INCREASING ACCURACY OF DATA COLLECTION BY DIRECT
SUPPORT PROFESSIONALS WITH TASK CLARIFICATION
AND PERFORMANCE FEEDBACK

A Thesis

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by

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ABSTRACT

Direct Support Professionals (DSPs) are responsible for collecting behavior data on client performance. These data are important for assessment, treatment, and ongoing adjustments to behavioral programs. The current study aimed to increase accurate data collection by DSPs by utilizing a task clarification and performance feedback treatment package. The treatment package resulted in an immediate increase in accurate data collection from baseline to intervention, with some evidence of generalization or "spill over" to one other staff member and non-participants. Participants continued to collect accurate data during maintenance phase. These results are discussed in the context of a behavioral systems analysis of organizational intervention.

DEDICATION

To my family for consistently supporting me.

ACKNOWLEDGMENTS

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CHAPTER 1

REVIEW OF LITERATURE

Increasing Accuracy of Data Collection by Direct Support Professionals

with Task Clarification and Performance Feedback

Special education involves providing educational programming for individuals with special needs. Direct Support Professionals (DSPs) are the staff members who work most closely with these clients throughout the day. DSPs have the key responsibility of recording client behavior. Data provided by DSPs are compiled by clinical team. The data that are presented to clinicians are necessary to assess client behavior and contribute to improving client specific educational plans that are intended to guide treatment for the year. The data collected by DSPs provide the foundation for treatment decisions, therefore they are an essential component of evaluating progress toward clinical and educational goals. Inaccurate data recording may lead treatment professionals to interpret and use the incorrect data reported to make treatment decisions, thus developing a non-therapeutic treatment plan based on these results (Jerome, Kaplan, & Sturmey, 2014). Inaccurate data may also result in clients being placed in a more restrictive environment or less restrictive environment than necessary. Behavioral treatment professionals not only use data for treatment planning, but also to communicate with parents, and report to funders and supporting agencies as well. Without accurate data to support treatment plans, clients are less likely succeed.

Clarifying a task and providing performance feedback may be an effective intervention package for increasing accuracy on data collected on acceleration and deceleration behaviors.

Previous research on increasing accuracy of data collection used in-service training and performance feedback to improve staff performance (Jerome et al., 2014; Mozingo, Smith, Riordan, Reiss & Bailey, 2006; Parsons & Reid, 1995). The treatment package of in-service training and performance feedback was found to be effective in enhancing data recording (Jerome et al., 2014; Mozingo et al., 2006) and to enhance supervisory skills (Parsons & Reid, 1995). In-service trainings ranged from a brief oral explanation of behavior (Jerome et al., 2014) to a 45-60 minute lecture (Parsons & Reid, 1995; Mozingo et al., 2006). In general these trainings consisted of clarifying the task of data recording which included the importance of accurate data, clarification of client behavior plans, and instructions for recording data accurately. Staff demonstrated some improvement with in-service training alone but showed enhanced improvement when performance feedback was implemented with in-service training. Performance feedback was presented similarly in all three studies. This included talking to the DSP or supervisor independently immediately following an observed session and praising the individual for accurate data collection then fixing discrepancies between the authors' data and the participants' data. Overall limitations include lack of generalization to other settings (Mozingo et al., 2006) and determining how results of intervention may effect consumers (Jerome et al., 2014).

Similarly to in-service training, clarification of task and performance feedback have also been utilized to improve staff performance(Anderson, Crowell, Hantula & Siroky, 1988; Hrydowy & Martin, 1994; Reetz, Whiting & Dixon, 2016; Reis, Wine & Brutzman, 2013). Task clarification and performance feedback have been used to increase a variety of staff performances from behavior data collection of low frequency behavior (Reis et al., 2013) to cleaning in a university bar (Anderson et al., 1988). Clarification of tasks via checklist and a

