

# FABI STEP 5: TESTING THE INTERVENTION SUMMARY TEMPLATE GUIDE

Data_Percent	Graph_Percent	Data_Rate	Graph_Rate	IRP-15 Teacher	IRP-15 Parent	CIRP	TI (Primary)	TI (Secondary)
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**Overview:** The Functional Assessment-Based Intervention Step 5: Testing the Intervention Summary Tool (Common, Oakes, & Lane, 2015) is a data-management tool to support educators' efforts to design, implement, and evaluate functional assessment-based interventions (Umbreit, Ferro, Liaupsin, & Lane, 2007). This MS-Excel file is to assist educators in monitoring **treatment integrity** (Is it happening?), **social validity** (What do stakeholders think about the goals, procedures, and outcomes?), and **student performance** (How well did this support work for this student?). Educators can download and save this Excel file and enter their student data for monitoring and decision making (see Figures 1-3). This data-management tool focuses on Step 3: Collect Baseline Data, Step 4: Design the Intervention, and Step 5: Test the Intervention.

Figure 1. Student performance data.

Figure 2. Social validity data.

Figure 3. Treatment integrity data.

## Student Performance: How well did this support work for this student?

To monitor student performance, teams will be working across **percentage** (sheets: *Data\_Percent*, *Graph\_Percent*) or **rate** (*Data\_Rate*, *Graph\_Rate*) sheets depending on the behavior dimension and measurement system identified during Step 3: Collect Baseline Data. Also see Appendix 1 for additional information.

Percent		Rate	
Data_Percent	Graph_Percent	Data_Rate	Graph_Rate
Sheet 1	Sheet 2	Sheet 3	Sheet 4

### Directions

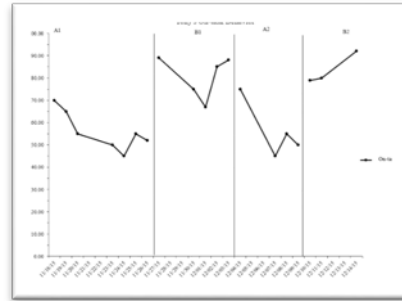
#### Entry

<b>Step 1</b>	Identify the appropriate spreadsheets for your student's performance data: percent (Sheets 1-2, <i>Data_Percent</i> , <i>Graph_Percent</i> ) or rate ( <i>Data_Rate</i> , <i>Graph_Rate</i> ) spreadsheets). Begin in the data sheet.																				
<b>Step 2</b>	<table border="1"> <thead> <tr> <th>Date</th> <th>Baseline</th> <th>Intervention</th> </tr> </thead> <tbody> <tr> <td>Update phase titles as appropriate --&gt;</td> <td></td> <td></td> </tr> </tbody> </table> <p>Label phase title, each column represents a single phase in the design (e.g., (A<sub>1</sub>-B<sub>1</sub>-A<sub>2</sub>-B<sub>2</sub>)).</p> <ul style="list-style-type: none"> <li>• Full title (e.g., Baseline)</li> <li>• Short title (e.g., A<sub>1</sub>)</li> </ul>	Date	Baseline	Intervention	Update phase titles as appropriate -->																
Date	Baseline	Intervention																			
Update phase titles as appropriate -->																					
<b>Step 3</b>	<p>First enter date. Second enter student performance data (i.e., rate or percent) to be graphed according to phase. For example, baseline (A<sub>1</sub>) data will be entered in column D. The next phase will be entered in column E.</p> <table border="1"> <thead> <tr> <th>Date</th> <th>Baseline</th> </tr> </thead> <tbody> <tr> <td>Update phase titles as appropriate --&gt;</td> <td></td> </tr> <tr> <td>11/18/15</td> <td></td> </tr> <tr> <td>11/19/15</td> <td></td> </tr> <tr> <td>11/20/15</td> <td></td> </tr> <tr> <td>11/23/15</td> <td></td> </tr> <tr> <td>11/24/15</td> <td></td> </tr> </tbody> </table>	Date	Baseline	Update phase titles as appropriate -->		11/18/15		11/19/15		11/20/15		11/23/15		11/24/15							
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<b>Step 4</b>	<p>Enter secondary observer information to monitor interobserver agreement.</p> <table border="1"> <thead> <tr> <th colspan="4">Secondary Observer</th> </tr> <tr> <th>Date</th> <th>Phase</th> <th>Data</th> <th>IOA</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>11/18/15</td> <td></td> <td></td> <td></td> </tr> <tr> <td>11/19/15</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>1) What was the date IOA was collected?</li> <li>2) What was the phase?</li> <li>3) What was the secondary observer's data?</li> <li>4) What was the interobserver agreement for that day?</li> </ol>	Secondary Observer				Date	Phase	Data	IOA					11/18/15				11/19/15			
Secondary Observer																					
Date	Phase	Data	IOA																		
11/18/15																					
11/19/15																					

**Step 5** Answer four questions to help build your graph, this information will be used to title important elements of your graph.

- 1) What is the title of your graph?
- 2) What behavior are you graphing?
- 3) What is the title of your y-axis?
- 4) What is the title of your x-axis?

**Step 4** Visually inspect your graph. Additional graphing instructions are provided in the next section to learn how to select the appropriate data range and move graph elements (e.g., phase titles, phase lines) accordingly before visual inspection.

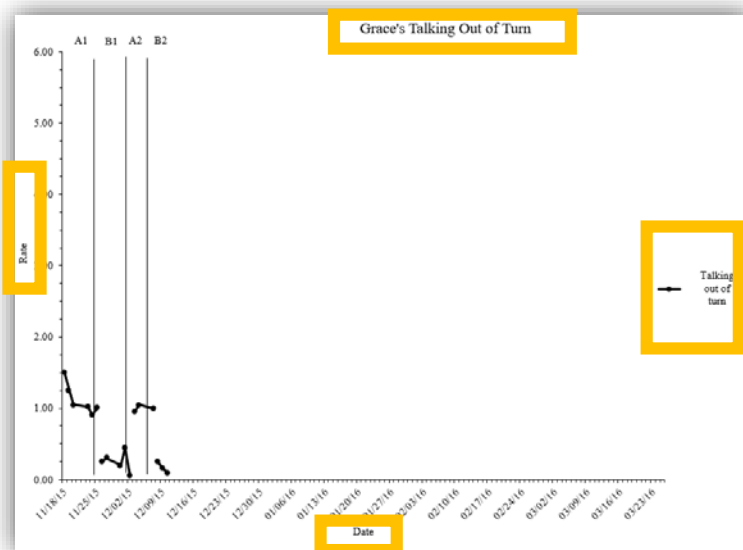


**Step 5** Descriptive statistics are calculated at the bottom of the data entry page and compliment visual analysis.

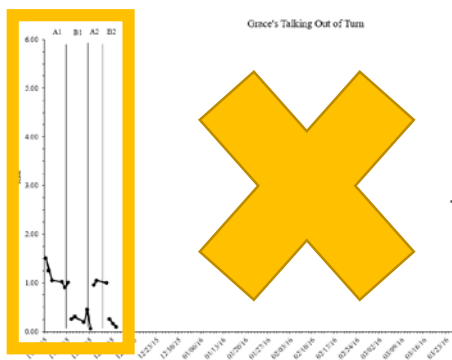
Primary Observer					
Mean		60.00	91.67	28.33	#DIV/0!
SD		30.41	10.41	5.77	#DIV/0!
Slope		-2.50	10.00	5.00	#DIV/0!
SE YX (Standard Error)		42.87	4.08	4.08	#DIV/0!

