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Running head: THE STRATEGIES OF SELF-MANAGEMENT FOR HIGH SCHOOL

Analyzing the Use of Strategies of Self-Management for High School Students with Disabilities

Lucy Vucina

Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Master of Arts in Education

California State University, Monterey Bay

May 2017

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ANALYZING THE USE OF STRATEGIES OF SELF- MANAGEMENT

Analyzing the Use of Strategies of Self-Management for High School Students with Disabilities

By: Lucy Vucina

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ANALYZING THE USE OF STRATEGIES OF SELF- MANAGEMENT

Abstract

The purpose of this study was to analyze the effects of self-management strategies for reducing the frequency of calling out behavior of three high school students in a juvenile correctional facility. The calling out behavior defined as speaking from one student to another without permission, yelling or speaking at the teacher without raising their hand and leaving one's seat without the teacher's permission. The researcher implemented non-concurrent single-case multiple baselines across participants ABA design. The self-management strategy taught the students to record the frequencies of their calling out behavior on the self-monitoring sheet. The results from this study indicated that all participants showed improvements in decreasing the frequencies of their inappropriate calling out behaviors during the self-monitoring phase. However, once the intervention was over, student behavior resumed to baseline levels. The implication of this study indicated that self-management strategy (self-monitoring) was a non-punitive method successfully used in a juvenile correctional setting.

Keywords: calling out behavior, self-management strategies, self-monitoring, social skills deficits, juvenile delinquency

ANALYZING THE USE OF STRATEGIES OF SELF- MANAGEMENT

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Analyzing the Use of Strategies of Self-Management for High School Students with Disabilities

Literature Review

The Characteristics of Social Skill Deficits and Its Implications

Students suspended and expelled from school or who are arrested often have poor social skills. Poor social skills are directly related to challenges in managing basic life skills (Cook, Gresham, Kern, Barreras, Thorton & Crew, 2008). Poor social skill deficits manifest itself in students' behavioral and emotional disorders characterized by poor peer relations and communication skills (Saminsky, 2010). Often poor peer relations and communication skills resulted in school policy violations or contact with the legal system. Students with social skill deficits are most likely incarcerated (E Center for Research on the Education of Students Placed at Risk, CRESPAR, 2004). Hence, students with social skill deficits have tendencies for behaviors which resulted in criminal activity that lends themselves to eventual incarceration (Dunlap, Clarke, Jackson, Ramos, & Brinson, 1995).

Social skill deficits often manifest in criminal activity when students have disabilities, particularly emotional and behavioral disorders (CRESPAR, 2004). For example, in a public school setting, campus police arrested two students' for disorderly conduct (US Department of Education, 2000). Depending on the schools' or the legal system's definition of disorderly conduct, the level of punishment, in any case, may be the same. Often, students are sentenced by the legal system in Juvenile detention facilities for a minor or major infraction of school policies. A minor infraction (continual use of profanity) or for a major infraction of school policy (shoving another student by horseplaying) are examples of the differences in levels of disorderly conduct that have equal punishment under "zero tolerance" policies: prevalent in school districts (US Department of Education, 2000). When incarceration occurred, the same student with

disabilities repeated these behaviors. The student was not taught appropriate behavior through social skill training that diminished or eliminated the behavior. Also, the student frequently demonstrated inappropriate behavior and further policy violations with additional juvenile incarceration time. Thus the cycle continued. Policy violations by students demonstrated the ineffectiveness of punishment exemplified by the increasing population in juvenile correctional facilities, despite the punishment (jail time) these students have received (Matsuda, 2009).

Furthermore, students with behaviors associated with poor social skill acquisition were often overlooked and not addressed in the school system and ended up in the justice system (Pettiruti, 2017). In 2004, CRESPAR's study found that 32% of youth in corrections have disabilities. This study infers that diagnoses of students with disabilities do not occur before incarceration. Also, Ford's (1982) study indicated that students are entering the justice system undiagnosed with disabilities as well as not receiving the intervention most needed while in school. Thus, CRESPAR (2004) found that the justice system failed to recognize learning disabilities and its relationship to inappropriate behavior exemplified by the increased arrests of students with disabilities. Therefore, the studies above supported the need for intervention for improving students' social skill deficits (Osher, Sidana, & Kelly, 2008).

