this project I learned that research is a complex and challenging task. Although fulfilling in many ways, conducting research with students and behavior is a task that cannot be predicted.

I've also learned that once you take on the role as researcher, you can't force an end result. The researcher essentially becomes an observer, measuring results and reporting what occurred. In the end, we actually learn more from the study, because the new discoveries and observations can lead to new ideas and studies that can be done in the future. This "ah-ha" moment for me was what was most powerful! This self discovery happened once I was in the middle of my project, and I realized what it truly meant to conduct research.

Something valuable that I learned about research when working with people is that you cannot conduct research really "on" people instead research is done "with" people. When working with children especially, so many variables can occur within a span of time. Children sometimes miss school, and at times children have difficult circumstances at home that can significantly impact their behavior at school. Therefore, when studying and trying to measure behavior, in a month's span I have learned can be a challenging task.

Nonetheless, I have found this mixed methods research project fulfilling, in the sense that it provided me the experience of delving deeper in understanding what motivates student behavior. I've also found that this work provided me with professional growth in the sense of working with colleagues to try to understand their perceptions of behavioral interventions, what works in the classroom setting, and barriers that may arise from implementing these interventions due to the daily challenges teachers may face. Overall, it has provided me with learning experiences I hope to continue to put into action in creating positive change at the school and district level for helping children that struggle with behavior.

In conclusion, I have learned and strongly feel that tailored behavioral interventions are a necessity. When I did the behavioral rating scale with teachers, and calculated the function of each child's behavior, it made sense that both students' function of behavior was not maintained by attention. CICO is a tier two behavioral interventions for students that are seeking attention from adults. Academically in schools, we utilize the RTI process and strive to support children with academic needs. Therefore, I strongly believe this process reflects supporting students with social and emotional needs, when one intervention isn't successful. It is my hope that we as educators continue to support and find social and emotional interventions to help all children become successful in school.

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Appendices

Appendix A

Administrator's Consent Form

Dear Dr. Michael Cormier or Ms. Deb Alden,

As you are aware, I am working to get my masters in Educational Leadership from the University of Maine at Farmington. As the final piece, I am required to conduct a research project and have chosen to pursue the effectiveness of incorporating brief Functional Behavioral Assessments (FBAs) in an existing behavioral tier two intervention system. Research will begin pending IRB approval in December, and will conclude with a symposium presentation in May on the Farmington campus.

Research will be conducted from two students that have parental consent whom are currently not meeting their behavioral goals on a tier two intervention (check in/check out). I will also be researching the perceptions of these changes from two school personnel by conducting interviews.

For this study, two students will be identified as not meeting their current check in/check out behavioral goal by using data collected from SWIS. A brief FBA will be conducted, and changes will be made to their existing intervention based on the data collected from the FBA. The students' academic and behavioral changes will be tracked throughout the duration of the study.

What I am asking:

- Interview two school personnel on their perceptions of the current effectiveness of the existing tier two intervention program at DES (check in/check out), and their perceptions on the effectiveness of incorporating information obtained from the brief FBA on their student's current behavioral intervention.
- Conduct a brief FBA by using observations and concerns from the the child's classroom teacher.
- Access to Dirigo Elementary School's SWIS data.
- Access to standardized test scores for two students.
- Permission to collect this data and then publish for a public forum at the Farmington Campus for Symposium.

I will not share identifiable data about specific students, parents or others involved in the study. If you have any questions about the research, you may contact me or my advisor at UMF, Dr. Christopher Strople.

Thank you for considering my request to conduct research,

Larissa Wing

I have reviewed Larissa Wing's research plan for Incorporating Brief Functional Behavioral Assessments in a Tier Two Intervention. I give my consent to conduct this research in RSU #10/Dirigo Elementary School. I am aware that I may also ask to view the report at the end of the study.

Date

Name

Position in District/Site

Appendix B

PARENTAL INFORMED CONSENT FORM

Dear Parents,

Your child is invited to participate in a research project being conducted by Larissa Wing. I am a second grade teacher at Dirigo Elementary School. I am also a student at the University of Maine at Farmington. I am researching how we can incorporate brief functional behavioral assessments into an existing tier two behavior intervention system.

What Will Your Child Be Asked to Do?

If you consent for your child to participate, your child will

- Participate in a Brief Functional Behavioral Assessment
- Use a modified check in/check out tier two intervention.

Risks

There is the slight possibility that your child may dislike the changes made in his or her current check in/check out behavioral intervention.

