THE EFFECTS OF A SELF-MONITORING PRACTICE IN A MIDDLE SCHOOL SETTING

by

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ABSTRACT

The purpose of this study is to determine the effectiveness of a self-monitoring practice in a middle school setting. A total of three participants who received special education services utilized this self-monitoring practice to evaluate their individual behaviors. This investigation took place in an inclusive classroom setting where the participants received instruction from a certified teacher alongside their nondisabled peers. A multiple baseline ABAB design was employed to determine the effectiveness of a cueing procedure on two specific measures; 1.) staying on task and 2.) following directions. The participants recorded data on their individual intervention sheets during the intervention phases. Each of the participants made improvements toward the two specified measures. This investigation revealed that self-monitoring practices can be used to manage students' behaviors and to assist teachers with classroom management.

DEDICATION

This dissertation is dedicated to my wife (my better half) who is a breast cancer survivor, my mother-in-law, my father-in-law who has passed on, my four sister-in-laws, my two brother-in-laws, my sister Mattie, my father and step-mother who have passed on, and my little brother Eddie, who has passed on, to my Auntie Mattie (social worker), who has passed on, my cousin Tyrone and his family, my Auntie Tyne (beautician/ educator), my Auntie Amanda (educator/ health care provider), my Auntie Mary (educator/ business owner), my church family (The Santuary-Canaan Hill Baptist Church) and my special close friends; Ms. Dekle "momma" (a retired librarian), and Ms. Viola Harris (pre-school teacher/ business owner), who has passed on. I love you all so much. A special thanks goes out to Ms. Burke (custodian), Ms. Parducci "J.J.", Ms. Cooper and Ms. Todd (co-workers from over the years).Thank you all for your words of encouragement through the trials and many tribulations. Thank you all for believing in me and supporting me with your prayers and kind words. A special thank you goes out to my Auntie Tyne and Ms. Parducci "J.J." for being prayer warriors who often prayed with me and my family over the phone. A special thank you goes out to my Auntie Amanda who went all the way with me on this journey even when the world was against me; especially when my father died. You are the best. Thank you all for helping me and my family get through some very difficult times. To Junior and Melanie, Daddy loves you both so much. I can't wait to spend more time with you all. Finally, all of the credit and honor goes to God because none of this would have been possible without his grace and mercy and; his favor on my life. Thank you Lord.

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CHAPTER 1

INTRODUCTION

When students with disabilities have learned self-determination skills that encompass self-monitoring techniques and strategies they are better prepared to achieve in learning environments (Briere & Simonsen, 2011; Douglas & Uphold, 2014; Wadsworth, Hansen, & Wills, 2015). Patti and Miller (2011) stated that when students are required to chart or record their experiences independently they are likely to experience success with self-monitoring interventions. Students that are able to synthesize information from learning experiences are better equipped to manage futuristic life goals and to develop decision making skills (Douglas & Upload, 2014). This study focused on the effects of teaching students how to evaluate their own behaviors by following a self-monitoring practice.

According to Szwed and Bouck (2013), self-monitoring intervention techniques are cited in the literature as a premier method of choice that can address students' behavioral concerns while providing opportunities for students to complete self-reflective exercises (Amato-Zech, Hoff, & Doepke, 2006; Peterson, Young, Salzberg, West, & Hill, 2006; Rafferty & Raimondi, 2009). Self-monitoring interventions support students with reinventing their behaviors, attitudes, and actions to reflect positive outcomes and realistic expectations concerning appropriate behaviors displayed in the classroom (Blood, Johnson, Ridenour, Simmons, & Crouch, 2011; Gulchak, 2008; Rafferty, 2010; Rafferty & Raimondi, 2009). According to Amato-Zech,

Hoff, and Doepke (2006), self-monitoring procedures can be used in a variety of situations with a host of students. Developing successful behavior support interventions can enhance learning outcomes (Bruhn, Vogelgesang, Schabilion, Waller, & Fernando, 2015). Additional research in this area would provide evidence that self-monitoring interventions can be an effective behavioral support tool for teachers (Gulchak, 2008; Bruhn, Vogelgesang, Schabilion, Waller, & Fernando, 2015). Self-monitoring interventions encourage students to take responsibility for their own behaviors. Students with behavioral or on-task concerns that embrace self-monitoring practices benefit by gaining school success and life skills (Anderson, Fisher, Marchant, Young, & Smith, 2006). Fewer staff members are needed to assist students with their behaviors when self-monitoring interventions are successfully implemented and constructed (Boswell, Knight,& Spriggs, 2013).

There are four common forms of self-regulation. Descriptions of these forms are discussed to establish the relationship between self-regulation and self-monitoring intervention strategies. The first form of self-regulation is self-monitoring attention (SMA) which requires students to record the number of times a particular target behavior occurred on some type of recording or tally sheet (Reid, Trout, & Schartz, 2005; McDougall, Morrison, & Awana, 2012). This form of a self-regulation lends itself to behavioral support for teachers while teaching students how to self-regulate specific behaviors. Typical behaviors of concern exhibited by students that relate to SMA behaviors are not following classroom rules, excessive talking, and not following directions. When SMA behaviors are coupled with self-monitoring interventions, students are better able to self-regulate their behaviors (Reid et al., 2005). Likewise, the second form of self-regulation is self-monitoring performance (SMP) which focus on a student's ability to complete a particular graded assignment with accuracy; while completing some form of a self-

monitoring recording or tally sheet (Reid et al., 2005). This form of self-regulation intervention lends itself to behavioral support for teachers while teaching students to complete a specific graded assignment. A typical behavior of concern exhibited by students that relates to SMP is the inability to accurately complete a graded assignment. The third form of self-regulation is self-monitoring plus reinforcement (SM+R) which recognize the benefits of rewarding students with tangible reinforcement at critical times after they have completed a graded assignment (Reid et al., 2005). Students who are able to achieve this level of self-regulation are likely to be highly focused on achieving their self-regulation goals. The fourth form of self-regulation is self-management (SMGT) also known as self-evaluation. Students who reach this level of self-regulation are able to record and compare data about their behaviors with their teacher; while being highly engaged in accomplishing tasks and reaching their goals (Reid et al., 2005). For the sake of this discussion, this study focused on implementing a self-monitoring procedure designed to evaluate SMA behaviors (Gulchak, 2008).

The Individuals with Disabilities Education Act of 1997, the reauthorized Individuals with Disabilities Education Improvement Act of 2004, and the No Child Left Behind Act mandates the need for additional behavior support for students (Whitby & Miller, 2009; Miller, Fitzgerald, Koury, Mitchem, & Hollingsead, 2007). Students with disabilities often display nonconforming behaviors that make them visible in less than favorable ways. Schools need additional behavioral support in classrooms to meet the individual needs of students with disabilities.

A central goal of Positive Behavior Support Teams "is to provide

> interventions; (a) to foster positive interactions between students and other members of the learning community, (b) to teach self-control strategies- such as

self-monitoring and self-evaluation, and (c) to strengthen academic skills- such as reading" (Anderson, Fisher, Marchant, Young, & Smith, 2006).

In order for Positive Support Teams to reach these goals, it is essential that nonconforming classroom behaviors displayed by students to be consistently managed and supported by all stakeholders. The amount of instructional time for teaching students critical concepts is difficult to gauge while learning is in progress (Whitby & Miller, 2009; Wood, Browder, & Flynn, 2015). Managing the behavioral needs of students with disabilities while in their inclusive classroom settings is a factor Positive Support Teams must consider (Rafferty, 2010; Wadworth, Hansen, & Wills, 2015). When these options are effectively woven together to create a sustainable behaviorally supportive plan all stakeholders benefit (Blood, Johnson, Ridenour, Simmons, & Crouch, 2011; Mouzakitis, Codding, & Tryon, 2015). It is important to consider teaching self-management principles to students when developing behavior support plans (Reid, Trout, & Schartz, 2005; Briere & Simonsen, 2011).

Statement of the Problem

Managing individual student's behaviors in learning environments is more plausible when students have learned self-control techniques and strategies (Harris, Friedlander, Saddler, Frizzelle, & Graham, 2005). When students continue to display nonconforming behaviors in the classroom, additional interventions are needed to successfully achieve the highest levels of behavior support for teachers and students (Anderson, Fisher, Marchant, Young, & Smith, 2006). Teachers are better able to manage their classrooms when their students are actively engaged and not distracted by behavioral concerns or by being off-task (Gulchak, 2008; Wilkinson, 2005; Rafferty, 2010; Wadworth, Hansen, & Wills, 2015). There is a minimal number of studies in the

literature that relate to providing individual students with behavioral support in inclusive classroom settings (Rafferty & Raimondi, 2009).

Significance of the Problem

Even though there are school-wide behavioral support programs and committees designed to provide behavioral support for schools, teachers are bombarded with managing academic content and students who lack self-discipline (Mooney, Ryan, Uhing, Reid, & Epstein, 2005). Students who lack self-discipline are at a greater risk of experiencing academic failure compared to students that have learned to self-govern themselves (Mooney et al., 2005; Menzies, Lane, & Lee, 2009). There is a disconnection with these students' ability to consistently apply self-management skills without additional assistance from stakeholders (Gulchak, 2008).

Purpose of the Study

The purpose of this study was to examine the effectiveness of a self monitoring practice. The researcher examined whether the participants learned how to evaluate their own behaviors by following a cueing procedure. This study took place over a four week time period. This contributes to literature pertaining to effective self-monitoring practices.

The results of this study will be used to educate school personnel about ways to integrate self-monitoring practices into their classroom management plans. There is a great need for positive solutions and best practices in supporting the behavioral and on task needs of students with disabilities in inclusive classroom settings.

Theoretical Framework

The root of self-monitoring practices stem from self-advocacy which is a concept that encompasses teaching students how to recognize their individual needs and then being provided with opportunities to make choices about those needs (Van Reusen, Bos, Schumaker, & Deshler, 1994). Student empowerment is internal motivation that is achieved when an individual is motivated to obtain their personal goals and to secure what they need to function as a human being (Van Reusen, Bos, Schumaker, & Deshler, 1994). Student empowerment can happen when students engage in making choices about their needs. Self-monitoring interventions assist students with their ability to manage their own behavioral needs with guided support (Rafferty, 2010). This type of intervention is ideal for teachers who have a few students who are not conforming to traditional classroom management techniques. Self-monitoring interventions require consistent and persistent participation on the part of all stakeholders (Sheffield & Waller, 2010; Mouzakitis, Codding, & Tryon, 2015). Participants must be reliable and value the experiences they encounter throughout the self-monitoring intervention phases (Anderson, Fisher, Marchant, Young, & Smith, 2006; Mouzakitis et al., 2015). A minimum amount of guidance is needed to develop self-monitoring interventions; which is an advantage for teachers (Sheffield & Waller, 2010; Rafferty, 2010; Mouzakitis et al., 2015). The special education field is geared toward innovative methods and practices for managing individual student's needs. The theoretical framework work for this study encompasses the following: (a) Self-Monitoring Practices, (b) Devices Used to Manage Behaviors, and (c) Providing Behavioral Support for Teachers/ Students.

