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The Effects of Response Cards on the Performance and Generalization of Parenting Skills

Bennie L. Colbert
University of South Florida

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The Effects of Response Cards on the Performance and Generalization of Parenting Skills

by

Bennie L. Colbert

A thesis proposal submitted in partial fulfillment
of the requirement for the degree of
Master of Arts in Applied Behavior Analysis
College of Graduate Studies
University of South Florida

Major Professor: Jennifer L. Austin, Ph.D.
Committee Members: Trevor Stokes, Ph.D.
Michael Stoutimore, Ph.D.

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Dedication

This work is dedicated to my father, Mr. Bennie L. Colbert (1927 – 1997) and mother, Mrs. Evelyn P. Colbert. They are my first and principal behavior modifiers, and whose demand for excellence in all life's enterprises this work hopefully reflects.

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Bennie Colbert

ABSTRACT

Previous research has provided convincing evidence of the efficacy of behavior analytic interventions to improve parenting skills with biological parents, however many studies lament generalization failure from training to home settings. Previous research has also examined the effects of response card use with children at various grade levels and with post-secondary students with a sole focus on academic outcomes. This study examined the effects of color coded response cards on active student responding and parenting skills proficiency of three foster parents in a parent training program and generalization of these skills to their homes. During baseline, participants role-played their responses to various child scenarios. A 10-week parent training course was completed with alternating instruction between standard lecture and response card conditions. Role-plays of child scenarios were videotaped after class, a post-course set of role-plays were completed and direct observation of their use of the parenting skills in their homes was conducted. Response card instruction produced higher levels of active student responding with 1 participant. Proficiency rates for response card instructed skills were higher however, for two of three participants in all extra-training settings.

Chapter One

Introduction

Parenting skills training are an often-used intervention designed to strengthen parenting behaviors that may function to increase appropriate child behavior. Parent training based on behavioral principals grew initially from the field of behavior modification during the 1960's and 1970's (Graziano and Diament, 1992). Citing a literature review conducted by Bourke & Nielsen (1995), Bourret (2002) stated that by 1995, there were over 400 publications of empirical research on parent training. In a review of research conducted over the course of 20 years, Kazdin, Ayers, Bass & Rogers (1990), found that at least 95% of empirical research was based at least partly on behavioral principles. In addition to its empirical effectiveness, behavioral parent training was found to be less expensive than other forms of therapy (Serletich and Dumas, 1996).

Parent training programs range in their design from targeting specific behaviors with individuals to more comprehensive programs where a broad array of parenting skills are taught in group settings. In a study targeting discrete responses of a single subject, Budd, Green and Baer (1976) evaluated parent training variables salient for producing decreases in a mother's behavior hypothesized to maintain her child's noncompliant behavior. A multiple baseline across behaviors design was used and instruction, feedback and positive reinforcement were the independent variables. Four parent responses served as dependent variables, specifically instruction repetition, instruction contingent on

inappropriate behavior, praise following physical intervention and tangential verbalizations. A gradual increase in child appropriate behavior was observed, however complete reduction in child inappropriate behavior was not obtained until the mother was taught a timeout procedure for noncompliance. Maintenance of parent behaviors was observed during 2, 10 and 16 week probes.

Also examining the training of discrete responses of individuals, Forehand and King (1977) evaluated the effects of parent training on parent behavior, child noncompliant behavior and parent attitude change toward their children. Subjects included 11 children and their mothers who were referred to two university psychology clinics. For comparison purposes, 11 non-clinic mother-child pairs were selected as a control group. Child noncompliance, parental commands, questions and rewards were the dependent variables. Each mother-child dyad was treated individually and was taught to utilize reinforcement and time-out procedures in several phases. Parents met competency criteria for trained procedures before moving to the next phase of instruction. Statistical significance was obtained for all dependent variables across a mean of nine treatment sessions. Increases in child compliance over baseline levels were observed during three month in-clinic follow-up observations. The authors reported that the clinic mothers utilized more rewards and their children exhibited higher levels of compliance than the children of non-clinic mothers. On a class of parent attitudes, the clinic mothers perceived their children as better adjusted after treatment.

Various methods have been used to improve parenting skills training including comprehensive programs with specially designed curricula for use with groups in classroom settings. Utilizing a between groups design, Brightman, Baker, Clark, &

Ambrose (1982), compared individual vs. group parent training of families of children with developmental disabilities. Thirty seven families were randomly assigned to group training, 16 to individual training and 13 to a delayed training control group. The training curriculum was consistent across formats with emphasis on self-help skills, implementing behavior programs and enhancing speech and play skills. The group and individual formats were equally effective and trained parents gained significantly more than the control parents in the areas of knowledge of behavior modification and teaching proficiency with their children. Child self-help skills however, showed comparable gains in trained and control families. Both groups continued to demonstrate equal performance on six month in home structured interviews.

Examining numerous parent responses, Gordon (2000) evaluated a self-administered, interactive CD-ROM parent training program. The program was designed as a preventative intervention and teaches “adaptive parenting skills” developed from cognitive-behavioral and family systems models. In a case study format, vignettes of families responding to child behavior problems were presented. The parent is instructed to choose one of three solutions that is most similar to the way they would respond and a vignette portrayal of that solution is then displayed. The software then critiques the chosen solution, providing feedback as to the positive and negative consequences of their choice. When the most effective solution is chosen, an on-screen quiz provides the parent an opportunity to evaluate their learning. The author cites several independent studies finding significant decreases in child problem behaviors and increased knowledge and use of effective parenting skills. When compared with a control group at one-month follow-up, parents in the treatment group demonstrated significantly greater knowledge

of parenting skills and reported greater decreases in the frequency and intensity of child problem behaviors than did parents in the control group.

O'Dell, Quin, Alford, O'Briant, Bradlyn, & Giebenhain (1982) also evaluated the impact of various training methods on multiple parental responses. The effectiveness of four training methods designed to improve parents' ability to provide reinforcement for child appropriate behavior were compared. In addition to a minimal instructions control group, 100 fathers and mothers of children aged 2–10 were randomly assigned to one of four training groups including reading a written manual, reviewing an audiotaped manual, videotaped modeling and live modeling with rehearsal. The manual, audiotape and videotape were constructed in similar content. All parents participated in a 20 minute observational assessment period which consisted of a semi-structured play session with their children. Twelve dependent variables selected as components of parental reinforcement skills were measured. During a 90-minute session the parents assigned to the written, audiotape and videotaped manual groups read, listened to and viewed the material. The live modeling sessions were conducted individually. Parents received an in-home booster session an average of five days after training. An observational assessment was conducted of parental reinforcement skills an average of 4.5 days after the booster session. The authors report that all training methods were superior to the minimal instructions control group. The audiotaped manual was significantly less effective than the written manual or live modeling with rehearsal and there were no significant differences among the written, videotaped and live modeling with rehearsal training methods.

Many researchers have evaluated the generalization and maintenance effects of parent training programs (Long, Forehand, Wierson, and Morgan 1998; Lowry and Whitman, 1989). Unfortunately, some studies lament generalization failure. In a literature review and summary article Sanders & James, (1983) utilized a generalization and maintenance categorization system to analyze the then current parent training literature. The authors stated that generalization across time (i.e. maintenance) was the only area in which the evidence supported the general efficacy of parent training. The predominant strategy within the field remained to “train and hope” (Stokes & Baer, 1977).

A common factor shared by all parent training studies is a concern for utilizing effective training strategies that will produce meaningful learning across settings and time. The behavioral education literature has produced a wealth of instructional strategies that meet these criteria (Austin, 2000). Generally speaking, strategies which increase the time which students are engaged in class content and promote high rates of active student responding result in higher levels of academic performance (Fredrick, Dietz, Bryceland & Hummel, 2000; Stainback, Stainback, & Froyen, 1987). Active student response is a direct measure of a student’s academic responding during instruction and reveals how much instruction has been delivered and how much learning is taking place. Active student responding has been shown to produce more learning and is correlated with increased on-task behavior (Heward, 1994).

One highly effective strategy to promote high rates of active student responding and maintenance of learned material is the use of response cards. Response cards are cards, signs or other items that are displayed simultaneously by each student in response to content related questions. They enable every student to respond to every teacher

question providing opportunity for every student to receive reinforcement and/or error correction. Response cards model appropriate responses allowing students to learn by observing others (Heward, 1994).

Using a reversal design, Naryayan, Heward, Gardner, Courson, & Omness, (1990) evaluated the effects of hand-raising vs. response cards in a regular education fourth grade social studies classroom. Six out of twenty students in the class were selected as representatives of overall skill levels. Teacher presentation rate, number of student responses, accuracy of student responses and daily quiz scores were the dependent variables. Students used white laminated write on response cards. Students were instructed in both hand-raising and response card procedures and reinforcement and error correction procedures were consistent across both conditions. Targeted students raised their hand an average of 11.6 times, and averaged 0.74 correct responses per session. During the response card condition, targeted students responded to teacher questions an average of 15.6 times and averaged 13.0 correct responses per session. Teacher presentation rate was kept nearly consistent averaging 1.9 and 1.2 response opportunities per minute respectively. Thirteen students obtained improved quiz scores during the first response-card phase than they earned during the first hand-raising phase. The mean quiz score for 19 of the 20 students was higher during the final response-card phase than during the previous hand raising phase. When surveyed for preference, 19 of 20 students chose response cards over hand raising. Although not directly measured, anecdotal teacher reports indicated increased off task behavior during the hand-raising condition.

Gardner, Heward, & Grossi, (1994) compared the effects hand-raising vs. write on response cards using a reversal design in a regular education fifth grade science

classroom. The study was designed to replicate and extend the earlier findings of Narayan et al. (1990) by providing greater delay between instruction and quiz administration and by administering bi-weekly tests to assess maintenance effects. Twenty-two students participated in the study, with five selected as a representative sample. Dependent variables were teacher presentation rate, number of student responses, accuracy of student responses, next-day quiz scores and bi-weekly review class scores. Each session consisted of three parts including a quiz over the previous lesson, new content instruction and review questions over the new content. New lessons were scripted as to content, questions to be asked and correct responses. Students used white laminated write on response cards. Students were instructed in both hand-raising and response card procedures and reinforcement and error correction procedures were consistent across both conditions. The study replicated the findings of Narayan et al. (1990) as higher rates of active student responding were observed during the response card condition and were correlated with improved quiz scores. Mean teacher presentation rate was 1.54 questions per minute for the hand raising condition as compared with 0.99 questions per minute during the response card condition. During the hand-raising condition however, the representative sample students raised their hand an average of 9.9 times as compared with an average of 21.8 times during the response card condition, representing a 14-fold increase. All students scored higher on next-day quizzes and on bi-weekly review tests that followed instruction with response cards.

Cavanaugh, Heward & Donelson (1993) investigated the effects of passive attending to instruction vs. response card instruction on next day quiz scores and weekly class scores using an alternating treatments design in a 9th grade regular education science

classroom. Of the 23 student participants, 8 were enrolled in special education classes or identified as academically at risk. Student responses on next-day and weekly tests were the dependent variables. Each 30 minute science lesson consisted of three parts including lecture, a hands on demonstration or experiment and review of the just presented content. The passive review condition consisted of the teacher reading each key point while displaying it on an over-head projector. During the response card procedure, teachers presented key points to the students with a blank space in the place of the definition or key point. The students were instructed to write the word on their response card that corresponded with the blank on the presented key point and to display their responses. Students completed next day tests over material from the previous day's instructional content. Weekly tests were comprised of content selected from the preceding 2 weeks' lessons. Fourteen of the fifteen general education students and all eight special education students earned higher mean next day class scores for content reviewed during the response card condition. Although results were mixed for the weekly class scores, scores by all students were higher for class items reviewed with response cards than for passive attending. The teacher anecdotally reported that student attentiveness was greater during response card review, albeit the students did not indicate a preference for one review procedure over the other. The author suggests two mechanisms that may have contributed to superior response card mediated performance. Unlike passive responding, response card use facilitates a complete learn unit consisting of a content-based antecedent, an active (i.e. observable) response by every student and precise reinforcement and error correction. Additionally, the written response to a printed antecedent matched the stimulus conditions and response requirements of the next-day and weekly tests.

Davis and O'Neill (2004) compared the effects of hand raising and response cards on academic and off-task responding using a reversal design during writing instruction in a resource classroom with 11 seventh and eighth grade middle school learning disabled English students, six of which whom were receiving English as a Second Language (i.e. ESL) instruction. Dependent variables were hand raising, response card display, correct in-class academic responses, off-task behavior and correct quiz responses. Class instruction was delivered in two parts. Class material was presented via direct instruction and guided note taking. A review period was then conducted consisting of fill-in-the-blank questions related to the day's content. Students responded by either hand raising or using write-on response cards. A weekly quiz was administered which covered the material taught during the previous week. All students demonstrated higher levels of academic responses during the response card condition. Higher levels of correct academic responding were observed during the response card condition as was average weekly quiz scores. Only one student demonstrated lower levels of off-task behaviors during the response card conditions. All but one student preferred the hand raising condition and the authors suggest that this may be due to the response effort required to write their answers to questions.

Kellum, Carr, & Dozier (2001) sought to validate the use of response cards in an undergraduate student population. Prior to this study, little research had been conducted on the effects of promoting high rates of active student responding utilizing response card procedures with post secondary students. Review questions with and without response cards were used to evaluate their effects on class scores and student responding. Students

scored higher on end of class exams for the response card reviewed items compared to non-response card reviewed items.

Response card mediated instruction was further evaluated in an upper division undergraduate course at a small private university (Marmolejo, Wilder, & Bradley, 2004). Twenty-seven psychology majors enrolled in an undergraduate Learning course served as subjects. Response cards were laminated two-color cards that contained letters corresponding to true-false responses (i.e. “T” and “F”) and multiple choice responses (i.e. “A”, “B”, “C”, and “D”). Post-lecture quiz scores and incidents of student participation were the dependent variables. An alternating treatments design with a baseline was used to evaluate intervention effects between the response card and standard lecture conditions. The standard lecture condition consisted of six pre-determined questions in which students responded by hand raising. The response card condition consisted of six pre-determined questions in which students responded by displaying their response card. The baseline condition was identical to the standard lecture condition with the exception that the six questions were not presented. At the end of the lecture students were provided with a true-false and multiple choice quiz of the day’s content. During baseline, the mean quiz score was 61% as compared to 63.6% for standard lecture and 73.4% for response card lectures. Baseline mean number of student participatory responses was 2.0 as compared to 2.6 during standard lecture and 7.2 for response card lectures. The results support the use of response cards to increase student learning and participation at the college level.

Response card studies to date have evaluated their efficacy in academic settings for academic-related content, with emphasis on academic performance and relatively

short-term maintenance. However, no studies have evaluated the generalization of response card-mediated learning from the classroom to naturalistic settings. Additionally, no studies have investigated the impact of high rates of active student responding with adult learners (other than college-age students), nor evaluated the effects of response card mediated learning on the performance and generalization of parenting skills.

Further, a review of the parenting literature reveals that most parent training efforts are focused on biological parents. However, providing training to foster parents is important, as foster children are more likely than children not in the foster care system to experience challenging behaviors (Dubowitz, Zuravin, Starr, Feigelman, & Harrington, 1993; Clausen, Landsverk, Ganger, Chadwick, & Litrownik, 1998). Foster children often have histories that involve frequent exposure to traumatic aversive events such as abuse, neglect, parental abandonment, parental substance abuse or homelessness (Zima, Bussing, Freeman, Yang, Belin, & Forness, 2000). It is therefore important to train foster parents in effective parenting skills and to carefully evaluate the generalization of those skills outside the training setting.

This study will address several novel areas within both the parent training and response card literature. The investigator will seek to compare the effects of standard instruction and response card instruction on (a) the frequency of active participant responding during instruction on adult learners within the context of a foster parent training course, (b) foster parents' performance of skills on both traditional classroom measures and more naturalistic role-play measures and (c) the generalization of participant performance in the demonstration of parenting skills with the children in their home.

Chapter 2

Method

Participants and Setting

The participants were three foster parents enrolled in a 10 week *Parenting Tools for Positive Behavior Change* course. The course met once per week for 3 hours each. The participants were foster parents who had maintained their licensure in good standing with the State of Florida, Department of Children and Families for a minimum of six months. Participants were selected by their response to a recruitment letter mailed to all foster parents in Polk County, Florida. All independent variables were implemented in a classroom setting. Data collection occurred in both classroom and home settings.

Institutional Review Board

Prior to the start of the study the Institutional Review Boards of the University of Florida, University of South Florida and the Florida Department of Health/Department of Children and Families approved all procedures. A purpose and outline of the study (see Appendix A) was given to each participant and consent forms (see Appendix B) were reviewed and obtained from all participants prior to data collection.

Dependent Variables and Measurement

Trainer presented response opportunities. The percentage of trainer presented response opportunities (opportunities to respond) was measured in all classroom sessions.

Response opportunities included trainer emitted oral questions and response card questions. (see Appendix C for operational definitions). Response opportunities were posed either to a specific participant or to the entire class.

Participant responses. The percentage of participant response was measured in all classroom sessions. Participant responses (active student responding) included hand raising, oral answers, oral questions and response card display (see Appendix C for operational definitions). Data for both trainer and participant behavior was collected using 20 second partial interval recording across a 30-minute observation period (see Appendix C). A response was recorded if the behavior was observed at any time during the observation period.