Benefits: Your child may enjoy the changes made to his or her behavioral intervention system. Your child may have a decrease in Office Discipline Referrals.

Confidentiality: This research is being conducted under the direct supervision of the course instructors at University of Maine at Farmington. Your child's identity will be known by myself and the instructors but s/he will not be identified in documents produced for this course or for any publications or presentations. The original Informed Consent form will be kept in a locked filing cabinet within my classroom.

Voluntary: Participation is voluntary. If you choose to have your child take part in this study, s/he may stop at any time. Whether or not your child participates will not impact your child's relationship with the school, his classroom teacher or any other teachers.

Contact Information: If you have any questions about this study, please contact me, Larissa Wing, at lwing@rsu10.org or 207-562-4207. You may also reach the faculty advisor, Dr. Christopher Strole on this study at christopher.strole@maine.edu.

Your signature below indicates that you have read and understand the above information. You will receive a copy of this form.

Signature

Date

Appendix C

ADULT INFORMED CONSENT FORM

You are invited to participate in a research project being conducted by Larissa Wing, a student at the University of Maine at Farmington. The purpose of the research is to investigate the effectiveness of incorporating information obtained from a brief Functional Behavioral Assessment (FBA) on a child's current tier two (check in/check out) behavioral intervention plan.

What Will You Be Asked to Do?

If you decide to participate, you will be asked to answer questions about your student's current behavioral and academic concerns using a brief (FBA) questionnaire. You will also be asked to participate in a short interview about your perspective of how the changes made to your student's check in/check out behavior intervention plan affected his or her behaviors and academics.

Risks

- There is the possibility that you may be uncomfortable answering questions on the brief FBA questionnaire about your student's behavioral struggles and strengths.
- There is a possibility that you may be uncomfortable answering questions about your opinion on the current effectiveness of your student's behavioral intervention plan.
- The time and inconvenience of the meeting may be risks of participating in the study.

Benefits

There are no direct benefits to you from participating in the study. However, as a participant you may enjoy helping your student make healthy behavioral choices. This research will help us further investigate the effects of incorporating information obtained from conducting brief FBAs for students who are unsuccessful on check in/check out.

Confidentiality

The documents and files from this study will all be kept in a locked filing cabinet within my classroom. Any digital files will be stored on my password protected iPad and will be deleted after May 30, 2017. Information from this study will be shared. Your identity will be known by myself and the instructors but you will not be identified in documents produced for this course or for any publications or presentations.

Voluntary

Participation is voluntary. If you choose to take part in this study, you may stop at any time. You may skip any questions you do not wish to answer.

I, _____, fully understand the purpose of this research and the procedures to be followed. I understand that my records will be kept confidential, my participation is voluntary, and that I may withdraw at any time without penalty. I also recognize that I may skip any questions I don't wish to respond to. Results of this research will be shared in the form of one or more publications and verbal presentations. If you have any questions about this study, please contact me, Larissa Wing lwing@rsu10.org. You may also reach the instructor for this course, Dr. Christopher Strople on this study at christopher.strople@maine.edu. By signing below, I assert that I fully understand the above and give my consent to serve as a subject in this research. (If you would like a summary of the results, please make the request of the researcher at the contact given above).

(Date)

(Signature)

Appendix D

Wayne RESA
Simple Functional Behavior Assessment

Sources of Data: *(place an "x" next to appropriate response(s))*

Record Review Scatterplot ABC logs Other:

Interview information reported by: *(place an "x" next to appropriate response(s))*

Teacher Parent Student Other:

DESCRIBE PROBLEM BEHAVIOR(S)

Describe in specific and observable terms. Prioritize 2-3, if more than one.
What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

Estimated frequency:

TRIGGERS/ANTECEDENT

What typically occurs before or during behavior? Specific demands or situations?

Where is the behavior most likely to occur? What locations?

With whom? When?

Setting Events? Home difficulties, peer influence, etc.?

Describe any related medical, health, or medication issues.

CONSEQUENCE(S)

What typically actually happens immediately after problem behavior? Think about the last couple times it happened.

What does the student obtain? Attention? Something else?

What does the student avoid? Demands? Negative interactions?

CURRENT PLAN/STRATEGIES

Describe the current plan or strategies being used.

Describe parent/home involvement regarding the student's school behavior.

STUDENT INPUT

Has the student expressed concerns/difficulties that may relate to the problem behavior?

OTHER

Student's strengths:

Possible Motivators/Reinforcers:

Possible Replacement Behavior(s):

Summary/Hypothesis Statement

