

Log Number \_\_\_\_\_

**Indiana University of Pennsylvania Institutional Review Board  
for the Protection of Human Subjects**

**Human Subjects Review Protocol**

**1. Principal Investigator**Name Ella A. Fitzgerald Department Educational and School PsychologyPosition/Rank Graduate Student (Doctoral Program) E-Mail Address: AAAA@iup.eduAddress 125 Home Street, Hometown, PA, 10000Phone where you can be reached during the day (717) 555-1212Date of Submission May 14, 2012**2. Co-Investigator (e.g. thesis/dissertation committee chair; use a second sheet for any additional names):**Name Dr. Timothy Runge Department Educational and School PsychologyPosition/Rank Assistant Professor Office Phone (724) 357-3788Address 1175 Maple Street, 242 Stouffer, Indiana, PA 15705-1087E-Mail Address trunge@iup.edu**3. Project Title** Academic Engagement and Relationship to Office Discipline Referrals**4. Check only one:**Thesis \_\_\_\_\_ Dissertation X Pilot Research (RTAF not required) \_\_\_\_\_

Faculty Research \_\_\_\_\_ Student Research \_\_\_\_\_ Staff Research \_\_\_\_\_

Dates during which project will be conducted: From July 2012 To July 2013**5. A. Project Funding Source: Check as many as apply:**   External Grant: Agency name: \_\_\_\_\_   IUP GrantX Non-funded research   Other

B. If grant funded, application deadline or date of transmittal \_\_\_\_\_

(Please submit one copy of grant proposal as soon as it is available).

6. Consider each of the following separately and place an X next to each to indicate that the information is complete. **PLEASE NUMBER ALL PAGES!!!**

**X A. PURPOSE, RESEARCH VARIABLES, AND POPULATION**

**Purpose of the study**-State concisely and realistically what the study is intended to accomplish.

The general purpose of this study is to determine if either students' academic engagement levels and/or previous student behavioral problems have utility as screening instruments to identify students at-risk for accumulating office discipline referrals (ODRs), so that at-risk students may be identified and receive interventions prior to disciplinary problems occurring. Specifically, can either an evidence-based, easy-to-complete measure of academic engagement, Direct Behavior Rating (DBR), or previous year ODR data be utilized as a predictive measure of future ODRs? DBR is an assessment tool that uses brief ratings of a target behavior immediately after a specified amount of time. Finding assessment tools that can predict potential ODRs can help school teams implement interventions for students at-risk for behavioral problems prior to those problems occurring. The study aims to determine if two different types of DBR assessing academic engagement, teacher completed and student self-report, have the potential to predict ODRs. Additionally, the study aims to determine the relationship between prior year and current year ODR data. Finally, the study aims to determine which of the three methods (teacher completed DBR, student completed self-report, or previous year ODRs) has the strongest predictive validity with ODRs.

**Background**-Briefly state the background of the study, including some relevant references and identify the main questions the current study is intended to address.

Problem-solving approaches to prevention, intervention, and assessment of academic skills are gaining research-based support in education because they provide proactive, supportive strategies to promote student achievement, as opposed to models that use a *wait to fail* approach for assessing and intervening with student academic difficulties. An emphasis is also being placed upon the use of a problem-solving approach for social, emotional, and behavioral problems displayed by students at school, such as the School-Wide Positive Behavioral Interventions and Supports (SWPBIS) approach Sugai, Horner & Gresham, (2002). Although a great deal of research has been devoted to assessment of academic problems, including the use of universal screenings that establish benchmarks for academic skills such as Good's and Kaminski's (2002) Dynamic Indicators of Basic Early Literacy Skills, a review of available research finds that fewer resources to inform decision-making for school teams to address student social, emotional, and behavioral problems are available.

Schools strive to maximize time students spend engaged in academic activities conducive to learning, while trying to minimize classroom disruptions that can interfere with academic

engagement. When students are academically engaged, opportunities for learning are optimized.

When students engage in off-task or disruptive behaviors in the classroom, not only do they miss important instructional time, they may also be referred to an administrator for disciplinary action and miss more even more instructional time while being disciplined. Emphasis on student achievement is increasing, in part due to government mandates and scrutiny of high stakes testing results, under legislation such as the No Child Left Behind Act (NCLB) of 2001. Consequently, maximizing student academic engagement and reducing disruptions to classroom instructional time are crucial tasks of school systems. In order for schools to determine if students are academically engaged during instructional time, it may be beneficial to utilize valid methods of assessing academic engagement in the classroom setting. Assessment tools are available to help school staff quantitatively measure students' levels of academic engagement in the classroom, such as the DBR. DBR can provide quantitative and qualitative information about student academic engagement and help school teams identify students who may be in need of intervention to increase academic engagement.

The proposed study aims to determine if several types of data have predictive relationships with ODRs, in turn, generating several fundamental research questions. Firstly, does a relationship exist between academic engagement, as measured by teacher-completed and / or student-completed DBR forms, and ODRs? If a relationship does exist between academic engagement and future ODRs, does the level of academic engagement as measured through the use of DBR forms predict frequency and/ or type of ODRs? Additionally, can the use of the previous year's ODR data predict future ODRs? Is one method better (teacher-completed DBR, student-completed DBR, or previous year's ODR data) at predicting ODRs than another? The study aims to assist in determining if DBR assessing student levels of academic engagement in the classroom can be useful as a potential method of universal screening to assist school teams in identifying students who may be at risk for social, emotional, or behavioral difficulties and providing those students with interventions prior to discipline referrals occurring. More specifically, can the DBR (Fill-in Behaviors) developed by Chafouleas, Riley-Tillman, and Christ (2010) completed by teachers (see *Appendix E*, p. 26) or a modified form completed by students (*Appendix F*, p. 27), be used to make predictions in identifying students at risk for potential ODRs through the assessment of student academic engagement in the classroom?

**Characteristics of the Subject Population-The following information should be provided:**

**a. Age Range-What is the age range and why was it chosen?**

**Teacher Participants**

The primary participants will be teacher volunteers working at the Anytown Area Senior High School (serving grades 10 to 12), a suburban high school in the Anytown Area School District located in central Pennsylvania. Ages of potential teacher volunteers will range from 22 years of age to 65 years of age. This age range was chosen because it includes the ages of all teachers employed at the high school, and all will have the opportunity to volunteer.

### **Student Participants**

The second group of primary participants will be tenth and eleventh grade high school student volunteers attending the same high school, ranging in age from 15 to 20 years. This age range was chosen because it encompasses all potential ages of students in grades 10 and 11, and all students in these grades will have the opportunity to volunteer.

**b. Sex-What is the sex of the subjects? If there is a restriction, provide the rationale.**

Male and female participants will be included. There is no restriction on sex of the participants.

**c. Number-What is the estimated number of subjects?**

The estimated number of participants will be approximately 15 to 25 teachers and 112 to 224 students. The total number of teachers currently teaching at the high school is 68 and the total number of students anticipated to be in grades 10 and 11 next year is approximately 562. Estimates are based upon response rates of 20 to 40%. Methods to increase rates of volunteering for a research study as identified by Rosenthal and Rosnow (1975), such as making a non-threatening, interesting appeal and explicitly providing the theoretical and practical importance of the study, will be utilized.

**d. Inclusion Criteria-What are the specific inclusion criteria?**

All teachers who teach at least one course at the Anytown Area Senior High School will be offered the opportunity to volunteer to participate. All students in grades 10 and 11 will be offered the opportunity to volunteer to participate.