performance feedback program (Hrydowy & Martin, 1994) was also implemented to increase supervisor feedback performance. Within the preceding studies, task clarification consisted of a brief oral conversation with employees. The behaviors that were going to be observed were outlined at this time. Reetz et al. (2016) not only orally clarified data but also provided a written outline of tasks to participants and guided practice of targeted skills. After task clarification was provided and employees carried out the task, performance feedback was provided immediately following the completion of the task. An easy to use checklist was used to collect data during the observation session and provide feedback (Anderson et al., 1988; Hrydowy & Martin, 1994). Prior to scoring data, participants were exposed to task clarification in a group. Feedback was provided graphically by public posting individual performance. Although there was some improvement when clarifying tasks, much larger improvements were seen during the feedback program. Feedback was provided immediately by experimenters. Reetz et al. (2016) differed from other research by providing performance feedback as soon as possible after the performance. In other words, feedback was intended to be immediate but was not always able to meet these criteria. Anderson et al. (1988) also differed from other studies by providing feedback one day after performance. Nevertheless, all performance feedback was provided orally, written, or graphically and briefly following an observation session. Overall, by utilizing the strategies of task clarification and performance feedback increases in staff performance were demonstrated.

When comparing in-service training and task clarification there are apparent similarities between the two. First, they are antecedent interventions. Second, both strategies involve discussing task specific behavior. It appears that the major difference between the two is that interventions labelled "in-service training" are of a longer duration than those labelled "task clarification," but otherwise both strategies are comprised of the same components.

In many studies, (e.g., Anderson et al, 1988; Hrydowy & Martin, 1994; Reis et al., 2013) performance feedback is usually delivered after a task clarification intervention, following participants' performance. Feedback can be presented orally, graphically, or written. These forms of feedback can be presented independently or together. Amigo et al. (2008) and Austin, Weatherly, & Gravina (2005) utilized both verbal and graphic feedback together, coupled with task clarification, to improve staff performance in restaurant settings. Staff performance improved in both studies, demonstrating most successful results after performance feedback was implemented. Reetz et al. (2016) displayed similar results when utilizing verbal and written feedback, coupled with task clarification. In these studies, performance feedback was effective in improving staff performance, provided it was introduced as part of a treatment package and regardless of the topography of feedback.

Employees of behavior analytic programs can benefit from interventions that affect antecedent events and include consequence strategies (Komaki, Heinzmann, & Lawson, 1980). Although performance feedback is delivered after staff performance occurs (making it a consequent strategy) it also serves as an antecedent strategy because performance feedback also involves employees receiving instruction on how to improve their performance for the next observation session. There is evidence that both the antecedent and consequence function of performance feedback is an effective component of intervention packages (Anderson et al., 1988; Hrydowy & Martin, 1994; Jerome et al., 2014; Mozingo et al., 2006; Parsons & Reid, 1995; Reis et al., 2013).

Organizational interventions are typically implemented within a system. McGee & Diener (2010) outline a systems approach to improve performances within an organization. In the systems analysis perspective, each organization has various levels of systems. This begins

from the mission, which, in this study, is to satisfy the client groups. Client groups can be satisfied by the quality of service that they receive. From management to DSPs at the performer level, the organization is working towards this one goal. It is necessary that employees at each level properly completes their responsibility so that overall goals can be achieved. If one level deviates from the mission or goal then it is more likely that there will be a breakdown in the system. In the event that this occurs, the mission goal would not be accomplished.

For example, in the case of special education, DSPs comprise the performer level of the system, who both implement treatment plans as well as collect data. These data are reported to professionals such as teachers and behavioral specialists who use the data to formulate and adjust treatment plans. The treatment plans and the data to support them are provided to the teachers and clinical team who may use this information to assess progress towards goals and identify areas of strengths and need based on the data and treatment plans. To clarify, this is the mission or goal; providing quality service to clients by providing accurate data collection for appropriate treatment. From a behavioral systems perspective, accurate data collection is a critical performance that may resound throughout many levels of the organizational system. A breakdown in the system may result in poor quality service for clients which may include non-therapeutic treatment, termination of funding, and/or residing a more or less restrictive environment than necessary.