Interventions for Social Skills Deficits

Some school-based interventions developed and implemented for addressing social skills for students with learning disabilities, and behavior and emotional disorders take a reactive approach and are punitive toward students' misbehavior (Pettiruti, 2017). To solve this problem, many researchers have proposed various methods of dealing with student's misbehavior. One particular example is a deterrence philosophy, "zero tolerance," promotes punishment for students of any school rule violation. (Pettiruti, 2017). Many agencies like the juvenile

correctional facility incorporated deterrence philosophy yet have failed to reduce the rate of juveniles inappropriate behavior (Saminsky, 2010). According to Ford (1992) found punishment deters students from thinking through their misbehaviors about the rules. Thus, it is evident that another approach is needed to deal with inappropriate behaviors in all settings.

In contrast, another example of intervention is self-management strategies, a non-punitive pro-active approach for decreasing the frequencies of inappropriate behavior. Ford (1992) best explains one of the underlying concepts for self-management that students are responsible for their thinking processes. In other words, students must learn about responsibilities associated with their lives. Examples of these responsibilities are positive peer relations (socialization) and concern for the welfare of others (Greenspan, Barenboim, & Chandler, 1976; Gove & Keating, 1979). Furthermore, a student must be aware of inappropriate behaviors, accept responsibility for them, and be motivated to substitute behaviors with more appropriate ones for adequate socialization (Bandura, 1977). The underlying concepts for self-management strategies contributed to the success of using these strategies in many settings, especially in the classroom (Hoff & DuPaul, 1998). Self-management strategies are vital for students' awareness of inappropriate behaviors (Briesch, & Chafouleas, 2009).

Recent studies illustrated that self-management strategies are critical for the development of social skills for students for a successful transition from youth to adulthood (Briesch & Chafouleas, 2009; Ford, 1982). Positive relationships and life experiences are results of social skill development; reducing the probability of incarceration due to poor socialization experiences that affected relationships and personal life experiences (Dunlap et al., 1995). Most proponents of self-monitoring strategies expressed the advantages as being useful in any environment, cost effective, easily implemented as well as being an evidenced- based practice (Mooney, Ryan,

Uhing, Reid, & Epstein, 2005). Some of the social skills critical in the transition from youth to adulthood involved interacting and communicating with others appropriately. Self-management strategies are instrumental in developing communication skills in students with disabilities (Caldwell, 2017). Communication skills are vital elements in education, employment, and positive peer relationships, to name a few (Rutherford, Quinn, & Mathur, 2004). Therefore, self-management strategies are instrumental in helping students develop good communication skills along with positive peer relations (Cook et al., 2008).

One of the self-management strategies successfully used was self-monitoring. Self-monitoring is a procedure whereby a person observes his behavior systematically and records the occurrence or nonoccurrence of a target behavior (Heward, 2003). The responsibility of managing one's behavior shifts from the teacher to the student (Briesch, & Chafouleas, 2009). Managing one's behavior is illustrated by the teacher's desire of reducing teaching distractions created by students. For example, calling out behavior-speaking without permission, speaking to another student or leaving one's seat without permission lends itself to poor classroom management for the teacher.

Self-monitoring skills acquired by special education students with disabilities were effective in reducing the frequency of inappropriate behavior associated with incarceration (McCauley, 2002). For these students, self-monitoring was a positive, proactive method for acquiring social skills and was a highly desirable alternative to the traditional punitive methods used presently in our public schools and juvenile correctional facilities (Lane, Wehby, & Cooley, 2006). One component of the self-monitoring strategy taught students to track their behavior on paper. However, several studies indicated completion of the self-monitoring sheet by the student was not necessary for the effectiveness of self-monitoring strategies (Bandura, 1977; Dunlap et

al., 1995; Ford, 1982). What this implies is self-awareness of one's behavior is the critical key to the success of self-monitoring skills, and for some students, the process of completing the self-monitoring sheet is not necessary to demonstrate self-awareness (Ford, 1992). Therefore, the exploration of self-monitoring strategies for social skills training is critical and can be directly influential to the decrease incarceration rates of students with disabilities (Lane et al., 2006).

According to Mooney and colleagues (2005), students that used self-monitoring strategies developed social skills in different settings. For instance, self-monitoring strategies taught students effective communication skills in the classroom that transferred and were effective in other settings (employment). No matter what the setting self-monitoring skills allows, the student to keep track of one's progress and improve on social skills to decrease social deficits (Hoff & DuPaul, 1998). Therefore, students with disabilities in juvenile correctional settings benefited in developing self-monitoring skills. The development of self-monitoring skills would improve the student's social skills, which can be generalized to other areas of their lives; thus increasing the probability of positive transition into adulthood and reduce the tendency for contact with the legal system resulting in incarceration (McCauley, 2002).