**e. Exclusion Criteria-What are the specific exclusion criteria? Clear rationale should be provided for the exclusion of any particular population group, unless the title of the study reflects the restricted population range.**

Grade 12 students will not be included in the study. The legal age of withdrawal from school is age 17. A majority of students attending the Anytown Area Senior High School turn 17 during their 11<sup>th</sup> grade year of school. As previous research has indicated, students with more discipline referrals resulting in suspensions and other disciplinary action are more likely to withdraw from school prior to graduating (Lee, Cornell, Gregory, & Xitao, 2011). Consequently, including data from 12<sup>th</sup> grade students may result in a skewed sample of 12<sup>th</sup> graders that does not include students who may have withdrawn from school. The 12<sup>th</sup> grade class data may result in missing important data from those students who have already withdrawn from school at age 17.

It is possible that some volunteers will not be included in the data collection. Because DBR data will be collected simultaneously by students and their respective teachers, if a student should agree to participate, but none of his/her teachers has volunteered, that student would not be included as a participant. Conversely, a teacher who volunteers but does not have any students in his/her classes that have volunteered, would not be included as a participant. Participants who move out of the school district prior to the conclusion of data collection would have their data excluded since end-of-

year discipline referral data are integral to the study. Finally, students or teachers with excessive absences during the data collection period will have their data excluded. Available studies have suggested between 7 and 10 DBR data points (Chafouleas, Christ, Riley-Tillman, Breisch, & Chanese, 2007) and 10 and 20 DBR data points (Chafouleas et al., 2010) are sufficient to produce a reliable estimate of target behavior. Chafouleas et al. (2010) further suggest that DBR data should be collected for 2 weeks in order to accurately account for variability in behavior across time. Therefore, 10 data points will be collected across two school weeks, and student or teacher participants who are absent more than two days during the data collection period may not have an adequate amount of data establishing a reliable estimate of the target behaviors.

**f. Vulnerable Subjects-If vulnerable subjects will be included (children, pregnant women, fetuses, prisoners, mentally disabled persons), provide justification of the need to use these subjects in research.**

The use of students' academic engagement and discipline referral data are essential because the study's purpose is to determine the relationship between the two variables, and potentially for academic engagement to predict discipline referrals. Student data will be obtained from minors, and potentially from students with disabilities (such as intellectual disability, specific learning disability, etc.). It is important to include all students in grades 10 and 11, regardless if they are minors and / or have disabilities because they all have the potential to be academically engaged or disengaged as well as the potential to be referred for disciplinary intervention. It is also possible that some female student or teacher volunteers may be pregnant. The study poses no known risks to these vulnerable participants and /or their fetuses.

## **X B. METHODS AND PROCEDURES**

**Method of Subject Selection-Describe the study's method(s) of identification and recruitment of prospective subjects. Provide a copy of any planned advertisements.**

Potential participants will be identified through the listing of employed high school teachers and students enrolled in grades 10 and 11 at the beginning of the 2012-2013 school year. All of these individuals will be provided with the opportunity to volunteer to participate in the study. Informed consent letters will be provided to all teachers (*Teacher Informed Consent Form* – see *Appendix B* p. 18) and all parents/ guardians of students in grades 10 and 11 (*Parent Informed Consent Form* – see *Appendix C*, p. 21). The principal investigator will make a brief verbal presentation at beginning of year in-service for teachers on either August 22, 23, or 24, 2012. The principal investigator will also have a table at “Meet the Teacher Night” at the beginning of the school year (early September) at the Anytown Area Senior High School to answer questions for parents and students. Teachers providing written consent and students providing assent (see *Appendix D*, p. 24) in addition to parent consent will be able to participate in the study.

**Study Site-State the location(s) where the study will be conducted. Include letters of approval to conduct the study from all non-IUP sites.**

The study will be conducted at the Anytown Area Senior High School, located at 1510 North

Montgomery Street, Anytown, PA 16648. The Anytown Area Senior High School is part of the Anytown Area School District. A letter of approval is provided by the Superintendent of the School District, Dr. Miles Davis and is included in the *Appendix A* (p. 17).

Analysis of data collected, with no identifiable student or teacher information, will be analyzed at the home office of the principal investigator. Permission to access de-identified data and to solicit informed, voluntary consent from teachers has been granted by the Anytown Area School District Superintendent, Dr. Miles Davis (see *Appendix A* p. 17). Methods for maintaining the anonymity of all volunteers, (students, parents, and teachers) are indicated below.

**Methods and Procedures Applied to Human Subjects-Describe in detail the study design and all procedures (sequentially) to be applied to subjects. Attach copies of any instruments to be used, such as surveys, rating scales, or questionnaires.**

**Design:**

A quasi-experimental design using two data sets, student and teacher DBR ratings, will be used. Additionally, a correlational design between student prior- and current-year ODR data will be utilized. Two indicators of academic engagement will be collected through the use of a teacher-completed DBR and a simultaneously student-completed Self-Behavior Rating form. Academic engagement will be defined based upon concepts presented by Shapiro (2004) in the Behavioral Observations of Students in Schools (BOSS) method of using systematic direct observation to assess academic engagement. Participants (teachers) completing the DBR will use DBR Fill-in Behaviors forms by Chafouleas et al. (2010) that will be formatted to include academic engagement or off-task definitions based upon concepts in the BOSS (see *Appendix E*, p.26). Student participants will use a modified version similar to the teacher version; however, students will rate their own levels of academic engagement through a Self-Behavior Rating form (see *Appendix F*, p.27). Wording for behaviors to rate on the DBR and Self-Behavior Rating forms will be based upon concepts outlined in the BOSS, and in accordance with previous research suggesting how to obtain the most accurate ratings (Riley-Tillman, Chafouleas, Christ, Breisch, & LeBel, 2009). Previous research has indicated that when teachers who interact regularly with the students to be observed complete DBR, improved reliability and generalizability result (Chafouleas et. al., 2010). Additionally, teachers will view DBR training videos on [www.directbehaviorratings.org](http://www.directbehaviorratings.org) to familiarize themselves with the concept of DBR and learn how to complete the DBR form. Teachers will sign a statement indicating they viewed the training videos. Academic engagement will be reported as the percentage of time, during a specified observation period, that a student engages in the pre-defined on-task or off-task behaviors. Teacher and student data will be collected during the exact same class periods and for the same period of time. Because teacher and student DBR data will be collected simultaneously for each student, teacher and student participants will be rating the same behavior samples. These data will be collected for 10 consecutive school days in late September through early October, 2012. All raters completing DBR will receive brief instructions regarding completing their respective form. DBR raters will receive less formal training through verbal instructions and a model form, without opportunities for feedback and practice, because previous research found indirect training for DBR to be as effective as more involved direct training (LeBel, Kilgus, Breisch, & Chafouleas, 2010).

**Confidential Teacher Data:**

Each teacher participant will be given a list of student volunteers in his/her classes along with directions and a schedule of days on which ratings will occur. Since 10 data points will be collected simultaneously by students and teachers, one rating per day will be collected on September 24, 25, 26, 27, and 28, and October 1, 2, 3, 8, and 9, 2012. For students or teachers who are absent on any one or two data collection days, make-up days will be planned for October 10 and 11, 2012. Teachers or students who miss more than 2 days during the data collection period and make-up days will have their data excluded because they will lack the necessary 10 data points needed to establish a reliable estimate of the target behaviors as indicated in the research (Chafouleas et al., 2007; Chafouleas et Al., 2010). Teachers will be given the teacher DBR form with a number assigned to the student(s) he/she is to observe during the period to keep forms free of identifying information. Teachers will know the names of student(s) to observe and be given a list with numbers corresponding to student numbers. Teachers will rate students when the bell rings at the end of the period, and ask student participants to complete their self-ratings at the same time; therefore, no instructional time will be compromised.