Parenting Tool use. To assess for generalization across settings the percentage of accurate parenting tools steps demonstrated was measured in after class role-play scenarios and in the parent's home with their children. The parenting tools are task analyzed skill sets defined by the *Parenting Tools for Positive Behavior Change* curriculum (see Appendix D). Nine parenting tools were measured in the after class role-play demonstrations. The *Parenting Tools for Positive Behavior Change* curriculum prescribes the session, the specific Tool(s) and the quantity of Tools selected for class presentation. Table 1 below identifies this sequence.

Table 1

Parenting tools by class session

Session	Parenting Tools
3	Stay Close
4	Give Positive Consequences and Ignore Junk Behavior
5	Pivot and Stop-Redirect-Give Positive Consequences
6	Set Expectations
7	Use a Contract
8	Time Out
9	Access Behavior using the ABCs

At the end of each class each participant performed one to two role-play demonstrations of the Parenting Tool(s) presented in the class. The participant performed the role of the parent in standardized role-play scenarios (see Appendix E). These role-play demonstrations were videotaped for later data extraction.

Five parenting tools were measured for the in-home demonstrations. Research assistants scheduled weekly, one hour home visits for eight weeks. Using a schedule developed by the primary investigator, the research assistants informed the participant of the number of demonstrations of each parenting tool required. The tool task analysis was scored and the percentage of accurate steps was calculated. The percentage of accurate steps was calculated using the following calculation: number of correct steps (across all

Parenting Tools demonstrated) divided by the total number of steps (across all Parenting Tools demonstrated) multiplied by 100%.

Observer Training

Prior to data collection the primary investigator described the procedures for collecting partial interval and frequency data (Cooper, Heron, & Heward, 1987). Observers were trained on the definitions of the trainer presented response opportunities and participant responses. The investigator provided accurate and inaccurate examples of these dependent variables and observers asked questions pertaining to definitions of these behaviors. Following this session, the observers completed a ten question quiz (see Appendix F). All observers obtained a score of 90% and were allowed to proceed with training and no observers were required to repeat the quiz.

After observers met the criterion for mastery of operational definitions and recording procedures, they practiced data collection from videotape examples of previous parenting classes containing both trainer response opportunities and participant responses. Observers were required to obtain an 80% or higher agreement score with the investigator on each dependent variable across multiple practice sessions before being allowed to begin taking data for the study. Interobserver agreement (IOA) was calculated using the following calculation: total agreement intervals divided by agreement plus disagreement intervals 100%. Table 2 below identifies mean observer training IOA scores and ranges for trainer presented response opportunities and participant responses (opportunities to respond and active student responding).

Table 2

Observer Training IOA: Opportunities to Respond and Active Student Responding

Dependent Variable	Mean IOA	Range
Oral Questions (Trainer)	81%	100% - 67%
Response Card Questions (Trainer)	86%	100% - 67%
No Question (Trainer)	94%	100% - 84%
Hand Raising (Participant)	100%	100%
Oral Questions (Participant)	80%	100% - 60%
Oral Answers (Participant)	80%	100% - 66%
Response Card Answers (Participant)	90%	100% - 85%
No Responses (Participant)	92%	100% - 81%

The investigator trained observers to score the Parenting Tools response definitions and scoring procedures identified on the task analyses and a ten question quiz was completed (see Appendix G). All observers obtained a score of 90% and were allowed to proceed with training and no observers were required to repeat the quiz.

Using videotaped vignettes, the investigator provided accurate and inaccurate examples of these dependent variables and observers asked questions pertaining to definitions of these behaviors. Observers then practiced data collection from additional videotaped vignettes of accurate and inaccurate Parenting Tools use. Observers obtained an 80% or higher agreement score with the investigator across three consecutive practice

sessions and were allowed to continue taking data for the study. Interobserver agreement was calculated using the following calculation: smaller observer total divided by the larger observer total multiplied by 100%. Table 3 below identifies mean observer training IOA scores and ranges for the Parenting Tools dependent variables

Table 3

Observer Training IOA: Parenting Tools

Dependent Variable	Mean IOA	Range
Stay Close	83%	100% - 57%
Give Positive Consequences	89%	100% - 60%
Ignore Junk Behavior	93%	100% - 50%
Pivot	100%	100%
Stop-Redirect-Give Positive Consequences	89%	100% - 75%
Set Expectations	100%	100%
Use a Contract	92%	100% - 83%
Use Time Out	97%	100% - 94%
Access Behavior Using the ABCs	100%	100%

Interobserver Agreement

Interobserver agreement checks were conducted across the study to identify, and if necessary, correct observer drift. IOA was calculated identical to the methods described above. Interobserver agreement was calculated for 25% of all classroom training sessions. Table 4 below displays mean IOA and ranges for the opportunities to respond and active student responding dependent variables.

Table 4

Interobserver Agreement: Opportunities to respond and active student responding dependent variables

Dependent Variable	Mean IOA	Range
Oral Questions (Trainer)	82%	83% - 81%
Response Card Questions (Trainer)	100%	100%
No Question (Trainer)	89%	96% - 85%
Hand Raising (Participant)	100%	100%
Oral Questions (Participant)	100%	100%
Oral Answers (Participant)	69%	70% - 67%
Response Card Answers (Participant)	100%	100%
No Responses (Participant)	100%	100%

Interobserver agreement was calculated for 100% of after class videotaped role play Parenting Tools demonstrations. Table 5 below displays mean IOA and ranges for the after class videotaped role play Parenting Tools demonstrations.

Table 5

Interobserver Agreement: Videotape parenting tools dependent variables

Dependent Variable	Mean IOA	Range
Stay Close	100%	100%
Give Positive Consequences	100%	100%
Ignore Junk Behavior	90%	100% - 50%
Pivot	100%	100%
Stop-Redirect-Give Positive Consequences	88%	100% - 75%
Set Expectations	98%	100% - 93%
Use a Contract	94%	100% - 83%
Use Time Out	85%	89% - 78%
Access Behavior Using the ABCs	89%	100% - 67%

Interobserver agreement (IOA) was calculated for 38% of in-home Parenting Tools demonstrations. Table 6 below displays mean IOA and ranges for the home parenting tools demonstrations.

Table 6

Interobserver Agreement: Home parenting tools dependent variables

Dependent Variable	Mean IOA	Range
Stay Close	93%	100% - 83%
Give Positive Consequences	95%	100% - 60%
Ignore Junk Behavior	89%	100% - 50%
Pivot	95%	100% - 75%
Stop-Redirect-Give Positive Consequences	85%	100 - 43%

Experimental Procedures and Research Design

Class sessions in which the Parenting Tools are presented were taught in two broad sections consisting of lecture instruction and role-play rehearsal. Approximately 80 minutes each were allotted for the lecture and role-play rehearsal sections of the class, however these times varied. Prior to the study, the investigator constructed 10 true-false and multiple choice questions and their correct answers specific to the session content (see Appendix H). From these questions and answers, the investigator prepared two overhead projector slide presentations to be used during the lecture portion of each class session. One presentation included only content slides, whereas the second presentation integrated questions and answers into the presentation to provide opportunities for the participants to use response cards. The investigator served as the class trainer for the study.

Using a coin flip to assign Standard Instruction and Response Card Instruction to “heads” and “tails” respectively, the investigator constructed the sequence of classes assigned to the respective independent variable. Overhead projector slides to occasion response card use were constructed using the prior determined questions and answers for those respective class sessions (see Appendix I). As stated above, the curriculum defines the specific parenting tools taught in the respective class sessions. Table 7 identifies the parenting tools in this sequence that was taught in the standard instruction and response card conditions as determined by the coin flip procedure described above.

Table 7

Parenting tools taught by independent variable

Standard Instruction Parenting Tools	Response Card Parenting Tools
Ignore Junk Behavior	Stay Close
Pivot	Give Positive Consequences
Stop-Redirect-Give Positive Consequences	Set Expectations
Use a Contract	Time Out
Access Behavior using the ABCs	

The initial experimental procedure required that ten trainer presented response opportunities be emitted across the 30-minute observation period for each session. Although the investigator (trainer) attempted to meet this criterion, it was not achieved during the first two class sessions due to the density of student questions and the level of

trainer/student exchange necessary for effective teaching of curriculum content. The criterion was abandoned during the third class session so that class participation was not inhibited and the educational environment was not compromised.

In an attempt to evaluate the occurrence of discrete trainer initiated opportunities to respond (e.g., trainer initiated oral questions), each class session was videotaped and scored by observers. However, after review of these videotapes, it was determined that in the course of instruction, often trainer initiated oral questions occurred in varied topography (e.g. complete vs. incomplete sentences) in combination with varying vocal inflection and facial expression occurring often in rapid succession with declarative statements. Acceptable inter-observer agreement scores therefore could not be obtained and this variable was not included as a measured independent variable.

The study utilized an alternating treatment design to compare differential rates of dependent variable responding as a function of change in the independent variables. As stated above, class sessions were assigned to an experimental condition by coin flip. Given the limited number of class sessions (i.e., eight) and the dependence of the alternating treatments design on rapid alternations of the IV to discern treatment effects, procedures were implemented to provide an indication of the difficulty of each tool within the curriculum (i.e., to assist in ruling out task difficulty as an explanation of differential responding between conditions). Specifically, a questionnaire was emailed to every certified curriculum trainer in the University of Florida, Behavior Analysis Services Program (see Appendix J). These data were to provide a subjective analysis of the relative difficulty of tools taught with and without response cards.

Baseline. Baseline data was collected for the videotaped after class Parenting Tools role-play demonstrations using a set of standardized role-play scenarios from the pre-course assessment (pre-test) of the *Parenting Tools for Positive Behavior Change* curriculum. The pre-course assessment role-plays were conducted during session one of the course.

Standard Instruction. The investigator has been certified to train the *Parenting Tools for Positive Behavior Change* curriculum and served as the trainer for the study. The investigator/trainer taught the course as per the curriculum instructions deviating only to integrate the response card opportunities.

Response card instruction. Procedures during response card sessions were identical to those in the standard lecture condition with one exception. During the first class session in which response cards were used, the trainer instructed the students in the response card display procedures and provided guidelines for answering questions. The investigator developed a training script for this purpose (see Appendix K). The training script included an explanation of how to use response cards to answer questions, how to simultaneously respond, and the importance of attending to the trainer to determine when to respond. Four separately laminated sheets of red, blue, yellow and green construction paper served as response cards and were provided to each student in the class. During response card sessions, the lecture portion of the class utilized overhead projector content slides with ten content related questions (i.e. trainer response opportunities) integrated into the presentation. When a question was presented, three content related response options were presented simultaneously in red, blue, and yellow (see Appendix I). Prior to displaying the slide the trainer prompted the participants by saying “Ready, look and

read.” After displaying the slide the trainer twice read the question and the answer choices and stated the color of each answer. Using the phrase “Ready, cards up”, the trainer prompted the participants to simultaneously raise the card they believed to correspond to the correct answer. The green card was used for an “I’m not sure” response. The trainer scanned the room and advanced the next slide where only the correct color coded answer and a praise statement was displayed. The trainer twice read the correct answer and the praise statement and stated the color of the correct answer. Reading the correct answer will served as feedback for incorrect responses. During preparation of the response opportunities, the color of the correct answer was randomized by pulling colored index cards from an opaque box.

Post Course Assessment: The curriculum requires a post-course assessment (post-test) of parenting tools accuracy. Using the same set of standardized role-play scenarios as for the pre-course assessment all students completed the role-plays during the last class session. Pre-post test comparison of parenting tools accuracy is used to evaluate student proficiency and trainer competence.

Home Visit Observation. Trained observers recorded parenting tools use in the participant’s homes for eight, one hour sessions. The observer introduced themselves and instructed the participant as to the quantity of each specific tool required to be demonstrated during the visit. The participant was given flash cards containing the name of the tool(s) and instructed to display the flash card prior to demonstration of the tool and to signal to the observer when they had completed the tool demonstration. This procedure served to ensure that both the primary and IOA observers observed the same responses during the same time.

Procedural Integrity

For the response card condition, response cards were placed in sequence in the set of overhead slides for the particular class. The presence of the response card (physical stimulus) occasioned trainer presentation. All response cards slides were presented and all class participants responded with display of the color coded response cards for 100% of presentations throughout the study.

Social Validity

Social validity was assessed at the completion of data collection. At the end of data collection participants were provided with a questionnaire to assess their preference of training methods and perceptions of their learning (see Appendix L).

At a statewide meeting of program trainers (to be held February 2006), the investigator will present a demonstration of a standard instruction session and a demonstration of session content utilizing response cards. The statewide program trainers will serve as participants for both demonstrations. The trainers will then be provided with a questionnaire to assess their preference of training methods and perceptions of response effort (see Appendix M).

Chapter 3

Results

Active student responding & opportunities to respond

Figure 1 displays the total percentage of intervals in which participants were engaged in active responding intervals across class sessions and within experimental conditions. Bruce averaged 6% (range, 3% to 10%) and 11% (range, 7% to 15%) active responses across the standard instruction and response card instruction conditions respectively. Tabatha averaged 9% (range, 2% to 17 %) active responses for both conditions and William averaged 15% (range, 10% to 21%) and 8% (range, 0% to 15%) active responses across the standard instruction and response card instruction conditions respectively. Bruce emitted an approximate average of an 85% higher rate of active responding during the response card condition. Tabatha emitted equal mean responding across both conditions and William emitted higher rates of mean active responding during the standard instruction condition.

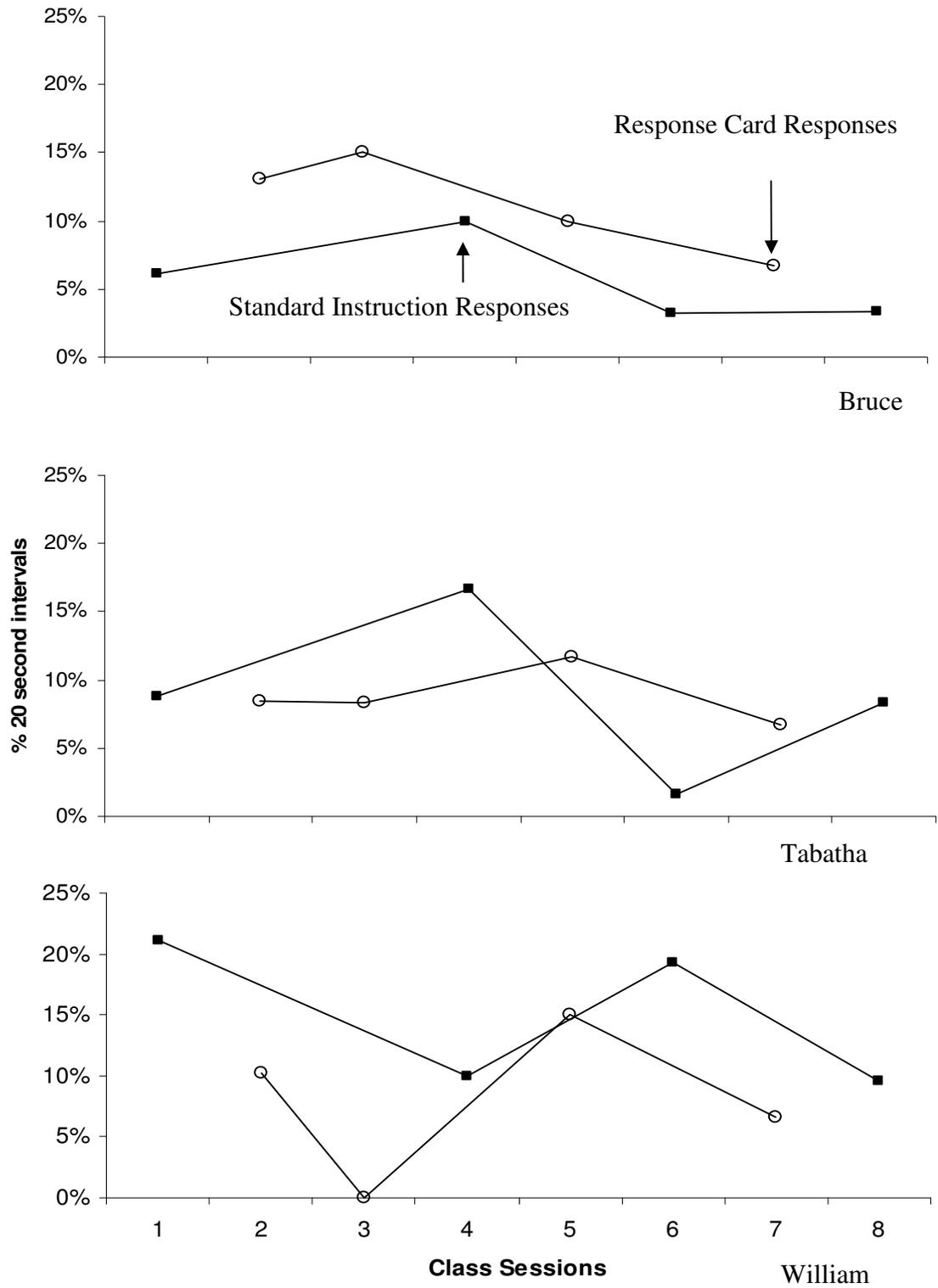


Figure 1. Total % of intervals with active responses across sessions

Figure 2 displays the types of active responses across independent variables (SI = Standard Instruction; RC = Response Card Instruction). Active responses included hand raising (HR), oral questions (OQ), oral answers (OA), and response card answers (RCA).the types of active responses across independent variables.