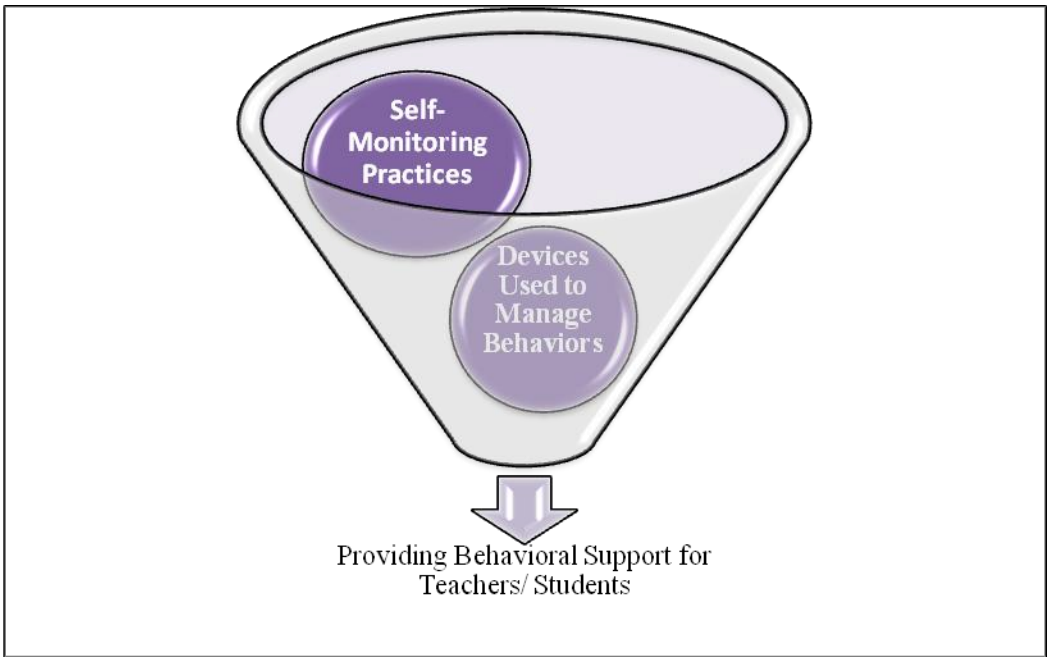


Figure 1. Theoretical Framework Diagram.

The theoretical framework diagram shown above in Figure 1, explained that when two influential parts are combined they can assist teachers and students by providing behavioral support for individual students in an inclusive classroom setting.

Research Questions

The following research questions are addressed in this study:

1. Can the participants learn to evaluate their behaviors using a cueing procedure?
2. Can a self-monitoring practice improve participants' behaviors in an inclusive classroom setting?

Definitions of Terms

The following definitions are provided for the purpose of this study.

1. Self-regulation- the ability to monitor a task with no assistance from others (Reid, Trout, & Schartz, 2005).
2. Self-management- the ability to organize and to complete a task without assistance (Rafferty, 2010).
3. Self-monitoring- the ability to self record or track your own behaviors on a tally sheet (Rafferty, 2010).
4. Self-monitoring attention (SMA) – refers to the ability to self record a particular behavior or task on a tally sheet (Rafferty & Raimondi, 2009).

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to review literature pertaining to developing the self-management skills of students with disabilities in middle school settings. To better organize the materials that were reviewed, five categories or sections were developed to best represent the overarching themes found during the research process of this chapter. The criteria for the selection of a document for this chapter were pertinence to self-management or a related topic that was conducted in a middle school setting, and any high/low tech devices that were used in schools to teach self-manage practices to students with disabilities. This literature review was limited to actual self-management practices, techniques, and strategies. The five sections or titles were developed by reviewing keywords and overarching themes found throughout each document. The final selection or development of the five titles/sections that best represented literature reviewed was: (a) The Effects of Self-Regulation Learning Strategies, (b) A Meta-cognitive Approach to Self-Regulation Practices, (c) Promoting Self-Management Techniques to Minimize Behaviors, (d) Devices Used to Promote Self-Monitoring Behaviors, and (e) Single Subject Withdrawal Design Approach.

Search Procedures

Studies and literature related to self-management or relative topics, and high/low tech devices used to monitor student's progress were gathered from electronic databases located in the libraries of the University of Alabama. Relevant studies and literature were reviewed to determine the significance to the purpose of this study. The following electronic databases were used to find relevant research on self-monitoring practices, and self-monitoring practices that utilize high/low tech devices: (a) Scout, (b) Education Full Text, (c) ProQuest, (d) EBSCOhost, and (e) Expanded Academic ASAP. The following words or a combination of these word phrases were entered into the search engine: *self-regulation, self-management, self-monitoring, self-monitoring behaviors, self-monitoring interventions, self-monitoring strategies, self-monitoring practices, self-determination, and middle schools.*

The Effects of Self-Regulation Learning Strategies

The implementation of self-regulation strategies in schools has a positive correlation to student learning and student behaviors (Peterson, Young, West, & Hill, 2006). Enlisting the use of technology to implement self-regulation strategies is expanding the purposefulness of specialized programs, and technological devices (Greene & Azevedo, 2007). Lyons-Wagner (2010) compared two computer based programs in a middle school setting to determine which program was most effectively used along with self-regulation strategies. Lyons-Wagner (2010) showed a positive relationship between developing time-management and test taking skills among students in the treatment group. Hollibaugh Baker (2015) explained that students from low socioeconomic backgrounds in a middle school setting continue to struggle to maintain a reasonable amount of academic success. Hollibaugh Baker (2015) noted that when technology

was integrated into reading and math lessons fifth grade students responded favorably. Gouin (2012) gathered similar results indicating that when self-regulation skills were promoted, students had fewer behavior issues and greater achievement levels. The usage of technology and specialize programs coupled with self-regulation strategies contribute to levels of achievement and school success.

A Meta-cognitive Approach to Self-Regulation Practices

Difficult subject matter requires students to learn new concepts over a series of steps in order to achieve mastery (Greene & Azevedo, 2007; Wood, Browder, & Flynn, 2015). Reaching specific goals presented in a lesson is difficult for some students without additional support (Wood, Browder, & Flynn, 2015). Students must learn to create mental models of outcomes they wish to achieve and find ways to accomplish those goals (Greene & Azevedo, 2007). Simmons (2010) focused on developing students readiness for middle school by developing a course designed to teach self-regulation skills to students who were about to enter middle school. Simmons (2010) conducted a survey that indicated that students needed a host of self-regulatory strategies to be successful in middle school. Goss (2014) compared the achievement of middle school students on two assessments as they relate to self-regulation and predictability of students' future success in middle school. Goss (2014) revealed that students' greatest predictors of achievement in middle schools reverts back to individual students own ability to self-regulate. In addition, Sweeney (2010) pointed out that some students are not able to satisfy these goals as efficiently due to inadequate mental capacity needed to achieve a particular task; while implementing self-regulatory practices simultaneously. Sweeney (2010) examined how middle school students anticipated ways to constructing knowledge. Sweeney comparison of different

types of learners indicated that different learners learned differently at different rates based on their meta-cognitive approach and innate self-regulatory skills.

Promoting Self-Management Techniques to Minimize Behaviors

Self-monitoring interventions are centered on teaching students self-management practices. When students learn self-control, they are better equipped to manage daily assignments and they are better able to respond to specific instructions given by an instructor. Research in the area of self-monitoring techniques is increasingly being explored as a viable option to assist students and teachers with increasing awareness about classroom behaviors, and; with increasing positive responses to behavioral techniques experienced by students in inclusive settings (Mouzakitis, Codding, & Tryon, 2015). Warnke (2003) created a self-monitoring technique that included a minimum use of everyday school supplies like paper, pencils, a timer, and a tape recorder. This is one of the positive appeals for using self-monitoring strategies; the use of everyday school supplies. Warnke (2003) utilized everyday supplies to develop a set of procedures to assist a small group of students with monitoring their behaviors in an urban elementary school environment. Warnke (2003) incorporated the use of a tape recorder to cue students when to record their responses on self-monitoring cards. Self-monitoring techniques can be used with a variety of students. Warnke (2003) challenged students with and without disabilities to monitor their behaviors using self-monitoring techniques and procedures. Warnke (2003) noted that students' on-task behaviors had increased while off task behaviors decreased. Gulchak (2008) explained that self-monitoring techniques assisted students with conforming to positive behaviors while recognizing non-conforming behaviors in their classrooms.

Martinez (2011) reviewed the Stop Think Act Review program that was being implemented in a nontraditional learning environment to determine if self-monitoring techniques assisted students and teachers with managing behaviors. Students followed outlined procedures that included rewards for conforming to classroom rules and regulations (Martinez, 2011). Martinez (2011) selected a small group of students to monitor their progress in this program; approximately three students. Students that participated in this program learned to recognize conforming and non-conforming patterns of behaviors with a degree of success.

Devices Used to Promote Self-Monitoring Practices

Various tech devices can assist students and teachers with making improvements to nonconforming behaviors; while strengthening conforming behaviors in classrooms (Bruhn, Vogelgesang, Schabilion, Waller, & Fernando, 2015). Incorporating newer ideals that employ the use of technology in the classroom to assist with behaviors plays a positive role in today's classrooms (Blood, Johnson, Ridernor, Simmons, & Crouch, 2011). In the instance where Gulchak (2008) used the Palm Zire 72 hand held computer to teach a student to record self-monitoring data, technology enhanced this self-monitoring intervention. Gulchak (2008) employed the ABAB research design to study the effectiveness of this intervention. Mertens and McLaughlin (2004) explained that this research design allows a researcher to withdraw the treatment or intervention after a baseline is established to determine the effectiveness of the intervention. Gulchak (2008) was able to teach a student how to record data on a hand held computer. Successful implementation of self-monitoring interventions are greatly depended on the initial phase or training completed by participants. Gulchak (2008) self-monitoring intervention was carefully implemented and it revealed that students were able to utilize the hand

held computer to monitor their behaviors in class. Similar to Gulchak, Rich (2009) used the Watchminder-2 another hand held high tech device to implement a self-monitoring intervention in a classroom. Rich (2009) focused his attention on student's ability to complete academic task successfully. Rich was able to capitalize on a key point that set his intervention slightly apart from Gulchak. Rich (2009) varied the interval times when students were expected to respond to the Watchminder-2 intervention. This step kept students alert and actively engaged more so than a typical self-monitoring intervention with set intervals. Szwed and Bouck (2013) also used a hand held self-monitoring student response control system and a computerized system that collected data. Students were prompt to press a button during specific intervals which recorded and stored data in the computerized system (Szwed & Bouck, 2013). Students' responsiveness to this intervention showed that they were on-task most frequently during the intervention phases compared to the other phases (Szwed & Bouck, 2013). Video modeling is a technique that teaches students to review a video recording of their past performances of a particular task and to make changes to their behaviors to improve performance (Blood, Johnson, Ridernor, Simmons, & Crouch, 2011). Blood et al. (2011) combined the video modeling concept and a self-monitoring technique to determine which concept was most successful in combined and independent situations. Blood et al. (2011) found that an iPodTouch enhanced the learning experiences of students by providing opportunities to review past performances on the iPodTouch. Bedesem (2012) investigated the effects of the CellF-Monitoring self-monitoring strategy with a minimum number of students. Bedesem (2012) focused on sending text messages to these students during fixed intervals to alert them when to record data. Bedesem (2012) was able to see an increase in appropriate behaviors and a decrease in inappropriate behaviors. Students remain on-task and seemed focused during the intervention phase. To increase the

validity of this intervention, Bedesem (2012) collected qualitative data that supported the effectiveness of the CellF-Monitoring intervention. McDougall, Morrison, and Awana (2012) investigated the use of a tactile cued self-monitoring device called the MotivAider; this high tech device is similar in design to a beeper. McDougall et al. (2012) used this device in two different settings to determine its effectiveness. Students that participated in this intervention increased their productivity significantly from the baseline (McDougall et al., 2012). The MotivAider was successful in supporting the self-monitoring techniques with few additional concerns for implementation. Boswell, Kight, and Spriggs (2013) also used the MotivAider with similar results.

Single Subject Withdrawal Design Approach

The ABAB withdrawal design was used in this study to determine the effectiveness of a cueing procedure on students' attention to self-monitoring attention (SMA) behaviors in an inclusive classroom setting. The withdrawal design requires the researcher to gather initial baseline data about a particular event or program (Laursen, Little, & Card, 2011). At least three data points should be established to determine data consistency during each of the four phases (Merten & McLaughlin, 2004). Secondly, the intervention/treatment phase involves the implementation of a particular event or program (Laursen, Little, & Card, 2011). The purpose of the intervention/treatment phase is to affect the baseline data or to cause a significant change in the direction of data (Merten & McLaughlin, 2004). Thirdly, the withdrawal phase is repetitious of the baseline data phase which includes the withdrawal/removal of the current treatment until a significant change in the direction of the data takes place (Merten & McLaughlin, 2004). Next, the intervention/treatment phase will be employed again to determine if the

treatment/intervention was able to change the directions of data with the consistency of at least three data points (Mertens & McLaughlin, 2004). Data for this type of research design are generally reported graphically (Mertens & McLuaghlin, 2004).