**Confidential Student Data:*****Discipline Data:***

Students' de-identified 2011-2012 and 2012-2013 discipline data will be placed in password protected Excel spreadsheets by Mrs. Horne, a Special Education Department Secretary. She will create a confidential list of the volunteer students' confidential participant numbers. The spreadsheets provided to the principal investigator will be free of any identifying information and will only include discipline data and participant numbers, not names.

***Academic Engagement Data:***

Teachers will give students their data sheets with only numbers identifying students and respective teachers. Students will be given a brief verbal explanation by their participating teachers about the form on the first day, and then be asked to complete the self-report DBR when the bell rings on each of the 10 data collection days. Teachers will collect teacher and student DBR forms in a folder marked "confidential" and keep in a locked drawer. At the conclusion of the data collection period, teachers will send completed forms to the principal investigator in a sealed, confidential envelope delivered through the district's secure inter-office mail system.

**X C. RISKS/BENEFITS****Potential Risks-Identify the potential risks of the study. Specify the types and levels of risk.****Teachers:**

Teacher volunteers may be concerned that if students have low levels of academic engagement during their respective classes, administrators may learn about this information and teachers' performance evaluations or employment may be affected.

**Students:**

Student volunteers may be concerned that information about their academic engagement levels may be

available to parents, teachers, or administrators and disciplinary action could be applied to them.

**Protection Against Risks-For all studies involving greater than minimal risk specify the procedures for preventing or minimizing any potential risks.**

**Teachers:**

In order to prevent any potential risks, explanation on the informed consent form to teachers will explicitly state that the principal investigator will not be evaluating their teaching in any way. The informed consent form will state that the purpose of completing the DBR forms is to assess academic engagement levels of students, and that the completed forms will not include teachers' names nor be shared with school district administrators or colleagues.

**Students:**

To prevent any potential risks to students, parent and student informed consent forms will explicitly state that participation is strictly voluntary and that student Self-Behavior Rating forms will not have students' names on them. Additionally, student and parent informed consent forms will state that neither teacher nor student-completed DBR forms will be shared with district administrators. Finally, the informed consent letters will indicate that students cannot be penalized by teachers or administrators for ratings estimating student academic engagement in the classroom.

**Potential Benefits-Describe any potential non-monetary benefits of the study, both for subjects and for society in general.**

Several potential benefits are anticipated as a result of this study. If this brief, minimally invasive method (DBR) of assessing academic engagement in the classroom has predictive validity with regard to behavioral problems resulting in ODRs, the high school could utilize DBR in order to identify students at-risk for behavioral problems and provide them with interventions prior to behavior problems occurring. Results of the study could generate important future research questions regarding the use of DBR as a potential screening tool for future behavioral problems.

**Compensation for Participation-Describe any monetary or other forms of compensation which will be provided to subjects, and any conditions which must be fulfilled to receive compensation.**

Teacher and student volunteers who participate in the study can elect to enter a drawing to win one of five \$20.00 Sheetz gift cards. Student and teacher volunteers who wish to have their name in the drawing to win a gift card can check the appropriate box and write his or her email address on his or her respective assent or consent form. At the conclusion of the data collection phase of the study, Mrs. Horne, Secretary for the Special Education Department, will place numbers of student volunteers and teacher volunteers who indicated on the consent or assent forms that they would like to be included in the drawing and who have 10 completed DBR forms, into boxes. Five teacher volunteers' numbers and five student volunteers' numbers will be drawn. Winners will then be notified via email by Mrs. Horne. For teacher volunteers who



win a gift card, Mrs. Horne will send it to the teacher's attention via the district's secure inter-office mail. For student volunteers who win a gift card, Mrs. Horne will email directions to pick up prizes in the Senior High Guidance Office at the secretary's desk. She will place students' gift cards in sealed envelopes with each student's name on the envelope and then deliver the envelopes to Mrs. Adams, the Guidance Secretary. The Guidance Office is centrally located in the Senior High building and can be easily accessed anytime during the school day by students. This minimal compensation is not believed to be coercive.

**Alternatives to Participation-Describe any alternatives to participation in the study which might be advantageous to the subject. If the subjects are to receive academic credit for research participation, describe the alternatives available to earn equivalent academic credit.**

Teachers and students may elect not to participate in this study. Participation in the study is open to all students and teachers.

**Information Withheld-Identify the nature of any information to be purposely withheld from subjects, and provide justification for the non-disclosure.**

Not applicable.

**Debriefing-Describe the procedure for post-study debriefing of subjects.**

Teacher volunteers and parents of student volunteers can request a written summary of the results of the study. In order to request results, these individuals can indicate their wish to receive a copy by indicating so on the informed consent form. The written summary will be provided to those who request it at the conclusion of the study.

## **X D. CONFIDENTIALITY**

**Describe explicitly how confidentiality of data will be maintained. If any information with subject identifiers will be released, specify the recipients. Include a statement that all data will be retained for at least three years in compliance with federal regulations.**

Consent and assent forms will be returned to Mrs. Horne, a Special Education Department Secretary. Only individuals who provide written consent (and assent for students) will be included in the study. The principal investigator will the *Directions and Observation for Teacher Participants* (see *Appendix G*, p. 35) to Mrs. Horne. Mrs. Horne will retain a master list of names and corresponding identifying numbers for the project, in a password-protected Excel file that the principal investigator will not be able to access. Once numbers are assigned to all teachers and student participants, Mrs. Horne will review the high school's master class schedule and will provide the principal investigator with a list of class type (i.e. English, Foreign Language, Math Science, Social Studies, Physical Education, Music, Art, Business, and Special Education), period(s) for which each class is scheduled daily (i.e. 1<sup>st</sup> period, 2<sup>nd</sup> period, etc.) and corresponding

confidential teacher and student numbers, based upon their respective schedules. The principal investigator will develop a master observation schedule using the confidential teacher numbers, corresponding confidential student numbers, and class periods so that each teacher volunteer has no more than three (3) students to rate per period, that no student is asked to rate him/herself for more than one class period per day, and to ensure that class types are represented as equally as possible in the data collection. The principal investigator will provide a copy of this master observation schedule to Mrs. Horne. Mrs. Horne will then affix confidential numbers to all teachers' and students' data forms. Each form will have a removable post-it note on the front so that teachers and students know which forms to complete. Mrs. Horne will also add the confidential participant numbers to the individual teachers' observation schedules after the principal investigator provides her with the master observation schedule. Mrs. Horne will then directly deliver the directions / observation schedules along with the corresponding DBR/ Self-Behavior Rating forms to the appropriate teachers. Teacher volunteers will have access to their own confidential participant numbers because these will be printed on their DBR forms. Teacher volunteers will have access to the confidential participant numbers of only those student volunteers that they have in a class and for whom they are to complete a DBR form. Teachers will be directed to return the completed teacher and student forms to the principal investigator via pre-addressed envelopes with the principal investigator being the sender and receiver via inter-office mail. This will ensure the principal investigator does not have access to names associated with completed forms.

### **Students:**

Mrs. Horne will create a password-protected Excel file with no identifying information, only participant numbers. She will include IEP status as "yes" or "no," sex, and grade level on the confidential data file by each student number. She will also include discipline data for each student participant including types of behavior disciplinary action taken, and dates of incidents. An Excel sheet will be provided to the principal investigator with only participant numbers.