Bruce emitted mean hand raising rates of 0.0% for both conditions; mean rates of oral questions of 1% (range, 0% to 3%) for both conditions; mean rates of oral answers of 5.0% (range, 3% to 8%) for both conditions and a mean rate of 6% response card answers (range, 3% to 10%) during the response card condition. Bruce's most frequent active responses were response card answers during the response card instruction condition.

Tabatha emitted mean hand raising rates of 0.4% (range, 0% to 2%) for both conditions; mean rates of oral questions of 0.4% (range, 0% to 2%) and 1.0% (range, 0% to 3%) across the standard instruction and response card condition respectively; mean rates of oral answers of 8.0% (range, 2% to 15%) and 3.0% (range, 0% to 5%) across the standard instruction and response card condition respectively and a mean rate of 5% response card answers (range, 3% to 8%) during the response card condition.

William emitted mean hand raising rates of 0.0% and 0.4% (range, 0% to 2%) across the standard instruction and response card conditions respectively; mean rates of oral questions of 0.0% for both conditions; mean rates of oral answers of 15.0% (range, 10% to 21%) and 3.0% (range, 0% to 5%) across the standard instruction and response card instruction conditions respectively and a mean rate of 4.0% response card answers (range, 0% to 10%) during the response card condition. Tabatha and William's most frequent active responses were oral answers during the standard instruction condition.

Oral answers occurred at higher rates than other active responses for all participants during the standard instruction condition. Hand raising and oral questions occurred at low, stable rates for all participants during the standard instruction condition. Other than oral questions which occurred at zero rates, all other active responses emitted by Bruce during the response card condition occurred at a high variable level. Rates of active responding for Tabatha and William during the response card condition occurred at low, stable levels.

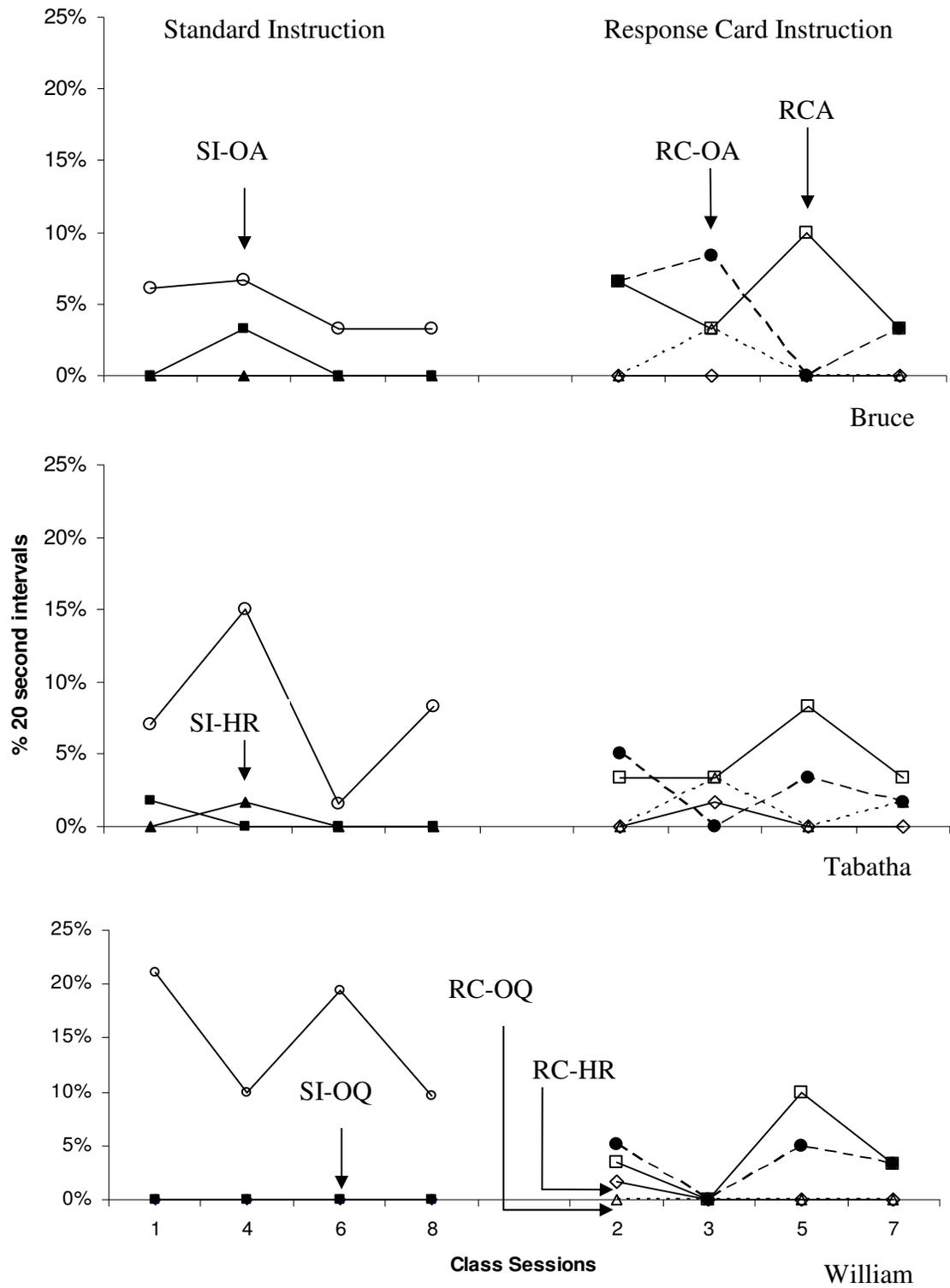


Figure 2. Types of active responses across experimental conditions

Figure 3 displays trainer initiated opportunities to respond. Oral questions during the standard instruction condition averaged 30% of intervals (range, 18% to 46 %). Oral and response card questions during the response card condition averaged 20% (range, 8% to 42 %) of intervals.

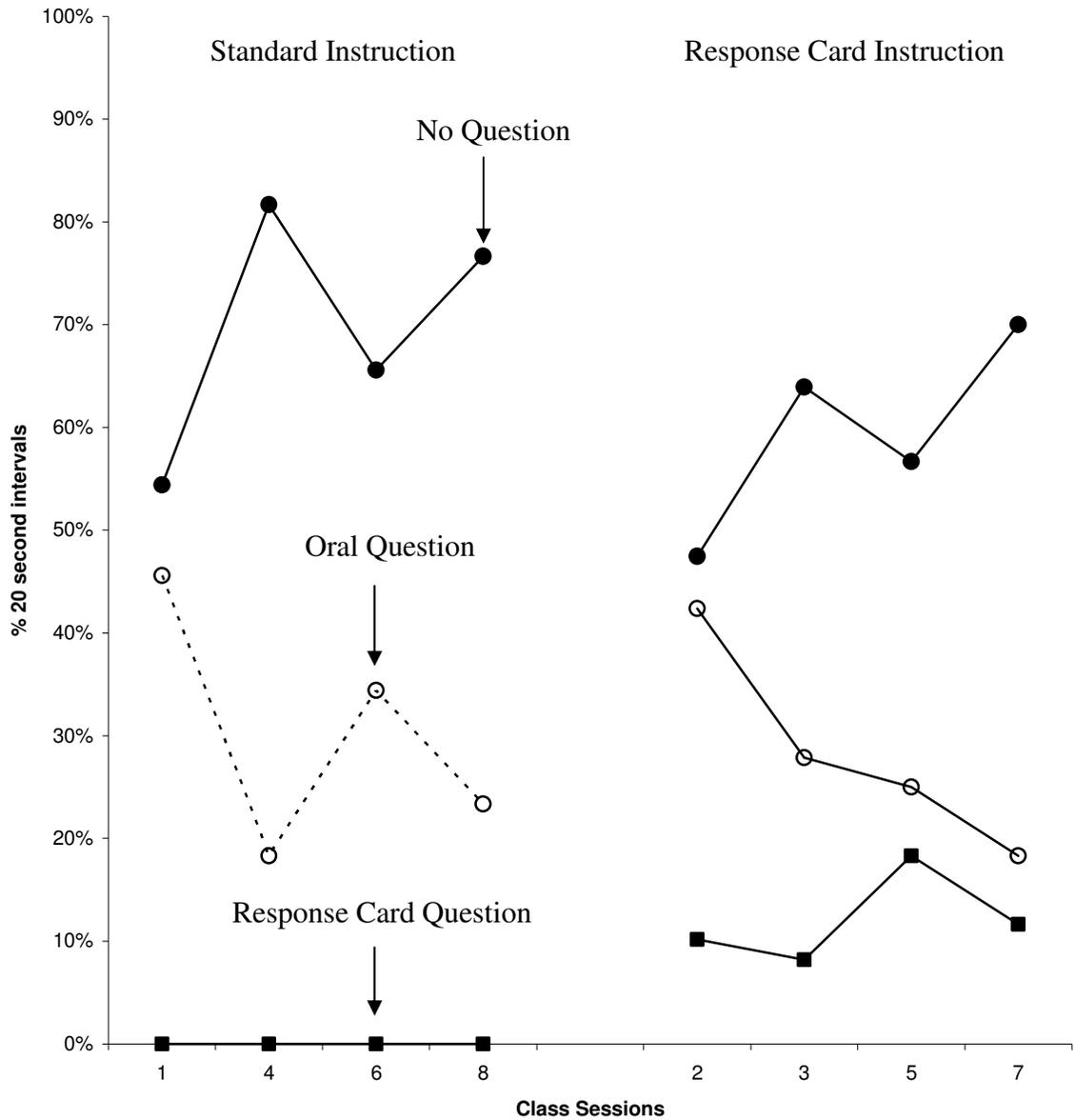


Figure 3. Opportunities to respond

Figure 4 displays parenting tools accuracy across classroom settings (i.e. baseline/pre-course assessment, after class role-play and post-course assessment).

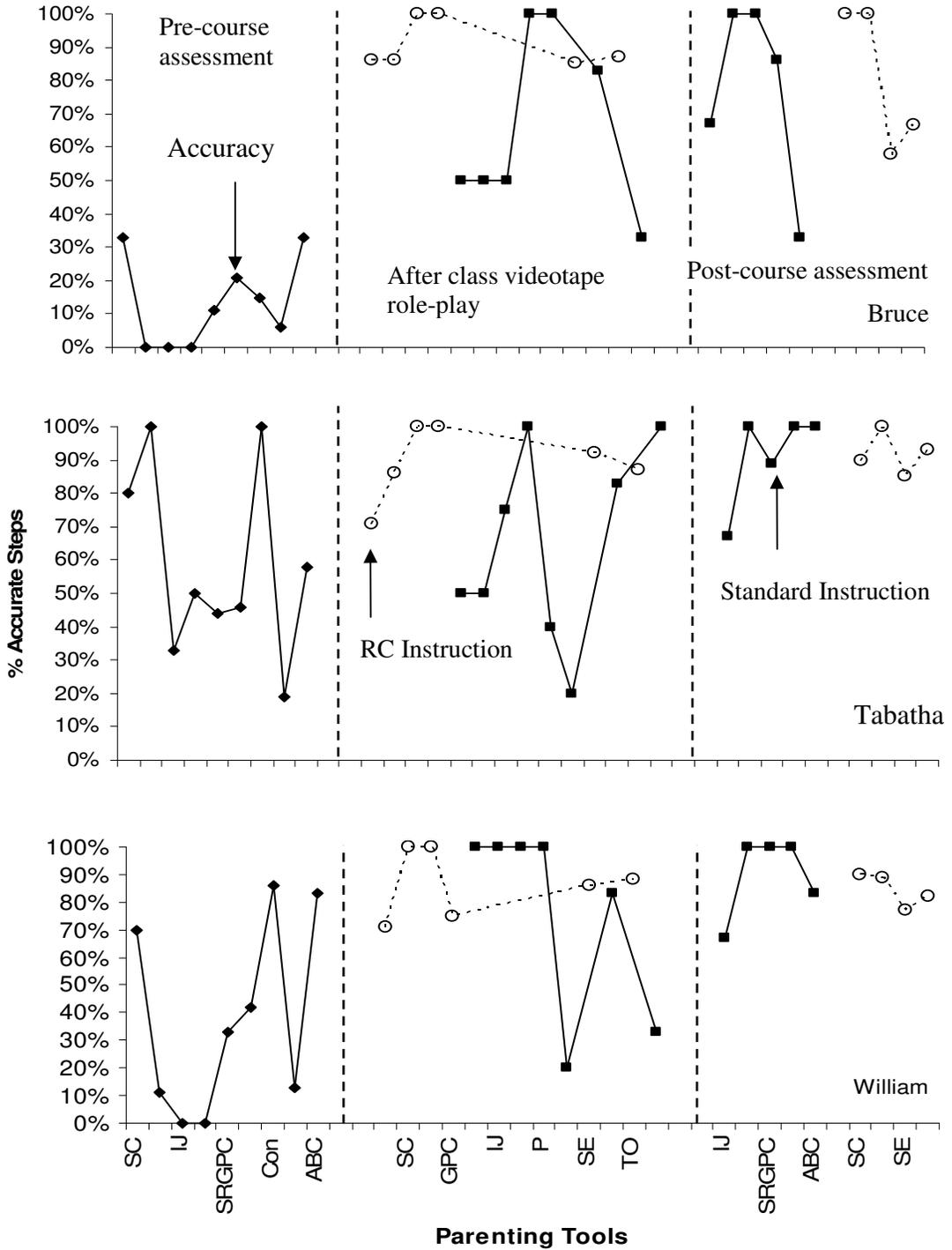


Figure 4. Parenting tools accuracy across classroom settings

Responses for all participants evidenced higher levels of tools accuracy across both the response card and standard instruction conditions during the post-course assessment than in baseline. Tabatha and William demonstrated less variability across both the response card and standard instruction conditions during the post-course assessment than in baseline. All participants experienced less variability and higher rates of accuracy for those tools taught during the response card condition for the after class videotaped role-plays. All participants demonstrated higher rates of mean accuracy for those tools taught during the response card condition for the post-course assessment.

Table 8 identifies the mean parenting tools accuracy across the standard and response card conditions for both the after class role-plays and post-course assessment.

Table 8

Mean parenting tools accuracy: After class videotape and post-course assessment

	Videotape SI	Videotape RC	Posttest SI	Posttest RC
Bruce	76%	91%	77%	81%
Tabatha	65%	89%	62%	92%
William	77%	87%	86%	95%

Figure 5 displays parenting tools accuracy across independent variables for the home setting. Tabatha and William evidenced less variability for tools taught during the response card condition and both demonstrated higher rates of mean accuracy for those tools taught during the response card condition.

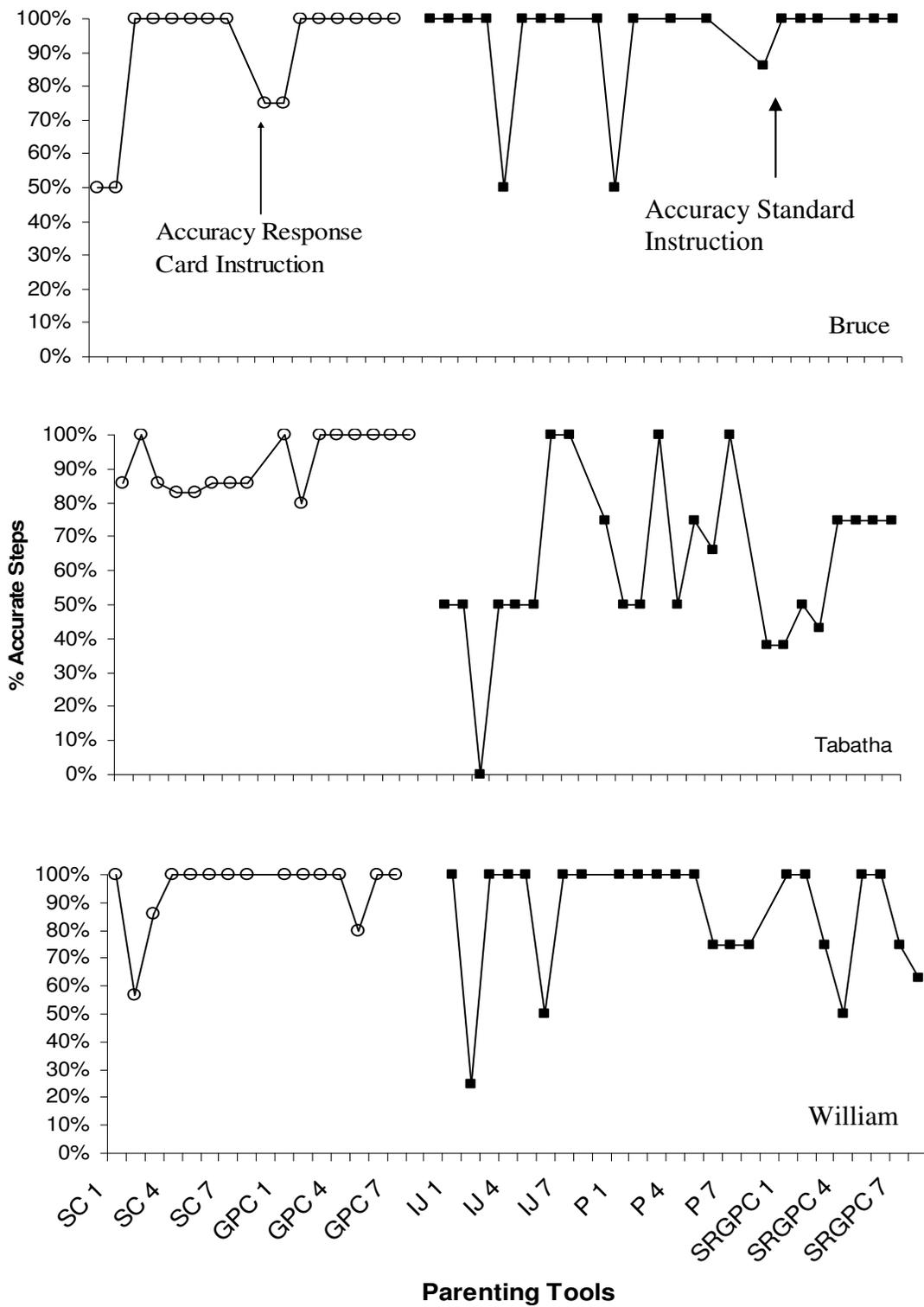


Figure 5. Parenting tools accuracy in the home setting

Table 9 identifies mean parenting tools accuracy across the standard and response card conditions for after class role-play, post-course assessment and the home setting. All participants evidenced higher mean parenting tools accuracy for tools taught during the response card condition for the after class role-plays and post-course assessment. Bruce emitted slighter higher mean accuracy for tools taught during the standard instruction condition. Tabatha and William demonstrated higher mean parenting tools accuracy for tools taught during the response card condition in the home.