As demonstrated above, it is necessary that a system works together to complete a goal. It is also important in the process of providing treatment to achieve the goal, a function of skill deficiency is determined for appropriate treatment. In the Mager & Pipe (1997) performance analysis model, the first question to be asked is whether or not a performance discrepancy is important. They emphasize that unimportant performance discrepancies should not be pursued,

but they give little guidance as to how to determine if a particular performance discrepancy is important. From a behavioral systems perspective, inaccurate data collection by DSPs is an important performance issue that can potentially have serious consequences for a special education organization and its clients. The Mager & Pipe (1997) Performance Analysis Flow Diagram provides a decision aid to assess possible causes of, and remedies for, a performance deficiency. The deficiency of inaccurate data collection is worth pursuing, so the next step outlined would be to determine if lack of performance is a result of a genuine skill deficiency. Employees who have previously performed the skill do not have a skill deficiency so training is not recommended. If they have the potential to change other non-training based interventions such as feedback, other consequences or task redesign are appropriate.

The DSPs at the Residential Treatment Facility (RTF) in which this study was conducted were all previously trained on accurate data collection, during initial intake training, and they occasionally performed this skill on the job thus making it clear that they have the ability to perform the skill. Research shows that clarifying a task alone (a form of training) usually does not drastically improve staff performance (Jerome et al., 2014; Mozingo et all., 2006; Parsons & Reid, 1995). However when both clarification of task and performance feedback are provided together, performance often improves to desired outcomes (Amigo et al., 2008; Anderson et al, 1988; Austin et al., 2005; Hrydowy & Martin, 1994; Reis et al., 2013). This study answered the question of how task clarification and performance feedback together affected accuracy of behavior data recorded by DSPs.

CHAPTER 2

METHODS

Participants were three 1:1 DSPs employed at an RTF day program, working the 8a.m. -

4p.m. shift. They were selected by asking for volunteers during a routine staff meeting. Chosen

participants included two males and one female, from 26-40 years old all employed at the

program for over three years.

The DSP's clients in this study were observed to determine the accuracy of staff data

recording, although they were not directly included in the intervention. All clients were

diagnosed with Autism Spectrum Disorder (ASD). The participants, clients, and behaviors that

were observed are listed in Table 1.

Setting

Data were collected in classrooms that consisted of five to eight students. The number of

staff in each classroom ranged from three to four DSPs, including participants. Teachers were

present during all sessions. The ratio of staff to student ranged from 1:2 to 1:3. On most

occasions, performance feedback was provided in the classroom. On some occasions, Anna's

client was completing a task outside of the classroom. When Anna's client was completing a task

outside of the classroom, performance feedback was also provided outside of the classroom.

Materials

Participants collected behavior data sheets that were currently used in the classroom. The

student investigator and expert observer collected data on the data sheets found in Appendix A

using a blue or black ink pen. The student investigator and expert observer used behavior data

clipboards to brace the data sheets. An apple watch was used by the student investigator to time the fifteen-minute session.

Participant	Client Observed	Behaviors observed
Anna Gender- Female Age- 24 Education- Associates Degree Experience- 3 Years	Client 1	Physical Aggression Disruption Verbal refusal Tantrum Request for Help Rule Following-Token Board
Bob Gender- Male Age- 28 Education- Bachelor's Degree Experience- 3.5 Years	Client 2A	Aggression Attention Seeking Non –Compliance
	Client 2B	Physical Aggression Tantrum Elopement Flopping
Andrew Gender-Male Age- 41 Education-Associates Degree Experience-7 years	Client 3	Physical Aggression Inappropriate Language Elopement Property Destruction Sexual Behavior Break requests Stating emotions

Table 1: Participants in this study, the clients observed, and behavior observed.

Response Measurement

Data were collected by the student investigator and by the expert observer, a clinical coordinator/ BCBA. All data recorded were measured using frequency data. During baseline and intervention phases, sessions were conducted daily. On each session, the student investigator was present. On IOA sessions the expert observer collected data identical to the student investigator. To determine IOA with the DSP, frequencies were averaged between student investigator and expert observer. This data was then compared to that of the DSP. Client behavior data was

defined as outlined in each individuals Behavior Support Plan. Definitions of behavior can be found in Appendix A.

Independent Variable

The independent variables in this study were task clarification and performance feedback. The dependent variable in this study was the accuracy of behavior data collected on acceleration and deceleration behaviors recorded by participants.

Dependent Variable

Both the student investigator and expert observer had not worked directly with the clients observed, but work on the same campus. The data were collected on behavior already outlined by the clients' Behavior Support Plan in their Individualized Education Plan (IEP). The student investigator and expert observer collected data on data sheets found in Appendix A. Participants collected data on data sheets currently used in the RTF classroom. The student investigator and expert observer noted all data collected prior to the observation session on the participant's data sheet to differentiate between data collected prior to the observation.