### **Teachers:**

Teacher numbers will be entered into the Excel file with corresponding student numbers so the principal investigator knows, by unique number only and not by name, which teachers rated which students. Class type for observations will be entered and include English, Foreign Language, Math, Science, Social Studies, Physical Education, Music, Art, Business, and Special Education.

Non-identifying data collected for this project, including DBR and Self-Behavior Rating data, ODR data, class type, grade level, student sex, and IEP status, will be stored on the principal investigator's personal home computer, which is kept in a secure location at all times. All of the aforementioned data will be stripped of any personally identifiable information. A backup of all files associated with this project will be kept on a password-protected flash drive also at the principal investigator's home and shared with the dissertation advisor. Data files, including SPSS files, will be kept confidential from people not associated with this project and will not contain names of students or teachers, or any other identifying information. All data collected will be retained for at least three years from the project completion date in compliance with federal regulations. After the three year time period, it will be destroyed.

## E. COPY OF CONSENT FORM

See attached Essentials of Informed Consent and Informed Consent Form. Please note that an informed consent form addresses five critical points: 1) subject participation in the study is voluntary (provide a description of the procedure to be used if choosing not to participate); 2) a statement of the subject's right to withdraw at any time and a clear description of the procedures for withdrawal from the study without penalty; 3) subjects are informed of the level of risk (from 'no known risk' through the level appropriate to the study) and the means of protecting the subjects from known risks or minimizing the risk; 4) confidentiality is ensured; and 5) the means by which confidentiality is to be ensured is elucidated. While it is not mandatory that an Informed Consent Form is identical to the example, the five points listed above are critical elements of any form an investigator may develop. It is important to include sufficient specific information regarding the purpose and nature of your study to ensure that subjects are fully informed. A copy of the Informed Consent Form should be given to each subject who participates in the study. Please note: the IRB will not accept "blanket waivers" of the right to privacy. Subjects (or their legal agents must sign a consent form for each research study.)

Mailed surveys ordinarily receive expedited reviews and do not need consent forms except when one of the following conditions prevail: 1) the person's name or other identifier is known to the researcher; or 2) the content of the survey puts the respondent at risk for emotional, physical, or other types of distress. If an informed consent form is not required, the researcher should use a cover letter to potential subjects which addresses all the elements of informed consent previously described. Please include a copy of this cover letter with your protocol.

7. Protected Populations and Sensitive Subjects: If any Human Subjects from the following list would be involved in the proposed activity, place an X next to the category.

<input checked="" type="checkbox"/> minors	<input type="checkbox"/> fetuses	<input checked="" type="checkbox"/> pregnant women
<input type="checkbox"/> test subjects for	<input type="checkbox"/> abortuses	<input type="checkbox"/> illegal behavior
<input type="checkbox"/> new drugs or clinical devices	<input type="checkbox"/> incarcerated	<input checked="" type="checkbox"/> mentally disabled
<input checked="" type="checkbox"/> educationally or economically disadvantaged persons		

Students under the age of 18 would be able to participate in the study. An opportunity to volunteer will be available to all students attending the school, so there is potential for students with economic disadvantage or intellectual disabilities to participate with parent consent. In addition, it is possible that there may be teachers and students who are pregnant that may choose to volunteer.

8. **Nature of Risk.** In your judgment, does your research involve more than minimal risk? "Minimal risk" means that the risk of harm anticipated in the proposed research is not more likely than those risks encountered in daily life, or during routine physical or psychological examinations/tests.

     Yes

  X   No

This study will use common educational practices and data that are routinely collected for students in high school regarding their classroom behavior. In the principal researcher's judgment, this study does not pose more than minimal risk.

9. **In your judgment, does your research fall under one of the six exempt categories? (List of Exempt Categories attached.) If you believe it does, indicate the number of the category under which you are claiming an exemption.**

This project is exempt and meets criteria under category #1. The proposed research study occurs in the natural education setting; involves typical educational practices; does not present a significant deviation in time or effort on the part of the participants; does not heighten risks or discomfort compared to typical educational practices; does not involve controversial subjects (such as sex education); does not involve coercive techniques for teachers and students who choose not to participate; and has the permission of the school district's superintendent. Completion of the DBR and Self-Behavior Rating takes less than one minute per day.

10. **Does your project fall under one of the categories eligible for expedited review? (List of Expedited Review Categories attached.) If you believe it does, indicate the number of the category under which you are claiming expedited review.**

This project does not fall under an eligibility category for expedited review.

11. **Additions to or changes in procedures involving human subjects as well as any problems connected with the use of human subjects once the project has begun must be brought to the attention of the IRB.**

**I agree to provide whatever surveillance is necessary to ensure that the rights and welfare of the human subjects are properly protected. I understand that I cannot initiate any contact with human subjects before I have received approval/or complied with all contingencies made in connection with the approval. I understand that as the principal investigator I am ultimately responsible for the welfare and protection of human subjects and will carry out the project as approved.**

\_\_\_\_\_  
Signature of Principal Investigator/Program Director

\_\_\_\_\_  
Date

**12. Approval by Faculty Sponsor (REQUIRED FOR ALL STUDENTS):**

**I affirm the accuracy of this application, and I accept the responsibility for the conduct of this research and supervision of human subjects as required by law. THE PROPOSED PROJECT HAS BEEN APPROVED BY THE THESIS/DISSERTATION COMMITTEE.**

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**Signature**

**Date**

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**FOR COMMITTEE USE ONLY**

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**DEPARTMENT COMMITTEE RECOMMENDATION:**

**This project:**

**poses minimal risk.**

**poses greater than minimal risk.**

**is Exempt from Continuing Review.**

**requires Expedited Review.**

**requires full IRBPHS Review.**

**Signature**

**Date**

**IRBPHS:**

**Approved to Proceed \_\_\_\_\_**

**Disapproved**

**Signature**

**Date**

## References

- Chafouleas, S., Christ, T. J., Riley-Tillman, T. C., Breisch, A. M., & Chanese, J. A. M. (2007). Generalizability and dependability of direct behavior ratings to assess social behavior of preschoolers. *School Psychology Review*, 36, 63-79.
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## **APPENDICES**

*Appendix A: School District Permission Letter: p. 17*

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## Appendix A- School District Permission Letter

### District Letter Head Redacted to Maintain Anonymity in Exemplar Protocol

Dear [redacted] and Indiana University of Pennsylvania,

It is the intent of the [redacted] to support the research efforts of [redacted] Doctoral Student in the Department of Educational and School Psychology at Indiana University of Pennsylvania. With approval from Indiana University of Pennsylvania's Institutional Review Board, [redacted] will have permission to do the following:

1. [redacted] will be permitted to solicit volunteers from the teaching staff at the [redacted] School and from the 10<sup>th</sup> and 11<sup>th</sup> grade student body of [redacted] School to fill-in a series of short, easy-to-complete, quick (approximately 15 seconds to one minute per day) forms that provide estimates of students' academic engagement during class for a total of 10 school days in late September/early October, 2012. Students and teachers who participate will be assigned confidential numbers by [redacted] will not have access to any students' or teachers' names associated with raw data. *Consent/assent forms will explicitly state that parents, students, and teachers are free to choose if they want to participate (or, for the case of parents, for their child to participate) or not participate. No coercive tactics will be used to solicit volunteers.*

2. [redacted] provide [redacted] with redacted student discipline referral information (end of 2011-12 and end of 2012-13 school years) for students who volunteer to participate and have written parent consent in addition to written student assent. [redacted] will assign confidential numbers to students so that no names will be associated with this data. *Ms. [redacted] will not have access to any students' names associated with any of the discipline data.* [redacted] collects information about student discipline referrals as part of its regular procedures for monitoring student behavior.