Table 9

Mean parenting tools accuracy: After class role-play, post-course assessment and home setting

	Videotape SI	Videotape RC	Posttest SI	Posttest RC	Home SI	Home RC
Bruce	76%	91%	77%	81%	94%	91%
Tabatha	65%	89%	62%	92%	62%	92%
William	77%	87%	86%	95%	86%	95%

Table 10 displays the number of responses for each category of complexity as rated by 11 certified curriculum trainers in the University of Florida, Behavior Analysis Services Program. Using a 3 point Likert scale with 1 designated as “low complexity,” 2 designated as “moderate complexity,” and 3 designated as “high complexity,” trainers were asked to rate their perceptions of the complexity of demonstrating tools in both classroom and home settings. The tool *Access Behaviors using the ABCs* was not rated.

Table 10 *Number of trainer responses by category*

Response Card Tools	<u>In class complexity</u>			<u>Home complexity</u>		
	Low	Med	High	Low	Med	High
1) Stay Close	8	2	1	7	2	2
2) Give Positive Consequences	10	1	0	8	3	0
3) Set Expectations	0	3	8	0	1	10
4) Use Time Out	0	1	10	0	1	10
Standard Instruction Tools	<u>In class complexity</u>			<u>Home complexity</u>		
	Low	Med	High	Low	Med	High
1) Ignore Junk Behavior	6	5	0	3	1	7
2) Pivot	6	5	0	2	5	4
3) Stop-Redirect Give Positive Consequences	1	9	1	0	7	4
4) Use a Contract	3	2	6	1	4	6

As stated above all participants evidenced higher mean parenting tools accuracy for tools taught during the response card condition for the after class role-plays and post-course assessment. The response card instructed tools *Stay Close* and *Give Positive Consequences* were highest rated as “low complexity” for the classroom setting (73% of respondents), and all participants demonstrated high levels of accuracy for these tools in

the after class role-play and post course assessment. Bruce obtained a mean of 86% and 100% accuracy for Stay Close and Give Positive Consequences respectively for the after class role-plays and a scores of 100% accuracy for each tool in the post-course assessment. Tabatha obtained a mean of 79% and 100% accuracy for Stay Close and Give Positive Consequences respectively for the after class role-plays and a scores of 90% and 100% accuracy for each tool respectively in the post-course assessment. William obtained a mean of 90% and 80% accuracy for Stay Close and Give Positive Consequences respectively for the after class role-plays and scores of 90% and 100% accuracy for each tool respectively in the post-course assessment.

Both Stay Close and Give Positive Consequences were highest rated as “low complexity” for the home setting (64% of respondents) and all participants demonstrated high levels of accuracy for these tools in the home setting as well. Bruce obtained a mean of 88% and 95% accuracy for these tools respectively in the home. Tabatha obtained a mean of 87% and 98% accuracy for these tools respectively in the home. William obtained a mean of 93% and 97% accuracy for these tools respectively in the home.

Set Expectations and Use Time Out are the other 2 response card instructed parenting tools and were highest rated as “high complexity” for both class and home demonstrations. Set Expectations received a high complexity rating of 73% and 91% of respondents for the class and home demonstrations respectively. Time Out received a high complexity rating of 91% for both the class and home demonstrations. The study participants demonstrated variable responding across settings. Bruce obtained scores of 85% and 87% accuracy for Set Expectations and Use Time Out respectively for the after class role-plays, however scores of 58% and 67% were obtained for each tool

respectively in the post-course assessment. Neither Set Expectations nor Time Out was accessed in the home for any of the participants.

Tabatha obtained scores of 92% and 87% accuracy for Set Expectations and Use Time Out respectively in the after class role-plays and scores of 85% and 93% accuracy for the post-course assessment.

William obtained scores of 86% and 88% accuracy for Set Expectations and Use Time Out respectively in the after class role-plays and scores of 77% and 82% accuracy for the post-course assessment.

Social Validation

At the end of the class, social validity was assessed by providing all class participants with a questionnaire to assess their preference of methods of responding (training methods), specifically the use of response cards vs. hand raising (and subsequent oral questions/answers) as active student responses and perceptions of their learning across these methods. Four of nine students completed the questionnaire, including all of the research participants. Table 11 displays the percentage of participant responses. Student opinions were variable with regard to preferences and perceptions of effects on learning.

Table 11

Participant social validity questionnaire (N = 4)

	1 Strongly Disagree	2 Somewhat Disagree	3 Neither Agree nor Disagree	4 Somewhat Agree	5 Strongly Agree
1. I preferred to use RCs to answer questions rather than to raise my hand	0%	50%	0%	25%	25%
2. Using RCs required too much effort and were unnecessary	50%	0%	0%	50%	0%
3. I didn't learn as much when I raised my hand to ask or answer a question	25%	50%	25%	0%	0%
4. I preferred to raise my hand to answer questions rather than use RCs	25%	25%	0%	25%	25%
5. I paid better attention in class when I raised my hand to answer questions	25%	0%	50%	25%	0%

Table 12 (*continued*).

Participant social validity questionnaire (N = 4)

	1 Strongly Disagree	2 Somewhat Disagree	3 Neither Agree nor Disagree	4 Somewhat Agree	5 Strongly Agree
6. Hand raising was not a good method for me to get the trainer's attention	50%	25%	25%	0%	0%
7. I paid better attention in class when I used RCs to answer questions rather than raising my hand	0%	25%	0%	25%	50%
8. I learned no more by using RCs than by raising my hand to ask or answer questions	0%	0%	25%	25%	50%

Chapter 4

Discussion

Several studies obtained higher levels of active student responding through the use of response cards (Wheatley, 1986; Narayan et al., 1990; Narayan, 1988; Gardner et al., 1994) when compared with-hand raising, the most commonly used method of student participation during whole-class instruction (Gardner et al., 1994). These and other response card studies to date evaluated their efficacy in academic settings for academic-related content, with emphasis on academic performance and relatively short-term maintenance. No studies have evaluated the generalization of response card-mediated learning from the classroom to naturalistic settings, investigated the impact of response cards on active student responding with adult learners (other than college-age students), nor evaluated the effects of response card mediated learning on the performance and generalization of parenting skills. This study was designed to compare the effects of standard instruction and response card instruction on the frequency of active participant responding during instruction on adult learners within the context of a foster parent training course; evaluate foster parents' performance of skills on both traditional classroom and more naturalistic role-play measures and the generalization of participant performance in the demonstration of parenting skills with children in their home.

Higher rates of active student responding through the use of response cards was observed in one of the three participants. Bruce emitted an approximately 85% higher

rate of mean active responding during the response card condition (i.e. from 6 to 11%). Increased rates of oral questions and response card answers were the differentially sensitive responses. In light of the conclusive evidence regarding the efficacy of response cards, it is interesting to note that increased rates of active student responding did not occur with Tabatha or William. Tabatha emitted equal mean responding across both conditions and William emitted higher mean rates of active responding during the standard instruction condition. For Tabatha, increases in oral questions and response card answers during the response card condition were offset by high rates of oral answers during the standard instruction condition. William emitted high rates of oral answers during the standard instruction condition which decreased during the response card condition and were not sufficiently offset by increased rates of response card answers during the response card condition.

One variable that may account for the varying rates of active student responding across both the standard and response card conditions may be the variable rates of opportunities to respond across sessions. Opportunities to respond were not held constant due to pedagogical concerns resulting in varying levels of instructional antecedents. Anecdotally, Bruce was generally a more reserved and less gregarious class participant than Tabatha and William (e.g. initiated fewer interactions with the trainers & other class participants), and his data may support a hypothesis that his active responding may be under stronger stimulus control of novel instructional antecedents. Among the types of active responses, Bruce's mean rates of hand raising and oral answers were constant across both experimental conditions (0.0% and 5.0% respectively). His mean rate of oral questions was only slightly higher during the response card condition than the standard

instruction condition (3.0% and 1.0% respectively). The mean rate of 6% response card answers was primarily responsible for his overall higher mean rates of responding during this condition. The response card slide as an instructional antecedent is novel and possesses distinct stimulus properties as compared with trainer initiated oral questions to which Bruce's responding appeared to be particularly sensitive.

Tabatha and William experienced notable decreases on oral answers during the response card condition and inconsistent rates of opportunities to respond may be considered as a critical variable. Although it may be impossible to analyze the variables responsible for these decreases, it may be hypothesized that through several mechanisms the presence of response cards functioned to suppress this type of responding. Although not explicitly stated during the initial class training of the response card procedures, an inadvertent rule may have been established to inhibit or limit responses (e.g. "wait for the response card") during this condition. A contrast effect may be observed across Tabatha's and William's data as Tabatha emitted an 165% higher level of oral answers (8% mean oral answers during standard instruction vs. 3% during response card instruction) and William emitted an 400% higher level of oral answers during the standard instruction condition (15% mean oral answers during standard instruction vs. 3% during response card instruction.)

Higher rates of active student responding are positively correlated with higher mean daily quiz scores (Narayan et al., 1990) and higher levels of on-task behavior (Gardner, 1993). Cavanaugh et al., (1993) obtained higher mean next day class scores for response card reviewed content. Although results were mixed for the weekly class scores, mean scores were higher for class items reviewed with response cards than for passive

attending. Next day and weekly class scores may be considered a maintenance measure of academic behavior. All participants in the current study evidenced higher mean rates of response card mediated learning (parenting tools accuracy) during the post-course assessment. All three participants also obtained higher mean tools accuracy for the after-class role-plays. The post-course assessment may be construed as a maintenance measure as a range of 1 to 8 weeks elapsed from the date a tool was taught until the date of the assessment. Due to dramatically different response typographies (i.e. quiz scores vs. parenting tools accuracy), definitive conclusions regarding replication of generalization effects observed in the previous response card literature are difficult to make. However, it is remarkable that all three participants evidenced higher levels of parenting tools accuracy for response card mediated instruction when increases in active student responding as a function of response card instruction was observed in only one of the three participants. The variables functional for this phenomenon bear further exploration.

It is possible that the mechanism responsible for the observed generalization is one of functional mediation. A mediator is a stimulus that assists a behavior by facilitating generalization and is hypothesized to be functionally discriminative (an S^D) for performance in the extra-training environment. Presumably, the development of the discriminative control occurs as part of the training (Stokes & Baer, 1977; Stokes & Osnes, 1989). The discriminative control may have occurred as (a) response-cards were a novel stimulus. When asked during the training session, none of the class participants stated previous experiences with the use of response cards: (b) reinforcement and/or error correction followed each response card display for each class participant and (c) rule governed behavior was established and correspondence was facilitated, as exemplified in

the analysis of self-control/management procedures with (covert) verbal behavior as a functional mediator (Stokes & Baer, 1977). Also possibly assisting the establishment of stimulus control is that response cards model appropriate responses allowing participants to learn by observing others (Heward, 1994).

An additional variable that may have also contributed to functional mediation was the diversity of response card content, particularly as regards the presentation of sufficient stimulus and response exemplars (Stokes & Baer, 1977; Stokes & Osnes, 1989). Although total opportunities to respond was variable across sessions (i.e. oral answers, oral questions and response card questions), during response card instruction, 10 response cards were utilized across the 3-hour session, independent of the other types of responses. As four response card sessions were held, a total of 40 response card “learn units” occurred across the 10 week class. The diversity of the response card content is reflected as 35% of response cards were related to the philosophical and conceptual foundation of the curriculum (e.g. “True-False: Consequences can either strengthen or weaken behavior.”), while 65% of response cards were related to specific parenting tool steps (e.g. “True-False: We should try to give a positive consequence within (3 seconds) of recognizing an appropriate behavior.”)

Bruce and Tabatha evidenced higher mean rates of response card mediated learning (parenting tools accuracy) in their home. This generalization across settings is remarkable because neither Tabatha nor William obtained higher mean rates of active student responding as a function of response card instruction. In addition, Bruce was the only participant who emitted higher mean rates of active student responding during the

response card instruction, and he evidenced higher mean rates of accuracy for tools taught during the standard instruction rather than the response card condition .

For Tabatha and William, one variable that may be functional for their observed generalization is the incorporation of common salient physical stimuli specifically laminated response card used in the classroom and laminated tools flashcards used in the home setting. Common or similar stimuli such as physical objects present in both the training and generalization settings may facilitate generalization (Stokes & Osnes, 1989). As stated above, during home observations participants were given flash cards containing the name of the tool(s) and instructed to display the flash card prior to demonstration of the tool and to signal to the observer when they had completed the tool demonstration so that both the primary and IOA observers simultaneously observed the same responses.

Bruce's performance corresponded with the prediction of previous response card research with respect to increased rates of active student responding; however, predictions of corresponding generalization are at best tenuous given the distinctive differences in the generalized response typographies from that literature (i.e. quiz scores vs. parenting tools accuracy). Additionally, it should be noted that Bruce's higher mean standard instruction tools accuracy only represents a 3% increase from his mean response card tool accuracy score (i.e. 94% and 91% mean accuracy respectively).

An important variable that must be considered in light of these generalization findings (across both time and settings) are trainer perceptions of parenting tool complexity. All participants performed at high levels of mean accuracy for those response card instructed tools rated low complexity, predictive for high levels of accuracy across settings (*Stay Close* and *Give Positive Consequences*). However for those

response card instructed tools rated high complexity and predictive for low rates of mean accuracy, (*Set Expectations and Use Time Out*) this prediction was accurate for only one participant (Bruce), for both tools in both the after class role-play and post-course assessment. Neither Tabatha nor William's performance across both settings was consistent with the low rates of mean accuracy predicted by the high complexity rating of these two tools. With respect to response card mediated instruction, the extent to which tool complexity is an influential variable is unclear. Classroom performance predictions were met for only 53% of demonstrations predicted by high, moderate or low aggregated ratings of tool complexity for response card instructed tools. Classroom performance predictions were met for only 47% of demonstrations predicted by high, moderate or low aggregated ratings of tool complexity for standard instructed tools.

Conversely, performance predictions for tools demonstrations in the home setting were met for 94% of demonstrations predicted by high, moderate or low aggregated ratings of tool complexity for response card instructed tools. This statistic may be skewed by the fact both response card instructed tools were rated as low complexity and all participants performed at high levels of accuracy. Home performance predictions were met for only 43% of demonstrations predicted by high, moderate or low aggregated ratings of tool complexity for standard instructed tools.

With respect to social validation, the participant questionnaire evaluated the social appropriateness of the procedures; that is, the extent to which the participants consider the intervention procedures acceptable (Wolf, 1978). No definitive conclusion can be made from the social validity data from this study as participant responses were mixed. Questions directly evaluating preference for either training condition were evenly divided

however responses to two questions which evaluated participant perceptions of their learning via hand raising may possibly give support for response card mediated learning. Participants positively evaluated response card facilitated attention to class content however negatively evaluated response card mediated learning.

Two participants volunteered comments on the questionnaire and the tone of their comments reflects this lack of consensus. One participant wrote “*Using response cards made learning like a game – more relaxed atmosphere.*” The other participant volunteered “*I got a much out of class as much as I put into it, so it didn’t matter which way.*”

Several limitations of the study are apparent. Recommendations for future research include integration of procedures into the parenting tools curriculum by which opportunities to respond are held constant while supporting the instructor’s discretion to adequately respond to participant inquiry & discussion. This may be accomplished by manipulating the required quantity of opportunities to respond and the time sample (i.e. number of minutes) in which behaviors are observed and recorded. Additionally, time may be allotted at the end of class for the instructor to check with participants to review pertinent topics if required and ensure that questions or concerns are adequately addressed.