Summary

Educators must capitalize on the potential of high/low tech devices to advance educational agendas (Bouck, Flanagan, Miller, & Bassette, 2012). This literature review revealed how self-management practices and the use of high/low tech devices could be utilized to manage inappropriate classroom behaviors. McDougal, Morrison, and Awana (2012) study revealed that the MotiVader® device were highly effective and practical. Further research is needed to maximize the usage of self-monitoring innovations to support students with disabilities in inclusive classroom settings (Carter, Lane, Crnobori, Bruhn, & Oakes, 2011).

CHAPTER 3

RESEARCH METHODS

This chapter describes the components of the research design and procedures, the setting, the participants, and data analysis utilized to complete this study. The overarching purpose of this study was to teach students to evaluate their behaviors. Learning self-reliance techniques and strategies are critical skills that students must learn to be successful in classroom settings. Students must learn to have self-control, which entails learning when to appropriately respond to instructions, to manage their internal emotions/feelings and instinctive behaviors. Students with disabilities often need assistance with developing these self-monitoring skills.

Research Design

The following research questions were addressed in order to guide the purpose of this study:

1. Can the participants learn to evaluate their behaviors using a cueing procedure?
2. Can a self-monitoring practice improve participants' behaviors in an inclusive classroom setting?

This study followed the ABAB withdrawal research design. According to Mertens and McLaughlin (2004), ABAB withdrawal research design initially starts with the baseline phase established before a change or intervention is introduced. Next, the intervention phase is

employed to determine if any data changed directions or remained the same after the baseline phase. The withdrawal phase is an important step in the ABAB research design (Engel & Shutt, 2008). The withdrawal phase data helps the researcher determine whether the intervention is being successful or unsuccessful (Engel & Shutt, 2008).

Baseline data was collected by the researcher and the two observers with the baseline data collection sheet (see Appendix B). The self-monitoring intervention data collection sheets (see Appendix A) were used by the participants to record intervention data. The researcher designed the intervention data collection sheet (see Appendix A) to record the frequency of two target behaviors. The researcher and two observers collected baseline and withdrawal data for two target behaviors. Three significant data points were established during the baseline, intervention, withdrawal, and the reintroduced intervention phases; which indicated a change in the direction of data points during each phase.

Participants

This study was conducted at a single middle school located in a Southeastern state. The student population of this middle school consists of about 655 students; with appropriately 65% African Americans, 25% Hispanics, and 10% Caucasians/ Asian Americans students (Montgomery Public Schools, 2016). About 97% of the student population receives free lunch, resulting in a Title I school designation that serves sixth through eighth grade students (Montgomery Public Schools, 2016). An inclusive classroom setting is the primary service delivery model used to provide instructions to students with disabilities in this middle school. An inclusive classroom setting is defined as a common setting where students with and without disabilities engage in the learning process as a single group of students.

This study was conducted in a sixth grade language arts classroom where students with and without disabilities received daily instructions from a certified teacher. Approximately 34 students were enrolled in this inclusive classroom. A total of three students with disabilities in this class participated in this study. Students were given pseudo names for this study; Student A, Student B, and Student C. Data collection was done within this inclusive classroom setting to determine if the participants could learn to evaluate their behaviors with a cueing procedure and to determine if the process led to improvements in the participants' behaviors in the inclusive classroom setting.

Measures

The focus areas for the analysis of the research questions and the two dependent measures are depicted in Figure 2.

Research Questions	**Focus Area**	**Measures**	**Analysis**
1	Cueing Procedure Effects	Evaluate two measures; 1.) staying on task and 2.) following directions (intervention and return to intervention data phases)	Frequency counts of tally marks to be compared; with data being visually displayed
2	Improving Behaviors	Evaluate two measures; 1.) staying on task and 2.) following directions (baseline, withdrawal, intervention and return to intervention data phases)	A comparison of self-reported data vs. observers' generated data being visually displayed

Figure 2. Research Questions, Focus Areas, Quantitative Measures, and Analysis

Intervention Data Collection Sheet

For the purpose of this study, the researcher created the intervention data collection sheets. The intervention data and the return to intervention data consisted of frequency counts of the number of times the participants recorded their compliance or non-compliance with a check mark in the yes or no column of the data collection sheets for each of the two dependent measures; 1.) staying on task and 2.) following directions. Intervention data was recorded on the intervention data collection sheet (see Appendix A) by the participants during nine intervals for each session. The intervention data and the return to intervention data were collected for five sessions each. The intervention data collection sheet (see Appendix A) was used to collect data for both of these phases. The check marks for each column on the intervention data collection sheets were added together and a total was placed at the bottom of each column. The total number of yes responses were complied and graphed for the intervention phase and the reintroduced intervention phase for each of the participants.

Operational Definition of Dependent Measures

An operational definition for the two dependent measures 1.) staying on task and 2.) following directions was established at the beginning of this study by the researcher and the two observers. The operational definition for staying on task was to be actively engaged toward completing an assignment without being distracted. The operational definition for the following directions was to listen for oral directions and to follow them immediately. According to Simonsen and Myer (2015), an operational definition helps to describe a behavior in the moment that it occurs.

Procedures

The baseline data was collected over a five day period by the researcher and two observers. The baseline data is defined as the total number of check marks in the yes column that are recorded by the researcher and two observers on baseline data collection sheets (see Appendix B). The baseline data consisted of the frequency at which each participant's performance of two target behaviors 1.) staying on task and 2.) following directions. The baseline data was recorded every five minutes during a forty-five minute session. The researcher and the two observers observed three participants to determine if they were or were not in compliance with two specific behaviors 1.) staying on task and 2.) following directions. The researcher had a total of three baseline data collection sheets to record data about each participant; Student A, Student B, and Student C. Observer 1 had a total of three baseline data collection sheets to record data about each participant; Student A, Student B, and Student C. Observer 2 had a total of three baseline data collection sheets to record data about each participant; Student A, Student B, and Student C. The researcher and the two observers placed check marks in the yes or no column on the baseline data collection sheets during the observations to represent when the participants were in compliance or noncompliance to the target behaviors for each of the three participants; during each of the five minute intervals. The researcher and the two observers completed one baseline data collection sheet per day for each of the three subjects during the baseline phase. The baseline data was collected for a total of five sessions. The iphone 4 cell phone timer was used by the researcher to monitor each of the five minute increments of time. The iphone 4 cell phone timer was placed on vibrate to avoid abrupt interruptions during the sessions. The researcher compared each data point as they occurred with each observer to check for inter-rater reliability.

Intervention data was recorded over a five day period by each of the participants; Student A, Student B, and Student C. Intervention data is defined as the total number of check marks in the yes column. Intervention data consisted of frequency counts of each participant's performance of two target behaviors 1.) staying on task and 2.) following directions. Intervention data was recorded by the three participants in this study on intervention data collection ~~s~~heets (see Appendix A). Student A, Student B, and Student C had one intervention data collection sheet each to complete during each session. The participants completed their data collection sheets independently. Intervention data was recorded every five minutes during a forty-five minute session by the three participants. The intervention data was collected for a total of five sessions. The researcher utilized the iphone 4 cell phone timer to monitor each of the five minute increments of time. After each five minute increments of time, the researcher held up a nonverbal cue card (see Appendix D); which signals the participants to record a response on their intervention data collection sheet (see Appendix A). The researcher collected the data sheets from the participants at the end of each session.

Withdrawal data was collected over a five day period by the researcher and two observers. Withdrawal data is defined as the total number of check marks in the yes column that were recorded by the researcher and two observers on withdrawal data collection sheets (see Appendix C). The withdrawal data consisted of the frequency at which each participant's performance of two target behaviors 1.) staying on task and 2.) following directions. The withdrawal data was recorded every five minutes during a forty-five minute session. The researcher and the two observers observed three participants to determine if they were or were not in compliance with two specific behaviors; 1.) staying on task and 2.) following directions. The researcher had a total of three withdrawal data collection sheets to record data about each

participant; Student A, Student B, and Student C. Observer 1 had a total of three withdrawal data collection sheets to record data about each participant; Student A, Student B, and Student C. Observer 2 had a total of three withdrawal data collection sheets to record data about each participant; Student A, Student B, and Student C. The researcher and the two observers placed check marks in the yes or no column on the withdrawal data collection sheets during the observations to represent when the participants were in compliance or noncompliance to the target behaviors for each of the three participants; during each of the five minute intervals. The researcher and the two observers completed one withdrawal data collection sheet per day for each of the three participants during the withdrawal phase. The withdrawal data was collected for a total of five sessions. The iphone 4 cell phone timer was used by the researcher to monitor each of the five minute increments of time. The iphone 4 cell phone timer was placed on vibrate to avoid abrupt interruptions during the sessions. The researcher compared each data point as they occurred with each observer to check for inter-rater reliability.

The return to intervention data was recorded over a five day period by each of the participants; Student A, Student B, and Student C. The return to intervention data is defined as the total number of check marks in the yes column. The return to intervention data consisted of frequency counts of each participant's performance of two target behaviors 1.) staying on task and 2.) following directions. The return to intervention data was recorded by the three participants in this study on intervention data collection sheets (see Appendix A). Student A, Student B, and Student C had one intervention data collection sheet each to complete during each session. The participants completed their data collection sheets independently. The return to intervention data was recorded every five minutes during a forty-five minute session by the three participants. The return to intervention data was collected for a total of five sessions. The

researcher utilized the iphone 4 cell phone timer to monitor each of the five minute increments of time. After each five minute increments of time, the researcher held up a nonverbal cue card (see Appendix D); which signals the participants to record a response on their intervention data collection sheet (see Appendix A). The researcher collected the data sheets from the participants at the end of each session.

Consent

The researcher submitted a protocol stating the purpose of the study to the Institutional Review Board at the University of Alabama. Upon being granted permission to conduct this research by the Institutional Review Board, the researcher contacted the superintendant, principal, and teachers of a school district and gained permission to conduct this study. Parental consent forms were collected by the teacher of the participants in this study. The participants' assent letters were collected by the researcher.

Sampling

A sample of convenience was taken for this study. According to Merten and McLaughlin (2004), convenience sampling is used when research on a particular group is already intact. Students with disabilities who had a difficult time with staying on task and following directions in class were needed for this study. A total of three parental consent forms were returned. A total of three participants granted their assent to be in this study.

Data Analysis

A total of three data collection sheets were developed for this investigation (see Appendices A, B, and C). Each data collection sheet has two sides with two columns on each

side to record data. Two columns are for measure 1.) staying on task and two columns are for measure 2.) following directions. In each column a total of 9 responses were for a yes response and a total of 9 responses were for a no response to the two measures. A yes or a no response is needed at each increment of time on each data collection sheet to be considered complete.