3. The confidential student numbers assigned to volunteers by [redacted] will correspond to the following student data:

- Age, race, sex, grade level, special education eligibility, free/reduced lunch status, discipline referral information (type of behavioral violation as indicated by district discipline violation codes, self-ratings of academic engagement during a specific class.

The confidential teacher numbers assigned to teacher volunteers by [redacted] will correspond to the following teacher data:

- Teacher sex, teacher age, type of class taught, ratings of specific student academic engagement.

Sincerely, [redacted]

[redacted]

Superintendent of Schools  
[redacted] Area School District

*Partnering with students, families and community to create rewarding experiences and opportunities.*

*An Equal Rights and Opportunities Institution*



Indiana University of Pennsylvania

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## **Appendix B- Teacher Informed Consent Form** **Academic Engagement and Relationship to Office Discipline Referrals**

You are invited to participate in a research project assessing students' academic engagement levels and school behavior conducted by Ella J. Fitzgerald, doctoral student, in partial fulfillment for the award of the Doctor of Education degree in School Psychology from Indiana University of Pennsylvania. Ms. Fitzgerald is also a school psychologist working in your school district. The superintendent and school board have granted her permission to seek your **voluntary** participation in this research project. The following information is being provided to you so you can make an informed decision to participate or not participate. You are eligible to participate because you are a teacher of 10<sup>th</sup> and / or 11<sup>th</sup> grade students at the Anytown Area Senior High School.

### ***Purpose of this Study:***

The purpose of the study is to learn about how students' academic engagement is related to school behavior that might result in office discipline referrals.

### ***Your Involvement in this Study:***

If you participate, you will be asked to complete a simple form at the end of 10 class periods on 10 school days regarding the academic engagement levels of one, two, or three of your students in a specific class (dependent upon the number of students who volunteer to participate in your class). A total of 10 forms will be completed for each student volunteer during the data collection period phase of the study. You will not be asked to rate any more than three (3) students per class period. The form will ask you to estimate how well your student(s) stayed focused and were off-task during the class period. It will only take you approximately 15 seconds to 1 minute to complete the form(s) at the end of each class when the bell rings. The student (s) you will be rating will also complete a similar form about his /her behavior in your class for the same period of time. Your forms and your student(s)' forms will be confidential and will not be shared with any school administrators. The information on your forms and your student(s)' forms cannot get you into trouble in any way. Your name will not be on your forms or your student(s)' forms. Student(s)' names will not be on the forms either.

### ***Possible Risks***

One possible risk to this study is that if your students who participate in the study have low levels of academic engagement as measured by the behavior rating forms, you may believe that your teaching skills are being judged or that this information will be shared with administrators and result in poor performance evaluations.

You will be protected against this risk in the following ways:

1. Be assured that the lead researcher is not evaluating your teaching in any way.
2. Your name will not be on the forms you are asked to complete. Rather, a confidential number will be assigned.
3. You will be asked to keep the data sheets in a locked location.
4. Your data will never be used in isolation. It will only be used in combination with group levels of data.
5. Your data will be anonymous. It will not be shared with any Anytown Area School District employee.

## **Teacher Informed Consent Form**

### ***Benefits***

At the conclusion of the study, you will have the opportunity to receive a copy of results relating to academic engagement levels and student behavior. This information may help us better understand students at greater risk for behavior problems so that interventions can be provided to them in an effort to reduce behavioral problems at school.

You may find the experience interesting and enjoyable. You will learn how to use Direct Behavior Rating (DBR), an assessment of student behavior that is evidence-based, can be used to monitor progress, and is extremely quick and easy to complete.

### ***Compensation***

If you participate, you can also choose to have your name entered in a drawing for a chance to win one of five (5) Sheetz gift cards worth \$20.00. If you wish to have your name entered in the drawing, please indicate your email address on the yellow signature page. After all of your data sheets have been received (mid-October, 2012), a confidential drawing will be held and the winners will be notified via e-mail a secretary from the Special Education Department.

### ***Your participation in this study is voluntary.***

**You are free to choose if you want to participate in this study or not participate.** If you decide later that you don't want to be part of this research study, you can notify the lead researcher by calling, e-mailing, or writing to her, and she will put all of your data sheets in the shredder and not include you in the study. Withdrawing from the study will not result in any negative consequences for you. If you **do** choose to participate in the study, your information will be kept strictly confidential and will not be shared with principals, superintendents, and /or co-workers. All teachers of 10<sup>th</sup> and 11<sup>th</sup> grade students are being asked to participate, so the information from you and your student(s) will be a small part of the research study. When the study is finished, information about the results may be discussed with other people, or written down for other people to read, but information will be shared with regard to groups of teachers, never about you individually.

If you would like to help me in my study, please print and sign your name on the top of the yellow signature page and return to me. Please keep the white copy of this form for your records.

Thank you for consideration and assistance with this study. If you have any questions or would like additional information, please contact Ella J. Fitzgerald, Lead Researcher.

<b>Lead Researcher:</b>	<b>Ella J. Fitzgerald</b> <b>Doctoral Student</b> <b>Dept. of Educational &amp; School Psychology</b> <b>Indiana University of Pennsylvania</b> <b>Room 246 Stouffer Hall, Indiana, PA 15705</b> <b>(717) 555-1212</b> <a href="mailto:AAAA@iup.edu">AAAA@iup.edu</a>
<b>Faculty Sponsor:</b>	<b>Dr. Timothy Runge</b> <b>Assistant Professor</b> <b>Dept. of Educational &amp; School Psychology</b> <b>Indiana University of Pennsylvania</b> <b>Room 242 Stouffer Hall, Indiana, PA 15705</b>

**This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).**

**Teacher Informed Consent Form (continued)**  
***Academic Engagement and Relationship to Office Discipline Referrals***

**VOLUNTARY CONSENT FORM:**

**I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this informed Consent Form to keep in my possession.**

**Name (PLEASE PRINT):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Phone number or location where you can be reached:** \_\_\_\_\_

**Best days and times to reach you:** \_\_\_\_\_

**If you would like a copy of the results at the conclusion of the study, please place a checkmark here:** \_\_\_\_\_

**If you would like your name entered in the drawing for a \$20.00 Sheetz gift card, please indicate your email address here:**  
\_\_\_\_\_

**Please return this form to:  
Renee Horne- Junior High**



# Indiana University of Pennsylvania

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## **Appendix C- Parent Informed Consent Form**

### **Parent Informed Consent Form**

#### **Academic Engagement and Relationship to Office Discipline Referrals**

Your child is invited to participate in a research project assessing students' academic engagement levels and school behavior conducted by Ella J. Fitzgerald, doctoral student, in partial fulfillment for the award of the Doctor of Education degree in School Psychology from Indiana University of Pennsylvania. Ms. Fitzgerald is also a school psychologist working for the Anytown Area School District. The superintendent and school board have granted permission to seek your child's voluntary participation in this research project. The following information is being provided to you so you can make an informed decision to determine if you would like your child to participate or not participate. Your child is eligible to participate because he or she is a 10<sup>th</sup> or 11<sup>th</sup> grade student attending the Anytown Area Senior High School.