Another limitation of the study involves the small number of subjects and the characteristics of the foster parents who participated in the study. Future research would be furthered by a more robust sample size which incorporates a diversity of foster parents with respect to length of foster service and motivation for completing a parenting skills course. Participants volunteered for the study by responding to a recruitment flyer. It

should be noted that only five foster parents responded from a total mailing of 212 flyers. Of the five, two were ineligible due to previous experience with the parenting curriculum. The three remaining participants responded to a set of contingencies motivational for participation in the study. Anecdotally, the researcher observed that all three participants appeared to be middle class, conscientious concerning their class performance, inquisitive about research issues, advocated for the needs of their foster children and were extremely focused on providing an optimal home environment. One may indeed argue that these motivational variables may influence and facilitate intervention effects; hence combined with the small sample size, may have served to skew and/or otherwise inflate the effects observed in the study. It may be surmised that the three participants were responding to motivational variables different from other foster parents. Further research would be served by incorporating foster parents responding to less salient motivational variables.

Another limitation of the study involves the paucity of trainer responses for the qualitative analysis of parenting tools complexity (N = 11). Related to this limitation is the concern that only one sequence of tools assigned by complexity was assessed by condition across settings (e.g. response card instructed low complexity tools were Stay Close & Give Positive Consequences; high complexity tools were Set Expectations and Use Time Out). Limiting the assessment of accuracy & generalization to these tools may allow variables specific to the stimulus configurations of these particular tools to influence the intervention effects.

Recommendations for future research are to obtain a near 100% response from all curriculum trainers to the tools complexity questionnaire (N = approximately 34). It is recommended that this analysis is completed pre-study so that a more robust hierarchy of

parenting tool complexity designations can be completed. Based on this analysis, alternate designations of low and high complexity tools should be assigned across both conditions so that all tools within their respective complexity designation can be assessed across both the standard and response card conditions. Such a procedure would provide a counter-balance to protect against any idiosyncratic effect related to the stimulus configuration of any specific tool.

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Appendices

Appendix A: Purpose of the Study

The purpose of this study is to improve the Parenting Tools for Positive Behavior Change course by examining the impact of various training methods on parent performance. Three to four foster parents who have enrolled in the course and given their written consent to participate will serve as the subjects for the study. Data will be collected on the subject's response to these training methods during all class sessions and for five, one hour observations in their home. Each subject will be required to participate in 2 after class role-plays per class and to schedule a minimum of a one hour observation period in their home for 8 weeks. Full disclosure of each subject's performance will be provided at the end of the study. Each subject will receive a \$150.00 stipend at the end of the study for their participation.

Adult Informed Consent

Social and Behavioral Sciences
University of South Florida

Information for People Who Are Being Asked to Take Part in a Research Study

Researchers at the University of South Florida (USF) study many topics, including parenting skills. To do this, we need the help of people who agree to take part in a research study. The following information is being presented to help you decide whether or not you want to take part in a minimal risk research study. Please read this carefully. If you do not understand anything, ask the person in charge of the study.

Title of Study: *The Effects of Response Cards on the Performance and Generalization of Parenting Skills.*

Principal Investigator: *Bennie Colbert, CBA/fl., #229*

Study Location(s): *Classroom and Foster Homes in Department of Children and Families District 14*

You are being asked to participate in this study because you are enrolled in the parenting course titled “*Parenting Tools for Positive Behavior Change.*” This study will assess the effects different training methods have on the number of classroom responses and the accuracy of the parenting skills taught in the course demonstrated both in class and with the children in your home.

Should you take part in this study?

This form tells you about this research study. You can decide if you want to take part in it. You do not have to take part. Reading this form can help you decide.

Before you decide:

- Read this form.
- Talk about this study with the person in charge of the study or the person explaining the study.
- You can have someone with you when you talk about the study. Find out what the study is about.

You can ask questions:

- You may have questions this form does not answer. If you do, ask the person in charge of the study or the study staff as you go along.
- You don’t have to guess at things you don’t understand. Ask the people doing the study to explain things in a way you can understand.

After you read this form, you can:

Appendix B (Continued)

- Take your time to think about it.
- Have a friend or family member read it.
- Talk it over with someone you trust.

It's up to you. If you choose to be in the study, then you can sign the form. If you do not want your to take part in this study, do not sign the form.

Why is this research being done?

The purpose of this research study is to determine if parent's use of the parenting skills that are taught in the course titled "*Parenting Tools for Positive Behavior Change*" can be improved based on the way they were trained. This study will assess the effects different training methods have on the number of classroom responses and the accuracy of the parenting skills taught in the course demonstrated both in class and with the children in your home.

Why are you being asked to take part?

We are asking you to take part in this study because this study is focusing accuracy of parenting skills that are taught in the course titled "*Parenting Tools for Positive Behavior Change*". Since you are enrolled in the course we are asking you to consider if you'd like to participate in the study.

How long will you be asked to stay in the study?

You will be asked to spend between 3 and 4 months in the study. This is broken down into the following components:

- The class meets for 3 hours per week for 10 consecutive weeks. You will be asked to attend all the classes.
- You will be asked to schedule with the researcher opportunities to complete 2 role-plays involving the parenting skills that were taught for that evening's class either after class or during the week the class was offered.
- You will be asked to permit yourself to be videotaped while performing the 2 after class role-plays.
- You will asked to allow one and sometimes two observers to conduct 1, one-hour home observation visit each week for 8 consecutive weeks. The home visit observations WILL NOT be videotaped.
- The 1 hour home observation visit per week will be scheduled during the 10 week course. On occasion, due to scheduling difficulties, a home observation visit may need to be scheduled after the class is complete. It is our goal however to schedule the 8 home observation visits during the 10 weeks the class is being conducted.

How often will you need to be available for home visits?

- You will be asked to allow one and sometimes two observers to conduct 1, one-hour home observation visit each week for 8 consecutive weeks.
- The 1 hour home observation visit per week will be scheduled during the 10 week course. On occasion, due to scheduling difficulties, a home observation visit may need to be scheduled after the class is complete. It is our goal however to schedule the home observation visits during the 10 weeks the class is being conducted.
- Upon meeting all of the requirements of the study (i.e. attending and participating in all classes, participating in all after class role-plays and participating in all home observation visits) you will receive \$150 as an expression of gratitude from the Principal Investigator

How many other people will take part?

Three foster parents will take part in this study.

What other choices do you have if you decide not to take part?

If you decide not to take part in this study, that is okay. However, there are no other choices if you would like to participate in this study, as your parenting skills must be observed. Your participation in this study is voluntary and your decision does not in any way affect your status or participation in the *Parenting Tools for Positive Behavior Change* course.

How do you get started?

If you decide to take part in this study, you will need to sign this consent form. The investigator and the investigating staff will make sure you are enrolled in the parenting class for this study and will inform you of the times and dates your participation in the study will begin, and the approximate times and dates your participation in the study will end.

What will it cost you to take part in this study?

It will not cost you anything but your time to take part in the study.

What are the potential benefits to you if you take part in this study?

The potential benefits to you are:

- Your class performance and the accuracy of your use of the parenting skills taught in the class may improve
- As your parenting skills improve you may observe decreases in your child's

Appendix B (Continued)

- problem behaviors and increases in their appropriate behaviors.

What are the risks if you take part in this study?

There are no known risks to those who take part in this study.

What will we do to keep your study records from being seen by others?

Federal law requires us to keep your study records private. However, certain people may need to see your study records. By law, anyone who looks at your records must keep them confidential. The only people who will be allowed to see these records are:

- Authorized research personnel.
- Employees of the Department of Health and Human Services.
- People who make sure that we are doing the study in the right way. They also make sure that we protect your rights and safety. These people are:
 - The University of South Florida Institutional Review Board (IRB,) and its staff, and any other individuals acting on behalf of USF.
 - The University of Florida Institutional Review Board (IRB)
 - The United States Department of Health and Human Services (DHHS)

The results of this study may be published. However, the data obtained from you will be combined with data from others in the publication. The published results will not include your name or any other information that would personally identify you in any way.

What happens if you decide not to take part in this study?

You won't be in trouble or lose any rights that you normally have.

If you decide not to let your child take part:

- Your child is not a participant in this study. There will be no observations of your children.

What if you join the study and then later decide you want to stop?

If you decide you want to stop taking part in the study, tell the study staff as soon as you can.

- If you decide to stop, you will receive the \$150 appreciation stipend on a pro-rated basis (\$4.68 per hour).
- Your participation in the study is 100% voluntary. Your ability to stop taking part is unconditional and your decision to stop taking part in the study does not in any way, shape, form or fashion affect your status nor ability to complete your participation in the *Parenting Tools for Positive Behavior Change* course. You

Appendix B (Continued)

- may complete the course in good fashion should you decide to stop taking part in the study.

Are there reasons we might take you out of the study later on?

Even if you want to stay in the study, there may be reasons we will need to take you out of it. You may be taken out of this study:

- If the investigator stops the study.
- If you are not coming to class or available for the home observation visits when scheduled.

You can get the answers to your questions.

If you have any questions about this study, call the principal investigator, Bennie Colbert at (863) 559-9717 or his supervisor, Dr. Jennifer Austin at (559) 278-3043.

If you have questions about your rights as a person who is taking part in a study, call the USF Research Compliance office at (813) 974-5638

Consent for Adult to Take Part in this Research Study

It's up to you. You can decide if you want to take part in this study.

I freely give my consent to take part in this study. I understand that this is research. I have received a copy of this consent form.

Signature of Participant

Printed Name of Participant

Date

Signature of Witness

Printed Name of Witness

Date

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect.

The person who is giving consent to take part in this study

- Understands the language that is used.
- Reads well enough to understand this form. Or is able to hear and understand when the form is read to him or her.
- Does not have any problems that could make it hard to understand what it means to take part in this study.
- Is not taking drugs that make it hard to understand what is being explained.

Appendix B (Continued)

To the best of my knowledge, when this person signs this form, he or she understands:

- What the study is about.
- What needs to be done.
- What the potential benefits might be.
- What the known risks might be.
- That taking part in the study is voluntary.

Signature of the Principal
Investigator

Printed Name of Investigator

Date

Signature of Witness

Printed Name of Witness

Date

Appendix C: Trainer & Participant Recording Instrument

Date: _____ Observer: _____ Circle: Standard Instruction Class Response Card Class

Time Began: _____ Time Ended: _____ IOA Observer: _____

Trainer Codes: **OQ** = Oral Question **RCQ** = Response Card Question **NQ** = No Question
 Participant Codes: **HR** = Hand Raising **OQ** = Oral Question **OA** = Oral Answer **RCA** = Response Card Answer
NR = No Response

Minute		Name	Observe 20 sec	Record 10 sec	Observe 20 sec	Record 10 sec
1	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
2	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
3	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
4	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
5	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
6	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
7	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
8	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
9	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
10	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR

Appendix C (Continued)

Trainer Codes: **OQ** = Oral Question **RCQ** = Response Card Question **NQ** = No Question
 Participant Codes: **HR** = Hand Raising **OQ** = Oral Question **OA** = Oral Answer **RCA** = Response Card Answer
NR = No Response

Minute		Name	Observe 20 sec	Record 10 sec	Observe 20 sec	Record 10 sec
11	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
12	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
13	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
14	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
15	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
16	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
17	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
18	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
19	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
20	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR

Appendix C (Continued)

Trainer Codes: **OQ** = Oral Question **RCQ** = Response Card Question **NQ** = No Question
 Participant Codes: **HR** = Hand Raising **OQ** = Oral Question **OA** = Oral Answer **RCA** = Response Card Answer
NR = No Response

Minute		Name	Observe 20 sec	Record 10 sec	Observe 20 sec	Record 10 sec
21	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
22	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
23	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
24	Trainer	Bennie		OQ RCQ NQ		OQ RCQ NQ
	P 1	Bruce		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 2	William		HR OQ OA RCA NR		HR OQ OA RCA NR
	P 3	Tabatha		HR OQ OA RCA NR		HR OQ OA RCA NR
25	Trainer	Bennie	OQ RCQ NQ	OQ RCQ NQ		
	P 1	Bruce	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 2	William	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 3	Tabatha	HR OQ OA RCA NR	HR OQ OA RCA NR		
26	Trainer	Bennie	OQ RCQ NQ	OQ RCQ NQ		
	P 1	Bruce	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 2	William	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 3	Tabatha	HR OQ OA RCA NR	HR OQ OA RCA NR		
27	Trainer	Bennie	OQ RCQ NQ	OQ RCQ NQ		
	P 1	Bruce	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 2	William	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 3	Tabatha	HR OQ OA RCA NR	HR OQ OA RCA NR		
28	Trainer	Bennie	OQ RCQ NQ	OQ RCQ NQ		
	P 1	Bruce	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 2	William	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 3	Tabatha	HR OQ OA RCA NR	HR OQ OA RCA NR		
29	Trainer	Bennie	OQ RCQ NQ	OQ RCQ NQ		
	P 1	Bruce	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 2	William	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 3	Tabatha	HR OQ OA RCA NR	HR OQ OA RCA NR		
30	Trainer	Bennie	OQ RCQ NQ	OQ RCQ NQ		
	P 1	Bruce	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 2	William	HR OQ OA RCA NR	HR OQ OA RCA NR		
	P 3	Tabatha	HR OQ OA RCA NR	HR OQ OA RCA NR		

Appendix C (Continued)

Trainer Reponses

DV	Code	Definition & Scoring Instructions	Examples	Non-Examples
Oral Question	OQ	(1) A oral expression of inquiry emitted by the trainer that implicitly or explicitly commands or implies a response. (2) Includes follow-up questions to previously asked questions (3) May include short responses in incomplete sentences (4) The question may be posed to a specific participant or generally to the entire class	(1) "What is the definition of behavior?" (2) "Why is it important to decrease coercives?" (3) "What next?" (4) "Why not?"	(1) "Tell me more." (statement, not a question) (2) Raise your hand if consequences are bad (statement, not a question) (3) "Yes" "Alright" "Okay" (ambiguous as to whether a response is implied)
Response Card Question	RCQ	(1) An oral expression of inquiry, emitted by the trainer that implicitly or explicitly commands or implies a response and is prompted by a transparency with color coded answers (2) RCQ is scored when the response card question OR the answers with their associated colors are being read		
No Question	NQ	(1) No responses as defined by OQ and RCQ above. (2) Declarative statements which do not expressly invite a response	(1) "Positive consequences increase behavior" (statement)	

Participant Reponses

DV	Code	Definition & Scoring Instructions	Examples	Non-Examples
Hand Raising	HR	(1) Placing, raising hand in the vicinity of the head and/or face often at least head high (2) HR is scored if the participant raises his/her hand whether or not he/she is called upon to respond		
Oral Question	OQ	(1) A oral expression of inquiry, emitted by the participant that implicitly or explicitly commands or implies a response (2) The question may be posed to the trainer, another participant or generally to the entire class (3) Questions maybe emitted in complete or incomplete sentences	(1) "Well, how do you get them to stop?" (2) When is the best time to do it?" (3) "Why?" (4) "What for?"	(1) "I don't understand" (statement, not a question)
Oral Answer	OA	(1) oral statements or declarations occasioned by trainer questions including questions posed to the individual participant or posed to the entire class (2) Answers maybe emitted in complete or incomplete sentences (3) OA is scored if the participant answers a trainer question whether or not he/she is called upon to respond	(1) "Because the child may retaliate." (2) "Within 3 seconds." (3) "Bedtime" (4) "I don't understand" (If evoked by a trainer question)	(1) Statements or declarations emitted independent of a trainer question
Response Card Answer	RCA	Displaying a color card prompted by emission of the phrase "Cards Up" by the trainer		
No Response	NR	No responses as defined by the above codes		

Appendix C (Continued)

General Instructions:

- (1) Score NQ and NR during trainer demonstration / modeling or participant participation in a role-play. Resume scoring other codes after the role-play has ended.
- (2) Score 2 or more codes if they occur within the same interval e.g. HR and OA
- (3) Score only oral responses. Ignore gestural responses if they occur without accompanying oral responses
- (4) RCQ may be scored across intervals. The last interval RCQ may be scored, is the interval which the trainer emits the verbal prompt "Cards Up"
- (5) RCA is scored only after the trainer emitted verbal prompt "Cards Up"
- (6) Place a horizontal line through the interval if the participant leaves the classroom for the entire interval
- (7) Cross out the entire box of intervals should you become confused or unsure. Resume observing at the next "observe" prompt
- (8) Place a diagonal through responses scored by mistake
- (9) Ignore any response which occurs simultaneously to the "record" prompt
- (10) Score any response which occurs simultaneously to the "observe" prompt