Baseline and withdrawal data (see Appendices E and G), also known as the observers' generated data, were recorded by the researcher and the two observers on the following data collection sheets (see Appendices B and C). At the end of each session, the researcher collected a total of three data collection sheets from each of the two observers. The three data collection sheets were used to record data about the three participants; Student A, Student B, and Student C. The researcher also had three data collection sheets for each of the participants; Student A, Student B, and Student C. A total of nine data collection sheets were collected for a single session. The baseline and the withdrawal phases had a total of five sessions each. This collection process was completed for each session during the baseline and withdrawal phases. Each data collection sheet was reviewed by the researcher to collect the total number of yes responses on the data collection sheets recorded by the researcher and the two observers for the two measures 1.) staying on task and 2.) following directions; about each participant; Student A, Student B, and Student C. Student A had a total of three data collection sheets. Student B had a total of three data collection sheets. Student C had a total of three data collection sheets. The three totals recorded for each participant was used to calculate the baseline and the withdrawal data points. Furthermore, the observers' generated data also known as the baseline and withdrawal data were calculated by adding together the researcher's total number of yes responses recorded during a session for measures 1.) staying on task and 2.) following directions; plus Observer 1 total number of yes responses recorded during a session for measure 1.) staying on task and 2.)

following directions; plus Observer 2 total number of yes responses recorded during a session for measure 1.) staying on task and 2.) following directions; then divide these totals by three which equals the averaged number of yes responses for measure 1.) staying on task and 2.) following directions for a particular session about each of the participants; Student A, Student B, and Student C. This data was recorded as data points on specified graphs for each participant.

Secondly, the intervention and the return to intervention data (see Appendices F and H) also known as self-reported data were recorded by Student A, Student B, and Student C on the intervention data collection sheets (see Appendix A). Student A self-reported data for the intervention and the return to the intervention phases were calculated by using the following formula during each session for each data point. The formula consisted of adding the total number of yes responses recorded by Student A on the intervention data collection sheet (Appendix A) during a session. The self- reported data for Student B for the intervention and the return to the intervention phases were calculated by using the following formula during each session for each data point. The formula consisted of adding the total number of yes responses recorded by Student B on the intervention data collection sheet (see Appendix A) during a session. The self- reported data for Student C for the (intervention and the return to the intervention phases) were calculated by using the following formula during each session for each data point. The formula consisted of adding the total number of yes responses recorded by Student C on the intervention data collection sheet (see Appendix A) during a session. Self-reported data for the intervention and the return to intervention phases are described as data points on specified graphs for each of the participants and compared to observers' generated data recorded during the baseline and withdrawal phases recorded by the researcher, Observer 1, and Observer 2. Graphed data points were used to establish trends for both measures 1.) staying of

task and 2.) following directions. Data points that increased indicated that participants were following directions and staying on task. Data points that decreased indicated that participants were not following directions and staying on task. This is further explained in the Chapter 4.

Inter-Observer Reliability

According to Gwet (2014), 75% or better is an acceptable inter-observer score. It is important to establish an acceptable level of agreement to satisfy the probability that raters' employ greater precision when observations are conducted with two or more raters (Gwet, 2014).The point-by-point agreement was used in this research to establish inter-observer reliability. The researcher and establish inter-rater reliability during a training session to determine inter-observer reliability. The inter-rater reliability score was computed by dividing the total number of agreed responses by the total number of responses then multiplying that quotient by 100 to get a percent. The inter-rater reliability was set at 80% for this study.

CHAPTER 4

RESULTS

The purpose of this study was to determine whether the participants could learn to evaluate and to improve their behaviors with a cueing procedure. The results of the data collected during each phase of this study are explained in this chapter. Each of the research questions will be explained in this chapter as well. For the sake of this study, each participant's results collected during this study were analyzed by graphing data points. The primary instructional techniques and strategies implemented by the teacher during the observations of the participants in this study involved introducing lessons with warm-up activities, the use of recall questioning techniques, and completing independent assignments in class. Additional instructional techniques and strategies implemented by the teacher included the use of the smart board, hands-on activities, and strategic grouping of students to facilitate instruction. There were times when the class participated in grouping activities which caused the participants to move to a different seat in the classroom for a period of time. These instructional techniques and strategies were typically utilized by the teacher and worth mentioning to better depict the events experienced by the participants in this study.

Research Question 1

The first research question concentrated on whether participants learned to evaluate their behaviors by using a cueing procedure to record data for two dependent measures; 1) staying on task and 2) following directions during the intervention and return to intervention phases. The participants consistently and independently completed intervention data collection sheets; which was in accordance to the cueing procedure. Each participant self-recorded data on the intervention data collection sheets (see Appendix A).

Student A

Baseline data for Student A (see Appendix E) was collected by the researcher and the two observers also known as observers' generated data. The total number of yes responses recorded by the researcher and the two observers for each of the two measures 1.) staying on task and 2.) following directions were adding together and divided by three to get and averaged score for each of Student A baseline data points. Student A baseline data points are visually displayed in Figure 3. During the first session of the baseline data collection phase, Student A was on task for an average score of 6 times and followed directions for an average score of 8.33 times. Student A was not on task for the duration of this session. Student A sharpened a pencil without permission and removed papers from a desk when data points were being recorded for this session. Student A was redirected by the teacher for off task behaviors. The second data point during baseline indicated that Student A stayed on task for an average score of 3.66 times and following directions for an average of 4.33 times. During this session, Student A sharpen a pencil without permission, talked to peers during independent seatwork time, stared across the room, and did not complete the independent assignment. Student A experienced similar results during the third

session of baseline. By the fourth session of baseline, Student A data points modestly increased to staying on task for an average score of 4.66 times and; Student A followed directions for an average of 5.66 times. Student A data points steadily declined during baseline after the first session.

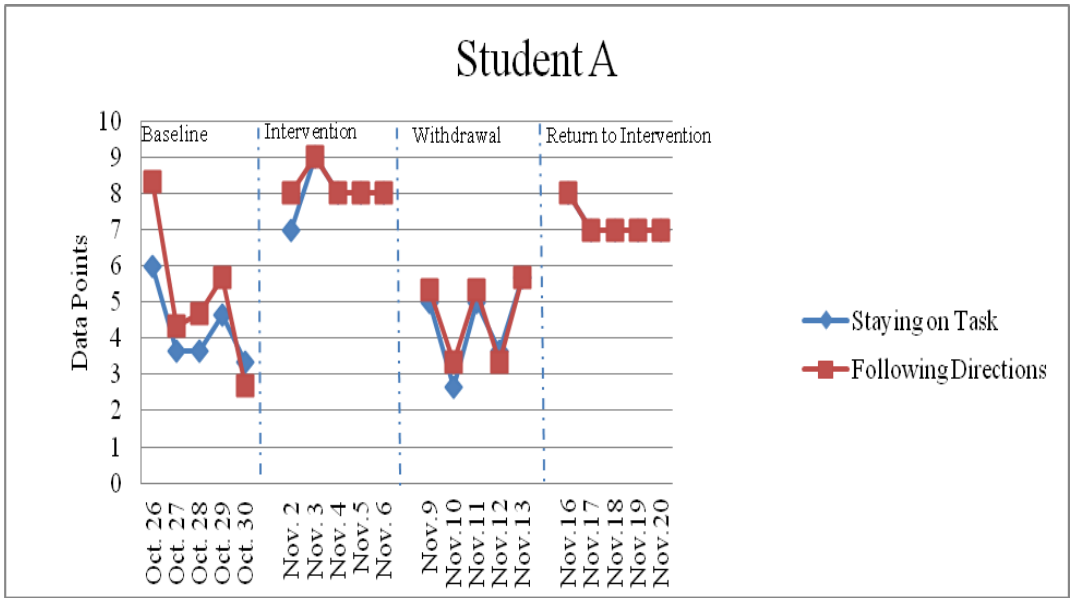
Student A collected intervention data (see Appendix F) on an intervention data collection sheet (see Appendix A) also known as self-reported data. The total number of yes responses recorded by Student A for each of the two measures 1.) staying on task and 2.) following directions were adding together and then visually displayed in Figure 3 as an representation of Student A intervention data points. During the first session of the intervention phase, Student A stayed on task for 7 times and followed directions 8 times. By the second session, Student A stayed on task 9 times and followed directions 9 times. For example, Student A got permission to sharpen a pencil; Student A rotated with a group of students to complete a task on the smart board; and Student A completed independent seatwork. A trend was established when Student A intervention data was graphed for sessions three, four, and five. Student A stayed on task 8 times and followed directions 8 times for sessions three, four, and five.

Withdrawal data (see Appendix G) for Student A were collected by the researcher and the two observers also known as observers' generated data on withdrawal data collection sheets (see Appendix C). The total number of yes responses recorded by the researcher and the two observers for each of the two measures 1.) staying on task and 2.) following directions were adding together and divided by three to get and averaged score for each of Student A withdrawal data points. Student A withdrawal data points are visually displayed in Figure 3. During the withdrawal phase, Student A stayed on task for an average of 5 times and followed directions for an average of 5.33 times for the first session. Student A was not on task for the duration of the

first session. Student A rotated during a small group activity but, did not complete the described task as instructed by the teacher. By the second session, Student A data points had declined. Student A stayed on task for an average of 2.66 times and followed directions for an average of 3.33 times. Student A worked in a group but, did not participate in the completion of hands-on activities. By the third session, Student A stayed on task for an average of 5 times and followed directions for an average of 5.33 times. By the fourth session, Student A stayed on task for an average of 3.66 times and followed direction for an average of 3.33 times. Student A displayed similar behaviors during the second and fourth sessions of withdrawal. By the fifth session, Student A stayed on task for an average of 5.66 times and followed directions for an average of 5.66 times.

Student A collected the return to intervention data (see Appendix H) on an intervention data collection sheet (see Appendix A) also known as self-reported data. The total number of yes responses recorded by Student A for each of the two measures 1.) staying on task and 2.) following directions were adding together and then visually displayed in Figure 3 as an representation of Student A return to intervention data points. During the return to intervention phase, Student A stayed on task 8 times and followed directions 8 times for the first session. A trend was established for both measures when the return to intervention data was graphed for sessions one, two, three, four, and five. For example, Student A completed lesson warm-up activities, participated in group discussions, rotated with a group of students to the smart board and completed activities, and worked on independent seatwork.

Figure 3. Student A Baseline, Intervention, Withdrawal & Return to Intervention Data



Note: When only one of the two measures is visible during a phase, this means that the other measure is also being displayed at the same time with identical data points under the measure that is visible.

Student B

Baseline data (see Appendix E) for Student B was collected by the researcher and the two observers also known as observers' generated data. The total number of yes responses recorded by the researcher and the two observers for each of the two measures 1.) staying on task and 2.) following directions were adding together and divided by three to get and averaged score for each of Student B baseline data points. Student B baseline data points are visually displayed in Figure 4. During the first session of the baseline data collection phase, Student B was on task for an average of 5.33 times and followed directions for an average of 5.33 times. Student B was not on task for the duration of this session. Student B periodically looked around the classroom, talked to other students that sat near, and Student B laid across the top of a desk. The second data point during baseline indicated that Student B stayed on task for an average of 4.66 times and

followed directions for an average of 5.33 times. During this session, Student B talked with peers without permission and crumbled up pieces of paper. By the third session of baseline, a noticeable downward trend was graphed for both measures. During the collection of the third baseline data points, Student B stayed on task for an average of 4.33 times and followed directions for an average of 4.33 times. During this session, Student B was making whistling noises and drawing. The teacher redirected Student B during this session. By the fourth session, Student B stayed on task for an average of 4.66 times and followed directions for an average of 5.66 times. Student B data points steadily declined during the baseline. By the fifth session of baseline, Student B stayed on task for an average of 2 times and followed directions for an average of 2.66 times.