#### ***Purpose of this Study:***

The purpose of the study is to determine the relationship between students' levels of academic engagement and their behavior at school.

#### ***Your Child's Involvement in this Study:***

If your child participates, he or she will be asked to complete a simple form at the end of 10 class periods on 10 consecutive days regarding his or her academic engagement levels in a specific class. Therefore, your child would complete a total of 10 forms. The form will ask your child to estimate how well he or she stayed focused during the class period. It will only take approximately 15 seconds to 1 minute to complete the form(s) at the end of each class when the bell rings. Your child's teacher will also complete a similar form estimating the amount of time your child spent on-task and off-task during the same class period. Your child's forms and his or her teachers' forms will be confidential and will not be shared with anyone; rather, this information will only be seen by the principal investigator. Your child's name will not be on his or her forms, or on his or her teacher's forms. Additionally, teachers' names will not be indicated on any forms.

The second piece of data to be collected is end-of-year discipline referrals for the students who participate in the study. Each student participant will be assigned a unique number so no names or other personally-identifying information will be used. The Secretary to the Dean of Students will provide information from the high school's data base that monitors office discipline referrals and indicate the frequency / types of office discipline referrals (i.e. detentions, suspensions), if any, that your child received during the past and present school year. The Secretary to the Dean of Students will enter information about your child's discipline referrals (if any are assigned) into a password-protected, confidential computer file spreadsheet using a number, and not names, so these data can be analyzed for the study. To maintain your child's confidentiality, your child's name will not be connected to his or her disciplinary referrals for the purpose of this study. Therefore, the lead researcher will not have access to any students' names connected to office discipline referrals.

## **Parent Informed Consent Form**

### ***Possible Risks***

One possible risk to this study is that if you or your child may be concerned that his or her academic engagement levels or personal discipline information would be shared. Your child may be concerned that if he / she has low levels of academic engagement in the classroom indicated on his / her forms, that this information could be shared with administrators or teachers to impose disciplinary sanctions.

### **Your child will be protected against this risk in the following ways:**

1. Be assured that the principal investigator is not evaluating your child as an individual in any way.
2. Your child's name will not be on the forms he/she is asked to complete. Rather, a confidential number will be assigned and placed on the form he /she completes.
3. Data sheets will be kept in a secure, locked location.
4. Your child's data will never be used in isolation. It will only be used in combination with groups of data.
5. Your child's data will be kept strictly confidential. It will not be shared with any Anytown Area School District Employee. Your child's ratings of his or her academic engagement levels in the classroom will not be shared or used for disciplinary purposes in any way.
6. Your child will be provided with an assent form explaining the purpose of the study, his or her involvement, possible risks, potential benefits, and compensation. In addition, reassurance that participation is voluntary and that nothing bad will happen to him / her if he / she chooses not to participate will be indicated in the form.

### ***Benefits***

At the conclusion of the study, you will have the opportunity to be provided with a copy with results relating to academic engagement levels and student behavior. This information may help us better understand students at greater risk for behavior problems so that interventions can be provided to them in an effort to reduce behavioral problems at school. Your child may find the experience interesting and enjoyable. He / she will learn how to use Direct Behavior Rating (DBR), an assessment of student behavior that is evidence-based, can be used to monitor progress, and that is extremely quick and easy to complete. The student-completed form can help students self-monitor their behavior in the classroom.

### ***Compensation***

If you grant your permission and your child in turn chooses to participate, he / she can choose to have his / her name entered in a drawing for a chance to win one of five (5) Sheetz gift cards worth \$20.00. Winners will be notified via their student e-mail accounts by a Special Education Department secretary, and will be instructed to pick up their prize in the Guidance Office at his or her convenience.

### ***Your participation in this study is voluntary.***

**You are free to choose if you want your child to participate in this study or not participate.** If you decide later that you don't want your child to be part of this study, you can notify me by calling, e-mailing, or writing to the lead researcher, and she will put all of your child's data sheets in the shredder and not include him or her in the study. If you do choose to allow your child to participate, his or her information will be kept confidential and not shared with principals, superintendents, and teachers. They will not have access to this information. All 10<sup>th</sup> and 11<sup>th</sup> grade students are being asked to participate, so the information from your child will be a small part of the research study. When the study is completed, information about the results might be discussed with other people, or written down so other people can read it, but information will be represented with regard to groups of students, never about your child individually.

**Parent Informed Consent Form**

If you would like your child to help with the study, please print and sign your name on the top of the yellow signature page. Please keep the white copy of this form for your records. Thank you for consideration and assistance with this study. If you have any questions or would like additional information, please contact Ella J. Fitzgerald, Lead Researcher.

**Lead Researcher:** Ella J. Fitzgerald: Doctoral Student  
Dept. of Educational & School Psychology  
Indiana University of Pennsylvania  
Room 246 Stouffer Hall  
Indiana, PA 15705  
(717) 555-1212  
AAAA@iup.edu

**Faculty Sponsor:** Dr. Timothy Runge: Assistant Professor  
Dept. of Educational & School Psychology  
Indiana University of Pennsylvania  
Room 242 Stouffer Hall Indiana, PA 15705

**This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).**



**Parent Informed Consent Form (continued)**  
***Academic Engagement and Relationship to Office Discipline Referrals***

**VOLUNTARY CONSENT FORM:**

**I have read and understand the information on the form and I consent for my child to volunteer to be a subject in this study. I understand that his or her responses, teachers' responses, and other data are completely confidential and that I have the right to withdraw my consent for my child to participate at any time. I have received an unsigned copy of this informed Consent Form to keep in my possession.**

**Parent Name (PLEASE PRINT):** \_\_\_\_\_

**Child's Name (PLEASE PRINT):** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Phone number or location where you can be reached:** \_\_\_\_\_

**Best days and times to reach you:** \_\_\_\_\_

**Please place a checkmark on this line if you would like to receive a summary of the results once the study has been completed.**\_\_\_\_\_

**Please return this form to:**  
**Mrs. Lena Horne**  
**Anytown Area Junior High School**  
**1000 Some Street**  
**Anytown, PA 10000**



Indiana University of Pennsylvania

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## Appendix D- Student Informed Assent Form

### Student Informed Assent Form

#### Academic Engagement and Relationship to Office Discipline Referrals

My name is Miss Fitzgerald. I am a doctoral student and need to complete a research study for my dissertation. I am also a school psychologist and work at your high school. I would like to ask for your help with my study. I am going to tell you about my study so you can decide if you want to help me or not help me with this study. It is OK for you to ask me questions about the study. My telephone number and e-mail address are listed at the bottom of this page. I am asking for your help because you are a student in 10<sup>th</sup> or 11<sup>th</sup> grade.

I would like to know more about how students' school behavior from the students' and teachers' perspectives. If you participate, one of your teachers will ask you to complete a simple form at the end of 10 class periods on 10 consecutive days. Therefore, you would complete a total of 10 forms (one form per day for ten days). The form will ask you to estimate how well you stayed focused and how much you were off-task during the class period. It will only take you approximately 15 seconds to 1 minute to complete the form at the end of each class when the bell rings. The teacher who provides you with the forms to complete will also complete a similar form about your behavior in the classroom. Your forms and your teacher's forms will be confidential and will not be shared with any school administrators. The information on your forms and your teacher's forms cannot get you into trouble in any way. Your name will not be on your forms or your teacher's forms.