Appendix D: Parenting Tools Task Analysis Checklists

Tool #1: Stay Close

Date: _____

Participant: _____

Observer #1: _____

Observer #2: _____

Steps		Scoring Instructions	
1	Interacts within arms length of the child	Y N NoOp	Score "YES" if the adult interacts with the child within arms length during the majority of the interaction
2**	Facial expression and voice tone matches child's expression & general mood	Y N NoOp	Score "NO" for: (1) A single instance of coercion (2) Attention to junk behavior (3) Reprimands or criticism of the child's behavior, decision making or judgment during any part of the role play
3**	Looks at and attends to child with open, relaxed body posture	Y N NoOp	Score "NO" for a single instance of an closed, authoritarian or threatening body posture or gesture observed during any part of the interaction
4	Asks 1 open ended positive question	Y N NoOp	Score "YES" for 1 instance of an open ended question
5	Makes 1 empathy statement	Y N NoOp	Score "YES" for 1 instance of an empathy statement
6**	Listens to child. Talks less than the child. Refrains from problem solving or monopolizing conversation	Y N NoOp	Score "NO" if problem solving is used prior to the child asking for it OR if the parent talks for the majority of the interaction
7	Refrains from attending to junk behavior verbally or non-verbally	Y N NoOp	Score "NO" for: (1) A single instance of coercion (2) Attention to junk behavior (3) Reprimands or criticism of the child's behavior, decision making or judgment during any part of the role play

1st Observer

2nd Observer

# intervals Y behavior:	# intervals Y behavior:
% Y intervals:	% Y intervals:

Interobserver Agreement

agreement intervals:
agreement intervals + disagreement intervals:
% agreement =

Appendix D: (Continued)

Tool #2: Give Positive Consequences

Date: _____

Participant: _____

Observer #1: _____

Observer #2: _____

Steps				Scoring Instructions	
1	Interacts within arms length of the child	Y	N	NoOp	Score "YES" if the adult interacts with the child within arms length during the majority of the interaction
2	Identifies / describes to the child the appropriate behavior demonstrated	Y	N	NoOp	
3**	Provides a positive consequence within 3 - 5 seconds (e.g. engagement, praise, touch, tangible or privilege)	Y	N	NoOp	"Thank You" is acceptable as a Positive Consequence
4**	Facial expression and voice tone matches child's expression & general mood	Y	N	NoOp	Score "NO" for: (1) A single instance of coercion (2) Attention to junk behavior (3) Reprimands or criticism of the child's behavior, decision making or judgment during any part of the role play
5	Refrains from attending to junk behavior verbally or non-verbally	Y	N	NoOp	Score "NO" for: (1) A single instance of coercion (2) Attention to junk behavior (3) Reprimands or criticism of the child's behavior, decision making or judgment during any part of the role play

1st Observer		2nd Observer	
# intervals Y behavior:		# intervals Y behavior:	
% Y intervals:		% Y intervals:	

Interobserver Agreement	
# agreement intervals:	
# agreement intervals + disagreement intervals:	
% agreement =	

Appendix D (Continued)

Tool # 3: Ignore Junk Behavior

Date: _____

Participant: _____

Observer #1: _____

Observer #2: _____

Steps		Scoring Instructions	
1	Does another activity independent of the child (e.g. diverts eye contact and manipulates an object with their hands)	Y N NoOp	Score "NO" for: (1) A single instance of coercion (2) Attention to junk behavior (3) Reprimands or criticism of the child's behavior, decision making or judgment during any part of the role play
2**	Provides a positive consequence within 3 - 5 seconds (e.g. engagement, praise, touch, tangible or privilege)	Y N NoOp	"Thank You" is acceptable as a Positive Consequence
3	Provides attention OR a positive consequence within 3 - 5 seconds of cessation of junk or start of appropriate behavior	Y N NoOp	
4	Refrains from attending to junk behavior verbally or non-verbally	Y N NoOp	Score "NO" for: (1) A single instance of coercion (2) Attention to junk behavior (3) Reprimands or criticism of the child's behavior, decision making or judgment during any part of the role play

1st Observer	2nd Observer
# intervals Y behavior:	# intervals Y behavior:
% Y intervals:	% Y intervals:

Interobserver Agreement
agreement intervals:
agreement intervals + disagreement intervals:
% agreement =

Appendix D (Continued)

Tool #4: Pivot

Date: _____

Participant: _____

Observer #1: _____

Observer #2: _____

Steps		Scoring Instructions	
1**	Provides attention OR gives a positive consequence (e.g. engagement, praise, touch, tangible or privilege) for appropriate behavior of <u>another child</u>	Y N NoOp	Score " NO " for: (1) A single instance of coercion (2) Attention to junk behavior (3) Reprimands or criticism of the child's behavior, decision making or judgment during any part of the role play
2**	Provides attention OR gives a positive consequence (e.g. engagement, praise, touch, tangible or privilege) to the other child when a more appropriate behavior begins or when the junk behavior stops	Y N NoOp	
3**	Provides attention OR gives a positive consequence within 3 - 5 seconds when a more appropriate behavior begins or when the junk behavior stops	Y N NoOp	
4	Refrains from attending to junk behavior verbally or non-verbally	Y N NoOp	Score " NO " for: (1) A single instance of coercion (2) Attention to junk behavior (3) Reprimands or criticism of the child's behavior, decision making or judgment during any part of the role play

1st Observer	2nd Observer
# intervals Y behavior:	# intervals Y behavior:
% Y intervals:	% Y intervals:

Interobserver Agreement
agreement intervals:
agreement intervals + disagreement intervals:
% agreement =

Appendix D (Continued)

Tool #5: Stop-Redirect-Give Positive Consequences

Date: _____

Participant: _____

Observer #1: _____

Observer #2: _____

Steps		Scoring Instructions	
1	Gets within arms length of the child	Y N NoOp	
2	Says "Stop" (describe behavior) or "Don't" (describe behavior)	Y N NoOp	
3	Stops the behavior	Y N NoOp	Score "NO" for a single instance of the child repeating the serious behavior during any part of the interaction
4	Directs the child to another activity	Y N NoOp	
5**	<u>Models, gestures or physically guides</u> the child in the activity if the child does not initiate the activity in 3 - 5 seconds	Y N NoOp	Score "No" if the parent only repeats the verbal prompt
6	Provides attention OR a positive consequence (e.g. engagement, praise, touch, tangible or privilege) when the child does the activity or any other appropriate behavior	Y N NoOp	
7**	Provides a positive consequence within 3 - 5 seconds of start of appropriate behavior	Y N NoOp	"Thank You" is acceptable as a Positive Consequence
8	Refrains from attending to junk behavior verbally or non-verbally	Y N NoOp	Score "NO" for: (1) A single instance of coercion (2) Attention to junk behavior (3) Reprimands or criticism of the child's behavior, decision making or judgment during any part of the role play

1st Observer		2nd Observer	
# intervals Y behavior:		# intervals Y behavior:	
% Y intervals:		% Y intervals:	

Interobserver Agreement	
# agreement intervals:	
# agreement intervals + disagreement intervals:	
% agreement =	

Appendix D (Continued)

Tool Checklist: Set Expectations

Participant: _____ Date: _____ Trainer: _____

Step	yes	no	n/a	Scoring Instructions
Part I. Set the Expectations				
Set the stage ¹				
1. Time (away from the behavior)				
2. Place (uninterrupted)				
3. Set positive tone				
4. State the expectation clearly and specifically (when, where, what, how).				
5. Briefly reflect the child's feelings (empathy), if necessary (e.g., "You sound upset..."). ²				
6. Briefly explain the benefits of this expectation, only if the child asks. ³				
7. Ask the child to restate the expected behavior. (Use the broken record method if needed.)				
8. Acknowledge and praise the child's restatement of the expectation (continuing to ignore any junk behavior).				
Part II: Set the Consequences				
9. State clearly the consequences for meeting and not meeting the expectation.				
10. Negotiate as necessary. ⁴				
11. Ask the child to restate the behavior and the consequences.				
12. Acknowledge and praise the child's restatement.				
13. Ignore the junk behavior of the child, if necessary.				Score "NO" for a single instance of attending to junk behavior during any part of the role play
14. Stay cool throughout the process (no coercives)				Score "NO" for the emission of a single coercive during any part of the role play

Appendix D (Continued)

Tool Checklist: Use a Contract

Participant's Name: _____ Trainer: _____ Date: _____

Instructions: Answer the questions in the block marked steps.

Steps	Yes	No	N/A	Scoring Instructions
Daily Target Behavior 1. Describe the daily behavior you expect from the child:				
2. When do you expect the behavior during the day?				
3. What can he/she earn each day?				
4. When will you review the daily behavior?				
Weekly Target Behavior 5. Describe the weekly behavior you expect from the child:				
6. What can he/she earn each week?				
7. When will you review the weekly behavior?				

Appendix D (Continued)

Step	yes	no	n/a	Scoring Instructions
PART I: INITIATE TIME-OUT				
1. Get and stay near the child (within arm's length).				
2. Say, "Stop. You may not _____. You must go to time-out."				
3. Wait 5 seconds for the child to go unassisted. (If the child goes, jump to step 8.) (If the child starts to run away or does another time out behavior move to step 7.)				
4. Ignore junk behavior throughout tool.				
5. If the child doesn't go to time-out after 5 seconds, give a touch prompt and repeat, "You must go to time-out.."				
6. Fade touch if the child continues on his/her own				
PART II TIME-OUT				
7. If the child does not go with a touch prompt , another time-out behavior occurs, or the child starts to run away use gentle physical guidance.				
8. Say, "You must remain calm for ____ seconds/minutes (3 minutes or less). The time will start when you're calm."				
9. Begin to time (the same time specified in Step 8) when the child is calm.				
10. Reset if the child becomes agitated (for the same time specified in Step 8).				
PART III: EXIT TIME-OUT (after 3 minutes or less of calm)				
11. Ask the child, "Are you ready to get out?"				
12. Ask the child, "What did you do?"				
13. Ask the child, "When you're upset, what could you do instead?"				
14. Discuss consequences (i.e., clean-up, restitution), if appropriate.				
15. If agitation occurs go back to step 8.				
16. When time-out is completed, redirect the child to an appropriate related behavior.				
17. Praise the redirected appropriate behavior.				
18. Stay cool and do not use coercives throughout.				Score "NO" for the emission of a single coercive during any part of the role play

Appendix D (Continued)

Tool: Assess Behavior Using the ABCs

Participant's Name: _____

Trainer: _____ Date: _____

Before (Antecedent)	Behavior	After (Consequences)
Yes		
No		
N/A		
Comments		

Before (Antecedent)	Behavior	After (Consequences)
Yes		
No		
N/A		
Comments		

Appendix E: Role-Play Scenarios

Stay Close Scenarios

Stay Close #1: Scorer tells participant:

- “The child’s counselor delivers a 12 year-old child back to your home. The child is frustrated because his mother did not show up for a visit at their office. The child walks into the house, sits down and puts head on the kitchen table. The child is obviously upset. You are working at the computer in the family room. Show us what you would do.”

Child Role:

- You are 12 years old. The last time you saw your mother was during a visit last month. You have visits every 2 weeks. You are disappointed, angry and sad because you had made a book of drawings and pictures about when you were a family with your mother, grandmother 10 year old sister and your dog. Your mother was bringing pictures of your sister and some toys.
- The child walks in the room, and displays junk behavior (e.g. whining, complaining, lightly kicks table etc), sits at table and places head on table.
- Sit at the table far enough that the parent must move in order to be within arms length and/or touch you.
- When you begin to discuss your mother not showing up, respond morosely and make emotional comments such as this sucks, I hate her, why didn’t she come etc.
- Make these types of comments intermittently.
- Stop immediately if/when an empathy statement is made.
- Avoid eye contact until the parent makes an empathy statement.
- If the parent doesn’t ask why you are so sad, complain about your mother’s no-show so the role play continues.

Stay Close #2: Scorer tells participant

- Your 10 year-old child gets off the bus and runs into the house. You are sitting on the sofa folding clean clothes while watching TV. The child is excited because his class won a pizza party & a clown & magic show due to perfect attendance. Show us what you would do.

Child Role:

- You are 10 years old. All the classes who had perfect attendance are taking the afternoon off tomorrow to go to the cafeteria for the Pizza Party & clown & magic show. Only your class and the class of your friend Matt earned it. You are excited because you love Pizza, and the clowns will do balloon tricks and ask for volunteers from the audience and you hope that

Appendix E (Continued)

- they choose you. Before going to the cafeteria, everybody including the teachers will paint their face like a clown and prizes will be given away for the best clown face.
- The child walks in the room and displays excitement (e.g. smiling, wide eyes, shaking hands etc.)
- Stand far enough that the parent must move in order to be within arms length and/or to touch you.
- As you begin to talk, convey the information in short segments.

Stay Close #3: Scorer tells participant

- Your 13 year-old child comes home from school and sits down angrily on the sofa. You are in the kitchen preparing dinner. The child is the angry because the teacher gave him a bad mark on the board because he was talking and being disruptive during quiet work. He was helping another child. Show us what you would do.

Child Role:

- The child is 13 years old and is studying World War II in history. History is one of your favorite subjects and WWII one of your favorite topics because your grandfather fought in WWII and gave you some of his medals. You were doing a worksheet after the teacher presentation and a guy that you don't really know or hang out with asked you what one of the words meant. You were explaining it and the teacher told you to stop, and wrote your name on the board and put a mark next to it. She said next time you were talking she would put another mark next to your name, take your worksheet and give you an F.
- Sit down on the sofa and display junk behaviors (e.g. throw your books down, fold your arms etc).
- Sit far enough that the parent must move in order to be within arms length and/or to touch you
- When you begin to discuss your teacher and the class, respond angrily and make emotional comments such as this class sucks, I can't stand this teacher, I used to like her but not anymore etc.
- Make these types of comments intermittently.
- Stop immediately if/when an empathy statement is made.
- Avoid eye contact until the parent makes an empathy statement.
- If the parent doesn't ask why you are so upset, complain about the teacher so the role play continues.

Appendix E (Continued)

Give Positive Consequences Scenarios

Give Positive Consequence #1: Scorer tells participant:

- Your 7 year-old child is playing quietly with his/her toys. Usually he leaves the play area a mess after he/she finishes. Show us what you would do.

Child Role:

- You are 7 years old. Play appropriately with toys for 15 – 20 seconds.
- Say, “I think I’ll go outside” and clearly begin to organize the toys.
- Move the toys to another part of the room and pretend to put them away in neat piles. Say “This is where they go.”

Give Positive Consequence #2: Scorer tells participant:

- Your 8 and 9 year old children are playing a board game. Sometimes they argue when they play. Show us what you would do.

Child 1 Role:

- You are 9 years old and you are playing a board game with your sibling.
- As your parent enters, your sibling says, “My turn!” and moves a game piece.
- You say, “Okay, your turn.”
- If the parent does nothing, you say, “Good move! Okay, my turn.”

Child 2 Role:

- You are 8 years old and you are playing a board game with your sibling.
- As your parent enters the room, say “My turn!”
- Move a game piece.
- Say “This is fun!”

Give Positive Consequence #3: Scorer tells participant:

- You come home from work and walk into the house. Your 13 year child usually gets home an hour before you do. He/she is sitting at the kitchen table doing their homework. Show us what you would do.

Child Role:

- You are 13 years old. Sit at a table and alternately read a book then write in a notebook.
-

Appendix E (Continued)

- Answer any parent questions with short direct answers, otherwise remain quiet while you work
- Establish eye contact and smile if the parent makes a praise statement or delivers a positive consequence.

Ignore Junk Scenarios

Ignore Junk #1: Scorer tells participant:

- Your 10 year old child is reading a comic book. His/her toys are on the living room floor. It is almost bedtime and time to put his/her toys away. Show us how you would get him/her to put their toys away.

Child Role:

- You are 10 years old. Sit at a table and read your favorite comic book.
- Display junk behavior after the parent asks you to put your toys away. Whine, while saying “But I’m reading my favorite comic!”
- Roll your eyes, throw the comic on the floor and slowly stand up. Walk slowly, shuffling your feet towards the toys.
- Pick up the toys and place them neatly in another area of the room.
- Emit more junk behavior but pause occasionally allowing the parent time to speak.
- Once the toys are put away, pick up your comic and say “There, are you happy now?”

Ignore Junk #2: Scorer tells participant:

- Your 4 year old child is eating cereal for breakfast at the kitchen table. You are standing at the sink washing a few dishes. He/she asks for soda to drink. You respond that he/she may have juice rather than soda. Show us how you would get him/her to accept juice.

Child Role:

- You are 4 years old. Sit at the table and eat your cereal. After approximately 10 seconds say “May I have some soda?”
- Display junk behavior after the parent tells you that you may have juice. Whine, saying “But I want soda!” Intermittently hit your hands on the table, cross your arms, stick out your lower lip and say “Pleeze!”
- Pause occasionally allowing the parent to speak.
- After approximately 1 minute, say “OK, may I have some juice?” Stop all junk behavior.
- Drink the juice and put the glass on the table.

Appendix E (Continued)

Ignore Junk #3: Scorer tells participant:

- Your 12 year old child is playing a video game. The dog, “Rocky” has not been fed and is an hour beyond his feeding time. Show us how you would get him/her to feed the dog.