**Graph**

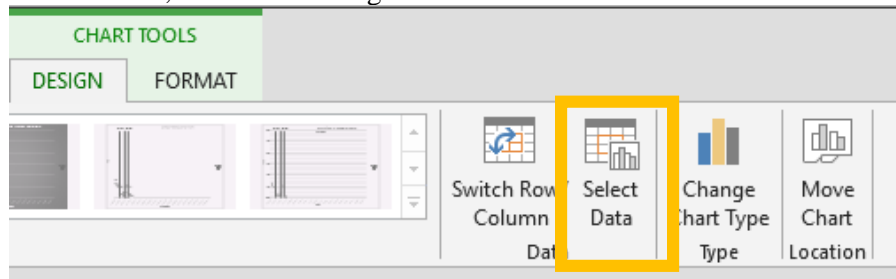
**Step 1** Check the graph's: title, key, y-axis title, and x-axis title



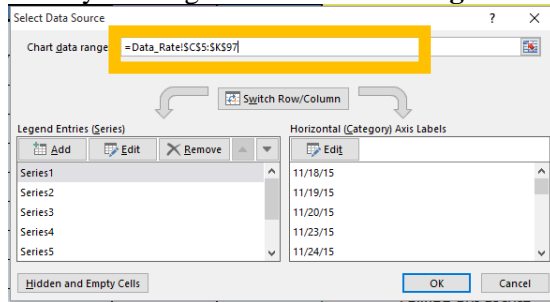
**Step 2** Select the date range to graph.



In chart tools, **select data** or right click data and **select data**



### Modify the range of data in the **Change date range:**



### **\$C\$5:\$K\$97**

**C** represents first column to be graphed (the date column)

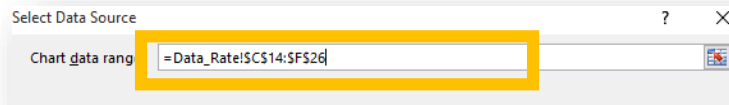
**5** represents the first row (11/18/15) to be graphed

**K** represents the last column to be graphed (the current or final phase)

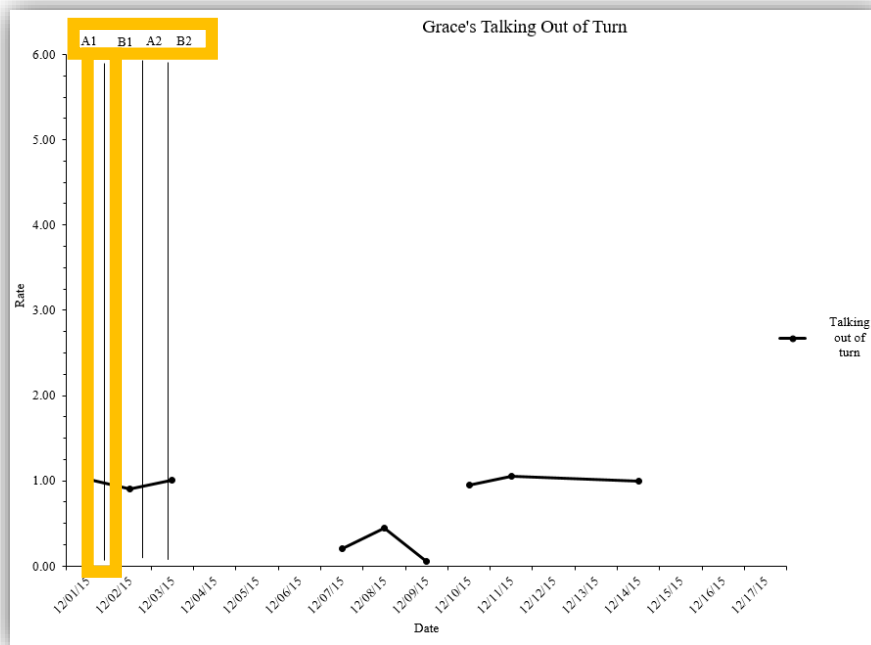
**97** represents the last row row to be graphed (the current, final, or antipated final data point)

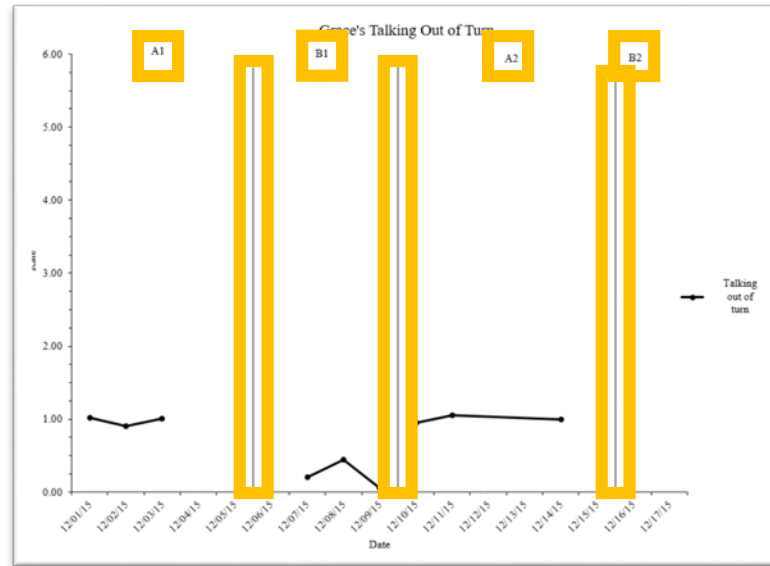
**Adjust columns and rows as necessary to select your date range to be graphed.**

For example, to graph three phases (A<sub>1</sub>-B<sub>1</sub>-A<sub>2</sub>) from 12/01/15 to 12/17/2015 the range of data would change from = \$C\$5:\$K\$97 to \$C\$14:\$F\$26 .



### **Step 3** Drag and move phase titles and phase change lines accordingly.





**Step 4** To disconnect the line between two data points within a phase, right click the later data point and select **Format Data Point**. Select **no line**. This is done to show a break in time such as during weather related or holiday breaks, or when the student is absent from school.

## Social Validity: What do stakeholders think about the goals, procedures, and outcomes?

The Social Validity scoring tool in sheets 5 and 6 (for adults) is designed for use with the adapted version of the *Intervention Rating Profile* (IRP-15; Witt & Elliott, 1985). The Social Validity scoring tool in sheet 7 (for student) is designed for use with the *Adapted Children's Intervention Rating Profile* (CIRP; Witt & Elliott, 1985).

Adult Perspectives		Student Perspective
IRP-15 Teacher	IRP-15 Parent	CIRP
Sheet 5	<i>optional</i> Sheet 6	Sheet 7

### Social Validity Adapted IRP-15 Scoring Tool

#### Directions

1. Open FABI STEP 5 SUMMARY TEMPLATE MS Excel file. Also, be sure to have the Adapted IRP-15 Intervention Pre/Post data sheets accessible.
2. Select the spreadsheet "IRP-15 Teacher" (or other stakeholder, such as parent).
3. In the column, **Score\_Pre (1 - 6)**, enter stakeholder's responses from the Adapted IRP-15 **Pre-Intervention sheet** (Responses should be numerical values ranging from 1-6).
4. In the column, **Score\_Post (1 - 6)**, enter stakeholder's responses from the Adapted IRP-15 **Pre-Intervention sheet** (Responses should be numerical values ranging from 1-6).
5. Monitor total score (row 19) and standard deviation (row 20) at both times points. These cells are locked.

Adapted Version of the <b>Intervention Rating Profile-15</b>		
	Score_Pre (1 - 6)	Score_Post (1 - 6)
1 This would be an acceptable intervention for the child's needs.		
2 Most teachers would find this intervention appropriate for children with similar needs		
3 This intervention should prove effective in supporting the child's needs.		
4 I would suggest the use of this intervention to other teachers.		
5 The child's needs are severe enough to warrant use of this intervention.		
6 Most teachers would find this intervention suitable for the needs of this child.		
7 I would be willing to use this intervention in the classroom setting.		
8 This intervention would not result in negative side effects for the child.		
9 This intervention would be appropriate for a variety of children.		
10 This intervention is consistent with those I have used in classroom settings.		
11 The intervention is a fair way to handle the child's needs.		
12 This intervention is reasonable for the needs of the child.		
13 I like the procedures used in this intervention.		
14 This intervention would be a good way to handle this child's needs.		
15 Overall, this intervention would be beneficial for the child.		
	Total	0
	Standard Deviation	#DIV/0!
Comments:		



## Social Validity Adapted CIRP Scoring Tool

### Directions

1. Open FABI STEP 5 SUMMARY TEMPLATE MS Excel file. Also, be sure to have the Adapted CIRP Intervention Pre/Post data sheets accessible.
2. In the column, **Item\_Response\_Pre**, enter student responses from the Adapted CIRP Pre-Intervention sheet (Responses should be numerical values ranging from 1-6).

Enter the item responses in Columns C (pre) and D (post). Use scale 1 = I agree ; 6 = I do not agree. The blue columns have formulas to reverse-code items number 1, 5, 6, 7 (=7-reported score). When you enter the items as reported, the blue columns will change to reflect the scoring. Higher scores indicate greater social validity.				
Adapted Version - Children's Intervention Rating Profile (CIRP)	Items As Reported on CIRP		Score with Reverse Coded Item	
	Item_Response_Pre	Item_Response_Post	Score_Pre	Score_Post
Date Completed				
1 The program we will use sounds fair.	6		1	7
2 I think my teacher will be too harsh on me.	1		1	0
3 Being in this program may cause problems with my friends.	1		1	0
4 There are better ways to teach me.	2		2	0
5 This program will help other kids, too.	3		4	7
6 I think I will like being in this program.	4		3	7
7 I think being in this program will help me do better in school.	5		2	7
		Total	14	28
		Standard Deviation	1.15	3.74
Comments:				

Notice the **blue columns** calculate the scores for each item with reverse coding on items 1, 5, 6, and 7. These will be formatted with 0's or 7's before entry, but will update automatically as you input your CIRP student responses. Reverse coding is used to reflect the score of positively and negatively worded statements.

3. Next, in the column, **Item\_Response\_Post**, enter student responses from the Adapted CIRP Post-Intervention sheet.

Enter the item responses in Columns C (pre) and D (post). Use scale 1 = I agree ; 6 = I do not agree. The blue columns have formulas to reverse-code items number 1, 5, 6, 7 (=7-reported score). When you enter the items as reported, the blue columns will change to reflect the scoring. Higher scores indicate greater social validity.				
Adapted Version - Children's Intervention Rating Profile (CIRP)	Items As Reported on CIRP		Score with Reverse Coded Item	
	Item_Response_Pre	Item_Response_Post	Score_Pre	Score_Post
Date Completed				
1 The program we will use sounds fair.	6	3	1	4
2 I think my teacher will be too harsh on me.	1	3	1	3
3 Being in this program may cause problems with my friends.	1	4	1	4
4 There are better ways to teach me.	2	5	2	5
5 This program will help other kids, too.	3	2	4	5
6 I think I will like being in this program.	4	4	3	3
7 I think being in this program will help me do better in school.	5	1	2	6
		Total	14	30
		Standard Deviation	1.15	1.11
Comments:				

Look at the **Total** row for scores. Higher scores indicate greater social validity.

Look at the **Standard Deviation** row for information about the spread of scores reported.

Common, E. A., Oakes, W. P., & Lane, K. L. (2015). Functional Assessment-Based Intervention Step 5: Testing the Intervention Summary Template Guide. Unpublished tool.



## Treatment Integrity: Is it happening?

TI Primary	TI (Secondary)
Sheet 8	<i>optional</i> Sheet 9

### Treatment Integrity Scoring Tool

The Treatment Integrity Scoring Tool in sheets 8 and 9 calculates weekly treatment integrity: (a) weekly item percentages over time; and (b) percentage, daily antecedent (A) percentage, daily reinforcement (R) percentage, and daily extinction (E) percentage and A-R-E Total by date.

#### Directions

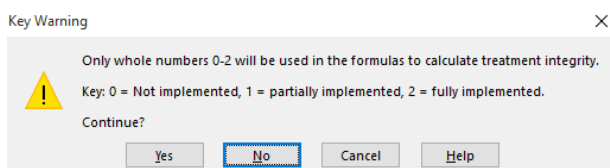
1. Open FABI STEP 5 SUMMARY TEMPLATE MS Excel file. Also, be sure to have the completed Treatment Integrity checklist to enter.
2. In Column D, **Procedure**, enter each A-R-E procedure (intervention tactic). These items will carry forward across all Treatment Integrity weeks in this sheet. Manually adjust any shifts in intervention in later weeks.

Procedure
insert
insert
insert
insert
insert
insert
insert
insert
insert

3. Enter the phase for this data sheet (Yellow highlighted cell; e.g., B3). Separate treatment integrity by phase and/or weeks. For example, if you introduce the intervention midweek – begin a new sheet to monitor treatment integrity for the new phase.

Phase:

4. Enter the date below each day of the week to correspond with gathered data. Treatment integrity is entered on a 0 (*not implemented*), 1 (*partially implemented*) or 2 (*fully implemented*). This range is used to calculate treatment integrity totals and percentages.



**If teams use a different scale, totals and percentages will not be accurate.**

5. Weekly totals and percentages will be calculated using a preset formula (these cells are locked).
6. Monitor treatment integrity by item, for each component area, and for total A-R-E.

Common, E. A., Oakes, W. P., & Lane, K. L. (2015). Functional Assessment-Based Intervention Step 5: Testing the Intervention Summary Template Guide. Unpublished tool.

## Appendix 1

### Student Performance: Understanding columns and rows

#### Data: Sheet 1 or 3

Column A: Includes possible phase change titles. This list is used to label phase changes using drop down data validation (D4:K4). This column is locked.

Column B: Includes sequential numbers 1-93, this information is used to calculate descriptive statistics of slope and standard error of slope (D103:K104). This column is locked.

Column C: Includes sequential dates 11/18/15 to 03/25/16 (C5:C97), this information is used to populate the x-axis on the student performance graph (Sheet 2 or 4). This column may be edited.

Columns D-K: Includes columns for data entry. Eight columns (D-K) for phase labeling (D3:K4) and data entry (D5:K97) – one column per phase. This information is used to populate student performance over time on the student performance graph (Sheet 2 or 4). Each column corresponds to a single phase in a single-case design. These columns may be edited.

Column L: Asks you four questions to label your graph's title, behavior of interest, y-axis, and x-axis. These responses will populate to text boxes on the student performance graph (Sheet 2 or 4). This column may be edited.

Rows 100-104: Descriptive statistics are calculated for each phase (C100:K104) to compliment your visual analysis in describing level and trend: mean ( $M$ ), standard deviation ( $SD$ ), slope ( $b$ ), and standard error of slope ( $SE YX$ ). These rows are locked.

#### Graph: Sheet 2 or 4

Y-axis: Corresponds with range of student outcome data (0-100% scale for percentage; 0-6 for rate). This can be adjusted by right clicking the y-axis and formatting axis parameters.

X-axis: Corresponds with date (C5:C97) range of student outcome data entered in the data sheet. This can be adjusted by right clicking the x-axis and formatting axis parameters. To adjust date range to be graphed, see directions on how to select data under **chart tools**.

Student data: Corresponds with student outcome data (D5:K97) entered in data sheet. To adjust date range to be graphed, see directions on how to select data under **chart tools**.

Labels: Corresponds with the answers regarding your graph's title, behavior of interest, y-axis, and x-axis (L7:L17). These are unlocked text boxes and can be edited, any edits will remove the piped in text from your data sheet.