Methods

Research Question

How did the use of a self-management strategy influence inappropriate behaviors (e.g., calling-out, disruptive behaviors in class) in students with disabilities in a special day class in a juvenile correctional setting?

Hypothesis

A critical factor for students with disabilities in juvenile correctional facilities were poor social skills due to poor self-regulatory skills (Webber, McCall, & Coleman, 1993). Self-

regulatory skills allowed students to have self-awareness of inappropriate behaviors. Students with self-awareness of inappropriate behaviors can initiate change through self-monitoring strategies (Briesch & Chafouleas, 2009). The significance of this research was that students with disabilities in juvenile correctional facilities could improve social skills acquisition through self-monitoring strategies (Prater, 1994). Building on previous research, the hypothesis of this study was students who monitor their inappropriate behaviors using a self-management strategy (self-monitoring) strategy resulted in having a reduction of undesired behaviors (calling out).

Research Design

This study was a non-concurrent single-subject multiple baselines across participant's reversal design with ABA phases. This study occurred in a single classroom at a juvenile correctional facility for high school students from 9th to 12th-grade students using a proactive approach, and a self-management strategy. At five established stable data points during baseline, John entered intervention. As John continued intervention, Jake entered baseline when John decreased his calling out behavior by five instances under his baseline average; Jake entered intervention when his baseline established five stable data points. Jerry entered baseline when Jake had decreased his calling out behavior by five instances under his baseline average. Jerry entered intervention when Jake had entered baseline when his intervention established five stable data points.

Independent Variable & Instruments

The self-management strategy (self-monitoring sheet) used for the students to self-record their behavior in this special day class was the independent variable. Self-recording of inappropriate behavior allowed students self-awareness through the visual depiction of their behavior through the self-monitoring procedure. The self-monitoring procedure allowed the

student self-awareness of his inappropriate behaviors during a fifteen-minute interval. The students counted their tally marks at the end of each time interval for inappropriate behavior using the self-monitoring form (see Appendix A). Each fifteen-minute interval was equivalent to one session.

Dependent Variable

The dependent variable in this study was calling out behaviors. Calling out behavior was described as speaking from one student to another without permission; yelling or speaking at teacher without raising their hand and leaving one's seat without teacher's permission.

Setting & Participants

The research occurred in a special day class within a juvenile correctional facility. Students incarcerated for various violations of state law in the United States were the subject of this research. The student movement was controlled and only allowed under strict schedule and rules for the safety and security of the institution. The participants were selected based on their attendance at a special day class and placed in the special day class due to mild to moderate disabilities. These students were in 9th through 12th grade. The students' status was "High Risk," and dangerous to staff and other students. Their learning disabilities coupled with their emotional and behavioral disorders precluded them from contact with their peers during school hours. Therefore, the number of students in the class was at a minimum. The teacher, two para-professionals, and a probation officer were present in the classroom at all times. The students and participants in this study were listed below. Each participant was assigned a pseudonym to ensure confidentiality and anonymity:

Student 1: John, a Hispanic male of 15 years old had a specific learning disability, behavior and emotional disorder along with attention hyperactivity deficit disorder. John's

calling out behavior consisted of not raising his hand and yelling questions at the teacher, the para-professionals or other students. He yelled profanities to other students as well as verbally bullied other students in the class in the form of put-downs.

Student 2: Jake, a Hispanic male of 17 years old had a specific learning disability, behavior and emotional disorder along with attention hyperactivity deficit disorder. Jake's calling out behavior consisted of not raising his hand and leaving his seat without permission. Jake responded to John's bullying remarks with verbal and nonverbal gestures. Jake has assaulted students in the class that verbally bullied him.

Student 3: Jerry, a Hispanic male of 17 years old, had a specific learning disability, behavior and emotional disorder along with attention hyperactivity deficit disorder. Jerry continually got out of his seat without raising his hand for permission and talked to the other students as he gets out of his seat. Also, Jerry, while seated, continually spoke to students next to him.

Measures

The instruction on self-management took place before the beginning of this study for each student. The instruction consisted of the teacher modeling appropriate and inappropriate behaviors in the classroom and modeled how to use the self-monitoring sheet. The teacher stressed the benefits of self-monitoring and the positive outcomes. The positive outcomes were reduced disciplinaries as related to reduced incarceration time. Also, students were allowed to ask questions about the procedures to self-manage as well as record their behavior.

Students recorded their behavior using the Behavioral Frequency Interval Table from (Florida Department of Education, 2009). The research instruments (Behavioral Frequency Interval Table) used in this study consisted of four forms- the self-monitor sheet for the

participating students, the observational sheets for the teacher, the social validity questionnaire and the fidelity checklist for this research (see Appendices A, B, C, & D respectively). The differences between the students' and teacher's observational sheets consisted of questions only students answered at the end of each school day. The observational sheets and the self-monitor sheet for both the teacher, paraprofessionals and the participating students consisted of periodic time increments for recording the student's behavior. Each periodic time increment consisted of fifteen minutes equivalent to one session. Before each periodic time increment, the students were reminded to count their tally marks of their inappropriate behavior on their self-monitoring sheets. Each periodic time increment was timed with a timer and signaled the students when each session was over. This self-monitoring strategy occurred for five days with a total of 61 sessions.

Validity

The methods of observation and recording the frequencies of calling out behavior that was externally valid since it obtained population generalizability or the degree which this sample represented the population (Creswell, 2009). This content validity of this instrument was appropriate and measures what it was designed to accomplish (Creswell, 2009).

Social Validity

At the completion of the study, the participants completed a four-point Likert scale (i.e., 1 = strongly disagree to 4 = strongly agree) social validity questionnaire (see Appendix C). The questionnaire, adapted from Berger, Manston, and Ingersoll (2016), consisted of nine questions designed to understand the perceived usefulness, significance, and satisfaction with the implemented intervention (Kennedy, 2005). Participants served as the respondents for the social validity questionnaire. Responses were kept confidential and descriptive statistics were

conducted to gain insights regarding the intervention. The results indicated that John and Jerry thought the self-monitoring strategy improved their skills in communication. John and Jerry did less calling out and raised their hands for assistance. Jake felt that the self-monitoring strategy helped reduced his level of stress since the noise level in the classroom was minimal with the implementation of the self-monitoring strategy. The teacher agreed that the self-monitoring strategy was convenient and cost efficient. Also, the teacher felt there were fewer interruptions from the students which gave the teacher more time to work individually with each student. The para-professionals and the probation officer felt the self-monitoring process helped the noise level of the classroom.

Reliability

The Inter-Rater Reliability method was used (Worlery & Dunlap, 2010). Interobserver agreement assessment occurred in the classroom where the intervention took place. Reliability was measured by 20% of 28% of the sessions by having a second observer independently collect data. Interobserver agreement was calculated by dividing the lowest percentage of calling out behavior or frequency of behavior by the highest percentage or frequency and multiplying by 100%. Mean agreement in the classroom for student behavior ranged from 82% to 85% in baseline and 80% to 90 % in treatment.

Fidelity

Procedural fidelity was measured by the secondary observer for of all sessions to verify the consistent application of intervention procedures (see Appendix D). The secondary observer watched as the implementation of the independent variable (student's self-monitoring sheet) occurred during intervention sessions.

Ethical Considerations

This research was not presented beyond the University or published; therefore, this study did not require an Institution Review Board approval. The participants' identification, as well as the school's identity, was not revealed. Likewise, anytime before/during/after this study, no harm to students occurred. The students' welfare and confidentiality was the utmost concern and priority for all instances.

Validity Threats

Given the limitations of the study, one should use caution in making generalizations about self-monitoring strategies since the sample size of this study included only three participants. However, this study was a replication of another study and provided data to support research on the effects of self-monitoring strategies to reduce inappropriate behavior in the classroom (Worlery & Dunlap, 2010). Researcher biases were not a concern since the purpose of the study was to reduce inappropriate behaviors through self-management strategies in the author's classroom.

Results

Figure 1 depicts the impact of calling out behavior for students at a juvenile correctional facility with learning disabilities and emotional and behavior disorders. The y-axis represents the number of calling out behavior of the participant. The x-axis represents the session number. The dotted lines differentiate the change between baseline and intervention.

In the baseline, John's calling out behavior ranged from 7 to 10 with an average of 9 instances of calling out behavior. During the intervention, the number of instances of calling out ranged from 1 to 6 with an average of 3.25. The withdrawal of the self-monitoring strategy (e.g., the second baseline phase) John's calling out behavior ranged from 5 to 8 instances with an

average of 6.2 (see Figure 1).

Jake displayed an average of 3.54 instances with a range from 3 to 4 of calling out behavior during baseline. Jake displayed an average of 1.5 instances with a range of 1 to 3 during the intervention. The withdrawal of the intervention, Jake displayed range from 3 to 4 instances with an average of 3.6 calling out behavior (see Figure 1).

Jerry had the highest frequency of calling out behavior at baseline with an average of 11.35 and a range of 9 to 13 instances. During the intervention, Jerry displayed an average of 6.3 with a range of 5 to 9 instances of calling out. The withdrawal of the intervention, Jerry's calling out behavior ranged from 12 to 14 with an average of 13.1 (see figure 1).

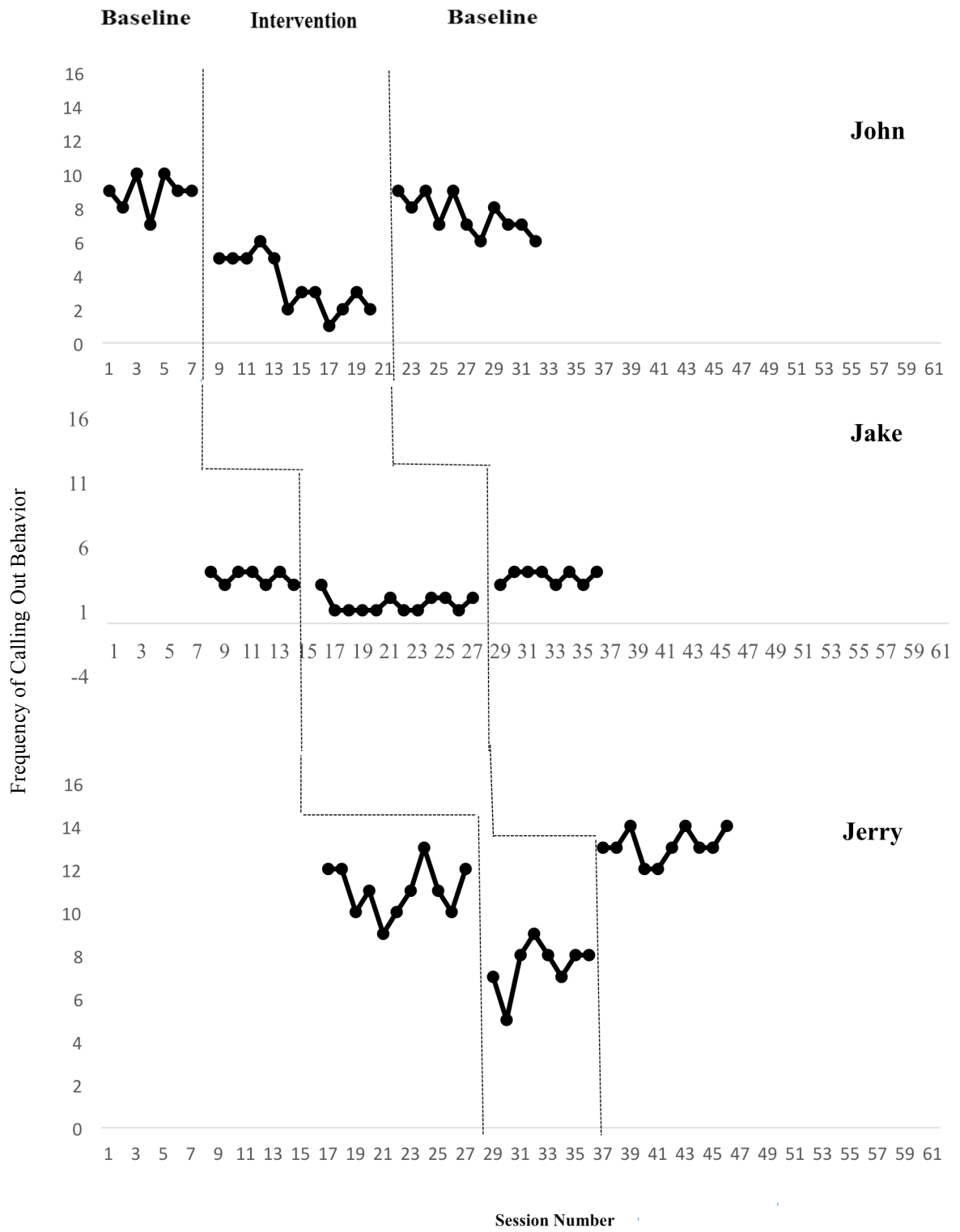


Figure 1. Frequencies of calling out behavior decreased during intervention and increased during baseline phases.

Discussion

The purpose of this study was to examine how a self-management strategy (self-monitoring) reduced student's calling out behavior of incarcerated high school students in a juvenile correctional facility. Results from this study indicated that students who monitored their inappropriate behaviors using a self-management strategy (self-monitoring) found a reduction of undesired behaviors (calling out). When all three subjects entered the intervention phase non-concurrently, the calling out behavior consistently reduced in the frequency of occurrences. John's calling out behavior was reduced by an average of 27% from baseline to intervention. Furthermore, the percentage of non-overlapping data was 100% indicating a functional relationship between the intervention and a reduction in calling out behavior. The reduction of Jake's calling out behavior occurred at an average of 20%. Furthermore, the percentage of non-overlapping data points from baseline to intervention was 92%. Similarly, Jerry reduced calling out behavior by an average of 51% with overlapping data was at 88% indicating a strong functional relationship between the self-monitoring intervention and the reduction in calling out behaviors.

Analysis of the results indicated that this study met the requirements for an effective intervention. According to Scruggs and Mastropieri (2001), indicated PND scores of 90% and over are very effective intervention. Although the PND scores indicated the intervention was very effective, there may be other outside influences on lowering inappropriate behaviors in the classroom. The inference from this study indicated that inappropriate behaviors might have occurred due to the verbal promptings of the teacher, the presence of the probation officer or positive verbal reinforcements by the para-professionals.

The immediacy in a change of data between baseline and intervention indicated a connection between students' self-awareness for appropriate behavior in the classroom was effective in reducing calling out behavior. The trends illustrated in Figure 1 showed that intervention (self-monitoring strategy) effectively reduced inappropriate behaviors, but inappropriate behaviors increased during the withdrawal of intervention. The findings from the current study were comparable to that of McCoach (2008); in that, student-directed programs seem to produce more appropriate behaviors than administered by teachers. However, in 2008, McCoach's study showed that inappropriate behaviors decreased during the withdrawal of intervention. In this present study, the removal of self-management strategy had an opposite effect, an increase of inappropriate behavior. The length of the study inferred that differences in the effect of the self-management strategy used in each study were a contributing factor on whether or not a generalization occurred

In summation, in this present study showed how self-management strategy (self-monitoring) reduced student's calling out behavior of incarcerated high school students in a juvenile correctional facility. This study inferred that the use of self-management strategy (self-monitoring) lead to improvements in the students' behaviors. Improvements in students' behaviors meant fewer classroom interruptions occurred thus allowing the instructor additional time to work with the students. These results were similar to Caldwell (2012) who found that teaching self-monitoring strategies to manage inappropriate behaviors also reduced interruptions in the classroom. Prior studies and this study's results have shown teachers, juveniles, and probation officers that self-monitoring strategies developed desired behavior for juveniles with learning disabilities and behavior and emotional disorders (Osher et al., 2008).

Limitations and Future Research

There were several limitations in the current study. The first limitation of the study was the sample size. The findings of the study cannot be generalized to the population of male juveniles incarcerated. Juveniles release dates, security levels, and gang affiliations affected the sample population. For example, members of specific gang affiliations participated in segregated programs apart from the general population for the safety and security of the institution. These factors may have an effect on the sample population. Future research should consider the impact of self-monitoring strategies on other sample populations such as ethnic groups and those with disabilities such as emotional or behavioral disorders in the justice system.

Also, the current juvenile correctional facility had a punitive behavior system in effect. Although the researcher responded with a pro-active non-punitive behavior system in (self-monitoring strategy) for classroom management, the classroom management style of the teacher would often oppose the probation officer's security management style. Although, the researcher was following education laws in regards to students with disabilities; the probation officer was following the California Title 15, state law regulations in regards to incarcerated juveniles. Most of the probation officers knew their boundaries and minimalized their interference with the teacher's classroom management. However, there were some probation officers that corrected behaviors in the classroom through reactive and punitive means. Therefore, it's possible the self-monitoring strategy was effective due to the presence of the probation officer that may trigger appropriate or inappropriate behaviors.