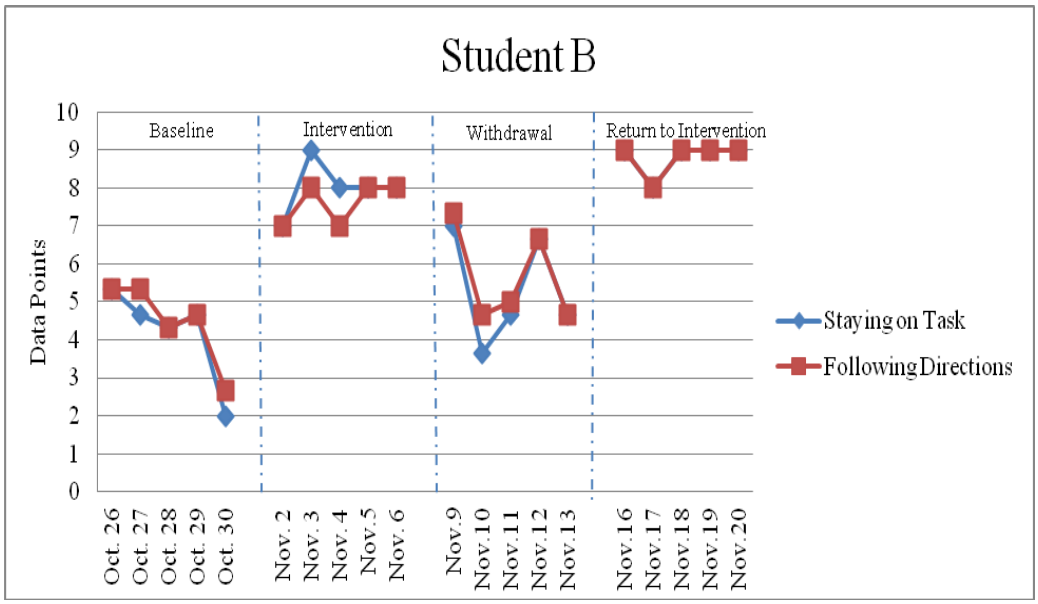
Student B collected intervention data (see Appendix F) on an intervention data collection sheet (see Appendix A) also known as self-reported data. The total number of yes responses recorded by Student B for each of the two measures 1.) staying on task and 2.) following directions were adding together and then visually displayed in Figure 4 as an representation of Student B intervention data points. During the first session of the intervention phase, Student B stayed on task 7 times and followed directions 7 times. By the second session, Student B stayed on task 9 times and following directions 8 times. For example, Student B hand was raised for assistance as needed. Also, Student B completed hands-on activities, rotated with a group of students to meet with the teacher in a location in the classroom, and worked on independent seatwork. By the third session, Student B stayed on task 8 times and followed directions 7 times. A trend was established when Student B intervention data was graphed for sessions four and five. Student B stayed on task 8 times and followed directions 8 times for sessions four and five.

Withdrawal data (see Appendix G) for Student B were collected by the researcher and the two observers also known as observers' generated data. The total number of yes responses recorded by the researcher and the two observers for each of the two measures 1.) staying on task and 2.) following directions were adding together and divided by three to get and averaged score for each of Student B withdrawal data points. Student B withdrawal data points are visually displayed in Figure 4. During the withdrawal phase, Student B stayed on task for an average of 7 times and followed directions for an average of 7.33 times for the first session. By the second session, Student B stayed on task for an average of 3.66 times and followed directions for an average of 4.66 times. Student B was not on task for the duration on the second session. Student B talked and played with his peers and did not complete assignments during the second session. Student B was redirected by the teacher for off task behaviors. By the third session, Student B stayed on task for an average of 4.66 times and followed directions for an average of 5 times. Student B did not have permission to sharpen a pencil and Student B did not ask for assistance with completing assignments during the third session. The directions of the data points changed for both measures by the fourth session. Student B stayed on task for an average of 6.66 times and followed directions for an average of 6.66 times for the fourth session. A recognizable shift in the direction of the data points occurred in Session 5. Student B stayed on task for an average of 4.66 times and followed directions for an average of 4.66 times during the fifth session.

Student B collected the return to intervention data (see Appendix H) on an intervention data collection sheet (see Appendix A) also known as self-reported data. The total number of yes responses recorded by Student B for each of the two measures 1.) staying on task and 2.) following directions were adding together and then visually displayed in Figure 4 as an representation of Student B return to intervention data points. During the return to intervention

phase, Student B stayed on task 9 times and followed direction 9 times for the first session. For the second session Student B stayed on task 8 times and followed directions 8 times. A trend was established for both measures when return to intervention data was graphed for Student B. Student B stayed on task 9 times and followed directions 9 times for sessions three, four, and five.

Figure 4. Student B Baseline, Intervention, Withdrawal, & Return Intervention Phase Data



Note: When only one of the two measures is visible during a phase, this means that the other measure is also being displayed at the same time with identical data points under the measure that is visible.

Student C

Baseline data (see Appendix E) for Student C was collected by the researcher and the two observers also known as observers' generated data. The total number of yes responses recorded by the researcher and the two observers for each of the two measures 1.) staying on task and 2.) following directions were adding together and divided by three to get and averaged score for

each of Student C baseline data points. Student C baseline data points are visually displayed in Figure 5. During the first session of the baseline data collection phase, Student C stayed on task for an average of 2 times and followed directions for an average of 2.33 times. Student C was not on task for the duration of this session. Student C argued with other students, and did not complete assignments. The teacher redirected Student C during this session. Student C stared at other students, periodically looked around the classroom, and tapped a pencil on a desk. The second data point indicated that Student C stayed on task for an average of 3times and followed directions for an average of 3.33 times. Student C stared around the classroom and attempted to distract other students by calling their names in this session. During the third session, Student C stayed on task for an average of 5 times and followed directions for an average of 4.33 times. Student C took out some paper but, Student C did not write down the assignment. By the fourth session, Student C stayed on task for an average of 2.66 times and followed directions for an average of 3.33 times. Student C laughed out loud and pointed at other students. The teacher redirected Student C during this session. By the fifth session of the baseline phase, Student C stayed on task for an average of 4.33 times and followed directions for an average of 4.33 times.

Student C collected intervention data (see Appendix F) on an intervention data collection sheet (see Appendix A), also known as self-reported data. The total number of yes responses recorded by Student C for each of the two measures 1.) staying on task and 2.) following directions were adding together and then visually displayed in Figure 5 as an representation of Student C intervention data points. During the first session of the intervention phase, Student C stayed on task 3 times and followed directions 5 times. Student C was not on task for the duration of this session. Student C kicked another student's chair and did not complete assignments. By the second session, Student C stayed on task 4 times and followed directions 3

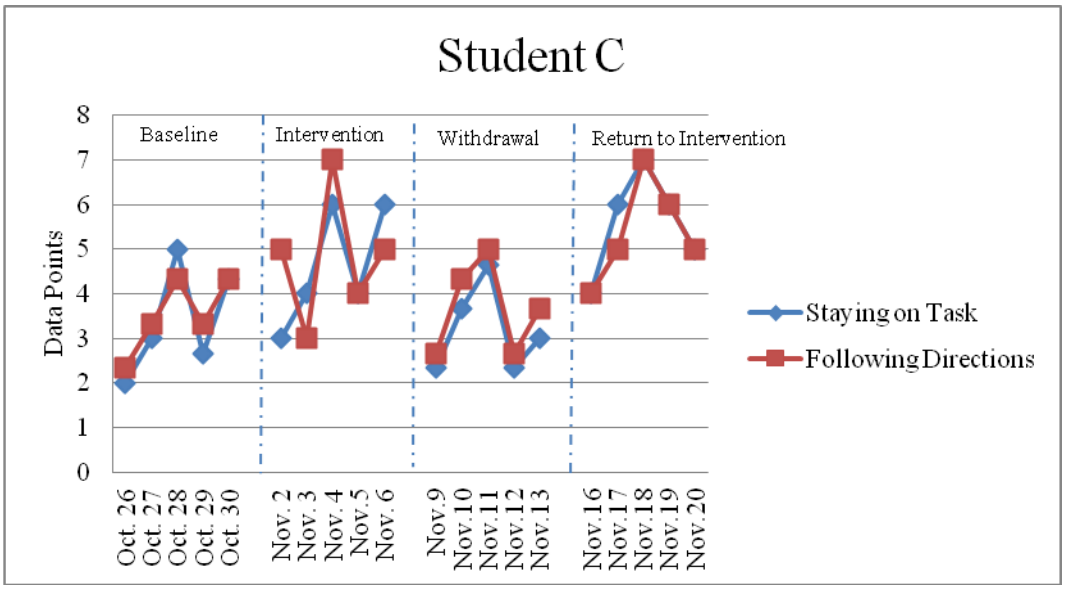
times. By the third session, Student C stayed on task 6 times and followed directions 7 times. For example, Student C hand was raised for assistance as needed and; Student C attempted to complete assignments. This was opposite of the behaviors Student C normally displayed. By the fourth session, Student C stayed on task 4 times and followed directions 4 times. By the fifth session, Student C stayed on task 6 times and followed directions 5 times.

Withdrawal data (see Appendix G) for Student C were collected by the researcher and the two observers also known as observers' generated data. The total number of yes responses recorded by the researcher and the two observers for each of the two measures 1.) staying on task and 2.) following directions were adding together and divided by three to get and averaged score for each of Student C withdrawal data points. Student C withdrawal data points are visually displayed in Figure 5. During the withdrawal phase, Student C stayed on task for an average 2.33 times and followed directions for an average of 2.66 times for the first session. Student C was not on task during the duration of the first session. By the second session, Student C stayed on task for an average of 3.66 times and followed directions for an average of 4.33 times. By the third session, Student C stayed on task for an average of 4.66 times and followed directions for an average of 5 times. By the fourth session, Student C stayed on task for an average of 2.33 times and followed directions for an average of 2.66 times. By the fifth session, Student C stayed on task for an average of 3 times and followed directions for an average of 3.66 times.

Student C collected the return to intervention data (Appendix H) on an intervention data collection sheet (see Appendix A) also known as self-reported data. The total number of yes responses recorded by Student C for each of the two measures 1.) staying on task and 2.) following directions were adding together and then visually displayed in Figure 5 as an representation of Student C return to intervention data points. During return to intervention,

Student C stayed on task 4 times and followed directions 4 times for the first session. By the second session, Student C stayed on task 6 times and followed directions 5 times. By the third session, Student C stayed on task 7 times and followed directions 7 times. A trend was established for both measures when Student C return to intervention data was graphed for sessions three, four, and five.

Figure 5. Student C Baseline, Intervention, Withdrawal, & Return to Intervention Phase Data



Note: When only one of the two measures is visible during a phase, this means that the other measure is also being displayed at the same time with identical data points under the measure that is visible.

Research Question 2

The second research question concentrated on whether participants behaviors for two dependent measures improved by using a self-monitoring practice for two dependent measures; 1) staying on task and 2) following directions. During the course of the intervention phase and the return to intervention phase, moderate increases were presented in Figure 3, Figure 4, and

Figure 5. Student A, Student B, and Student C gain additional data points that were not present during the baseline phase. Additional self-reported and observers' generated data (see Appendices E, F, G and H) located in the appendices were used to answer question number two as well.

Summary

Each participant had different levels of realization when they followed the cueing procedure present in this study. It has been noted in the literature that typical self-monitoring practices require participants to fully partake in the implementation process in order to gain the prescribed benefits (Sheffield & Waller, 2010; Mouzakitis, Codding, & Tryon, 2015). Supportive data mentioned throughout this chapter indicated that all three of the participants achieved a level of improvement by following this self-monitoring practice. It has been noted in the literature that participant's level of commitment toward managing their behaviors must match the level of commitment to following a self-monitoring practice to fidelity. Self-governing techniques are vital to experience school success (Mooney, Ryan, Uhing, Reid, & Epstein, 2005). Supportive data in this chapter also explained that the participants learned to evaluate their behaviors by completing the cueing procedure. Supportive data also explained that all three of the participants improved their behaviors in an inclusive classroom setting.

CHAPTER 5

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Overview

This research was conducted to determine the effectiveness of a cueing procedure used by participants to manage self-monitoring attention behaviors in an inclusive classroom setting. Related literature explored on self-monitoring techniques was directed toward the use of innovative approaches that include technology. The ultimate goal is to teach students to manage their individual behaviors. Middle school research on this topic was minimal. This study sought to fill the gap in the literature that continues to exist about self-monitoring techniques as a behavioral support for teachers and students. Furthermore, this research was developed to assist k-12 teachers in devising plans of action to manage the behavioral needs of their students and to teach students with behavioral concerns to manage their behaviors. Learning self-regulation skills are especially imperative for middle school students to experience school success (Goss, 2014).