Your parents(s) / guardian(s) know about this and agree that you are allowed to help me if you want. You may find the activity fun. If participate, you can also choose to have your name entered in a drawing for a chance to win one of five (5) Sheetz gift cards worth \$20.00. If you would like to have your name entered in the drawing, please place an "X" on the appropriate line on the next page. Winners will be notified through student e-mail by a Special Education Department secretary, and prizes can be picked up in Guidance.

**No one is making you help me, and you don't have to help if you don't want to.** If you don't want to help me with the study, nothing bad will happen to you. If you decide later that you don't want to be part of my study, you or your parent/guardian can tell me that by calling, e-mailing, or writing to me, and I will put all of your data sheets in the shredder and not include you in my study. **If you do want to be in my study, nobody will know your answers, including me.** I am asking all of the 10th and 11th graders in your school to help me, so the information from you and your teacher will be a small part of the research study. When I finish my study, I might talk about what I learned with other people, or write it down so other people can read it, but I will always talk about groups of students, never about you. If you would like to help me in my study, please print and sign your name on the top of the yellow signature page. Please keep the white copy for your records.

**Lead Researcher:**

**Ella J. Fitzgerald: Doctoral Student**  
**Dept. of Educational & School Psychology**  
**Indiana University of Pennsylvania**  
**Room 246 Souffer Hall, Indiana, PA 15705**  
**(717) 555-1212**  
**AAAA@iup.edu**

**Faculty Sponsor:**

**Dr. Timothy Runge: Assistant Professor**  
**Dept. of Educational & School Psychology**  
**Indiana University of Pennsylvania**  
**Room 242 Stouffer Hall, Indiana, PA 15705**

**This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).**

**Student Informed Assent Form (continued)**

*Academic Engagement and Relationship to Office Discipline Referrals*

**VOLUNTARY CONSENT FORM:**

**I have read and understand the information on the form and I assent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this informed assent form to keep in my possession.**

**Name (PLEASE PRINT):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Place an “X” here if you would like to be entered in the drawing for a chance to win a \$20.00 Sheetz gift card:** \_\_\_\_\_

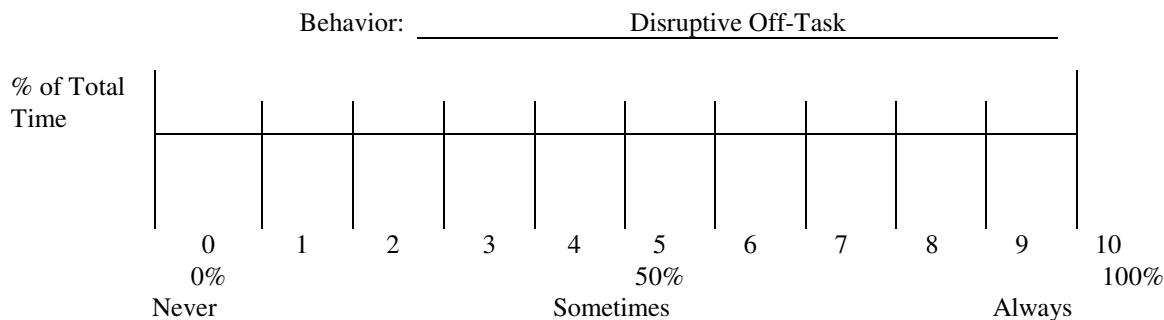
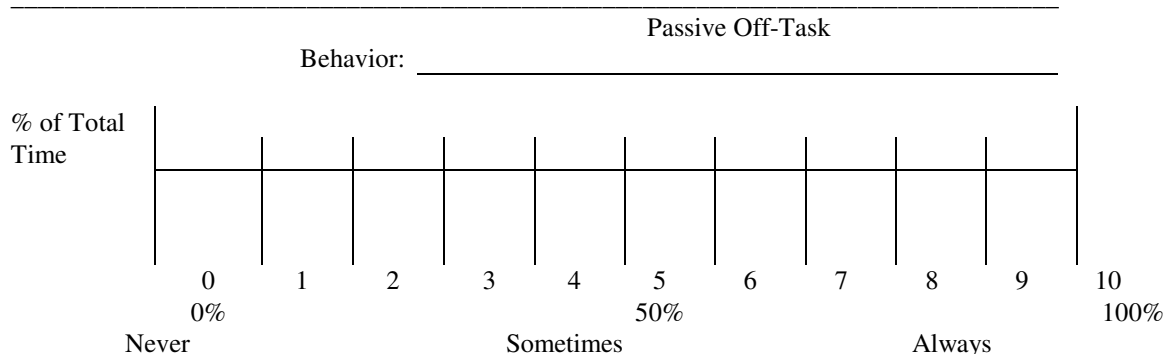
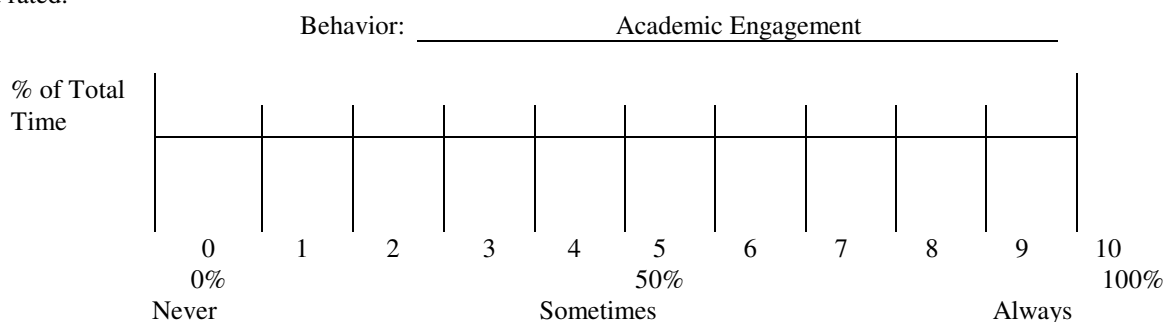
**Please return this form to:**  
**Mrs. Lena Horne**  
**Anytown Area Junior High School**  
**1000 Some Street**  
**Anytown, PA 10000**

## Appendix E- Direct Behavior Rating Form (Teacher Completed)

### Direct Behavior Rating (DBR) Form – Fill-in Behaviors

<b>Date:</b>  <b>M T W Th F</b>	<b>Student:</b>  <b>Rater:</b>	<b>Activity Description:</b>  <div style="border: 1px solid black; padding: 5px;"> <b>Behavior Descriptions:</b>  <b>Academic Engagement:</b> Raising hand, taking notes, listening/ looking at teacher, writing, reading aloud/ silently      <b>Passive Off-Task:</b> Looking around room, staring out the window/door, passively listening to other students talking about issues unrelated to the academic activity at hand, sitting quietly in an unassigned activity  <b>Disruptive Off-Task:</b> Making audible noises, touching other students, aimlessly flipping book pages, making unauthorized comments, fidgeting, out-of-seat behavior, manipulating objects, drawing         </div>
<b>Observation Time:</b> Start: _____ End: _____ Check if no observation today <input type="checkbox"/>		

**Directions:** Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.

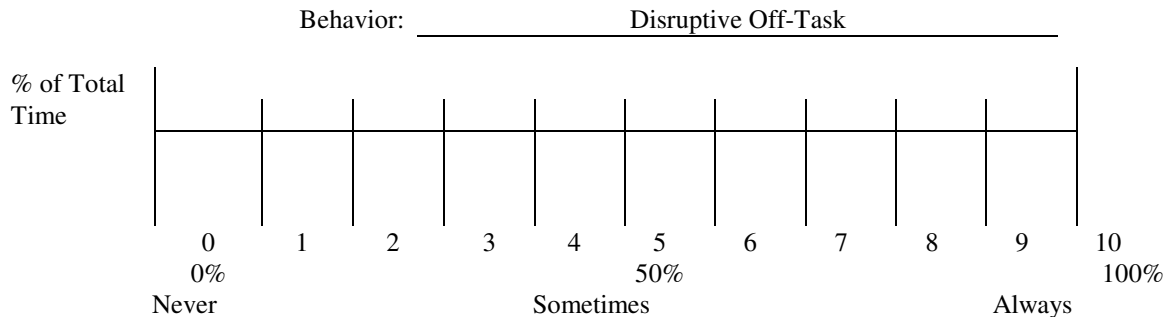
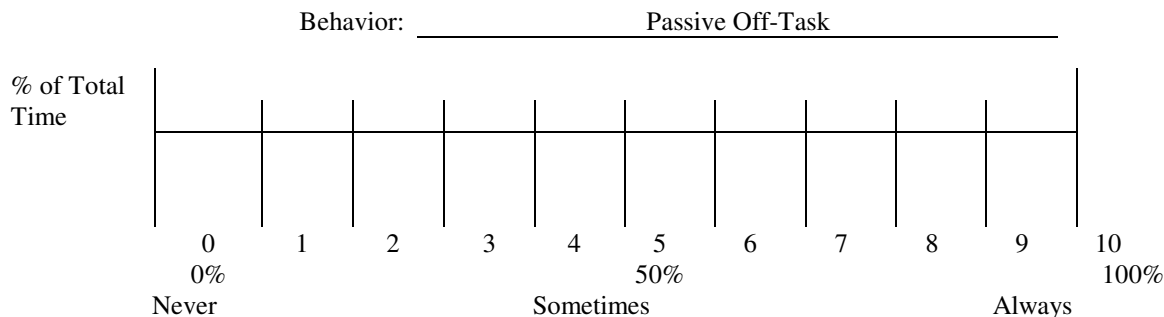
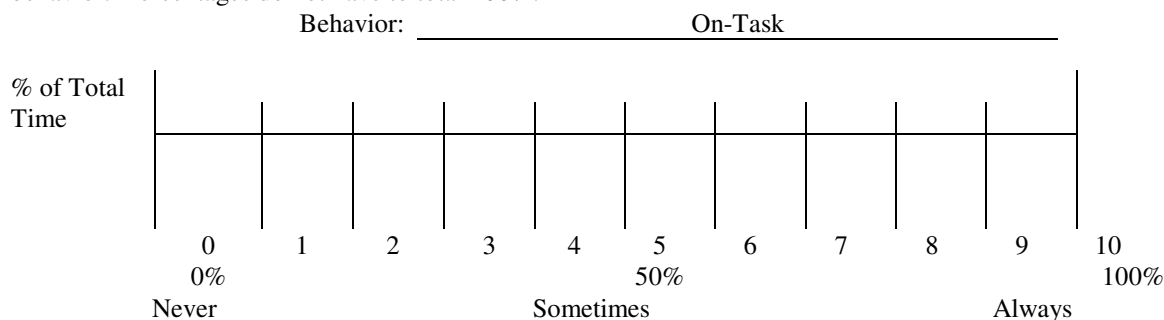


## Appendix F- Self-Behavior Rating Form (Student Completed)

### Self-Behavior Rating Form – Fill-in Behaviors

Date:	Your Name:	Name of Class:
M T W Th F		
Rating Time: Start: _____ End: _____  Check if no rating done today <input type="checkbox"/>	<u>Behavior Descriptions:</u> <b>On-Task:</b> Raising hand, taking notes, listening/ looking at teacher, writing, reading aloud/ silently <b>Passive Off-Task:</b> Looking around room, staring out the window/door, passively listening to other students talking about issues unrelated to the academic activity at hand, sitting quietly in an unassigned activity <b>Disruptive Off-Task:</b> Making noises, touching other students, aimlessly flipping book pages, making comments when not called upon by teacher, fidgeting, out-of-seat, playing with objects, drawing, writing notes not related to the lesson	

**Directions:** Place a mark along the line that best reflects the percentage of total time you believe you did each target behavior. Percentages do not have to total 100%.



## **Appendix G- Directions and Schedule for Teacher Participants**

### **CONFIDENTIAL: Teacher Directions and Schedule** *Academic Engagement and Relationship to Office Discipline Referrals*

Thank you for volunteering to participate in this research study! Your participation is appreciated and will be helpful in better understanding the relationship between academic engagement and student behavior at school. This form contains directions, your confidential participant number, the students you are to complete ratings forms for and their confidential participant numbers, and the observation schedule. Attached are the teacher Direct Behavior Rating forms for you to complete and the Self-Behavior Rating forms for the participating student(s) to complete simultaneously.

#### **Directions:**

At the end of each class period on September 24, 25, 26, 27, 28 and October 1, 2, 3, 8, and 9, 2012, please complete your Direct Behavior Rating form(s) for the student(s) listed in the schedule below. The attached list indicates the student participant(s)' CONFIDENTIAL participant numbers. These numbers are listed on the forms. **Your name and your student(s) name(s) should not go on the rating forms, only the confidential participant numbers should be on each DBR or Self-Behavior Rating form.** It should only take you approximately 15 seconds to 1 minute at the end of each class period for which you have student(s) to rate.

In addition, please ask the student(s) listed below to complete his/her student Self-Behavior Rating at the end of each class period on the same days that you complete your ratings. Only confidential numbers are on the student forms, so please refer to the attached schedule to ensure you give student participants the correct Self-Behavior Rating form to use each day. A total of **10** forms (1 per day) should be completed by you, and a total of **10** forms (1 per day) should be completed by each student participant. You and your student(s) should be rating his or her behavior for the exact same days and periods. For every teacher form completed, there should be a corresponding student form.

Please place all completed forms in the enclosed inter-office envelope at the end of each observation period, and keep them locked in a secure location each night. Once you have completed all of the forms, please return in the inter-office mail to Ella Fitzgerald, School Psychologist, at JH building. **Please DO NOT write any names on the forms in order to maintain confidentiality.**

In the event that you or a student on the attached list is absent on one (1) or two (2) days during the data collection period, you and the student may use one or two of the make-up days on October 10 or 11, 2012 to collect data. Both of you would complete your forms on the make-up days(s) if needed. If either you or the student misses more than two (2) days during the initial observation period, your data will be excluded from the study.

If you have any questions, please contact Ella Fitzgerald at extension 6172.

**Your Confidential Participant Number:**\_\_\_\_\_

**Observation Schedule:**

<b>Date</b>	<b>Student Name(s)</b>	<b>Confidential Student Number(s)</b>	<b>Class Period for Observation</b>
September 24, 2012 (Monday)			
September 25, 2012 (Tuesday)			
September 26, 2012 (Wednesday)			
September 27, 2012 (Thursday)			
September 28, 2012 (Friday)			
October 1, 2012 (Monday)			
October 2, 2012 (Tuesday)			
October 3, 2012 (Wednesday)			
October 8, 2012 (Monday)			
October 9, 2012 (Tuesday)			
<b>MAKE-UP DAYS (if needed)</b>			
October 10, 2012 (Wednesday)			
October 11, 2012 (Thursday)			

**Please DESTROY THIS FORM once the data collection period is over and you have submitted all of your forms and the forms of the students participating in the study (i.e., on October 12, 2012) to the lead researcher, Ella Fitzgerald.**