Another limitation of this study was students not completing the self-monitoring sheet even though the frequencies of inappropriate behavior decreased. The researcher's speculation that student's self-awareness of inappropriate behavior occurred as the teacher prompted the

student. The teacher prompting the students to complete the self-monitoring sheet may have cued the students to complete the self-monitoring sheet instead of the students' self-awareness. Therefore, the teacher's verbal promptings may have reduced the calling out behavior, or the teacher's verbal promptings cued the student to think about his behavior.

Suggestions for further research would be beneficial for supporting students, teachers and probation officers and staff in education at juvenile correctional facilities. Furthermore, frequent training on non-punitive methods working with juveniles with specialization in self-management strategies for a non-punitive pro-active approach for decreasing the frequencies of inappropriate behavior. This process could be accomplished through daily staff meetings before classes through consistent communication on what strategies are effective and non-effective in reducing inappropriate behavior. This information will not only inform staff of behavioral patterns of students' but allow staff to share outside factors that may have contributed to inappropriate students' behavior. For example, a student refusing to take psychotropic medications that control impulsivity.

Conclusions

In analyzing the use of strategies of self-management for high school students with disabilities, the data suggested that self-management strategies (self-monitoring strategy) were effective in decreasing inappropriate behaviors. By decreasing inappropriate behaviors, students improved their social skills by recognizing that calling out behavior as well as speaking from one student to another without permission; yelling or speaking at teacher without raising their hand and leaving one's seat without teacher's permission were all inappropriate behavior for our classroom setting. This study offered a sample of how student training on a self-management strategy was beneficial in the form of reduced calling out behavior, reduced distractions in the

classroom, reduced noise levels, increased teacher-student positive interactions as well as reduced disciplinary actions by probation.

The importance of working with and training staff, both in the classroom and at the probation administration level on the characteristics of specific disabilities and behavior and emotional disorders. When staff work collaboratively with aligned goals of teaching and reinforcing appropriate social skills for students with disabilities in the juvenile correctional facility, then juveniles with specific disabilities will have more opportunities to learn appropriate behavior. Thus, students increase their chances of successful transitioning into adulthood and decreases their chances of returning to the justice system through managing inappropriate behavior through social skill training by self-management strategies. With that said, juveniles incarcerated as a result of social skill deficits will learn to take responsibility for their inappropriate behaviors and stop the cycle of repeated behaviors associated with these disabilities in the juvenile correctional facility that resulted in extended incarceration time for these juveniles.

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Appendix A

Student's Self-Monitoring Sheet

Name (student):

The teacher will write on the board what session and what interval for tracking your behavior.

1. Please give yourself (+) if you within the 15-minute intervals completed the following:
 - a. Raised your hand to speak to the teacher or para-professional.
 - b. Raised your hand to ask for permission to speak to another student.
 - c. Raise your hand to leave your seat.
2. Please give yourself (-) if you forgot to raise your hand.
3. The timer will go off at the end of the 15-minute interval of tracking your behavior.

Session	Interval 1	Interval 2	Interval 3

4. How many calling out behaviors did you count total for the school day?
5. Do you think you did better following the rules by keeping track of your calling out behavior?
6. Do you see an improvement when moving from one interval to another?

Appendix C

Social Validity Questionnaire

Questions:	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree
1 This treatment was effective				
2 I found this treatment acceptable for increasing the student's skills				
3 Using the treatment improved skills across multiple contexts (classroom)				
4 I think the student's skills would remain at an improved level even after the treatment ends				
5 This treatment improved social skills functioning				
6 This treatment quickly improved the student's skills				

7	I would be willing to carry out this treatment myself if I wanted to increase the student's skills				
8	I would suggest the use of this treatment to other individuals				
9	This treatment decreased the level of stress experienced by the student				

Appendix D

Procedural Fidelity Checklist

Steps of Plan	Check for Completion
1) The instruction on self-management occurred one day before the beginning of the study.	
2) During instruction, the teacher defines and explains the definition of self-management strategy.	
3) Calling out behavior was modeled by the teacher.	
4) The teacher modeled appropriate classroom behavior.	
5) The self-management sheet was displayed and discussed.	
6) The teacher modeled appropriate classroom behavior and calling out behavior as well as modeled how to use the self-management sheet.	
7) The students had the opportunity to ask questions about calling out behavior and the procedures to self-manage and record their behavior.	