Child Role:

- You are 12 years old. Sit in a chair and play a video game.
- Display junk behavior after the parent asks you feed the dog. Say “Can’t you see I’m playing. I can’t pause this game! He’s OK. Look at him. He ate this morning!”
- Roll your eyes, toss the controller on the floor and slowly stand up. Walk slowly, shuffling your feet towards the dog feeding area in another part of the room.
- Place food in the dog’s bowl.
- Emit more junk behavior but pause occasionally allowing the parent time to speak.
- Once the dog has been fed, pick up your comic and say “There, I did it, now leave me alone!”

Pivot Scenarios

Pivot #1: Scorer tells participant:

- Your 10 and 12 year old children are sitting at the kitchen table doing their homework. You are helping the both of them. The 10 year old is working appropriately while the 12 year old is complaining. Show us what you would do.

Child 1 Role:

- You are 10 years old and are doing homework, reading and writing appropriately without complaint.
- Respond to the parent with willing and enthusiastic statements and questions. Comply with parent requests.
- Ignore the complaints of your sibling

Child 2 Role:

- You are 12 years old and are completing homework tasks, slowly with procrastination and compliant.
- Intermittently engage in junk behavior. Fidget in your seat, look towards the ceiling, tap your pencil on the table and work slowly. Say, “This is too hard!” “Why does the teacher ask us to do all this work?” “I can’t stand this!” “Do I have to do all this work?”
- Continue with intermittent junk if the parent attends to your junk behavior.

Appendix E (Continued)

- After approximately 1 minute, cease all junk behavior and begin to do your homework more deliberately.

Pivot #2: Scorer tells participant:

- Your 12 and 13 year old children are doing the dishes together. The 13 year old is washing the dishes thoroughly and without complaint. The 12 year old is drying the dishes poorly and slowly while complaining. You are bringing the dirty dishes from the table and stove to the washing & drying area. Show us what you would do.

Child 1 Role:

- You are 13 years old and are washing dishes thoroughly and deliberately without complaint.
- Respond to the parent with short but appropriate statements. Comply with parent requests.
- Ignore the complaints of your sibling

Child 2 Role:

- You are 12 years old and are drying the dishes, slowly with procrastination and complaint.
- Intermittently engage in junk behavior. Dry the dishes slowly. Sigh loudly and look at the ceiling.
- Say “I shouldn’t have to do this!” “Ugh, these dishes are gross!” “I didn’t mess up all these dishes. Why should I have to clean them?”
- Continue with intermittent junk if the parent attends to your junk behavior.
- After approximately 1 minute, cease all junk behavior and begin to dry the dishes although slowly.

Pivot #3: Scorer tells participant:

- You are eating dinner with your 6 and 8 year old children. The 8 year old child is eating dinner appropriately and without problem. The 6 year old child is complaining about the food. Show us what you would do.

Child 1 Role:

- You are 8 years old and are eating dinner with your sibling and parent. You are eating your food appropriately without complaint.
- Respond to the parent with willing and enthusiastic statements and questions. Comply with parent requests.
- Ignore the complaints of your sibling

Appendix E (Continued)

Child 2 Role:

- You are 6 years old and are eating dinner slowly while complaining..
- Intermittently engage in junk behavior. Fidget in your seat, sigh loudly and look at the ceiling, pick at your food with your utensil.
- Say “What is this?” “I can’t stand this!” “This food is awful!” “I don’t like this stuff!”
- Continue with intermittent junk if the parent attends to your junk behavior.
- After approximately 1 minute, cease all junk behavior and begin to eat your food although slowly.

Stop-Redirect-Give Positive Consequences Scenarios

Stop-Redirect-Give Positive Consequences #1: Scorer tells participant:

- You are in the living room reading a book with your 5 year old child who is playing with toys on the floor. The child begins to throw a large ball against the wall. Show us what you would do.

Child Role:

- You are a 5 year old child playing quietly with toys on the floor. After approximately 10secs stand and walk to a wall away from the parent. Throw the ball against the wall. Indicate your enjoyment by saying “Whee!”
- Respond to any parent coercion (e.g. admonishment, criticism, logic etc) with junk behavior. Whine and complain that you want your ball, fall to the floor, stomp feet and cry.
- Ignore requests to stop throwing the ball or to stop junk behavior.
- If there is no intervention, get the ball and throw it against the wall again.
- Comply with requests to engage in another activity (redirection)

Stop-Redirect-Give Positive Consequences #2: Scorer tells participant:

- You are in the kitchen washing dishes. Your 5 year old child is sitting at the kitchen table drawing with crayons. The child becomes frustrated and begins to stab and tear the paper. Show us what you would do.

Child Role:

- You are 5 years old and are sitting at the kitchen table drawing with crayons. You become frustrated and begin to stab the paper with your pencil and to tear the paper. Throw the paper on the floor and begin to stab and tear another sheet.
-

Appendix E (Continued)

- Say “I can’t draw good!” “This is ugly!” “I’m a loser!” “No, this is horrible!”
- Ignore requests to stop stabbing and tearing paper or to stop junk behavior.
- If there is no intervention, continue junk and serious behavior.
- Comply with requests to engage in another activity (redirection)

Stop-Redirect-Give Positive Consequences #3: Scorer tells participant:

- You are sitting in the living room reading a book. Your 4 year old child is playing with toys and your 4 month old infant is lying on the floor on a blanket. Your 4 year old son rolls a toy truck and hits the baby. You see it happen but are too far away to stop him. Show us what you would do.

Child Role:

- You are 4 years old playing with toys on the floor. Roll a toy truck and hit the baby. As you roll it say, “Baby wants the truck.”
- Respond to any parent coercion (e.g. admonishment, criticism, logic etc) with junk behavior. Whine and complain that you want to play with the baby.
- Ignore requests to stop rolling the truck into the baby or to stop junk behavior.
- If there is no intervention, get the truck and roll it into the baby again.
- Comply with requests to engage in another activity (redirection)

Set Expectations Scenarios

Set Expectations #1: Scorer tells participant:

- You have noticed that sometimes your 11 year old child empties the dishwasher and returns the clean dishes to their drawers and cabinets when he comes home from school. The last time he/she did it was _____ (pick a day within the past week.)
- You have also noticed that sometimes he/she stays up past his/her bedtime talking on the phone to his/her friends.
- You want him/her to empty the dishwasher and put the clean dishes away every day he/she comes home from school.
- You have come up a plan so that every day the clean dishes are completely put away before you arrive home, he/she earns the ability to stay up 30 minutes later and talk on the phone.
- If any of the clean dishes are still in the dishwasher when you arrive home he does not earn the extra 30 minutes bed and phone time and he/she has to go to bed at their regular time.

Appendix E (Continued)

- In this role-play you are going to talk to the child about this plan. (Ask the participant) “Do you understand the plan?” Do you have any questions about the plan?”
- (Ask the participant) “What time of day would you talk to the child about the plan?”
- (Ask the participant) “Where in your house would you talk to the child about the plan?”

Child Role:

- You are the 11 year old child.
- You do not like to empty the dishwasher.
- You love to talk on the phone to your friends.
- Listen to your parent’s plan.
- Say, “It’s hard to put up all those dishes.”
- Show that you are pleased with the opportunity to stay up late and talk on the phone.
- Ask, “Why do I have to empty the dishwasher?”
- Display junk behavior when the discussing the consequence of going to bed at your regular time (e.g., “And if I don’t empty the dishwasher when I come home I have to go to bed at 8:30. That’s stupid”).
- State the expectations back to the parent while displaying mild junk behavior (e.g., tone of voice, body language & choice of words).
- Try to negotiate some terms (e.g., ask to stay up and IM your friends rather than talk on the phone)
- Appropriately re-state the expectations to the parent.

Set Expectations #2: Scorer tells participant:

- You have noticed that sometimes your 13 year old child takes the dog out after dinner. The last time he/she did it was _____ (pick a day within the past week.)
- You have also noticed that sometimes he/she plays on-line videogames with his/her friends immediately after dinner.
- You want him/her to take the dog out after dinner every evening by 6:30pm.
- You have come up a plan so that every day the dog is taken out by 6:30pm, he/she earns the ability to play online video games until bedtime.
- If the dog is not taken out by 6:30pm, he/she does not earn videogame privileges that evening.
- In this role-play you are going to talk to the child about this plan. (Ask the participant) “Do you understand the plan?” Do you have any questions about the plan?”
- (Ask the participant) “What time of day would you talk to the child about the plan?”

Appendix E (Continued)

- (Ask the participant) “Where in your house would you talk to the child about the plan?”

Child Role:

- You are the 13 year old child.
- You don't mind taking the dog out, it's just that your friends all get together to play online around 6:15pm
- You love to play online games with your friends.
- Listen to your parent's plan.
- Say, “But we play on teams and I have to be there.”
- Show that you are pleased with the opportunity to stay up until bedtime and play.”
- Ask “Why do I have to take the dog out?”
- Display junk behavior when the discussing the consequence not earning the ability to play (e.g., “But I'm the leader of my team & I have to be there!”).
- State the expectations back to the parent while displaying mild junk behavior (e.g., tone of voice, body language & choice of words).
- Try to negotiate some terms (e.g., ask to play outside if not one is playing online)
- Appropriately re-state the expectations to the parent.

Set Expectations #3: Scorer tells participant:

- Your 16 year old child and newly licensed driver typically asks to use the car on Friday and Saturday nights. Last weekend he/she drove home 30 minutes after curfew on both nights. The weekend before last, he/she returned home on time.
- You want him/her to observe curfew and return home each night by 11pm.
- You have come up a plan so that if he/she returns home by 11pm on Friday, he/she earns the ability to use the car the next night (Saturday). If he/she does not return home by curfew then he does not earn the ability to use the car the next night (Saturday).
- If he/she returns home by 11pm on Saturday, he/she earns the ability to use the car on Friday of next week. If he/she does not return home by curfew then he does not earn the ability to use the car on Friday of next week.
- In this role-play you are going to talk to the child about this plan. (Ask the participant) “Do you understand the plan?” Do you have any questions about the plan?”
- (Ask the participant) “What time of day would you talk to the child about the plan?”
- (Ask the participant) “Where in your house would you talk to the child about the plan?”

Appendix E (Continued)

Child Role:

- You are the 16 year old child.
- You enjoy using the car to go out on Friday and Saturday nights.
- Listen to your parent's plan.
- Say, "But, I have to go out with my friends."
- Show that you are pleased with the opportunity to use the car on Friday and Saturday nights.
- Say, "Why do I have to be back by 11?"
- Display junk behavior when the discussing the consequence not earning the ability to use the car (e.g., "Then I'll be stuck at home!").
- State the expectations back to the parent while displaying mild junk behavior (e.g., tone of voice, body language & choice of words).
- Try to negotiate some terms (e.g., Use the car on Wednesday nights to go to church youth group rather than on Friday or Saturday.)
- Appropriately re-state the expectations to the parent.

Time Out Scenarios

Time Out #1:

- Your 5 and 4 year old children are playing on the floor with their toys.
- They get into an argument and the 5 year old picks up a stuffed animal and throws it at the 4 year old. He/she then starts to hit and yell at the younger child.
- You see this happening while you are standing in the hall.
- Show me how you would place the 5 year old in time out in the chair.

Child Role:

Before you get there -

- You are the five year-old child.
- When you are told to go to time out begin emitting junk behavior.
- If given a touch prompt, begin to go to time out.
- Get as close as 3 feet from the chair to see if the parent fades the touch prompt.
- If the parent fades the touch prompt, as soon as they do try to get away (remember you are a 5 year-old, not your age).
- If a touch prompt is not given, try to get away (again, you are 5).
- If/when physical assistance is given, resist enough to find out whether the parent will make you go to time out.
- If the parent doesn't make you go, go anyway.

In the chair -

- Stay in the chair.

Appendix E (Continued)

- Continue to emit junk for 3-5 seconds.
- Wait 5 seconds, then begin junk again for 3-5 seconds.

Exit

- Become agitated during the parent's first attempt to exit.
- Comply with the second exit attempt.
- If redirected to an activity, give the parent 3 seconds to give praise.

Time Out #2:

- Your 5 year old child asks for ice cream. You tell him/her that he may have ice cream for dessert if he/she eats most of his/her dinner.
- The child becomes angry and throws a toy truck into the wall, slightly denting and marking the wall.
- You see this happening while you are standing in the hall.
- Show me how you would place the 5 year old in time out in the chair.

Child Role:

Before you get there -

- You are the five year-old child.
- When you are told to go to time out begin emitting junk behavior.
- If given a touch prompt, begin to go to time out.
- Get as close as 3 feet from the chair to see if the parent fades the touch prompt.
- If the parent fades the touch prompt, as soon as they do try to get away (remember you are a 5 year-old, not your age).
- If a touch prompt is not given, try to get away (again, you are 5).
- If/when physical assistance is given, resist enough to find out whether the parent will make you go to time out.
- If the parent doesn't make you go, go anyway.

In the chair -

- Stay in the chair.
- Continue to emit junk for 3-5 seconds.
- Wait 5 seconds, then begin junk again for 3-5 seconds.

Exit

- Become agitated during the parent's first attempt to exit.
- Comply with the second exit attempt.
- If redirected to an activity, give the parent 3 seconds to give praise.

Appendix E (Continued)

Time Out #3:

- You are sitting in the living room reading a book. Your 4 year old child is playing with toys and your 4 month old infant is lying on the floor on a blanket. Your 4 year old rolls a toy truck and hits the baby. You see it happen but are too far away to stop him/her. Show us how you would place the 4 year old in time out in the chair.

Child Role:

Before you get there -

- You are the five year-old child.
- When you are told to go to time out begin emitting junk behavior.
- If given a touch prompt, begin to go to time out.
- Get as close as 3 feet from the chair to see if the parent fades the touch prompt.
- If the parent fades the touch prompt, as soon as they do try to get away (remember you are a 5 year-old, not your age).
- If a touch prompt is not given, try to get away (again, you are 5).
- If/when physical assistance is given, resist enough to find out whether the parent will make you go to time out.
- If the parent doesn't make you go, go anyway.

In the chair -

- Stay in the chair.
- Continue to emit junk for 3-5 seconds.
- Wait 5 seconds, then begin junk again for 3-5 seconds.

Exit

- Become agitated during the parent's first attempt to exit.
- Comply with the second exit attempt.
- If redirected to an activity, give the parent 3 seconds to give praise.

ABC Scenarios

ABC #1:

The child is sitting at the table with his paper, pencil and school books.

- Parent: "Go ahead and start your homework. I'll be in the laundry room." Parent walks out of the room
- Child: Says "Okay" and begins to read and write.
- Parent returns: "That is some of the sloppiest handwriting I've ever seen. What are you trying to do" Get the messy paper award? Erase that and start over again!"

Appendix E (Continued)

ABC #2:

The parent is sitting at a table reading a book. The child is playing with toys at the table.

- Parent: “Listen, I’ve thought about it. It’s close to dinner. You can have some a popsicle after dinner. It’ll ruin your appetite if you eat it before dinner.
- Child: Engages in junk behavior, e.g. yells and hits hands on table. Says “No I want it now, you said I could have it!”
- Parent: Says “Stop it. Don’t be a brat. That’s enough. OK if you quiet down you can have it. Can you be quiet?” Parent stands and gets popsicle and gives it to the child.

ABC #3:

The child is playing a video game.

- Parent: “Pause your game and go feed the dog.”
- Child: Says “I fed the dog this morning. I’m tired. You do it Can’t I play a game in peace?”
- Parent: Says “It’s not my pet. I only bought the dog because you wanted it. If I had known how you were going to treat it I would never have gotten it. It can’t go hungry. Fine, I’ll feed it.”