Interobserver Agreement (IOA)

The two data collectors were trained using an online training video of a child engaging in aggression, task refusal, and spitting (Autism Behavioral Challenges- teenage daughter smacks mom in the head & spits, won't brush teeth, 2015 https://www.dailymotion.com/video/x2xws2o). These behaviors were tracked and recorded from the video. Once the data collectors reached mastery criteria (90% IOA) they were able to begin data collection for the study. Data collectors reached 92% IOA on the targeted behavior during training.

Data that were collected on clients were frequency data. IOA was collected on the DSP with the expert observer. After data were averaged between student investigator and expert observer, IOA was calculated on DSP by diving the smaller number of the data by the larger number and then multiplying that number by 100. Total Count IOA was used for measurement on approximately 34% of all intervention and maintenance sessions, reaching 97% IOA. The expert observer collected data on the participants identical to how the student investigator collects data (using the form found in Appendix A).

Procedural Fidelity

The expert observer collected data on the student investigator to ensure that intervention was provided with integrity. Procedural fidelity was conducted on 34% of intervention and maintenance sessions on a checklist. The checklist included the required components in performance feedback and task clarification phases. A copy of the checklist can be found in Appendix B. Procedural fidelity was completed with 100% accuracy.

Procedures

Baseline. During baseline, task clarification and performance feedback were not conducted**.** Teachers of the classroom were aware of the purpose of the study, but participants were not. On each day there was one fifteen-minute observation session. Baseline observations were collected until there were at least three stable data points for Anna. Stable data were defined as data there were not trending in a direction. Once Anna reached mastery in intervention, baseline concluded for Bob. Once Bob reached mastery in intervention Andrew started intervention and ended baseline. Mastery criteria was defined as 85% accuracy over three consecutive sessions.

Intervention: Task Clarification and Performance feedback. During intervention phases, sessions were conducted daily for 15 minutes. During each session the student investigator was present, collecting data simultaneously with the DSP.

Task clarification. Task clarification was provided to each DSP individually and prior to the initial session of intervention. Task clarification lasted approximately 5 minutes and consisted of the student investigator explaining the targeted behavior of accurate behavior data collection to participants. This included verbally defining the behaviors, the measurement of the behaviors, and examples/non-examples of the behavior. The student investigator instructed staff members to collect data after the occurrence of each client's targeted behavior or complete the clients' behavior data form with a nonoccurrence at the end of each interval. For example if a client engaged in a request for help they should record this request immediately and if a no requests were observed then at the completion of the interval session (perhaps a fifteen minute session) a zero should be recorded at the fifteen minute mark.

Performance feedback. Immediately after each observation session, performance feedback was orally provided by the student investigator. Performance feedback was approximately five minutes in duration. Data collected by the participants were compared to that of the student investigator's data on all sessions. When providing feedback, the student investigator began by providing praise for data that match the observer's. Next, any discrepancies between data were addressed and the DSP was asked to fix their data. If two or more discrepancies were noted, then the participant was provided with task clarification as part of performance feedback and at the beginning of the next consecutive session. For example, if a participant did not meet mastery criteria (85%), they were asked to fix discrepancies and provided task clarification for the next observation. If no discrepancies were noted, then only

praise was provided and task clarification was not provided on the next consecutive observation session.

Maintenance. After DSP's data met mastery criteria in the intervention phase, participants moved to maintenance sessions. Maintenance sessions were conducted two times per week for 15 minutes. Performance feedback continued to be provided after each session. Maintenance data were collected from 5-6 sessions for all participants.

Experimental Design. A non-concurrent multiple baseline across participants design was utilized throughout the duration of the study. Data were collected daily (based on the school calendar and client/participant attendance) during baseline and intervention. Following intervention, all participants entered maintenance phase.

CHAPTER 3

RESULTS

Baseline

It was found that prior to intervention, Anna and Bob did not have their data collection form within reach and it was not filled out for the intervals prior to intervention. This suggested that data were not collected at all. When looking at the data for Andrew, he too did not have his data filled out on some days. On other occasions Andrew would have some data collected, thus showing the most variability during baseline. Percentage of Non-overlapping Data Points (PND) for Anna is 0%, PND for Bob in baseline is 12%, and PND for Andrew in baseline is 16%.

Bob also demonstrated some variability in baseline. Bob was collecting data on Client 2A for Session 1-3. On Session 4 this client was discharged. On Session 4 Bob began collecting data on Client 2B. Client 2B was in the same classroom as Anna. While Bob was still in baseline, Anna was in intervention phase. During intervention Anna was provided performance feedback outside of the classroom (out of sight from Bob) due to classroom routine. However, on session 7 Anna was provided performance feedback in the classroom (within proximity of Bob). Bob reached 100% accuracy in the next session, which was scheduled to be prior to intervention. The spike in accuracy for Bob on session 8 may be due to unplanned generalization.

Intervention

Participants reached mastery in 3-6 sessions. During intervention phase, data were considerably higher for all three participants, ranging from 75%- 100%. A target behavior for Anna's client was redefined on session 5 due to new documentation required in the IEP, thus introducing some variability.

During intervention Bob demonstrated a high and stable responding of accurate data. Andrew demonstrated the most variability throughout the duration of the study, taking 6 sessions to meet mastery criteria. Although there was one outlier during intervention, accuracy still remained high. On session 15 and session 19 the participant that Andrew was observing, was demonstrating higher frequencies of behavior thus Andrew showed more variability in accuracy of data collection during this time. PND for Anna during intervention reached 40%, PND for Bob in intervention reached 0%, and PND for Andrew in intervention reached 16%.

Maintenance

All participants continued to demonstrate high levels of accurate data collection in maintenance phases. PND for Anna in maintenance was 0%, PND for Bob in maintenance was 0%, and Bob demonstrated 25% PND in maintenance. Anna and Bob maintained 100% accuracy for all observations. Andrew reached 100% accuracy for 3 out of 4 observations, with the outlying observation still within mastery level.
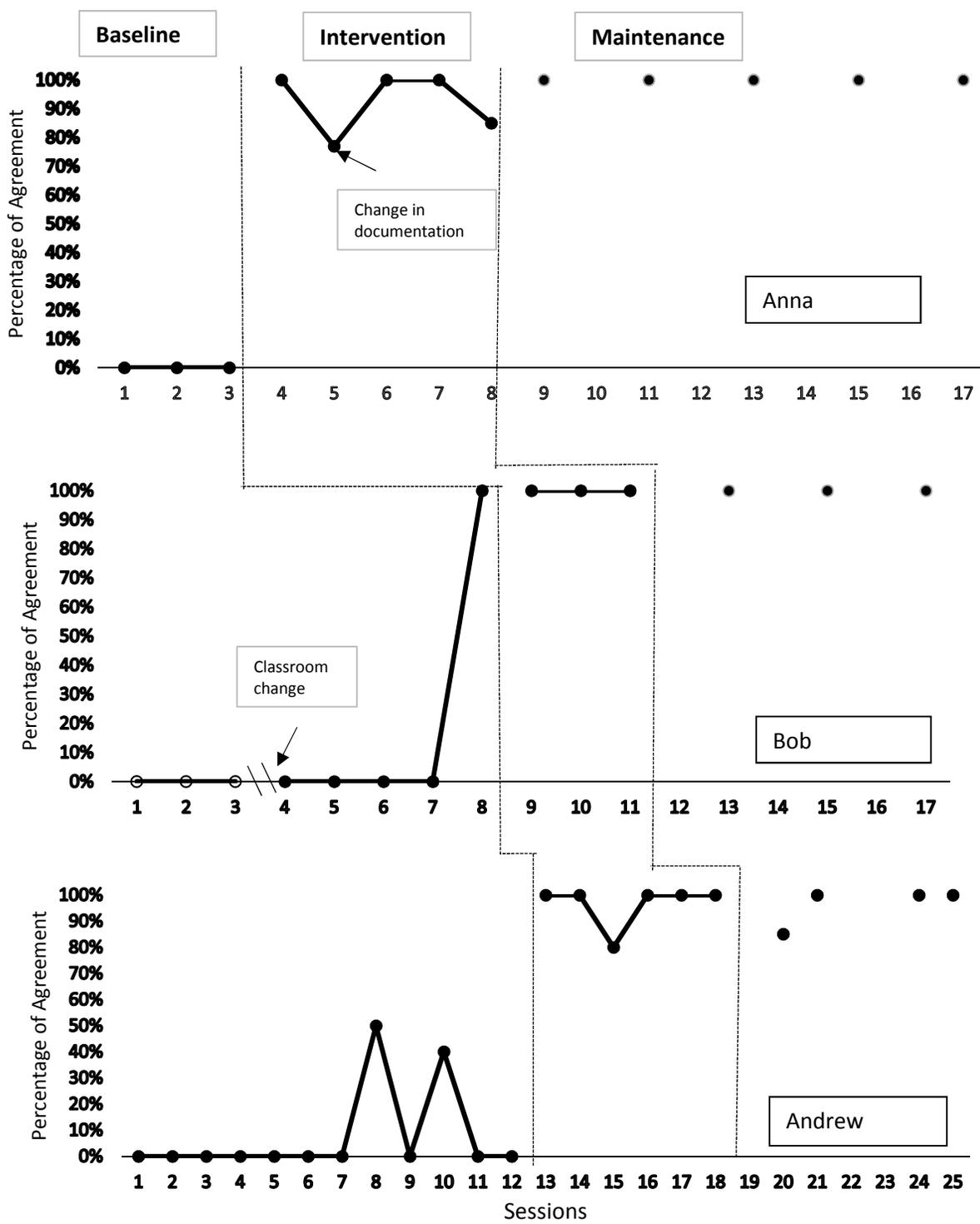
Figure 1: Displayed above are visual representations of data collected on the participants of the study during baseline, intervention, and maintenance. The break in data for Bob represents the change in client. Open circles represent when Bob was observing Client 2A and dark circles represent observing Client 2B.

CHAPTER 4

DISCUSSION

The task clarification and feedback intervention package resulted in an increase in accurate data collection from baseline to intervention, thus demonstrating that the intervention was successful. The intervention package may have served as both a punisher and as a reinforcer. When participants did not record accurate data, noting the discrepancies could have served as a punisher by decreasing inaccurate data for the next consecutive session. When participants reached 100% accuracy discrepancies were not noted and only praise was provided. By providing only praise, this could have served as a reinforcer by increasing and maintaining results of accurate data. These results are consistent with the findings of other research, replicating the general findings that this is an effective means to increase employee performance in a variety of contexts (Amigo et al., 2008; Anderson et al, 1988; Austin et al., 2005; Hrydowy & Martin, 1994; Jerome et al., 2014; Mozingo et al., 2006; Parsons & Reid; Reis et al., 2013). In previous research, the areas targeted for intervention varied. For example, Amigo et al. (2008), Anderson et al. (1988), and Austin et al. (2005) all used task clarification and performance feedback to improve staff performance in a restaurant or bar setting while other studies (Hrydowy & Martin, 1994; Jerome et al., 2014; Mozingo et al., 2006; Parsons & Reid; Reis et al., 2013), created an intervention to increase staff performance in a setting which supports individuals with special needs. Although each study varied, they all were similar in the fact that they worked within a systematic approach to achieve a singular goal.

During baseline, participants were not collecting data at the end of the designated interval. This included instances in which participants had to score a "0" or a tally/duration for targeted behavior. Some participants did not have their behavior data clipboards within reach.

This was an additional obstacle to record accurate data. Mager & Pipe (1997) recognized that obstacles, such as a behavior data clipboard not being within reach, could contribute lacking staff performance. This additional obstacle created a longer response chain for DSPs. Although this was not directly addressed during this study, after moving to the intervention phase, where staff were presented with task clarification and performance feedback, there was a dramatic and immediate increase in accuracy. The presentation of task clarification and performance feedback could have created an establishing operation to have the behavior data clipboards within reach. By providing staff with a task to have behavior data collected accurately, it may have increased the value of the behavior data clipboard thus making it available and eliminating the obstacle.

Unforeseen variables contributed to accidental findings of general reactivity, or "spillover effects" with participants and non-participants. Bob moving to Anna's classroom on session 4 was a confounding variable for the purpose of this study by producing natural spillover effects. Although accuracy for non-participant data is unknown, it was observed that non-participants within Anna and Bob's classroom also began engage data recording after public display of performance feedback. Looking at the bigger picture, this may contribute to future research by providing a new means of intervention. Can public display of performance feedback increase staff performance? Similar results were found by Anderson et al (1988) who found that public posting may have effected other groups that were not specifically targeted displayed by an increase in staff performance without intervention. Of the many studies conducted on staff performance, few studies mention spillover effects thus introducing this as a topic of interest.

Reactivity to an intervention by non-participants is studied in behavioral safety literature. Alvero & Austin (2004) implemented an intervention to increase performance of safety skills varying from lifting to typing. After participants were given information on how to perform the

targeted skills, they were asked to observe and collect data on videos that included safe and unsafe behaviors. After scoring the video, participants were asked to perform the skills. Of the 8 skills observed, all 8 skills showed improvement with all participants. Observing other individuals can be effective not only in behavioral safety but in other areas of staff performance as demonstrated by this current study. Non-participants observed the performance of accurate data collection and were able to initiate the performance without any specific intervention.

Limitations

Having conducted an applied study, there were several limitations that may have affected the results of the intervention. While Bob was still in baseline, the clients that she was working with switched. Based on this switch different behavior data had to be tracked. During intervention phase, Anna's client had a re-evaluation and a behavior being tracked was redefined. This caused some inconsistencies in accurate data collection with Anna and the two data collectors.

The accuracy of data throughout the duration of this study were determined using IOA. Although using IOA increases the believability of data, it is not a true representation of the accuracy of data. The IOA collected demonstrates that multiple observers were able to produce consistent results which may not necessarily measure accuracy of data collected.

Future research

The purpose of the study was to determine how the intervention package effected DSPs. There were no data to determine if the increase in staff performance effected the consumers in any way. Future research should determine how task clarification and performance feedback for DSPs effect consumers.

Additionally to determining how the intervention effected consumers, social validity should also be collected to determine how DSPs and teachers felt about the intervention. By having information on social validity, it can add to research by determining if task clarification and performance feedback is an intervention is accepted by participants and those that are indirectly effected by the intervention. Possible unacceptance may lead to lack of "buy in" on interventions, this possibly effecting the results of the study.

Non-participants were also affected by this study. DSPs that were not specifically targeted began to overcome the obstacle of having their data clipboards out of reach then also collecting behavior data. This was due to a non-systematic change. Although this was informally observed, no specific data were collected on non-participants. It was observed within this study that public display of feedback created spill-over for one participant and for some non-participants. In Anderson et al. (1988) it was also found that public display of feedback increased performance of groups that were not specifically targeted. Researchers may want to determine if an intervention package of task clarification and public display of performance feedback designed for one participant may affect non-participants.

Future researchers may also want to determine if simply overcoming the obstacle of having the data clipboards within reach would increase accuracy of behavior data collected. During baseline, participants were not collecting data while their data clipboards were out of reach. Perhaps if solely having the data clipboards available increased accuracy, there would be no need for more intensive intervention.

The results of this study demonstrated success with participants increasing accuracy of behavior data collection. The findings of this study should be replicated to verify the results. Schmidt (2009) identifies replication as being essential to research, but yet it is still understudied.

This is a trend within sciences, many areas are researched by little have been replicated. By repeating the findings of this study it would establish the findings as fact or truth in science. Replication can be done to confirm the current study's hypothesis or to generalize task clarification and performance feedback to other areas of increasing staff performance.

Conclusion

It can be determined from the results of this study, that the treatment package of task clarification and performance feedback was successful in increasing accuracy of behavior data collection by DSPs in a RTF day program. Results were maintained over maintenance phases. Although results were successful there were confounding variables that may have affected data, specifically spillover effects with participants and non-participants. Spillover effects were not intended for the purpose of this study but in future could contribute to future research by implementing a new form of intervention. Future research should also determine if successful results can affect consumers, if removing simple obstacles would be a more effective intervention, social validity of intervention, and if results could be replicated.

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APPENDIX A

BEHAVIOR DATA COLLECTION SHEETS

Data collector_____

Date_____

Behavior	PA	Disruption	Verbal refusal	Tantrum	Request for help	Rule following
Frequency						

Physical Aggression: any attempt of or actual uninvited contact with another person using any part of his body to hit, kick, bite, pinch, etc. *mark with (I)*

Disruption: Any attempt or actual instance of kicking, banging, pushing his chair away from the table, or using any part of his body to hit walls, doors or furniture. Any instance in which student bangs his desk, does not include with he is engaging in self-stim. Include property destruction, teasing peers, screaming/yelling above conversational level (does not include times when Robert is excited), and/ or out of seat behavior. *mark with (I)*

Verbal refusal: any instance of student making vocalizations when a demand is presented such as yelling, screaming or stating the words "no" or "stop" which may or may not be above conversational level. *mark with (I)*

Tantrum: any instance of student engaging in a combination of yelling, crying, removing clothing, physical aggression, disruption, verbal refusal, or property destruction (ripping or breaking items). *(Look at start time and record duration at the end of the tantrum e.g. 10 min)*

Request for Help: When student successfully exchanges the help card or vocalizes "help please" mark with +; student needs prompting of any kind to make a request for help mark with **I**.

Rule Following-Token Board: Staff will praise Student for appropriate behaviors we would like to see him engage in more frequently; while ignoring behaviors we no longer want to see. 4:1 praise to correction ratio. Throughout the school day Student will receive tokens at a high rate of reinforcement for rule following and for displaying appropriate classroom behaviors. Staff should deliver the tokens with enthusiastic verbal praise describing the behavior rewarded. Once he receives the prescribed number of tokens. Student will receive his reward along with a 2 minute break. A timer will be utilized to signal the end of his break. When the timer beeps,

student should select his next reinforcer and clean up to begin his next activity. (Mark with +
when student earns tokens; mark with a **I** when he does not)

Data collector_____

Date_____

Behavior	PA	IL	Elopement	PD	Sexual behavior	Break	Stating emotions
Frequency						I P	

Physical Aggression: any actual occurrence of student hitting, kicking, slapping, punching, spitting, or grabbing at another individual.

Inappropriate Language: Any instances of making threats of violence or sexual acts.

Elopement: any attempt or actual occurrence of leaving program or instructional area without prior permission.

Property Destruction: any instance or attempt to rip, break, crumble, throw or knock over furniture. May or may not result in permanent damage to the item.

Sexual Behavior: Instances in which student makes a threat of a sexual act, attempts to or completes an instances of touching another individual in their private areas, or makes sexual gestures.

Break requests: Circle prompted if staff prompt student to ask for or take a break. Circle independent if student asks for a break independently.

Stating emotions: mark a tally (I) whenever student independently states his emotional state of being.

Data collector_____

Date_____

Behavior	Aggression	Attention Seeking	Non- compliance
Frequency			

Aggression- hitting, scratching, kicking, slapping, biting, and throwing objects at others; or any attempt to harm or injure another

Attention seeking- Instances in which student strikes his desk, makes loud vocalizations, and/or bangs his chest.

Non-compliance- When student engages in task refusal, throwing items, destroying items, physical aggression and shouting when given a task demand.

Data collector_____

Date_____

Behavior	PA	Tantrum	Elopement	Flopping
Frequency				

Physical Aggression – Instances when student attempts to hit, scratch or kick peers or staff

Tantrum - defined as an episode of crying or screaming for longer than 1 minute.

Elopement- defined as leaving any area such as the classroom or playground without notifying or asking a staff.

Flopping- defined as dropping to the ground and refusing to get up independently

APPENDIX B

PROCEDURAL FIDELITY FORM

Observer name:_____

Name of the observed: _____

In the scoring column note (+) if the behavior was displayed by staff.

	Scoring
Task Clarification was provided prior to the initial session	
Task Clarification was provided based on previous scores	
Performance Feedback was provided	
Performance Feedback consisted of:	----------------
Praise for accurate data collection	
Discrepancies are noted	
Primary Investigator prompts DSP to fix discrepancies	
Procedural Fidelity %	

If the behavior was not displayed by staff mark a (-).

If the behavior was not applicable mark a (n/a).

Procedural fidelity will be calculated by total number of steps displayed by staff over total number of applicable steps.