The purpose of this study was to determine the effectiveness of a cueing procedure used to evaluate behaviors in an inclusive classroom setting. The following research questions were used to establish the purpose and validity of the research findings presented throughout this study.

Research Questions

1. Can the participants learn to evaluate their behaviors using a cueing procedure?

2. Can a self-monitoring practice improve participants' behaviors in an inclusive classroom setting?

Data collection for this study consisted of recording observations on a series of data collection sheets created by the research. The research enlisted the assistance of two observers to record data alongside the researcher during observations times. The three participants from this study also recorded data on data collection sheets during the intervention phases. The dependent measures for this study in which data was recorded about were: 1.) staying on task and 2.) following directions. According to Simonsen and Myer (2015), an operational definition helps to describe a behavior in the moment that it occurs. These two measures and the intervention data collection sheet (see Appendix A) structured this research. Chapter 4 presented the findings from this research. Chapter 5 further explained the findings from research questions, limitations, implications, and recommendations for future research.

Discussion of Findings

Research Question 1: *Cueing Procedure Effects*

The participants learned to evaluate two specific measures; 1.) staying on task and 2.) following directions when cued by the researcher to record a response on intervention data collection sheets (Appendix A) in this study. The participants had to think about whether or not they were in compliance or noncompliance with each of the measures before recording their responses when the researcher held up a cue card. Data for research question one was recorded on intervention data collection sheets by the participants in this study (Appendix A) during the intervention and the return to intervention phases. Based on the data produced during the intervention and return to intervention phases of this study, each of the participants learned to

evaluate their individual behaviors when cued by the researcher to record a response. Students A, B, and C consistently selected responses that best represented the compliance or noncompliance to the two measures when the researcher held up a cue card. Student A and Student B quickly responded when the cue card was displayed by the researcher. Student C was hesitant for a few seconds as if thinking about whether to check a no or yes response during each of the sessions. Student A and Student B appeared ready to participate with the researcher during each of the sessions. They responded quickly when the cue card was presented by the researcher. The reviewed literature explained that cueing procedures are effective means for getting students to comply with rules when they are aware of cueing procedures (Warnke, 2003). Furthermore, the reviewed literature explained that students tend to focus on positive behaviors when specific behaviors are being monitored (Gulchak, 2008). Students A, B, and C completely filled out each of the intervention data collection sheets during this study.

Research Question 2: *Improving Behaviors*

The participants improved their behaviors in an inclusive classroom setting. Data for research question two was recorded during the baseline, intervention, withdrawal, and return to intervention phases on data collection sheets. Based on the data produced during the baseline, intervention, withdrawal, and the return to intervention phases of this study, each of the participants improved their individual behaviors in the inclusive classroom setting. The baseline data was recorded by the researcher and the two observers on baseline intervention sheets. Baseline data is also known as observers' data for this discussion. Baseline data revealed that each of the participants needed assistance with focusing their attention on the teacher's directives in the classroom. Student C had the most challenging time with staying on task and with

following directions as indicated by baseline data. As mentioned earlier, students who lack self-discipline are at a greater risk of experiencing academic failure compared to students that have learned to self-govern themselves (Mooney, Ryan, Uhing, Reid, & Epstein, 2005; Menzies, Lane, & Lee, 2009). Student A and Student B baseline data indicated that some success was achieved with improving behavior in Session 1 but, these results quickly dissipated. This can be explained as the students' anticipation of being participants in this study. Student A and Student B were excited to see the researcher and the two observers entering their classroom for the first few sessions. Overall, baseline data for Student A, Student B, and Student C were not consistent. Each of these participants were constantly being corrected and redirected by their teacher during the baseline phase for inappropriate behavior. According to reviewed literature, specific students need additional assistance with learning self-management skills (Gulchak, 2008).

In contrast, during the intervention phase, the participants' behaviors in the inclusive classroom setting began to improve. For the sake of this discussion, intervention data is also known as self-reported data. Intervention data is self-reported data recorded by the participants on intervention data collection sheets when cued by the researcher. During Session 1 of the intervention phase, Student A recorded a total of 7 out of 9 yes responses for staying on task which is 77%; and a total of 8 out of 9 yes responses for following directions which is 88%. Student A recorded this data when cued by the researcher. Furthermore, the intervention data collection sheet is a visual representation of the two measures. Utilizing the intervention data collection sheet as a visual reminder also explained the improvement of behavior for Student A. Student A was able to record responses to the two measures with the data collection sheet on Student A's desk for each of the intervention sessions. In addition, this was the first time Student A was recording data on the intervention data collection sheet that represented compliance or

noncompliance to the two measures. Students typically perform differently when they know some form of an evaluation is taking place especially about them. Student A went on to record similar responses for the other sessions during the intervention phase as well. None of Student A responses was below 77% during the intervention and the return to intervention phases. Student A's yes responses had gotten as high as a total of 9 out of 9 yes responses which is 100% for both measures in Session 2 during the intervention phase. A trend for both measures was established for Student A after Session 2 during the intervention phase and; a trend for both measures was established for the entire time during the return to intervention phase for Student A. While Student A had learned to evaluate the two measures when cued by the researcher, Student A seemed focused on completing assignments and following the teacher's directives without displaying off task behaviors during the intervention and the return to intervention phases.

Student B had similar results as Student A during the intervention phase. During Session 1 of the intervention phase, Student B recorded a total of 8 out of 9 yes responses for staying on task which is 88%; and a total of 8 out of 9 yes responses for following directions which is 88%. Student B recorded this data when cued by the researcher. Student B was excited to participate in this study. Student B was consistent with recording data when cued by the researcher during each interval. At one data point, Student B was attempting to record data before the researcher could hold up the cue card. By the time the cue card was held up, Student B was quickly recording a response. Gulchak (2008) explained in the literature that there is a need for establishing intervals to measure the outcomes of an intervention. However, Rich (2009) stated in the literature that spreading out intervals at different times would help students to stay focused during the intervention phase. When cueing procedures are implemented, better results are achieved when

participants are monitored to make sure procedures are followed. Student B's behavior continued to improve during the intervention phase. Student B's data points began to trend in Session Four and Session Five. Student B went on to record similar responses for the remainder of the sessions during the intervention phase. None of Student B responses was below 77% for either of the two measures during the intervention phase. Similar to Student A, Student B's behavior improved during the intervention and the return to intervention phases; which lead to Student B's ability to stay focused during each session of both phases and to follow the teacher's directives without displaying inappropriate behaviors.

Student C's intervention data was not consistent; however, Student C did make behavioral improvements during the intervention phase compared to the baseline phase. Student C participated in the cueing procedure but, Student C was not as enthusiastic as Student A and Student B in the intervention phase. During Session 3 of the intervention phase, Student C recorded a total of 7 out of 9 yes responses for following directions which is 77%; and a total of 6 out of 9 yes responses for staying on task which is 66%. Student C is a very independent thinker. Typically, these students do not conform to rules as quickly as other students. Gulchak (2008) stated in the literature that a self-monitoring procedure encouraged students to focus their attention on positive behaviors. Student C was able to make behavioral improvements by participating in the cueing procedure. Student C continued to make sporadic behavioral improvements during the intervention and the return to intervention phases.

\ During the withdrawal phase, the return to baseline conditions were mostly achieved minus a few data points for Student A, Student B, and Student C. Compared to the baseline phase, Student A and Student B behaviors declined but, not completely to baseline conditions. At this point in the study, Student A and Student B have learned the importance of maintaining

good behaviors in the classroom. This could not be said for Student C. Although Student C's withdrawal data was comparable to the intervention data, Student C continued to respond slowly when asked to record a response throughout the study. Finally, each participant made improvements to their behaviors with the use of the cueing procedure.

Limitations

There are several limitations to this investigation that need to be discussed to establish a better understanding of the implications, as well as, the direction for future studies. This investigation was limited to a single middle school located within a school district in the Southeast. Comparable data from surrounding middle schools could have strengthened the findings of this investigation and should be considered in any replication. A sample of convenience was used for this investigation. The sample size for this investigation was limited to three participants. Data collection for this investigation lasted for four weeks according to allotted time for this study. Generalizations about this research may not be possible due to the limitations presented.

1. This study took place in a single middle school.
2. Three subjects who have difficulties with being on task or not following directions were selected for this study.
3. This study was conducted over a four week period.
4. The intervention data that was collected is solely based on the responses of the participants.

Assumptions

The following are assumptions in this study.

1. Each of the cueing procedures was carefully followed.

2. Self-monitoring practices are viable solutions that are designed to manage and to evaluate students' behaviors.

Implications

The results from this study contribute to the development of a self-determination practice known as self-monitoring. The number one goal is to teach students with disabilities self-determination skills that they can essentially use for a lifetime. Students with disabilities must become proficient in self-determination skills to be successful. This study explored additional options for teachers to assist students with disabilities in developing meaningful interactions for inclusive classroom settings. Teaching students with disabilities self-regulation skills empowers them to be proactive participants in inclusive classrooms settings. Often these students are left out of critical learning opportunities or they fail to understand key concepts presented in whole group settings. It is widely known that students with disabilities often require special accommodations to participate in inclusive classroom settings. In this study, three participants learned how to appropriately respond to their teacher's instructions and to manage their individual behaviors in an inclusive classroom setting. The self-monitoring techniques used in this study can be used by general education teachers and collaborative special education teachers. General education teachers must learn specific techniques and strategies to manage the behavioral needs of student with disabilities in inclusive classroom environments.

School success for student with disabilities means different things to different individuals. Students with disabilities face many challenges. Socialization and behavioral needs are determining factors that will gauge the success of students with disabilities in inclusive

classroom settings. More students with disabilities are being served in inclusive classroom settings. While inclusive education is the norm for most students with disabilities, it is also the most challenging setting for students with disabilities.

Teaching students with disabilities self-monitoring practices is critical in middle school settings. Often students with disabilities are not aware of unspoken social cues and figurative language used by their peers. This is a disadvantage for student with disabilities. Middle school teachers are not always prepared to accept a student with disabilities into their classrooms without the assistance from a special education teacher or a paraprofessional. If students with disabilities do not learn critical self-regulation skills, then they may become frustrated with the entire educational process by acting out. Teaching students with disabilities self-management skills will provide them with the behavioral and social support they will need.

The findings from this study indicate that behavioral support for teachers in inclusive classroom settings is a major topic of concern for educators. Behavioral support for these teachers is focused on self-monitoring techniques and strategies. Implications from this study point toward teaching self-monitoring skills to students. This topic is also in line with self-regulation; which teaches students to manage themselves in ways such as how to greet people, using eye contact, and responding appropriately to teachers' directives. In addition, this topic needs to be thoroughly explored to assist middle school teachers with managing the behaviors of students with disabilities in inclusive classroom settings. A recognizable advantage of self-monitoring practices is that they can be implemented at a low cost to educators with the potential to improve student behaviors (Wadsworth, Hansen, & Wills, 2015). Current practices are moving toward additional methods such as the use of technology to obtain the desired results. Devices

and gadgets designed to teach students with disabilities to respond to a request at different intervals of times are making advancements in this area of research.

This investigation was based on using a low cost intervention, such as a cueing procedure, to manage the behavioral needs of students with disabilities in an inclusive middle school setting. In addition, this investigation attempted to enhance students with disabilities self-regulation skills. Goss (2014) explained that ultimately students' self-regulation skills influence their success in school. This investigation heightened students' awareness of how to direct their focus toward desired outcomes while assisting teachers with implementing a self-monitoring practice.

Recommendations for Future Research

The following recommendations are suggestions for conducting future research in the area of self-monitoring practices. The recommendations include the following:

1. This study was conducted over a four week period. A longitudinal study conducted over a longer period time will increase the reliability of the findings from this study.

2. Quantitative data was collected for this study. Future research including qualitative data to measure participants' perceptions about self-monitoring practices may reveal more insight into the process of self-regulation.

3. A total of three participants were selected to participate in this study. Future research involving a larger sample size increases the possibilities of yielding a wider range of data to analyze.

Conclusion

This study adds to the literature pertaining to self-monitoring implications, practices, and programs used to manage individual student behaviors in inclusive classroom settings. Self-management and self-control are two important distinctions of reasonably thinking individuals (Harris, Friedlander, Saddler, Frizzelle, & Graham, 2005). Students with disabilities must learn to self-regulation skills to be successful in inclusive classroom settings (Gulchak, 2008). Teachers in inclusive learning environments must assist students with disabilities with developing self regulation skills (Gulchak, 2008). Highly structured inclusive learning environments where learning objectives are equitably communicated are ideal to enhance the learning opportunities of students with disabilities (Mooney, Ryan, Uhing, Reid, & Epstein, 2005). Students with disabilities are able to perceive how they are viewed by others in inclusive learning environments which can be detrimental overtime (Mooney et al., 2005; Menzies, Lane, & Lee, 2009). These concerns must be addressed to increase opportunities and to change mindsets of preconceived notions about students with disabilities in inclusive classroom settings. A common concern about self-monitoring practices and the use of self-regulation skills points toward whether students with disabilities have the mental capacity to successfully acquire academic and social skills in inclusive classroom settings (Gulchak, 2008). Further research is needed to advance the applicability of self-monitoring practices in inclusive classroom settings to better assist teachers and students with implementing the most appropriate behavioral support strategies and techniques. Self-regulation skills need to be taught and implemented to fidelity (Simmons, 2010). There is a positive correlation between student learning and student behaviors when self-regulation strategies are taught in schools (Peterson, Young, West, & Hill, 2006).

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APPENDIX A

INTERVENTION DATA COLLECTION SHEET

Intervention Data Collection Sheet

Recorder: _____

Session #:_____

SIDE ONE			SIDE TWO		
Area of Concern:_____			Area of Concern: _____		
	YES	NO		YES	NO
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
Results:			Results:		

APPENDIX B

BASELINE DATA COLLECTION SHEET

Baseline Data Collection Sheet

Recorder: _____

Session #:_____

SIDE ONE			SIDE TWO		
Area of Concern:_____			Area of Concern: _____		
	YES	NO		YES	NO
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
Results:			Results:		

APPENDIX C

WITHDRAWAL DATA COLLECTION SHEET

Withdrawal Data Collection Sheet

Recorder: _____

Session #:_____

SIDE ONE			SIDE TWO		
Area of Concern:_____			Area of Concern: _____		
	YES	NO		YES	NO
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
5 min. Interval			5 min. Interval		
Results:			Results:		

APPENDIX D

NONVERBAL CUE CARD

APPENDIX E

STUDENTS' A, B, & C OBSERVERS' GENERATED DATA/ BASELINE

STUDENT A—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student A/ Session 1: *Baseline* **Data Point 1** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater PI- (researcher) OB1- (observer 1) OB2- (observer 2)

100%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+	•			•				•		
Total	**6**	3		**6**	3			**6**	3	

6 + **6** + **6** /3= **6 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB1** = **6**

Student A/ Session 1: *Baseline* **Data Point 1** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater PI- (researcher) OB1- (observer 1) OB2- (observer 2)

88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+	•			•				•		
+	•			•				•		
+	•			•				•		
+	•			•				•		
+	•			•				•		
o		•			•			•		
+	•			•				•		
Total	8	1		8	1			9	0	

8 + **8** + **9** /3= **8.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB2** = **8.33**

STUDENT A—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student A/ Session 2: *Baseline* **Data Point 2** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater PI- (researcher) OB1- (observer 1) OB2- (observer 2)

88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
o	•			•					•	
+		•			•				•	
Total	**4**	5		**4**	5			**3**	6	

4 + **4** + **3** /3= **3.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB1** = **3.66**

Student A/ Session 2: *Baseline* **Data Point 2** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater PI- (researcher) OB1- (observer 1) OB2- (observer 2)

88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
o		•			•			•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
Total	**4**	5		4	5			5		

4 + **4** + **5** /3= **4.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB2** = **4.33**

STUDENT A—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student A/ Session 3: *Baseline* **Data Point 3** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+		•			•				•	
o	•				•			•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
Total	**4**	5		**3**	6			**4**	5	

4 + **3** + **4** /3= **3.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB1 = 3.66**

Student A/ Session 3: *Baseline* **Data Point 3** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
o		•		•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
Total	**4**	5		5	4			5	4	

4 + **5** + **5** /3= **4.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB2 = 4.66**

STUDENT A—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student A/ Session 4: *Baseline* **Data Point 4** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+		•			•				•	
o		•		•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**4**	5		**5**	4			**5**	4	

4 + **5** + **5** /3= **4.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4/TB1** = **4.66**

Student A/ Session 4: *Baseline* **Data Point 4** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
o		•		•				•		
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
Total	**5**	4		6	3			6	3	

5 + **6** + **6** /3= **5.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4/TB2** = **5.66**

STUDENT A—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student A/ Session 5: *Baseline* **Data Point 5** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
o		•			•			•		
Total	**3**	6		**3**	6			**4**	5	

3 + **3** + **4** /3= **3.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5/TB1** = **3.33**

Student A/ Session 5: *Baseline* **Data Point 5** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+		•			•				•	
o	•				•			•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**3**	6		2	7			3	6	

3 + **2** + **3** /3= **2.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5/TB2** = **2.66**

STUDENT B—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student B/ Session 1: *Baseline* **Data Point 1** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
o	•				•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**6**	3		**5**	4			**5**	4	

6 + **5** + **5** /3= **5.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB1 = 5.33**

Student B/ Session 1: *Baseline* **Data Point 1** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
o		•		•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**5**	4		6	3			6	3	

5 + **6** + **6** /3= **5.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB2 = 5.33**

STUDENT B—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student B/ Session 2: *Baseline* **Data Point 2** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater PI- (researcher)				OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
o	•				•			•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
Total	**5**	4		**4**	5			**5**	4	

5 + **4** + **5** /3= **4.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB1 = 4.66**

Student B/ Session 2: *Baseline* **Data Point 2** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater PI- (researcher)				OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
o		•			•			•		
+	•			•				•		
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**5**	4		5	4			6	3	

5 + **5** + **6** /3= **5.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB2 = 5.33**

STUDENT B—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student B/ Session 3: *Baseline* **Data Point 3** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
o		•			•			•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**4**	5		**4**	5			**5**	4	

4 + **4** + **5** /3= **4.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB1 = 4.33**

Student B/ Session 3: *Baseline* **Data Point 3** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
o		•		•					•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+		•			•				•	
Total	**4**	5		5	4			4	5	

4 + **5** + **4** /3= **4.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB2 = 4.33**

STUDENT B—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student B/ Session 4: *Baseline* **Data Point 4** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
o	•			•					•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
Total	**5**	4		**5**	4			**4**	5	

5 + **5** + **4** /3= **4.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4/TB1 = 4.66**

Student B/ Session 4: *Baseline* **Data Point 4** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
o		•		•				•		
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**5**	4		6	3			6	3	

5 + **6** + **6** /3= **5.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4/TB2 = 5.66**

STUDENT B—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student B/ Session 5: *Baseline* **Data Point 5** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
Total	**2**	7		**2**	7			**2**	7	

2 + **2** + **2** /3= **2 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5/TB1 = 2**

Student B/ Session 5: *Baseline* **Data Point 5** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
o	•				•			•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
Total	**3**	6		2	7			3	6	

3 + **2** + **3** /3= **2.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5/TB2 = 2.66**

STUDENT C—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student C/ Session 1: *Baseline* **Data Point 1** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**2**	7		**2**	7			**2**	7	

2 + **2** + **2** /3= **2 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB1 = 2**

Student C/ Session 1: *Baseline* **Data Point 1** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
o		•		•					•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**2**	6		3	7			2	6	

2 + **3** + **2** /3= **2.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB2 = 2.33**

STUDENT C—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student C/ Session 2: *Baseline* **Data Point 2** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater PI- (researcher)				OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
Total	**3**	6		**3**	6			**3**	6	

3 + **3** + **3** /3= **3 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB1 = 3**

Student C/ Session 2: *Baseline* **Data Point 2** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater PI- (researcher)				OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+		•			•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
o		•			•			•		
+	•			•				•		
Total	**3**	6		3	6			4	5	

3 + **3** + **4** /3= **3.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB2 = 3.33**

STUDENT C—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student C/ Session 3: *Baseline* **Data Point 3** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
Total	**5**	4		**5**	4			**5**	4	

5 + **5** + **5** /3= **5 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB1 = 5**

Student C/ Session 3: *Baseline* **Data Point 3** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+		•			•				•	
o	•				•				•	
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
Total	**5**	4		4	5			4	5	

5 + **4** + **4** /3= **4.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB2 = 4.33**

STUDENT C—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student C/ Session 4: *Baseline* **Data Point 4** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+		•			•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
o		•		•				•		
+		•			•				•	
Total	**2**	7		**3**	6			**3**	6	

2 + **3** + **3** /3= **2.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4/TB1** = **2.66**

Student C/ Session 4: *Baseline* **Data Point 4** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+		•			•				•	
o		•			•			•		
+	•			•				•		
+		•			•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
Total	**3**	6		3	6			4	5	

3 + **3** + **4** /3= **3.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4TB2** = **3.33**

STUDENT C—OBSERVERS' GENERATED DATA/ BASELINE PHASE

Student C/ Session 5: *Baseline* **Data Point 5** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
o		•			•			•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
Total	**4**	5		**4**	5			**5**	4	

4 + **4** + **5** /3= **4.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5/TB1 = 4.33**

Student C/ Session 5: *Baseline* **Data Point 5** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+	•			•				•		
+		•			•				•	
o	•				•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**5**	4		4	5			4	5	

5 + **4** + **4** /3= **4.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5TB2 = 4.33**

APPENDIX F

STUDENTS' A, B, & C SELF-REPORTED DATA/ INTERVENTION

STUDENT A—SELF-REPORTED DATA/ INTERVENTION PHASE

Student A/ *Intervention* Phase ***TB1=Measure 1.) Staying on Task***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.	•			•			•			•			•	
5min.	•			•			•			•				•
5min.	•			•				•		•			•	
5min.		•		•			•			•			•	
5min.		•		•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•				•		•	
5min.	•			•			•			•			•	
Total	7	2		9	0		8	1		8	1		8	1

Student A/ *Intervention* Phase ***TB2=Measure 1.) Following Directions***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•				•		•			•	
5min.		•		•			•			•				•
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•				•		•	
5min.	•			•			•			•			•	
Total	8	1		9	0		8	1		8	1		8	1

STUDENT B—SELF-REPORTED DATA/ INTERVENTION PHASE

Student B/ *Intervention* Phase ***TB1=Measure 1.) Staying on Task***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.		•		•			•				•		•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•				•		•				•
5min.		•		•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
Total	7	2		9	0		8	1		8	1		8	1

Student B/ *Intervention* Phase ***TB2=Measure 1.) Following Directions***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•				•		•	
5min.	•			•			•			•			•	
5min.		•		•				•		•			•	
5min.	•			•				•		•				•
5min.		•		•			•			•			•	
5min.	•			•			•			•			•	
5min.	•				•		•			•			•	
Total	7	2		8	1		7	2		8	1		8	1

STUDENT C—SELF-REPORTED DATA/ INTERVENTION PHASE

Student C/ *Intervention* Phase ***TB1=Measure 1.) Staying on Task***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.		•		•			•			•				•
5min.		•			•		•			•			•	
5min.		•			•		•				•			•
5min.		•			•			•		•				•
5min.	•				•		•			•			•	
5min.		•		•			•				•		•	
5min.	•			•			•				•		•	
5min.	•			•				•			•		•	
5min.		•			•			•			•		•	
Total	3	6		4	5		6	3		4	5		6	3

Student C/ *Intervention* Phase ***TB2=Measure 1.) Following Directions***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.		•			•		•			•				•
5min.		•			•		•			•			•	
5min.	•				•		•				•			•
5min.		•			•		•			•				•
5min.	•				•		•			•			•	
5min.	•			•			•				•			•
5min.	•			•			•				•		•	
5min.	•			•				•			•		•	
5min.		•			•			•			•		•	
Total	5	4		3	6		7	2		4	5		5	4

APPENDIX G

STUDENTS' A, B, & C OBSERVERS' GENERATED DATA/WITHDRAWAL

STUDENT A—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student A/ Session 1: *Withdrawal* **Data Point 1** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
Total	**5**	4		**5**	4			**5**	4	

5 + **5** + **5** /3= **5 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB1** = **5**

Student A/ Session 1: *Withdrawal* **Data Point 1** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
o	•				•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
Total	**6**	3		5	4			5	4	

6 + **5** + **5** /3= **5.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB2** = **5.33**

STUDENT A—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student A/ Session 2: *Withdrawal* **Data Point 2** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
o	•			•					•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+		•			•				•	
Total	**3**	6		**3**	6			**2**	7	

3 + **3** + **2** /3= **2.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB1** = **2.66**

Student A/ Session 2: *Withdrawal* **Data Point 2** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+		•			•				•	
o	•				•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**4**	5		3	6			3	6	

4 + **3** + **3** /3= **3.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB2** = **3.33**

STUDENT A—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student A/ Session 3: *Withdrawal* **Data Point 3** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
Total	**5**	4		**5**	4			**5**	4	

5 + **5** + **5** /3= **5 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB1 = 5**

Student A/ Session 3: *Withdrawal* **Data Point 3** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
o	•				•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
Total	**6**	3		5	4			5	4	

6 + **5** + **5** /3= **5.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB2 = 5.33**

STUDENT A—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student A/ Session 4: *Withdrawal* **Data Point 4** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
o	•			•					•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+		•			•				•	
Total	**4**	5		**4**	5			**3**	6	

4 + **4** + **3** /3= **3.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4/TB1** = **3.66**

Student A/ Session 4: *Withdrawal* **Data Point 4** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+		•			•				•	
o		•		•					•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
Total	**3**	6		4	5			3	6	

3 + **4** + **3** /3= **3.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4/TB2** = **3.33**

STUDENT A—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student A/ Session 5: *Withdrawal* **Data Point 5** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
o	•				•			•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
Total	**6**	3		**5**	4			**6**	3	

6 + **5** + **6** /3= **5.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5/TB1** = **5.66**

Student A/ Session 5: *Withdrawal* **Data Point 5** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+	•			•				•		
+		•			•				•	
o		•		•				•		
+		•			•				•	
+	•			•				•		
Total	**5**	4		6	3			6	3	

5 + **6** + **6** /3= **5.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5/TB2** = **5.66**

STUDENT B—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student B/ Session 1: *Withdrawal* **Data Point 1** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
Total	**7**	2		**7**	2			**7**	2	

7 + **7** + **7** /3= **7 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB1 = 7**

Student B/ Session 1: *Withdrawal* **Data Point 1** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+	•			•				•		
+	•			•				•		
o	•				•				•	
+	•			•				•		
+	•			•				•		
+	•			•				•		
+		•			•				•	
Total	**8**	1		7	2			7	2	

8 + **7** + **7** /3= **7.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB2 = 7.33**

STUDENT B—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student B/ Session 2: *Withdrawal* **Data Point 2** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+		•			•				•	
o	•			•					•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**4**	5		**4**	5			**3**	6	

4 + **4** + **3** /3= **3.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB1 = 3.66**

Student B/ Session 2: *Withdrawal* **Data Point 2** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
o	•				•			•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+		•			•				•	
Total	**5**	4		4	5			5	4	

5 + **4** + **5** /3= **4.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB2 = 4.66**

STUDENT B—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student B/ Session 3: *Withdrawal* **Data Point 3** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
o	•			•					•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**5**	4		**5**	4			**4**	5	

5 + **5** + **4** /3= **4.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB1 = 4.66**

Student B/ Session 3: *Withdrawal* **Data Point 3** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
Total	**5**	4		5	4			5	4	

5 + **5** + **5** /3= **5 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB2 = 4.66**

STUDENT B—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student B/ Session 4: *Withdrawal* **Data Point 4** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
o	•			•					•	
+	•			•				•		
Total	**7**	2		**7**	2			**6**	3	

7 + **7** + **6** /3= **6.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4/TB1** = **6.66**

Student B/ Session 4: *Withdrawal* **Data Point 4** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+		•			•				•	
o		•		•				•		
+	•			•				•		
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
Total	**6**	3		7	2			7	2	

6 + **7** + **7** /3= **6.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4/TB2** = **6.66**

STUDENT B—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student B/ Session 5: *Withdrawal* **Data Point 5** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
o	•				•			•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
o	•			•				•		
+		•			•				•	
Total	**5**	4		**4**	5			**5**	4	

5 + **4** + **5** /3= **4.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5/TB1 = 4.66**

Student B/ Session 4: *Withdrawal* **Data Point 5** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•		•				•		
+		•			•				•	
+	•			•				•		
o	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**4**	5		5	4			5	4	

4 + **5** + **5** /3= **4.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5/TB2 = 4.66**

STUDENT C—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student C/ Session 1: *Withdrawal* **Data Point 1** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
o	•				•				•	
Total	**3**	6		**2**	7			**2**	7	

3 + **2** + **2** /3= **2.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB1** = **2.33**

Student C/ Session 1: *Withdrawal* **Data Point 1** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
o		•		•					•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**2**	7		3	6			3	6	

2 + **3** + **3** /3= **2.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 1/TB2** = **2.66**

STUDENT C—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student C/ Session 2: *Withdrawal* **Data Point 2** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
o	•				•			•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**4**	5		**3**	4			**4**	5	

4 + **3** + **4** /3= **3.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB1 = 3.66**

Student C/ Session 2: *Withdrawal* **Data Point 2** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+	•			•				•		
+		•			•				•	
o	•				•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**5**	4		4	5			4	5	

5 + **4** + **4** /3= **4.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 2/TB2 = 4.33**

STUDENT C—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student C/ Session 3: *Withdrawal* **Data Point 3** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
o	•			•					•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**5**	4		**5**	4			**4**	5	

5 + **5** + **4** /3= **4.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB1 = 4.66**

Student C/ Session 3: *Withdrawal* **Data Point 3** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+	•			•				•		
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
Total	**5**	4		5	4			5	4	

5 + **5** + **5** /3= **5 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 3/TB2 = 5**

STUDENT C—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student C/ Session 4: *Withdrawal* **Data Point 4** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
o	•				•				•	
+		•			•				•	
Total	**3**	6		**2**	7			**2**	7	

3 + **2** + **2** /3= **2.33 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4/TB1** = **2.33**

Student C/ Session 4: *Withdrawal* **Data Point 4** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+		•			•				•	
+		•			•				•	
o		•		•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**2**	7		3	6			3	6	

2 + **3** + **3** /3= **2.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 4/TB2** = **2.66**

STUDENT C—OBSERVERS' GENERATED DATA/ WITHDRAWAL PHASE

Student C/ Session 5: *Withdrawal* **Data Point 5** TB1: *Staying on Task*---- Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
100%	Yes	No		Yes	No			Yes	No	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
+		•			•				•	
+	•			•				•		
+		•			•				•	
Total	**3**	6		**3**	6			**3**	6	

3 + **3** + **3** /3= **3 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5/TB1 = 3**

Student C/ Session 5: *Withdrawal* **Data Point 5** TB2: *Following Directions*-Total # yes/no responses below:

Inter-Rater	PI- (researcher)			OB1- (observer 1)				OB2- (observer 2)		
88%	Yes	No		Yes	No			Yes	No	
+		•			•				•	
+	•			•				•		
+		•			•				•	
+		•			•				•	
o		•		•				•		
+		•			•				•	
+	•			•				•		
+		•			•				•	
+	•			•				•		
Total	**3**	6		4	5			4	5	

3 + **4** + **4** /3= **3.66 Av. Score***

*Add the total# of *yes responses* recorded by the PI, OB1, and OB2 together then divide by three to calculate **Data Point 5/TB2 = 3.66**

APPENDIX H

STUDENTS' A, B, & C SELF-REPORTED DATA/ RETURN TO INTERVENTION

STUDENT A—SELF-REPORTED DATA/ RETURN TO INTERVENTION PHASE

Student A/ *Return To Intervention* Phase ***TB1=Measure 1.) Staying on Task***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.	•			•			•				•		•	
5min.	•			•				•		•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•				•		•				•		•	
5min.	•				•		•			•			•	
5min.		•		•			•			•				•
5min.	•				•		•			•			•	
5min.	•			•				•		•				•
Total	8	1		7	2		7	2		7	2		7	2

Student A/ *Return to Intervention* Phase ***TB2=Measure 1.) Following Directions***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.	•			•			•				•		•	
5min.	•			•				•		•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•				•		•				•		•	
5min.	•				•		•			•			•	
5min.		•		•			•			•				•
5min.	•			•			•			•			•	
5min.	•			•				•		•				•
Total	8	1		7	2		7	2		7	2		7	2

STUDENT B—SELF-REPORTED DATA/ RETURN TO INTERVENTION PHASE

Student B/ *Return To Intervention* Phase ***TB1=Measure 1.) Staying on Task***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.	•			•			•			•			•	
5min.	•				•		•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
Total	9	0		8	1		9	0		9	0		9	0

Student B/ *Return to Intervention* Phase ***TB2=Measure 1.) Following Directions***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•				•		•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•			•	
Total	9	0		8	1		9	0		9	0		9	0

STUDENT C—SELF-REPORTED DATA/ RETURN TO INTERVENTION PHASE

Student C/ *Return To Intervention* Phase ***TB1=Measure 1.) Staying on Task***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.		•			•		•				•			•
5min.		•		•			•			•				•
5min.		•			•			•			•		•	
5min.	•			•			•			•				•
5min.		•		•			•			•			•	
5min.	•				•		•			•			•	
5min.	•			•			•			•				•
5min.	•			•				•		•			•	
5min.		•		•			•				•		•	
Total	4	5		6	3		7	2		6	3		5	4

Student C/ *Return to Intervention* Phase ***TB2=Measure 1.) Following Directions***---Total # yes/no responses below:

	Session 1			Session 2			Session 3			Session 4			Session 5	
Intervals	Yes	No		Yes	No		Yes	No		Yes	No		Yes	No
5min.		•			•		•				•			•
5min.		•		•				•		•				•
5min.		•			•		•				•		•	
5min.	•			•			•			•				•
5min.		•		•			•			•			•	
5min.	•				•			•		•			•	
5min.	•			•			•			•			•	
5min.	•			•			•			•				•
5min.		•			•		•				•		•	
Total	4	5		5	4		7	2		6	3		5	4

APPENDIX I

IRB APPROVAL

Office for Research

Institutional Review Board for the
Protection of Human Subjects

THE UNIVERSITY OF
ALABAMA
RESEARCH

October 14, 2015

Howard Floyd
Department of SPEMA
College of Education
Box 870232

Re: IRB Application #: 15-009
Application Title: "The Effects of a Self-Monitoring Practice in a Middle School Setting"

Dear Mr. Floyd:

The University of Alabama IRB has received the revisions requested by the full board on 9/18/15. The board has reviewed the revisions and your protocol is now approved for a one-year period. Please be advised that your protocol will expire one year from the date of approval, 9/18/15.

If your research will continue beyond this date, complete the IRB Renewal Application by the 15th of the month prior to project expiration. If you need to modify the study, please submit the Modification of An Approved Protocol Form. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, please complete the Request for Study Closure Form.

Please use reproductions of the IRB approved stamped consent/assent forms to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number.

Good luck with your research.

Sincerely,

[redacted]

Chair, Non-Medical Institutional Review Board

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