Observer Training Quiz: Classroom Observation

Name: _____

Date: _____

1. The purpose of the study is to compare the effects of:
 - Clobetasol on chronic pain
 - Peanut butter and jelly
 - Standard Instruction and Response Card Instruction
 - Performance and Generalization

2. Two dependent variables of the classroom sessions are:
 - Fading and reinforcement
 - Oral questions and hand raising
 - Shaq and Kobe
 - Attendance and attrition

3. A trainer initiated question must be in a complete sentence to be scored:
 - False
 - It depends
 - True
 - Sometimes

4. _____ is an example of a participant response as defined by the study
 - Any of several free operants
 - In seat behavior
 - Response card display
 - Eating a tuna sandwich

5. The classroom observation and data collection period will occur:
 - Until the researcher says to stop
 - For 1.5 hours
 - Once all the participants are completely non-responsive
 - For 30 minutes

6. The participant code "OA" represents:
 - "Oral Answer"
 - "Obtuse Alien"
 - "Orange Apples"
 - "Obesity Administration"

Appendix F (Continued)

7. At the end of the interval, if the only trainer initiated responses observed are “Tell me more,” “Correct,” and “Okay” they are scored as:
 - OQ = Oral question
 - NQ = No Question
 - RCQ – Response Card Question
 - HR = Hand Raising

8. The data sheet records whether participant responses are correct or incorrect:
 - True
 - False

9. The observation / scoring intervals are:
 - 30 seconds observe / 5 second record
 - 1 minute observe / 2 minutes record
 - 20 second observe / 10 second record
 - None of the above

10. Participants will complete after class role-plays to:
 - Receive feedback on their learning
 - Learn how to better imitate their children’s behaviors
 - Serve as class models
 - Evaluate the effects of standard and response card instruction on the accuracy of Parenting Tools performance

Observer Training Quiz: Parenting Tools

Name: _____

Date: _____

11. The purpose of the study is to compare the effects of:

- Clobetasol on chronic pain
- Peanut butter and jelly
- Standard Instruction and Response Card Instruction
- Performance and Generalization

12. Foster parent performance data is collected in:

- The classroom
- From videotaped role-plays
- In the home
- All of the above

13. The dependent variables for the in-home setting are:

- Class attendance
- Parenting Tools
- Child supervision
- Funny jokes

14. Participants will complete after class role-plays to:

- Receive feedback on their learning
- Learn how to better imitate their children's behaviors
- Serve as class models
- Evaluate the effects of standard and response card instruction on the accuracy of Parenting Tools performance

15. An "open ended question" is any question that cannot be answered with:

- "I don't know"
- More than 3 words
- "Yes" and "No"
- Complete silence

16. For the Parenting Tool "Stay Close" a single instance of attending to junk behavior is scored "no" for the step, "Ignore Junk Behavior":

- True
- False

Appendix G (Continued)

17. The positive consequences listed during step #3 on the Parenting Tool “Give Positive Consequences” are:

- Verbal Praise
- Appropriate Touch
- Tangibles and privileges
- All of the above

18. Standing next to and looking at the child is an example of “Do another activity independent of the child” for step #1 in the Parenting Tool “Ignore Junk Behavior”

- True
- False

19. For the Parenting Tool “Pivot” to be scored a “yes” for step # 3 a positive consequence must be given within _____ of the start of the appropriate behavior:

- 1 minute
- 30 seconds
- 1 second
- 5 seconds

20. For the Parenting Tool “Stop-Redirect-Give Positive Consequences” a “no” is scored for step #3 if the child engages in the serious behavior more than once:

- True
- False

Appendix H: Content Questions (Response Opportunities)

Session 2: Introduction

	Question	Answer	Color
1	Behavior is anything a person does that can be _____ and _____.	Observed and Measured	Blue
2	An example of a behavior is _____.	Hitting a baseball	Blue
3	Any age typical behavior that may be annoying but is not physically harmful is called _____.	Junk Behavior	Yellow
4	An example of a junk behavior is _____.	Whining	Red
5	One reason children do junk is to _____.	Make you go away	Red
6	Proactive parents _____	Give positive consequences for good behavior	Yellow
7	Parenting according your mood is called	Reactive Parenting	Red
8	Saying "Don't make me have to come in there!" is an example of what coercive?	Threats	Yellow
9	Children respond to coercion by trying to _____.	Get even (retaliate)	Yellow
10	Consequences can either _____ or _____ behavior	Strengthen or weaken	Blue

Appendix H (Continued)

Session 3: Stay Close

	Question	Answer	Color
1	To "Stay Close" means _____	Listening to our children	Yellow
2	To "Stay Close" does not mean _____	Lecturing	Red
3	A good time to "Stay Close" is _____	During routine times during the day	Blue
4	To get physically close means to _____	Be within arms length of the child	Blue
5	Open ended questions cannot be answered _____ or _____	Yes or no	Red
6	"Do you want to talk to me" is an example of a _____	Closed ended question	Red
7	We cannot listen unless we first _____	Stop talking	Red
8	Empathy statements use an opening statement then add a _____	Feelings word	Yellow
9	A good opening statement for an empathy statement is _____	"You seem like you are _____."	Red
10	An especially good time too Stay Close is when _____	We are upset with them	Red

Appendix H (Continued)

Session 4: Consequences Part 1

	Question	Answer	Color
1	Our focus is to build up _____ with _____	Appropriate Behaviors: Positive Consequences	Blue
2	A _____ is what happens right after behavior	Consequence	Red
3	Consequences can either _____ or _____ behavior	Strengthen or weaken	Yellow
4	Positive consequences include _____, _____ and _____	Praise, things and privileges	Red
5	A critical step is to tell the child which _____ they did	Appropriate behavior	Blue
6	We should try to give a positive consequence within _____ of recognizing the appropriate behavior	3 seconds	Yellow
7	Ignoring removes _____ from junk behavior	Our attention	Red
8	A good way to divert our attention is to _____	Do something with our hands	Red
9	When the junk behavior stops or a more appropriate behavior begins we should _____	Give a positive consequence	Blue
10	_____ is a good tool to use when for example, the child is complaining about their food.	Ignore Junk Behavior	Blue

Appendix H (Continued)

Session 5: Consequences Part 2

	Question	Answer	Color
1	To "Pivot" we ____ the junk behavior of one child and _____ for the appropriate behavior of another child	Ignore: Give positive consequences	Yellow
2	True or False: To "Pivot" we tell the child with the junk behavior to "Stop that!" and to "Quit that!"	FALSE	Blue
3	We _____ do anything differently when the junk behavior starts e.g. roll our eyes, leave the room, stare at the child	Should not	Blue
4	The appropriate behavior of the child not engaging in junk behavior receives a _____	Positive consequence	Yellow
5	The child with the junk behavior receives a positive consequence when _____	The junk behavior stops or more appropriate behavior begins	Red
6	Hitting is an example of _____	Serious behavior	Yellow
7	When serious behavior happens we should _____	Stop the behavior, redirect to another activity and give positive consequences	Yellow
8	Whenever possible redirect to child to a _____	Related activity they are likely to comply with	Blue
9	_____ is a good tool to use when for example, 1 child is throwing toys at another child	Stop-Redirect-Give Positive Consequences	Yellow
10	As always we should _____	Avoid coercives	Blue

Appendix H (Continued)

Session 6: Set Expectations

	Question	Answer	Color
1	To "Set Expectations" we let the child know _____.	What behavior is expected	Yellow
2	True or False: To "Set Expectations" we let the child know the consequences for meeting and not meeting the expectations	TRUE	Yellow
3	To "Set Expectations" we must decide the expectations and consequences _____	In advance	Red
4	To begin to "Set Expectations" we _____.	Pick a time and place away from the behavior	Blue
5	True or False: Saying, "I noticed you didn't empty the garbage yesterday!" sets a positive tone	FALSE	Yellow
6	True or False: Saying, "I noticed you emptied the garbage on Monday - Thanks!" sets a positive tone	TRUE	Yellow
7	Asking, "What do I expect of you?" is an example of _____	Asking the child to restate the expectations	Yellow
8	State consequences for _____ and _____ the expectations	Meeting: Not meeting	Blue
9	True or False: Consequences should be stated in terms of taking away privileges	FALSE	Blue
10	Give the Tool _____ to work. The child must develop a history of experiencing the consequences	Time	Red

Appendix H (Continued)

Session 7: Use A Contract

	Question	Answer	Color
1	A contract is a _____ that specifies the expectations and consequences	Written agreement	Red
2	Contracts are used to specify _____	Immediate and long term consequences	Blue
3	Contracts can be used _____	When you want the behavior to occur more independently	Blue
4	True or False: "Don't hit your sister" is a good way to write an expectation	FALSE	Red
5	True or False: Consequences should be stated in terms of earning rather than taking away privileges	TRUE	Red
6	Consequences should be _____ and _____	Fair: Worth it	Yellow
7	Include only a _____ behaviors in a contract	Few (not more than 4)	Yellow
8	Contracts should have _____ and _____ dates and _____ and _____ review times.	Beginning and ending: Daily and weekly	Red
9	True or False: "Remember to earn the (consequence) tomorrow, you must (expectation)" is a good way to review the contract when a consequence is not earned.	TRUE	Blue
10	_____ is a good tool to use when for example, the child must take daily medication	Use a Contract	Yellow

Appendix H (Continued)

Session 8: Use Time-Out

	Question	Answer	Color
1	"Time-Out" minimizes _____ and attends to _____ after the child has maintained a brief period of calm.	Consequences: Appropriate behaviors	Red
2	Do not use Time-Out if _____	The child is large enough to hurt you or get hurt themselves	Red
3	Time-Out is appropriate for _____	Serious behavior	Red
4	Time-Out should only occur in a _____	Safe and healthy place	Blue
5	True or False: Children should be placed in Time-Out for 1 minute for every year of their age	FALSE	Blue
6	Time-Out is made effective if the Tools _____ and _____ are used frequently	Stay Close: Give Positive Consequences	Red
7	Wait _____ to see if the child will go to the Time-Out area before giving a touch prompt	5 seconds	Blue
8	All _____ must be ignored	Junk behavior	Red
9	True or False: Tell the child when you have begun and stopped timing	FALSE	Red
10	The longest period of calm behavior required is to exit Time-Out is _____	3 minutes	Yellow

Appendix H (Continued)

Session 9: Assess Behavior Using the ABCs

	Question	Answer	Color
1	Behavior is anything a person does that can be _____ and _____.	Observed and Measured	Yellow
2	Decide if the behavior is _____ and can be ignored	Junk Behavior	Blue
3	A _____ is what happens right after behavior	Consequence	Yellow
4	A consequence may _____ a behavior and make it stronger	Pay-off	Red
5	A parenting tool that can be used as consequence to remove a pay-off for behavior is _____	Pivot	Red
6	The parenting tools attempt to _____ positive attention and other consequences for appropriate behavior and _____ attention and other consequences for problem behavior	Provide: Remove	Blue
7	An _____ is what happens right before behavior	Antecedent	Yellow
8	Antecedents _____ behavior	Trigger	Blue
9	A parenting tool that can be used as antecedent to trigger a behavior is _____	Set Expectations	Red
10	Having lots of _____ with children may clue that we are paying off problem behaviors	Coercive interactions	Blue

Appendix I: Sample Response Cards



Look & Read! (cards down)

RC 3-1 N

To “Stay Close” means:

- Telling our children what to do ■
- Problem solving ■
- Listening more than talking to our children ■
- Not Sure ■

Parenting Tools
FOR POSITIVE BEHAVIOR CHANGE



Cards Up!

RC 3-1 P N

To “Stay Close” means:

- Listening more than talking to our children ■

GREAT!

Parenting Tools
FOR POSITIVE BEHAVIOR CHANGE



Look & Read! (cards down)

RC 3-2

P N

To “Stay Close” does not mean:

Lecturing

Finding out their interests

Helping them to express their feelings

Not Sure

Parenting Tools
FOR POSITIVE BEHAVIOR CHANGE



Cards Up!

RC 3-2

P N

To “Stay Close” does not mean:

Lecturing

Wonderful!

Parenting Tools
FOR POSITIVE BEHAVIOR CHANGE



Look & Read! (cards down)

RC 3-4

P

N

To get physically close means to:

Be in the same room as the child

Get within arms length of the child

Be able to hear the child speak

Not Sure

Parenting Tools
FOR POSITIVE BEHAVIOR CHANGE



Cards Up!

RC 3-4

P

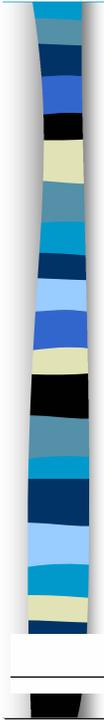
N

To get physically close means to:

Get within arms length of the child

FANTASTIC!

Parenting Tools
FOR POSITIVE BEHAVIOR CHANGE



Look & Read! (cards down)

RC 3-8

P N

Empathy statements use an opening statement and then add a ____ ____:

 feelings word 

 closed statement 

 coercive statement 

 Not Sure 

Parenting Tools
FOR POSITIVE BEHAVIOR CHANGE



Cards Up!

RC 3-8

P N

Empathy statements use an opening statement and then add a ____ ____:

 feelings word 

VERY COOL!

Parenting Tools
FOR POSITIVE BEHAVIOR CHANGE

Appendix J: Parenting Tools Complexity Survey

Parenting Tools Complexity Survey

Please answer the following questions using the codes below.

1 = Low or not very complex for parents to learn & demonstrate

2 = Moderately complex for parents to learn & demonstrate

3 = High or very complex for parents to learn & demonstrate

Generally speaking how complex are each of the (old curriculum) 30 hour Parenting Tools for parents to learn & demonstrate accurately during class role-play?

1) Stay Close _____

2) Give Pos Con _____

3) Ignore Junk _____

4) Pivot _____

5) Stop Redirect GPC _____

6) Set Expectations _____

7) Use a Contract _____

8) Time Out _____

Generally speaking how complex are each of the (old curriculum) 30 hour Parenting Tools for parents to learn & accurately use with the children in their home?

1) Stay Close _____

2) Give Pos Con _____

3) Ignore Junk _____

4) Pivot _____

5) Stop Redirect GPC _____

6) Set Expectations _____

7) Use a Contract _____

8) Time Out _____

Appendix K: Response Card Instruction Script

Trainer Response Card Script

Say This: For some of our classes we are going to use response cards. Our response cards will be 4 sheets of laminated construction paper, colored red, blue, yellow and green. I'll give a set of them to each of you. Please keep your cards on the table in front of you for now. I will tell you when we are going to practice.

Do This: Hand out a set of response cards to each student

Say This: I will let you know at the beginning of each class whether or not we are going to use response cards. When we use them, you will keep them on the table in front of you. At different times during the class I will say the words "Ready, Look and Read." I will then show you a slide with a question and 4 different answers.

Do This: Display the 1st PowerPoint slide from the Instruction Script Exemplars file

Say This: When I say "Ready, Look and Read," please keep the response cards on the table in front of you. Notice that there is a colored box to each side of every answer. I will read the question and all of the answers twice.

Do This: Read the question and answers twice on the displayed slide.

Say This: I will pause after the 2nd reading. During this pause, pull the colored response card that matches your understanding of the correct answer. (Remind them to keep their cards on the table for now if necessary). The green color will always be the "I'm not sure" answer. After a brief pause I will say the words, "Ready, Cards Up!" I will then show you the slide with the correct answer.

Do This: Display the 2nd PowerPoint slide from the Instruction Script Exemplars file

Say This: Notice that only the correct answer and its color are displayed. When I say "Ready, Cards Up!" everyone will hold up the card they have chosen at the same time. I will then identify the color and read the correct answer twice.

Do This: Identify the color and read the correct answer and the praise statement twice on the displayed slide.

Say This: OK we are going to practice now. "Ready, Look and Read!" Keep your cards down for now.

Appendix K (Continued)

Do This: Display the 3rd PowerPoint slide from the Instruction Script Exemplars file. Read the slide out loud twice. Pause for 5 seconds after the 2nd reading

Say This: Everybody chose the color of the correct answer. “Ready, Cards Up!” Remember we should try for everyone to raise their cards at the same time.

Do This: Praise the class for unison display of response cards. Display the 4th PowerPoint slide from the Instruction Script Exemplars file. Identify the color and read the correct answer and the praise statement twice on the displayed slide.

Say This: Let’s practice again. “Ready, Look and Read!” Keep your cards down for now.

Do This: Display the 5th PowerPoint slide from the Instruction Script Exemplars file. Read the slide out loud twice. Pause for 5 seconds after the 2nd reading

Say This: Everybody chose the color of the correct answer. “Ready, Cards Up!” Remember we should try for everyone to raise their cards at the same time.

Do This: Praise the class for unison display of response cards. Display the 6th PowerPoint slide from the Instruction Script Exemplars file. Identify the color and read the correct answer and the praise statement twice on the displayed slide.

Say This: Let’s practice one more time. “Ready, Look and Read!” Keep your cards down for now.

Do This: Display the 7th PowerPoint slide from the Instruction Script Exemplars file. Read the slide out loud twice. Pause for 5 seconds after the 2nd reading

Say This: Everybody chose the color of the correct answer. “Ready, Cards Up!” Remember we should try for everyone to raise their cards at the same time.

Do This: Praise the class for unison display of response cards. Display the 8th PowerPoint slide from the Instruction Script Exemplars file. Identify the color and read the correct answer and the praise statement twice on the displayed slide.

Appendix L: Participant Questionnaire

Place a check in the box that most closely matches your opinion.

		1. Strongly Disagree	2. Somewhat Disagree	3. Neither Agree nor Disagree	4. Somewhat Agree	5. Strongly Agree
1	I preferred to use response cards to answer questions rather than to raise my hand					
2	Using response cards required too much extra effort and were unnecessary					
3	I didn't learn as much when I decided whether to raise my hand to ask or answer a question					
4	I preferred to raise my hand to answer questions rather than use response cards					
5	I paid better attention in class when I raised my hand to answer questions					
6	Hand raising was not a good method for me to get the trainer's attention to ask or answer a question					
7	I paid better attention in class when I used response cards to answer questions rather than raising my hand					
8	I learned no more by using response cards than by raising my hand to ask or answer questions					

Comments:

Appendix M: Trainer Questionnaire

Place a check in the box that most closely matches your opinion.

		1. Strongly Disagree	2. Somewhat Disagree	3. Neither Agree nor Disagree	4. Somewhat Agree	5. Strongly Agree
1	Hand raising in response to trainer questions produces sufficient opportunities for reinforcement and feedback					
2	Response card instruction requires no more trainer behavior than the standard method of instruction					
3	Hand raising in response to trainer questions maintains adequate rates of attention & on-task behavior					
4	If available I would prefer to use response cards					
5	Hand raising in response to trainer questions produces satisfactory learning as measured by pre/post test comparison					
6	Using response cards represents a significant increase in the behavior required to conduct a class					
7	If given a choice I would prefer to continue the standard method of instruction					
8	Using response cards may result in higher rates of learning as measured by pre/post test comparison					

Comments: