



Theses and Dissertations

2021-06-16

A Qualitative Analysis of Incidents That Lead to High Quality Implementation of Behavior Intervention Plans From the Perspective of School Psychologists

Leah Hardy
Brigham Young University

Follow this and additional works at: <https://scholarsarchive.byu.edu/etd>



Part of the [Counseling Commons](#)

BYU ScholarsArchive Citation

Hardy, Leah, "A Qualitative Analysis of Incidents That Lead to High Quality Implementation of Behavior Intervention Plans From the Perspective of School Psychologists" (2021). *Theses and Dissertations*. 9592.

<https://scholarsarchive.byu.edu/etd/9592>

This Thesis is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact ellen_amatangelo@byu.edu.

A Qualitative Analysis of Incidents That Lead to High Quality
Implementation of Behavior Intervention Plans from the
Perspective of School Psychologists

Leah Hardy

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Educational Specialist

Ellie Young, Chair
Cade Charlton
Sterling Hilton

Department of Counseling Psychology and Special Education
Brigham Young University

Copyright © 2021 Leah Hardy

All Rights Reserved

ABSTRACT

A Qualitative Analysis of Incidents That Lead to High Quality Implementation of Behavior Intervention Plans from the Perspective of School Psychologists

Leah Hardy

Department of Counseling Psychology and Special Education, BYU
Educational Specialist

This study illuminated the perspectives of school psychologists who have developed behavior intervention plans (BIPs) that support successful change in student outcomes. A total of 15 school psychologists from two different school districts were interviewed using the critical incident method; participants shared their perceptions of effectively implemented behavior intervention plans. The participants emphasized the need for consistent communication among the team members, collaboration with key stakeholders, making modifications as needed during the implementation period, and adequate time to for school psychologists to provide training to teachers. The findings of this study emphasized the importance for school teams and other school stakeholders to understand the factors that are needed when they are addressing student behavior.

Keywords: behavior intervention plan, school psychologist, student outcomes, implementation

TABLE OF CONTENTS

TITLE PAGE.....	i
ABSTRACT.....	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES.....	vi
CHAPTER 1: Introduction	1
Statement of the Problem.....	1
Statement of the Purpose	2
Research Questions.....	2
CHAPTER 2: Review of Literature.....	3
FBA and BIP and Student Outcomes.....	4
Functional Behavior Assessments	5
Theoretical Foundations of FBA	6
Behavior Intervention Plans.....	7
Relationship Between a FBA and a BIP	9
The Role of the BIP Developer.....	10
The Role of the BIP Implementer.....	11
Factors That Contribute to Poor and Well Written BIPs	12
CHAPTER 3: Method.....	13
Participants.....	14
Procedures.....	14
Research Design.....	16
Data Analysis	16

Category Checks	16
Extraction Credibility Check	17
Credibility and Trustworthiness Checks.....	17
Member Check.....	18
Expert Check.....	18
CHAPTER 4: Results	19
Helping Incidents	20
Emails Used to Efficiently Communicate During Implementation.....	20
In-Person Meetings Used to Monitor BIP Progress.....	21
Administrator Knowledge of Behavior Contributed to Level of Support	22
Identifying Stakeholder Roles and Needed Steps for Data Collection.....	23
Teacher Engagement Contributed to Level of Teacher Involvement.....	24
Collaboration Through the Development of the BIP	24
Parent Involvement	26
Hindering Incidents.....	27
Demand on School Psychologist’s Time and Caseload Affected Availability.....	28
Availability of Resources for Teacher Training to Implement BIP Interventions.....	29
Collaboration Through the Development of the BIP	30
Parent Involvement	31
CHAPTER 5: Discussion.....	33
Explanations of Findings	34
Limitations	37
Implications for Future Research.....	38

Implications for Practitioners..... 39

Conclusion 43

REFERENCES 44

APPENDIX A: Consent/Institutional Review Board Approval Letter 48

APPENDIX B: Demographic Survey..... 49

APPENDIX C: Interview Script (Plan Implementer)..... 54

LIST OF TABLES

Table 1 <i>Helping Category Names and Number of Critical Incidents</i>	27
Table 2 <i>Hindering Category Names and Number of Critical Incidents</i>	28

CHAPTER 1

Introduction

School personnel often encounter a wide range of challenges to provide a valuable learning experience for students, who come from diverse backgrounds, each with a different set of needs. Some students with emotional and behavioral concerns or other students with significant behavioral challenges receive special education services due to their specific need for specialized instruction and support. Often these students display disruptive behavior and need individualized plans to develop effective behaviors in a school setting (Hawken, 2006). A popular and sometimes required method for handling and improving disruptive behavior is through the development of a behavioral intervention plans (BIP). BIPs have been shown to be very effective in improving student outcomes when they have been properly written and implemented (Blood & Neel, 2007). There are actions such as a functional behavioral assessment (FBA), school personnel input, and teacher implementation strategies that are crucial to the BIPs process. However, implementation seems to be the area that creates significant challenges for school personnel.

Statement of the Problem

Researchers have identified that in some cases BIPs looked more like compliance documents rather than functional plans for teaching and maintaining a student's replacement behaviors (Blood & Neel, 2007). BIPs are usually created by a school team, which can include school psychologists, administrators, teachers, behavior technicians, and other staff. Previous research has focused on the needs, experiences, and expertise of teachers concerning BIP development and implementation. For example, one study found that none of the teachers that were interviewed could explain what the BIP goal was for their students. Blood and Neel (2007)

reported that some BIPs placed a heavy focus on teachers' interviews and observations about the student when creating BIP content, and previous research did not address the other aspects of the FBA findings which included interviews with parents, classroom observations, and other assessment results collected by other school staff such as the school psychologist. While it is valuable to hear about the teacher's perspective, knowing more about other school team perspectives would add to the knowledge about development and implementation of BIPs.

Statement of the Purpose

A more in depth look at the perceptions of school psychologists, who frequently develop the BIP could identify important elements of what contributes to an effectively implemented BIP. The study examined how school psychologists describe the helping and hindering incidents that contributed to high quality implementation of a BIP that then leads to a successful change in a student.

Research Questions

This study will address the following research questions:

1. What are perceptions of school psychologists regarding the helping incidents or events associated with a BIP that produced a successful change for a student?
2. What are perceptions of school psychologists regarding the hindering incidents or events associated with a BIP that produced a successful change for a student?
3. What are school psychologists' perceptions about what would help improve future BIPs (i.e., wish list items)?

CHAPTER 2

Review of Literature

When the Individuals with Disabilities Education Act (IDEA) was passed in 1975, the percentage of children who received support from federal special education programs increased from 8.3% to 13.8% between 1976 and 2005 (National Center for Education Statistics [NCES], 2018). Then, in 1997 the updated IDEA legislation pushed for more students with disabilities to be accommodated in the general education setting (Couvillon et al., 2009). The disabilities a student can have include the following: specific learning disability; other health impairment; autism; intellectual disability; visual impairment; multiple disabilities; deaf-blindness; deafness; hearing impairment; orthopedic impairment, including blindness; speech or language impairment; traumatic brain injury; emotional disturbance; and developmental delay (NCES, 2018). In the 2014-2015 school year, emotional disturbance (ED) accounted for less than 1% of total enrolled students in the school population (NCES, 2018). To meet these students' specific needs and to facilitate their effective education in general and special education classroom settings, functional behavior assessments' (FBAs) and behavioral intervention plans (BIPs) are the main tools used to address disruptive behavior.

Research has highlighted that students who are identified with the special education classification of ED often display learning difficulties that affect academic performance and they experience lower educational attainment and school failure. These youth often have reoccurring mental health problems (Tellis-James & Fox, 2016). In addition to these learning difficulties, relationships with teachers, parents, peers, and other individuals in their lives are also impacted. Students with ED, who report to have positive relationships with others in which they feel they receive support, tend to have greater success or improvement in their academic performance

(Grant, 2016). However, it is unfortunate that these students are often labeled as “failures” or “unreachable” and these labels can hinder the quality of relationships to teachers and parents. Students identified as ED qualify for special education services and frequently need a range of services that include academic, social, and emotional supports (Tellis-James & Fox, 2016).

Emotional and behavior disorders (EBD) is a slightly different term often found in scholarly writing that refers to youth who have a variety of emotional and behavioral challenges but are not identified as a student with a disability (Tellis-James & Fox, 2016). Students labeled EBD have a wide range of needs (Montague et al., 2005) and frequently display disruptive behaviors can progress into adulthood (Conroy & Brown, 2004). These students whose academic and behavioral problems are not considered sufficiently severe to warrant special education services, school personnel can still complete a FBA to generate a BIP to address their behavior or emotional needs (Holcomb et al., 2020). Behavior interventions plans can be developed and implemented, and the interventions that are outlined in the plan can be applied in the general education classroom (Holcomb et al., 2020).

FBA and BIP and Student Outcomes

Challenging student behavior is an issue that all teachers from general to special education classrooms deal with almost daily (Hawken, 2006). Teacher responses to disruptive behavior range from removing the student from the classroom to another place in the school with adult supervision or by removing them from the school setting through suspension (Van Acker et al., 2005). Other responses to the disruptive behavior include consequences based on what the student did rather than the motivating reason for why the student chose to display the behavior. In the past, students with disabilities who displayed disruptive behavior were excluded from school altogether (Van Acker et al., 2005). The IDEA act made behavior intervention plans

(BIPs) a federal mandated tool to help address the needs of children in special education who display especially difficult behaviors (Hawken, 2006). This legal mandate requires schools to develop an appropriate structure for BIP development, tools to aid, and ongoing training to implement a BIP (Walker & Barry, 2017). The ideal vision for BIP development is for data collection, collaboration, and monitoring implementation to happen at each stage of their appropriate stages to ensure a quality BIP (Walker & Barry, 2017).

Students in any disability category may have needs that require attention and a clear set of procedures to address their behavioral needs. Since needs differ from student to student, a formal process that includes a functional behavior assessment (FBA) and behavior intervention plan (BIP) can be developed. The FBA is the beginning part of the process of creating a BIP; it is the assessment process that is used to collect data about a student's disruptive behavior. The results from the FBA are then discussed in a meeting where typically the school psychologist, involved school personnel, parents, and sometimes the students come together to discuss what goes into the BIP (Hawken, 2006).

Functional Behavior Assessments

A BIP is created after a functional behavior assessment (FBA) has been completed. An FBA is an assessment that the school psychologist, behavior specialist, or other trained professional uses to collect data about a student's behavior. The FBA is described as a systematic and evidence-based process for assessing the relationship between a behavior and the situation in which it occurs (Lohman et al., 2013). It is a best practice recommendation that the FBA is always done before creating a BIP; however, in reality, FBAs are not always conducted prior to the BIP (Scott et al., 2008). The ultimate goal of the FBA is to guide the development of positive interventions which is based on the reasons for why a behavior is occurring (Lohman et al.,

2013). Functional behavioral assessment can sometimes be confused with functional behavioral analysis. Functional behavioral assessments are focused on the procedures that are used to identify the antecedents and consequences behind a specific behavior (Watson & Skinner, 2001), while functional behavioral analysis focuses on the experimental manipulation of an environment in a controlled setting to identify the effects that the events have on behavior (Watson & Skinner, 2001). It has been suggested that functional behavioral analysis is one of the approaches that is used for a functional behavior assessment (Watson & Skinner, 2001).

Typically, behavior specialists, behavior analysts, and school psychologists use the functional behavior assessment to classify the type of behavior and the purpose of the behavior. Education personnel who administer the FBA are trained to do so in an ethical and professional manner that gathers the appropriate data needed. According to a trainer manual (Lohman et al., 2013), it is important for educational personnel to know how to conduct an FBA with students whose behavior can range from mild to severe. Generally, the students who have an FBA have been identified with an emotional disturbance (ED) or are taught in self-contained special education classrooms (Couvillon et al., 2009). These students are a special targeted population because they are more likely to display disruptive behaviors (Couvillon et al., 2009).

Theoretical Foundations of FBA

The goal of the FBA is to produce a hypothesis statement or summary that outlines the factors believed to be behind the student's disruptive behavior (Sugai, Horner, et al., 2000). FBAs are used by a team which could consist of individuals who bear some responsibility and are called to help during the FBA assessment process. Teachers, family members, and counselors who have direct experience with the student -- whether it be in the classroom or in the home setting (Sugai, Horner, et al., 2000) -- can contribute to the FBA. School psychologists, school

counselors, and special educators often take the lead in conducting the FBA because they have knowledge about behavior and can observe and collect information that is used to recommend strategies for the BIP (Sugai, Lewis-Palmer, & Hagan-Burke, 2000). School psychologists specifically, in some cases, are called upon to help specifically when the student's behavior may be intense and need detailed interventions that appropriately address the intense behavior. The school psychologists have access to research or trainings about behavior management which aids in their ability to help in identifying behavior interventions (Merrell et al., 2012). Administrative authorities such as principals provide support and offer recommendations regarding school personnel assistance, resources, and time (Sugai, Horner, et al., 2000). All of these educators and school personnel participate in the FBA process by providing their information about their interactions with the student. Overall, the FBA and its theoretical foundation emphasize the importance of using applied research methods to gain an understanding of the determinants of behavior (Hanley et al., 2003).

Behavior Intervention Plans

Behavioral intervention plans are action plans based upon systematically applied interventions and strategies used to support students as they change their behavior (Walker & Barry, 2017). BIPs are also described as plans that promote active measures to be taken to address behaviors impeding learning of students or others (Browning-Wright & Cafferata, 2013). The BIP is encased in a process that includes a functional behavioral assessment (FBA) and a team of school personnel to address the FBA results. The first step begins when a school psychologist, or other trained educator, receives a request to conduct an FBA on a student who is displaying disruptive behavior (Walker & Barry, 2017). School psychologists are often called upon to conduct these FBAs because of the extensive training that they receive in analyzing

behavior and its functioning in academic settings (Merrell et al., 2012). They also report the FBA data that they have collected at various meetings (e.g., Individualized Education Program meetings, special education meetings, and any other accommodations meetings) to the team and parents (Twachtman-Cullen & Twachtman-Bassett, 2011).

The FBA is then used to determine the possible reasons behind the student's behavior; those reasons are used to decide what will go into the content of the BIP. A team made of the school psychologist, teacher, parents, and other school personnel meet to discuss the FBA, ways to address the behavior, and how implementation will be handled. This process is a team-based approach because a team is needed to set the goals and interventions that will result in effective behavior change (Walker & Barry, 2017). Simply creating a plan that reduces the disruptive behavior usually is not adequate, the goal is to identify the reason for student's problematic behavior and to teach and reinforce meaningful effective replacement behaviors.

A BIP is needed when a student's behavior is deterring their own learning or the learning of others in the classroom (Couvillon et al., 2009). Students in special education classrooms or who receive special education services are the most common students who have a BIP. However, students who are in general classrooms also can have a BIP (Browning-Wright & Cafferata, 2013). Usually, it is the teacher who observes the problem behavior in a classroom but other school personnel who interact with the student may be involved in identifying students who need a BIP. The behavior is reported to the school psychologist (or another behavior specialist) who collaboratively conducts an FBA with other team members. School psychologists collect data which can include completing observations, reviewing student records, gathering teacher feedback about the nature and specific details of the behavior (National Association of State

Directors of Special Education, [NASDSE], 2018). The student's behavior is then reviewed by the team responsible for implementing the BIP.

A quality BIP is based on data that was carefully gathered and analyzed by the school-based team (Browning-Wright et al., 2007). The Behavior Intervention Plan – Quality Evaluation (BIP-QE) is a scoring guide that consists of six concepts used to score the quality of a BIP. The six concepts include the following: (a) behavior serving a purpose, (b) behavior is related to the context in which it occurs, (c) change the environment to better support positive behaviors and teach a socially acceptable replacement behavior to achieve the desired outcome, (d) reinforcement of the new behavior, (e) reactive strategies for future occurrence of problem behavior, and (f) communication between all to progress/monitor interventions (Browning-Wright & Cafferata, 2013). Five steps for creating a BIP include the following: (a) addressing the behavior, (b) understanding the problem behavior, (c) developing the behavior plan, (d) implementing the behavior plan, and (e) monitoring/evaluating the plan (Browning-Wright & Cafferata, 2013).

Relationship Between a FBA and a BIP

Historically, FBAs and BIPs have been used since the 1960's and since increased from 1997 until now (Couvillon et al., 2009). Currently, they are still the main tools that school psychologists and their colleagues use to identify disruptive behavior and find solutions to address them. The main purpose behind an FBA is that the information that is gathered during the FBA process is used to improve the effectiveness and efficiency of a BIP (Sugai, Horner, et al., 2000). The FBA is used to analyze the specifics of a behavior while the BIP is a document that uses the FBA to develop a plan to address the behaviors.

The FBA is a crucial part of any behavioral intervention plan, including those other than a BIP. Browning-Wright et al. (2007) conducted a study to deduce how the findings of an FBA were being utilized in a positive behavior support plan (PBS). They concluded that school officials were not properly trained or using appropriate skills to conduct FBAs. The findings included the idea that FBAs were being inadequately developed, the content of the positive behavior support plans (PBS) and the FBA data did not align, and the PBS lacked legal strength (Browning-Wright et al., 2007).

Possible solutions to improve understanding of BIPs, and any other intervention plans, include providing in-service training and positive feedback (Couvillon et al., 2009). Providing training to school staff is a possible solution that has been of interest to researchers. Some researchers have hypothesized that through providing intense in-service training the behavioral competencies of school personnel will address the best practices identified in IDEA and IDEIA (Browning-Wright et al., 2007). Though this solution did have some promise, a study reported that after a group was given a fast-paced training on FBAs and BIP planning to improve their ability to develop effective strategies, there was no significant improvement in BIP effectiveness (Couvillon et al., 2009). The group targeted in the research still could not produce work that fit into the range of best practices. Knowing the results of this study shows that intense, short trainings are not very effective when teaching about FBAs and BIPs (Couvillon et al., 2009).

The Role of the BIP Developer

School psychologists, when developing a BIP, can have both indirect and direct responsibilities. School psychologists provide indirect services such as consultation, research, program development for systems change, and in-service training (Bradley-Johnson & Dean, 2000). School psychologists also provide direct services when they work with a face-to-face with

a child or the team that supports that child. The BIP process requires the school psychologist to combine these two forms of service to contribute adequately to the BIP process.

School psychologists generally are in charge of providing behavior support for a student who is displaying disruptive behavior (Hawken, 2006). In a study conducted about behavior education programs (BEPs) it was found that the role of school psychologists provides a link between general and special education teachers and serve as leaders as BIPs are being developed to ensure the specific needs of the students are being met (Hawken, 2006). The process for which an FBA is developed first starts with a meeting and gathering data about the student's problem behavior.

The Role of the BIP Implementer

Teachers and school psychologists have different levels and focus of training regarding their skills for implementing a BIP. Couvillon et al. (2009) evaluated teachers' level of training about a BIP. Most of the teachers reported not receiving a training or explanation on a BIP until they were several years into their teaching career. Teachers not only displayed a lack of information about the BIP they also did not fully understand their responsibility for implementing the BIP. In a study conducted by Reinke et al. (2011), it was found that almost half of the teachers who participated stated that they have never heard the term "evidence-based." The teachers from this study were mostly general education classroom teachers, which reveals a knowledge gap between school personnel who are expected to work together to implement strategies to improve student outcomes. Data reveal that some teachers do not receive any training or instruction on the BIP until at least their fifth year of teaching (Couvillon et al., 2009). These research findings indicate teachers' knowledge may impact BIP implementation and

effectiveness. Additionally, this gap may influence how teachers view their role and responsibility when implementing a BIP.

Factors That Contribute to Poor and Well Written BIPs

Currently, school personnel are struggling to effectively develop BIPs and implement these plans (Hawken, 2006). When BIPs are written as a compliance document rather than a plan to develop replacement behaviors for a student, the effectiveness of the BIP seems to diminish (Blood & Neel, 2007). The BIPs that do not include clearly defined procedures are deemed incomplete and problematic even though the BIP may be viewed as meeting a compliance expectation (Maag & Katsiyannis, 2006). In a study conducted by Collins and Zirkel (2017), the fusion of best practice recommendations and legal requirements is the paramount way to approach the creation of a BIP.

The 2014 court case *C.F. vs. New York City Department of Education* shed light on the challenges often found when writing and implementing effective BIPs. In this court case, the parents of student C.F. alleged that the special education department in their child's school failed to provide an adequate BIP that addressed their child's needs. An analysis revealed that the plan did not provide strategies that matched with the behavior that was being displayed; rather, the BIP described the behaviors and listed some strategies. A school psychologist for the district even stated that the plan was vague when it was compared to the professional standards established for BIP content (Collins & Zirkel, 2017). In this case the legal requirement of issuing a BIP was met but best practice recommendations were neglected. To gain a better understanding, further research needs to be conducted to identify the critical incidents of the BIP process based on their perceptions of key players, which is often the school psychologist. This

proposed research has the potential to increase our understanding of how high quality BIP implementation improves students' behavior.

CHAPTER 3

Method

The methodology that is most appropriate for this study is the critical incident technique (CIT), which is a research technique that was created by Dr. John C. Flanagan (Butterfield et al., 2005). The CIT method was first developed during World War II by the Aviation Psychology Program; it integrates both industrial and organizational psychology concepts (Butterfield et al., 2005). The CIT method places a special emphasis on the participant's experiences which calls attention to the practical insights about the realistic problems they face (Andreou et al., 2014). Applying the steps of the CIT method within this study will identify what the critical events, incidents, factors are that contribute to effective BIP implementation based on the experiences of school psychologists.

Identifying critical incidents from the school psychologist's perspective about what went well during the BIP implementation process is the focus in this study. In addition to these critical incidents, researchers also hope to understand wish list items from school psychologists that are helping to implement BIPs. These wish list items may include supports, information, programs, etc. that were not included, but they believe would have been very helpful during the process (Butterfield et al., 2009). The purpose of this specific study is to gather perspectives of school psychologists who are helping to implement BIPs. The hope is to gain a deeper understanding of critical incidents that contribute to a BIP that improved student behavior.

Participants

The participants in this study consisted of BIP developers who are school psychologists in a state in the western part of the United States who have reported experiencing improved student behavior because of a BIP within the past six months. Participants were recruited for this study through a preliminary online survey (Appendix B) which was distributed to school psychologists at multiple local schools and districts under the direction of the special education director at each school or school district. The survey included demographic questions followed by questions about an experience with improvement in student's behavior within the last six months. Approval from the Institutional Review Board (IRB; Appendix A) and the respective school districts were obtained before the interviews begin.

Procedures

After school psychologists were identified from the districts, the researcher emailed them to invite them to participate in the research study, the researcher reviewed the consent to participate in research approved by Brigham Young University's Institutional Review Board. When the participant agreed to participate, the researcher coordinated with each participant about the logistics of scheduling an interview that accommodated the participant's needs or preferences.

The interviews were structured with opportunities for clarification of the purpose of the research and consisted of Critical Incident Technique (CIT) questions in which each participant was asked the same standardized questions in the same order Appendix (C). The interviewer ensured that the school psychologist had successfully implemented a BIP and based their responses to the interview questions on one specific BIP. Next, the participants were asked about the specific events that helped and hindered the implementation of the BIP and what

events they wish would have happened. The researchers typed each of the participant's responses into an interview form. The researchers repeated the responses and asked if the participant wanted to add to or clarify any of their responses. If any additions or changes were made, they were immediately noted on the interview form.

Interviews were conducted over the phone and recorded using a secure app that records the audio feedback into a digital file. The interviews continued until saturation, which is the point in data collection when no new information is being gathered from the interviews after each administration (Saumure & Given, 2012). Once saturation was achieved the interviews were discontinued. The CIT process described by Butterfield et al. (2005) was the process used to determine if saturation was achieved. For this study, saturation was achieved after 15 interviews were completed. To encourage participation, participants received a \$25 VISA gift card after they participated in the interview.

The interview questions included the following:

1. Tell me what the impactful BIP looked like in your specific experience.
2. What were the important *events* that **helped** to consistently implement this specific BIP concerning improvement in student behavior? Please describe each incident in as much detail as possible.
3. What were the specific events that **hindered** your efforts to consistently implement this specific BIP concerning improvement in student behavior?
4. Looking back, are there other things that would have helped? Things you wished had happened or even could happen in the future.

Research Design

This study used the critical incident technique, a qualitative methodology that was outlined above. The CIT methodology was used in this study for several reasons. The study required a qualitative approach that is quick but also efficient in gathering data. In addition to being efficient, the CIT method enabled the researchers to gather data and analyze it for specific themes about BIP implementation.

Data Analysis

Once the administration and transcribing of the interviews concluded, researchers randomly selected five interviews to review at the recommendation of an experienced CIT researcher (Charlton et al., 2018). The helping and hindering critical events were analyzed for overarching themes. Researchers looked for commonalities among participant responses and the responses were sorted into specific categories. The process continued with five new randomly selected interviews at a time until all of the interviews were analyzed, and the information was sorted into the categories. Once all of the critical incidents and wish list items were sorted into categories, the researchers produced an operational definition of each category. Then the incidents that were placed in each category were reviewed to ensure that they matched the operational definition of that category. New categories were created depending on the data. For each new category, the data in that category was evaluated to ensure that it aligned with the definition of that category (Butterfield et al., 2009).

Category Checks

A member of the research team reviewed the category titles and operational definitions to verify that the categories were comprehensive and relevant to the research questions. In addition to the research questions, the researcher ensured that the categories accurately captured what the

participants were sharing in interviews. The research team member also examined the categories to identify any overlaps and consider combining or separating categories. The percent agreement between the two reviewers was 82% for the helping incidents and 83% for the hindering incidents. After the category check was completed, the research team reviewed the feedback and discussed any changes that need to be made.

Extraction Credibility Check

For this section, a member of the research team who had limited participation in the data analysis completed the credibility check on the extraction of the CIs. The researcher independently extracted a number of critical incidents from the audio of the interview sample transcriptions. This credibility check was used to calculate the level of the agreement between what the primary researcher identified as a critical incident and what the other researcher identified as a critical incident. This credibility check was compared to the original extraction which was conducted by another member of the team to check for similarities between the two. A high consistency rate of 25% established credibility that the incidents identified between the researchers were critical to the data analysis process. Twenty five percent is the most frequent percent used to cover the total critical incidents that were gathered during the study. The researchers in this study cross checked 25% of the interviews and we found that we achieved 95% accuracy across our first and second extraction effort.

Credibility and Trustworthiness Checks

After the categories, category titles, and operational definitions were created by the researcher, they were sent to another member of the research team who used the provided operational definitions to organize the critical incidents using the original categories. The primary researchers checked for sorting and category agreement between the original interviewer

and the reviewer. For this study, an agreement was defined as any instance in which the reviewer placed a critical incident into the same category as the original researcher. Any disagreements that occurred were reviewed by the entire research team until a consensus was achieved.

Member Check

After completion of the category checks, all of the participants had the opportunity to review their interview transcripts. The participants were given access to review the categories, operational definitions, and critical incidents identified from their own interview that the researcher developed. The researcher asked the participant questions about the correctness, appropriateness, and clarity of the created categories. In addition to these questions the participant was asked if they have any additional comments or if they believed that anything was missing. The researchers made any needed adjustments to the created categories.

Expert Check

Once the categories were checked for accuracy, they underwent a credibility check by an expert. The expert was Cade Charlton, an influential researcher at Brigham Young University studying BIP implementation. The various categories created were sent to the expert, and he reviewed the categories in order to assess accuracy and relevance to BIP developers in the field. The expert check was used to check for consistency with their experience and documentation of how the findings in this study correlated with what is occurring in the field.

CHAPTER 4

Results

In this study, 15 school psychologists from two different school districts were interviewed to share their perceptions of effectively implemented behavior intervention plans. A total of 67 critical incidents, including helping and hindering critical incidents, were identified from the 15 interviews conducted. A total of 44 (66%) helping critical incidents were identified and a total of 23 (34%) hindering critical incidents were also noted. The names of the nine categories, the frequency of the critical incidents associated with each category, and the percent of the critical incidents in each category are summarized in Table 1. The wish list items identified by participants were not sorted into a separate category during the analysis process and are not included in the results section. The interviews were audio recorded, transcribed, and underwent five rounds of analysis (Butterfield et al., 2009). Participants were asked to identify one specific successful experience implementing a BIP, defined for this project as producing positive student outcomes. The participants were then asked to discuss the critical incidents that occurred during the implementation of that BIP. All the participants described these critical incidents in their own words based on their perceptions of what contributed most to their success. The experiences that the participants described are directly connected to the research questions:

1. What are perceptions of school psychologists regarding the helping incidents or events associated with a BIP that produced a successful change for a student?
2. What are perceptions of school psychologists regarding the hindering incidents or events associated with a BIP that produced a successful change for a student?
3. What are school psychologists' perceptions about what would help improve future BIPs (i.e., wish list items)?

Helping Incidents

Participants reported helping critical incidents that were grouped into seven categories that contributed to effectively implemented BIPs and positive student outcomes: (a) emails used to efficiently communicate during implementation, (b) in-person meetings used to monitor BIP progress (c) administrator knowledge of behavior contributed to level of support, (d) identifying stakeholder roles and needed steps for data collection, and (e) teacher engagement contributing to level of teacher involvement, (f) collaboration through the development of the BIP, (g) parent involvement. Table 1 outlines the number of critical incidents and percentage of the frequency of the incidents.

Emails Used to Efficiently Communicate During Implementation

Several participants reported that emails were a critical form of communication used by stakeholders which included teachers, school psychologists, principals, parents, secretaries, and behavior specialists. Four (9%) helpful critical incidents were associated with this category. Stakeholders used email to check in or monitor the effectiveness of the BIP as it was being implemented in the classroom. The stakeholders used email to quickly inform others (e.g., caretakers, teachers, school administrators) without having to call a meeting with all of the stakeholders physically present. The stakeholders emailed frequently (daily and or weekly) to maintain ongoing check-ins, ask questions, or for staying in contact. In addition, emails enabled a stakeholder, most often the teacher, to share or gather implementation data that was collected on an ongoing basis. The school psychologist used email to send out reminders to other stakeholders about implementation and data collection procedures as outlined in the BIP. The following quotes from participants highlight how frequent emailing contributed to effective BIP implementation:

Participant #8: When I am not at the school, I had to just email the secretary, the principal, the teacher, I had to email them the schedule. I had to make sure that I was communicating with everyone, including our secretary because they were really important in helping.

Participant #1: On average, twice a week, we would meet or communicate via email. Some were in person meetings and some were more informal where one would meet with another. But at first, the whole team communicated. Email was the main communication, email and the in-person meetings.

In-Person Meetings Used to Monitor BIP Progress

In-person meetings were used to gather the stakeholders to discuss any modifications that needed to be made to the BIP. Seven (16%) helpful critical incidents were associated with this category. The meeting length was determined based on team availability or how much content needed to be discussed. The in-person meetings were held to revise the BIP and to make sure everyone had the resources they needed. Participants indicated that these team meetings fostered a team approach. The in-person meetings allowed for the stakeholders to gain buy-in from other stakeholders, namely the teacher or parents. If a stakeholder could not physically attend, participation through the phone during the proceedings was encouraged. In other cases, the school psychologist would check-in with other stakeholders by going to their offices/classrooms or through the phone contact. Any form of communication (emails, phone calls, in-person meetings, etc.) was accepted and utilized to ensure that a meeting would be scheduled and conducted. These quotes from participants show the importance of meetings:

Interviewer: What were the important events that helped to consistently implement this BIP which showed any improvement in student behavior?

Participant #1: One of the components was frequent team meetings and collaboration among team members, including parents. So, we just had a lot of ongoing communication and meetings about the student and about the plan to tweak things. That was a huge help, just being able to talk about what's working, what's not, and then change it. The communication in this case was huge.

Participant #9: One of the things that I think was helpful is we met as a team every other week. Sometimes when we do behavior plans, we don't do that. But this one, we decided let's meet every other week, and mom is a single mom, works full time, and so she would call into the school. And so, I think that was one of the helpful things for implementation.”

Administrator Knowledge of Behavior Contributed to Level of Support

The implementation of successful BIPs was impacted when building level administrators supported the BIP. Four (9%) helpful critical incidents were associated with this category. Administrators were specifically identified by the school psychologists and other stakeholders to being vital for effective BIP implementation. When administrators had knowledge of behavior management principles, the administrators were able to offer a level of support that was needed by the team implementing the BIP. For example, when the principal or vice principal had a knowledge of basic behavioral theories and were able to use that knowledge to engage in the conversations about developing behavior interventions with the other stakeholders that was seen as administrator support and is described in the quotes below.

Participant #8: Support of administration is huge. And not even just the support, but the understanding, like the principal having a background of understanding behavior management, behavior intervention. Because I've had other principles that are supportive,

but they don't really understand the importance of interventions and so it doesn't go as well.

Participant #15: I think it's also helpful that we do have a principal who is supportive and also takes care of when it gets really severe.

Identifying Stakeholder Roles and Needed Steps for Data Collection

Data collection during the implementation of the BIP was conducted by a range of team members that included the following: the general education teacher, special education resource teacher, school counselor, social worker, or paraprofessionals. Six (14%) helpful critical incidents were associated with this category. Deciding who was collecting the data, having a thoroughly developed plan for data collection, and setting up a platform such as Google sheets or an Excel spreadsheet for data to be accessed by all the stakeholders involved were among the factors that were identified as the most critical during the data collection process. In addition to establishing an accessible data retrieval system, the stakeholders who implemented the interventions directly shared the data by communicated through email or sharing notes as noted below:

Participant #10: One of the things that helped me was [when] we changed the way the teacher was collecting data. When there was a behavior problem she kept like a running document, tell[ing] me the story of what happened. So, I have some, with the antecedent behavior and consequence, checklists to collect the data. Because I think that teacher was pretty convinced attention was part of it. It seemed to me like his behaviors were more triggered in response to being corrected, not being able to control what he is doing. So, collecting the data in a more precise way was helpful.”

Participant #13: I was working with a teacher to collect data. I like using Google forms. So, I just set up a Google form based on conversation with the teacher. And I had it set up as a recurring email, so she gets it emailed to her every day. So, at the end of the day she would report on when he would transition to the classroom, if he showed any level of being upset in the classroom, and if he intentionally left the classroom or the school.

Teacher Engagement Contributed to Level of Teacher Involvement

Support from the teacher was gained as school-based stakeholders such as the school psychologist, principal, school counselor, or secretary provided help with classroom management or one-on-one training. Three (7%) helpful critical incidents were associated with this category. Incorporating teacher feedback about the interventions in the BIP content and allowing the teacher to the lead in the initial development meeting was also crucial to gaining and sustaining support from the teachers. The following quotes are examples of engaging teachers in the BIP process:

Participant #8: I think that's the best way to kind of develop a plan, what the teacher is willing to do...a lot of times it comes from their own ideas. So, then I helped tweak it a little bit. Like labeling the zones and stuff, but mostly it was her coming up with it, which I think is kind of the biggest part that helped it be successful.

Participant #10: Probably the most helpful is for everybody to have a positive attitude and to help the teacher feel like it's not like a personal failing on their part or that's happening in their classroom. That everyone is behind them.

Collaboration Through the Development of the BIP

The incidents for this category included the stakeholders discussing the initial development of the BIP and then reconvened during a point in the ongoing implementation of

the BIP. Nine (20%) helping critical incidents were associated with this category. The stakeholders discussed the content of the BIP including the rewards, reinforcements, who will be responsible for certain tasks, and helping other stakeholders understand legal parts of the BIP process when appropriate. The ongoing collaboration also included making changes to the BIP content with all stakeholders present and reviewing the data collection procedures with all stakeholders present as well, which is described below:

Participant #2: This child is receiving help from a lot of different people at the school. There were a lot of people involved in the creation of the behavior plan...and that made it, you know, it good to have as many people involved, as many people as work with the child. They need to be involved. So, it is all encompassing. When he's at that school, everybody knows what's going to be implemented and everybody knows what to do. But it is also difficult because when you have so many people involved. Still maintaining fidelity on doing it exactly as it's written and people not changing or modifying it. So, we have a lot of different people involved. We have a special ed teacher, the skill building coach, special ed technician, the administration. We have a lot of different people involved.

Participant #9: Yeah, I mean, it's mostly the teacher. But it takes more for the resource teacher to take him on in the afternoon. It did. The speech pathologist was also doing a little bit more knowing "Okay, these are some of the things that we're working on. I'm tracking your behavior outside of the class." And so, I think for all of them, I think it worked out really well because all of them were willing, and it wasn't asking too much of them.

Parent Involvement

Parent involvement was both a significant helping and hindering event and could mean either parent support or difficulty engaging with parents in the BIP development and implementation process. Seven (16%) helping critical incidents were associated with this category. Positive parent involvement included their agreement with school staff about the contents of the BIP, their willingness to carry out interventions at home, and their involvement in the initial development of the BIP with the school stakeholders. Parents were also identified as participating in the modifications of the BIP as the implementation progressed. The following quote is an example of a helping incident:

Participant #3: They were really supportive. They said thanks and [expressed] their concerns...the parents were really keen with coming up with [the] antecedent, those things that happened before the behavior started. So, they were like, oh, he might be hungry. He sometimes has a hard time eating breakfast in the morning until we were like, okay, well, that's a problem to get fed. The parents got snacks and stuff so that we could feed him. They came up with those pieces. And so, then the pieces that happened at school, they were more comfortable, like "we trust you" because they thought that they played a part in that.

Participant #4: The parents were willing to implement consequences at home based on the report that they were getting from the teacher. But the other thing that helped was the dad was he was supportive of us reducing the accommodation that we were giving the student, he was like, "No, you know, don't let him get out of doing his work." He's, you know, he wanted us to hold them more accountable. And I think once we knew that he would back us up with that, then we felt safer in raising the expectation.

Table 1*Helping Category Names and Number of Critical Incidents*

Category Names	Number of CIs	% of Participants who Mentioned the Incident
Collaboration Through the Development of the BIP	9	60%
Parent Involvement	7	47%
In-person Meetings Used to Monitor BIP	7	47%
Progress Identifying Stakeholder Roles and Needed Steps for Data Collection	6	40%
Email used to Efficiently Communicate During Implementation	4	27%
Administrator Knowledge of Behavior Contributed to Level of Support	4	27%
Availability of Resources for Teacher Training to Implement BIP Interventions	4	27%
Teacher Self-Efficacy Contributed to Level of Teacher Involvement	3	20%

Hindering Incidents

Participants discussed four categories of hindering incidents that occurred during the BIP implementation process: (a) demand on school psychologist's time and caseload affected availability, (b) availability of resources for teacher support to implement BIP interventions, (c) collaboration through the development of the BIP, and (d) parent involvement. Table 2 outlines the number of incidents and percentage of the frequency of the incidents.

Table 2*Hindering Category Names and Number of Critical Incidents*

Category Names	Number of CIs	% of Participants who Mentioned the Incident
Parent Involvement	6	40%
Availability of Resources for Teacher Training to Implement BIP Interventions	5	33%
Collaboration Through the Development of the BIP	5	33%
Demand on School Psychologist's Time and Caseload Affected Availability	4	27%
Teacher Self-Efficacy Contributed to Level of Teacher Involvement	3	20%

Demand on School Psychologist's Time and Caseload Affected Availability

BIP implementation was hindered by the school psychologist being at different schools and having insufficient time to consult when the teacher was available. Four (17%) hindering critical incidents were associated with this category. The hindering incidents ranged from the school psychologist having a high case load or being at more than one school as assigned by their school district leaders. In addition, time availability of school psychologist might not match the teachers' planning time which created a scheduling conflict. The school psychologist's ability to check in about the BIP implementation with the teacher or to directly observe the implementation was also impacted. The comments below highlight this finding.

Participant #12: Yeah. So, I have three schools, so it makes it really difficult to be able to be consistent with supporting the teachers and giving them, you know, really thorough training when it comes to these behavior plan. And so sometimes we would have a

meeting and then I'd be gone for a week because I had to do my other schools. And then I would come back and find out, you know, little hiccups that were happening that the teacher had asked me or what not. So, you know, like, in an ideal world, I would be here every day to be able to be more supportive for the teacher and also to keep them on track with the behavior plan.

Participant #1: So, having limited availability at the school to support the team and support the plan. I wasn't involved in it on a day-to-day basis of implementation.

Availability of Resources for Teacher Training to Implement BIP Interventions

Contextual factors such as the number of students in the classroom where the BIP was being implemented and competing demands from other students in the classroom were identified as significant hindering critical incidents. Five (22%) hindering critical incidents were associated with this category. These incidents included ineffective implementation if the teacher was not present (i.e., a substitute) and the level of teacher skill. Teacher skill level seemed to impact the teachers' willingness to implement the BIP or their attitude as they implemented the BIP. For example, the teacher may have been hesitant about implementing a BIP if they felt they did not have the skills to do so. The quotes from two participants highlight this idea:

Participant #4: The teacher actually really struggled in the beginning to figure out how to implement the BIP. She'd never really had a situation where there was a student who required so much individual intervention. And she really struggled with being able to implement the strategies that we suggested in the beginning. And so, it was pretty ineffective actually, in the beginning. Because the strategies that we had come up with she just really couldn't find a way to be, to follow through and be consistent. And so, it

took us a while to find strategies that she felt comfortable incorporating into her classroom management plan and that she would actually do that made sense.

Participant #9: I think the challenge is just having 30 other kids in the class and one student taking up so much of your time, effort, and energy. And I think sometimes that would maybe get in the way where the teacher just thinking, you know what I can't do this anymore today. And maybe she'd let him do whatever he wants. But I'd say most days fortunately that wasn't the case. And so just knowing that, I think what hinders it sometimes is just the amount of work it takes for a teacher for that one student, while she's also trying to take care of all the other students and their needs.

Collaboration Through the Development of the BIP

Five (22%) hindering critical incidents were associated with this category. The significant incidents included too many nonessential people in the development stage of the BIP content. An example of this is including school staff who do not directly work with the student or have limited contact with the student in development stages of the BIP. The stakeholders who were present at the IEP meeting collaborated about the BIP content. However, other school staff who were not at the IEP meeting or identified as stakeholders made changes to the BIP without collaborating with the stakeholders. In addition, the stakeholders who were needed at the meetings to discuss modifications were not able to attend and did not participate in those discussions as noted in these quotes.

Participant #3: It was hard to like get everybody at the meeting in the first place to kind of put something in place. It was tricky to kind of get everybody on one page until we all sat down together to discuss it. But once we've kind of had that first meeting where we have everything in place, I think it's been pretty good. We've modified it as we've gone.

Then the hindrance comes again, to getting everyone back at the meeting to kind of discuss what changes we've made. I guess slow down the process just because there's so many people that need to be involved in writing and amending it.

Participant #2: Like I said, just too many people involved. You know, we wrote the BIP presented in an IEP meeting with the parents. There were other people involved who were not at the IEP meeting to modify the BIP and they changed what I wanted to write in the behavior plan. I write them so that they can be modified a little bit and changed a little bit more, but still fall under their original behavior plan. But there were people that were not present at the meeting such as a special ed technician who wasn't present at the IEP meeting. And one of the members of administration wasn't there at the IEP meeting. And, you know, after a couple days, I went back to the school. They showed me what they were doing. And it was difficult to get what they were doing into what had been agreed upon in the BIP.”

Parent Involvement

Parent involvement was both a significant helping and hindering event and could mean either parent support or difficulty engaging with parents in the BIP development and implementation process. Six (26%) hindering critical incidents were associated with this category. BIP implementation was hindered by a low level of parent involvement in both the development and implementation stages of the BIP. Some of the critical incidents described by the participants included lack of communication between teacher and parents about the behavior being observed in the school setting. If the parents did not acknowledge the problem behavior prior to the development stage of the BIP, there tended to be miscommunication during the BIP development. An example of this when one of the parents who was not totally aware of their

student's behavior did not engage in meaningful communication with the school team. In addition, inconsistent at-home implementation of behavior interventions and the lack of parent positive reinforcement at home hindered student progress during the implementation stage within the school setting.

Participant #9: Mom was willing to let us do whatever we wanted. The challenging part I think with the situation is the student can do whatever he wants at home because mom is either working or when she's home, she's tired. And she's by herself. He can do whatever he wants at home. He's trying to do whatever he wants at school. And then she, she can't come into school because she works. And so, it was nice that she was supportive with letting us do whatever we wanted. But at the same time, it felt sometimes like if there were better boundaries established at home, better patterns at home than maybe it would help with school.

Participant # 4: I think initially it was that they didn't really appreciate what the problems were. I think the teacher had been trying to solve the problems in the classroom by herself and wasn't really communicating with parents when there were problems. And so, it wasn't until we started doing frequent communication between the teacher and the parent like checking in or sending them an email at least once a week that they finally started to understand how often the problems were happening. I think the difference came when dad started coming to the meetings too and he had a much stronger reaction like "whoa," like "I know this is not acceptable." And so, dad was much more willing to implement consequences at home.

CHAPTER 5

Discussion

Currently, research on the development and implementation of behavior intervention plans (BIP) has provided limited information about the specific factors involved in successful BIP implementation as identified by school psychologists (Blood & Neel, 2007). This research project focused on the perspective of school psychologists who were involved in the successful implementation of a BIP. School psychologists are highly trained in psychology and education and they use their skills set to facilitate a supportive learning environment for students (Merrell et al., 2012). A school psychologists training focuses on preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and systems (Merrell et al., 2012). In this study, the ideal role of a school psychologist within the BIP implementation process was to take the lead in identifying the specific behavior interventions needed for the student. School psychologists are often called upon due to them having a knowledge of behavior concepts that appropriately addressed the specific function of the student's behavior. In addition, the school psychologist also assists with creating the data collection procedures needed to measure the effectiveness of the behavior interventions.

The critical incident technique (CIT) method created by Flanagan (Butterfield et al., 2005) was used in this research project to gather information about the school psychologists' perspectives. The key findings of this research include using communication as a tool to monitor BIP implementation; participation of key stakeholders during BIP development led to meaningful discussion of BIP content; contextual match of the BIP with teacher skill level

increased teacher buy-in to implement BIP; and the quality of training provided by the school psychologist to teacher was affected by competing demands for attention.

As discussed in the literature review, previous research has contributed to the information bank of what is currently known about BIPs (Blood & Neel, 2007). For example, researchers have identified that in some cases BIPs looked more like compliance documents rather than functional plans for replacement behaviors (Blood & Neel, 2007). In a study conducted by Couvillon et al. (2009) it was found that teachers and school psychologists have different levels and focus of training regarding their skills for implementing a BIP, and this finding seems related to the current findings that highlight the importance of teacher buy-in and ensuring that teachers had the skills and competencies to implement the BIP.

Explanations of Findings

Some of the key findings identified within this research study align with what is currently known about BIP development and implementation: clean and timely communication is needed to monitor BIP implementation (Couvillon et al., 2009). The participants in this study mentioned email as a popular and effective communication method used to monitor the BIP because it enabled the stakeholders to provide quick updates about implementation as it was happening.

A possible underlying factor that influences effectively and timely communication is the school psychologist's caseload. When school psychologists have assignments at more than one school, they reported that it can be difficult to collaborate and communicate in a timely manner in one school when they are at a different school. High caseloads also limit the time that school psychologists have to meet when teachers are available to meet. Similarly, school psychologists in this sample perceived that when teachers have a high number of students with significant needs, the teachers struggled to effectively implement the BIP.

This study also confirmed the importance of ensuring a contextual match between the resources needed to implement the BIP and the available resources. Specifically, the resources highlighted in the interviews were the skills of the teacher, and even the administrator, and the demands of the classroom where the BIP was being implemented. If teachers had the appropriate skills needed to implement the specific behavior interventions listed in the BIP, then the likelihood of observing a positive change in student behavior outcome was increased according to the participants. Similarly, if the classroom had many students or other students with demanding needs, than the school psychologist reported that the BIP was less likely to be successful.

One of the key findings is the role that principals play in effective BIP implementation. The school psychologists in this sample noted that when building administrators had a reasonable background in behavior principles, they were available to support the teacher and to engage in conversations about developing strategies with the rest of the team. This seems especially important because it helped increased the level of buy-in from the team and it also contributed to BIPs that were strong in their content according to the participants.

The collaboration category theme was an overarching idea that was present among all of the category themes. The ideas identified within the collaboration theme weaved themselves throughout the categories which revealed that collaboration is a meta-skill that can be impactful for BIP implementation. The various category themes highlighted the need for frequent opportunities for collaboration, using various modes of communication to facilitate collaboration, and the stakeholder's engagement level in collaboration.

Collaboration among the stakeholders was a specific category identified by participants to have both helpful and hindering critical incidents. Having the key stakeholders present and

engaged during the development phase of the BIP was key to producing positive outcomes. Participants frequently shared that it was essential that all appropriate stakeholders who interacted with the student be aware of BIP development and key practices for implementing the BIP. Email emerged as a keyway to collaborate and communicate. If email communication is vital, it assumes that stakeholders view or prefer email as a useful strategy, and that they frequently check and respond to emails. Of course, it also assumes that stakeholders can easily access email and have devices and sufficiently strong internet to sustain email communication.

When each stakeholder knew their roles and was able to identify their specific responsibilities and were then able to act within those responsibilities, the implementation process felt productive to the participants. In addition to these professional roles there were other simple roles that were used in the implementation process. Having one person who either asked for data or made sure that it was being collected in some way was a key part of the effective BIP process. The second was communication instigator: this person maintained communication by either sending out reminders, checking in with team members, and in some cases being the first to communicate and then taking the lead. Third, trainer: this person answered questions about what to do and how to do it; they were ones who fielded questions from teachers or parents about what to do. The fourth, keeper of the knowledge: this person was deemed the “expert;” they know about what interventions could be used and how to support teachers in the training of how to do the interventions. Lastly, supporter: this included everyone in some way, but it was more impactful if the person was in a leadership position, the leadership person maintained the feeling of support as the implementation was progressing. Clearly identifying the roles and the responsibilities associated with that role was an act that became evident as a helpful event which contributed to the successful BIP implementation process.

The participants noted that there were a few key stakeholders such as who need to be fully engaged during BIP content development phase: administrators, teachers, and parents. BIP implementation was more likely to be successful when the key stakeholders were engaged in the discussion and contributed either ideas or support. Including all of the stakeholders also contributed to success, but at the same time trying to schedule meetings and communicate with many stakeholders was challenging and time consuming.

The gaps identified in the literature review revealed that there are limited perspectives of stakeholders, other than teachers, who participate in BIP development and implementation (Blood & Neel, 2007). School psychologists are stakeholders who are often involved with BIP development and implementation due to their knowledge of best practices for behavior and access to behavior intervention resources, although the current literature does not yet include data about who is most typically responsible for BIP development and implementation. This study addressed the gap by identifying specific helping and hindering incidents from the perspective of the school psychologists. In addition, those best practices (e.g., steps for collaboration and data collection) generally known by school psychologists were discussed by the participants in this study.

Limitations

This study is limited in its scope due to the CIT method which relies heavily on the participants' memory. The interview process may have created an opening for participants to be influenced by the interaction with researchers during the interview process or for possible inaccurate recall of what actually helped or hindered BIP implementation (Butterfield et al., 2005). The researcher's interview questions could have influenced the way the participants remembered an event or their perspective. In addition, the small number of participants in this

study limits the transferability of the results. Additional limitations include that while the school psychologist perceived the BIP to be successful, other team members may not have agreed. The researchers in this study did not collect student outcome data to ensure that the participants were discussing successful BIPs. For, future research purposes, data triangulation is recommended to compare participant experiences and memories that were described in the BIP implementation stage (Butterfield et al., 2005).

Implications for Future Research

Future research could explore how implementation fidelity was part of the process of successful BIP implementation; surprisingly, the participating school psychologists did not talk much about implementation fidelity during the data collection periods. A future study could evaluate what school psychologists know about implementation fidelity and how that knowledge intersects with BIP implementation. Another area of interest is considering what resources, books, professional development that school psychologists have found valuable when designing and implementing BIPs. In addition, future studies could identify what preventative work is done prior to a behavior plan, and who is generally responsible for that preventative work. Lastly, the researchers assumed that school psychologists' function as the leader of the team that implements the BIP; however, this may vary by school district, the school psychology delivery model in that school district, or the expertise of the school psychologist and other service providers (Bradley-Johnson & Dean, 2000). Future research could explore who is typically the person responsible for BIP implementation and how decisions about who is responsible are made.

Implications for Practitioners

This study's findings were sorted into two categories, helpful incidents and hindering incidents that were identified with successful BIP implementation. As the categories were being reviewed and sorted, the researchers observed intersections and connections between the categories, yet the categories still managed to have distinct differences. One of those categories was communication which seems to be a universal tool that is needed for BIP implementation. Communication is considered an essential tool because it enables collaboration among stakeholders, monitoring of the implementation process, and aids making modifications to the BIP. In this study, email was identified as a main mode of communication because it was reported to be efficient and quick during the implementation period. One of the participants described using emails, "on average, twice a week, we would meet or communicate via email...email was the main communication." Another participant stated, "I like [having] that reminder every day because I have that email, teachers remember to email every day." Having stakeholders that value and participate in email communication seems highly important in this process. Acknowledging just how important email communication is among the team members may be an important norm to set and monitor during BIP implementation. Noting when email is not an effective way for a team member to participate could help team members identify other forms of timely communication (e.g., notes on a google document, text messages) or establishing explicit routines for email communication may be helpful.

Communication was identified by the school psychologists to be helpful but only when the communication was frequent and had a combination of verbal check in's, emails, and in person meetings through the implementation period. In addition, communication was used during the BIP development stage especially during the initial meetings when the student's

problem behavior was being discussed. The school psychologist and school team then used emails and ongoing meetings to monitor the BIP's progress and modify BIP content when the school team thought it was needed. Emails between school psychologists and other team members were strongly emphasized in the helpful incident's category. This is due to the nature of how email works; they can be used to quickly inform and remind stakeholders about the progress of the BIP. Emails in combination with in-person meetings and phone calls were also used but emails were identified as consistently being used throughout both the development and implementation period. Basically, emails were identified as the preferred method to communicate by the participants in this study.

Another important implication for practice is ensuring that members of the school team who were involved in the working directly with the student gathered to meet. In the meeting, many of the stakeholders were present and parents participated by phone if they could not attend in person. One participant explained, "one of the components was frequent team meetings and collaboration among team members, including parents. So, we just had a lot of ongoing communication and meetings about the student and about the plan to tweak things." Making that extra effort to include parents in all of the meetings strengthened a sense of unity among the stakeholders which encouraged the stakeholders to continue to maintain communication and it also contributed to the collaboration process. The in-person meetings were an important contribution to successful BIP implementation and student outcomes. One participant described in-person meetings as, "one of the things that I think was helpful is we [when] met as a team every other week. Sometimes when we do behavior plans, we don't do that. But this one, we decided let's meet every other week, and mom is a single mom [who] works full time, and so she would call into the school. And so, I think that was one of the helpful things for

implementation.” Creating and maintaining warm, trusting relationships with parents whose perspectives and ideas are valued is essential.

Collaboration was a strength to the BIP implementation process especially when it came to data collection. As implementation was taking place it was important to know how the interventions were improving student outcomes. It was found that if the stakeholders collaborated effectively with each other about who would be responsible for a specific part of the data collection process, the more likely data would have been collected. Creating specific plans for data collection and ensuring that the “who-what-when-where and how” of data collection were clearly determined in the BIP was fundamental.

Collaboration was also effective when the right people were invited to the meeting during both the development and implementation processes. In some cases, all of the school staff who provided services to the student were invited to the meetings which may have created challenges with scheduling and having too many perspectives that were difficult to integrate or address, “There were a lot of people involved in the creation of the behavior plan. Probably too many people were involved, and that made it... difficult because you when you have so many people involved maintaining fidelity and doing exactly as its written gets hard.” However, if the meetings consisted only of the key stakeholders the ideas shared seemed to be focused, meaningful, and more likely to contribute to an efficient process. In addition, the collaboration increased the level of team effort and it also increased the likelihood for buy in to occur among the stakeholders.

The school psychologists in this study expressed that there was a competing demand for their attention, most of the participants were assigned to more than one school. The school psychologists had multiple cases to monitor and their need to assist in all of these cases often

created barriers for the school psychologist to fully assist in the implementation of the BIP. This limited the ability to participate fully impacted the implementation, specifically in the areas of data collection, implementation fidelity, and training needs. In the majority of the participants' experience, they were often needed to train the teacher how to use the behavior strategies written in the BIP, "I have three schools so it makes it really difficult to be able to be consistent with supporting the teachers and giving them really thorough training when it comes to these behavior plans...we would have a meeting and then I'd be gone for another week because I had to do my other schools." The quality of support for teachers was affected by the availability of the school psychologist.

Teachers were also identified as experiencing competing demands on their resources (e.g., time, other student's needs). If the teacher had a large class size or had other time-consuming tasks, then the school psychologists reported that the teacher seemed to feel overwhelmed with the BIP and less likely to consistently implement the BIP as it was originally planned. One participant stated, "one thing that I've experienced [as I have] talked to them [teachers] is that they'll feel like they have 200 kids, they understand this [one] kid needs help but there's 200 kids who all have unique needs."

Contextual match is being defined in this study as the BIP content matching the skill level of the teacher or the demands on the teacher (Maag & Katsiyannis, 2006). This supports existing research (Maag & Katsiyannis, 2006) teacher support may be strong for a BIP as well as the potential outcomes that could come from it but if the BIP isn't a contextual fit for the teacher then the implementation will suffer. When this occurred, the team needed to meet to discuss modifications for both the student and teacher to produce a change in student outcome in a successful manner.

Conclusion

This study provides useful information to help school psychologists and other school staff develop behavior intervention plans that facilitate successful change in student outcomes. The strategies that are needed are consistent communication; collaboration with key stakeholders; making modifications as needed throughout the implementation period; and adequate time to for school psychologists to provide training to teachers. Although there are limitations that do exist within this study, it is recommended that similar studies be conducted in order to enhance the validity of these findings and how they transfer to different school settings. This study contributes information to the growing body of successful behavior intervention plans development and implementation. The findings of this study illuminate the importance for school teams and other school stakeholders to understand the factors that are needed when they are attempting to address student behavior in order to produce a positive change in student outcomes.

REFERENCES

- Andreou, T. E., McIntosh, K., Ross, S. W., & Kahn, J. D. (2014). Critical incidents in sustaining school-wide positive behavioral interventions and supports. *The Journal of Special Education, 49*(3), 157–167. <https://doi.org/10.1177/0022466914554298>
- Blood, E., & Neel, R. S. (2007). From FBA to Implementation: A look at what is actually being delivered. *Education and Treatment of Children, 30*(4), 67–80.
- Bradley-Johnson, S., & Dean, V. J. (2000). Role change for school psychology: The challenge continues in the new millennium. *Psychology in the Schools, 37*(1), 15.
- Browning-Wright, D., & Cafferata, G. (2013). *The BIP Desk Reference*. State of California. <https://www.pent.ca.gov>.
- Browning-Wright, D., Mayer, G. R., Cook, C. R., Crews, S. D., Kraemer, B. R., & Gale, B. (2007). A preliminary study on the effects of training using behavior support plan quality evaluation guide (BSP-QE) to improve positive behavioral support plans. *Education and Treatment of Children, 30*(3), 89–106.
- Butterfield, L. D., Borgen, W. A., Amundson, N. E., & Maglio, A. S. T. (2005). Fifty years of the critical incident technique: 1954-2004 and beyond. *Qualitative Research, 5*(4), 475–497.
- Butterfield, L. D., Borgen, W. A., Maglio, A. T., & Amundson, N. E. (2009). Using the enhanced critical incident technique in counselling psychology research. *Canadian Journal of Counselling, 43*(4), 265–282.
- C.F. v. N.Y.C. Dep't. of Educ., 746 F.3d 68 (2d Cir. 2014).
- Charlton, C. T., Sabey, C. V., Dawson, M. R., Pyle, D., Lund, E. M., & Ross, S. W. (2018). Critical incidents in the scale-up of state multitiered systems of supports. *Journal of Positive Behavior Interventions, 20*(4), 191–202.

- Collins, L. W., & Zirkel, P. A. (2017). Functional behavior assessments and behavior intervention plans: Legal requirements and professional recommendations. *Journal of Positive Behavior Interventions, 19*(3), 180–190.
- Conroy, M. A., & Brown, W. H. (2004). Early identification, prevention, and early intervention with young children at risk for emotional or behavioral disorders: Issues, trends, and a call for action. *Behavioral Disorders, 29*(3), 224–236.
- Couvillon, M., Bullock, L. M., & Gable, R. (2009). Tracking behavior assessment methodology and support strategies: A national survey of how schools utilize functional behavioral assessments and behavior intervention plans. *Emotional and Behavioural Difficulties, 14*(3), 215–228.
- Grant, C. A. (2016). *Examining the impact of student-perceived relationships with caregivers, teachers, and peers on academic performance among high school students with social emotional behavioral problems*. [Doctoral dissertation, Lehigh University]. Lehigh Preserve. <https://preserve.lib.lehigh.edu/islandora/object/preserve%3AAbp-10368806>
- Hanley, G. P., Iwata, B. A., & McCord, B. E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis, 36*(2), 147–185.
- Hawken, L. S. (2006). School psychologists as leaders in the implementation of a targeted intervention: The behavior education program. *School Psychology Quarterly, 21*(1), 91–111.
- Holcomb, C., Baker, J. N., & More, C. (2020). Digital behavior intervention plans: Effects on general education teacher fidelity of implementation. *Journal of Special Education Technology, 35*(3), 155–166.

- Lohman, S., Strickland-Cohen, M. K., Borgmeier, C., & Horner, R. (2013). *Basic FBA to BSP trainer's manual*. Portland State University PDX Scholar.
https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1000&context=sped_fac
- Maag, J. W., & Katsiyannis, A. (2006). Behavioral intervention plans: Legal and practical considerations for students with emotional and behavioral disorders. *Behavioral Disorders, 31*(4), 348–362.
- Merrell, K. W., Ervin, R. A., & Peacock, G. G. (2012). *School Psychology for the 21st Century*. The Guilford Press.
- Montague, M., Enders, C., & Castro, M. (2005). Academic and behavioral outcomes for students at risk for emotional and behavioral disorders. *Behavioral Disorders, 31*(1), 84–94.
- National Association of State Directors of Special Education [NASDSE]. (2018). *Functional behavior assessment*. IDEA Partnership.
http://www.ideapartnership.org/documents/ASD-Collection/asd-dg_Brief_FBA.pdf.
- National Center for Education Statistics [NCES]. (2018). *Fast Facts*. National Center for Education Statistics. <https://nces.ed.gov/fastfacts/display.asp?id=64>.
- Reinke, W. M., Stormont, M., Herman, K. C., Puri, P., & Goel, N. (2011). Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers. *School Psychology Quarterly, 26*(1), 1–13.
- Saumure, K., & Given, L. M. (2012). *Data saturation in the SAGE encyclopedia of qualitative research methods*. Sage Publications.
<http://methods.sagepub.com/base/download/ReferenceEntry/sage-encyc-qualitative-research-methods/n99.xml>

- Scott, T. M., Anderson, C. M., & Spaulding, S. A. (2008). Strategies for developing and carrying out functional assessment and behavior intervention planning. *Preventing School Failure: Alternative Education for Children and Youth*, 52(3), 39–50.
- Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., & Turnbull, A. P. (2000). Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions*, 2(3), 131–143.
- Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (2000). Overview of the functional behavioral assessment process. *Exceptionality*, 8(3), 149–160.
- Tellis-James, C., & Fox, M. (2016). Positive narratives: The stories young people with social, emotional, and behavioral difficulties (SEBD) tell about their futures. *Educational Psychology in Practice*, 32(4), 327–342.
- Twachtman-Cullen, D., & Twachtman-Bassett, J. (2011). *The IEP from A to Z: How to create meaningful and measurable goals and objectives*. John Wiley & Sons.
- Van Acker, R., Boreson, L., Gable, R. A., & Potterton, T. (2005). Are we on the right course? lessons learned about current FBA/BIP practices in schools. *Journal of Behavioral Education*, 14, 35–56. <https://doi.org/10.1007/s10864-005-0960-5>
- Walker, J. D., & Barry, C. (2017). Improving outcomes of behavioral intervention plans. *Hammill Institute on Disabilities*, 53(1), 12–18.
- Watson, T. S., & Skinner, C. H. (2001). Functional behavioral assessment: Principles, procedures, and future directions. *School Psychology Review*, 30(2), 156–172.

APPENDIX A

Consent/Institutional Review Board Approval Letter**Memorandum**

To: Cade Charlton
Department: BYU - EDUC - Counseling, Psychology, & Special Education
From: Sandee Aina, MPA, HRPP Manager
Wayne Larsen, MAcc, IRB Administrator
Bob Ridge, PhD, IRB Chair

Date: June 04, 2020

IRB#: IRB2020-168

Title: Perspectives from the Classroom: A Qualitative Analysis of the Helping and Hindering Incidents Associated with Implementing Behavior Intervention Plans

Brigham Young University's IRB has approved the research study referenced in the subject heading as exempt level, category 3. This category does not require an annual continuing review. Each year near the anniversary of the approval date, you will receive an email reminding you of your obligations as a researcher and to check on the status of the study. You will receive this email each year until you close the study.

The study is approved as of 06/04/2020. Please reference your assigned IRB identification number in any correspondence with the IRB.

Continued approval is conditional upon your compliance with the following requirements:

1. A copy of the approved informed consent statement can be found in iRIS. No other consent statement should be used. Each research subject must be provided with a copy or a way to access the consent statement.
2. Any modifications to the approved protocol must be submitted, reviewed, and approved by the IRB before modifications are incorporated in the study.
3. All recruiting tools must be submitted and approved by the IRB prior to use.
4. Instructions to access approved documents, submit modifications, report adverse events, can be found on the IRB website, iRIS guide: http://orca.byu.edu/irb/iRIS/story_html5.html
5. All non-serious unanticipated problems should be reported to the IRB within 2 weeks of the first awareness of the problem by the PI. Prompt reporting is important, as unanticipated problems often require some modification of study procedures, protocols, and/or informed consent processes. Such modifications require the review and approval of the IRB. Please refer to the [IRB website](#) for more information.

APPENDIX B

Demographic Survey

Introduction

This research study is being conducted by Cade Charlton and Ellie Young at Brigham Young University to determine the helping and hindering events that influence Behavior Intervention Plan (BIP) implementation that affect student outcomes. You were invited to participate because your administrator indicated that you have had experienced improvement in student's behavior through implementing a BIP in the last six months of your working school year.

Procedures

If you agree to participate in this research study, the following will occur:

1. You will fill out a brief demographic survey regarding your professional experiences (<5 minutes).
2. You will be interviewed about your experiences implementing a BIP. The interview will be conducted in your classroom or remotely (i.e., Skype, Zoom, telephone) and audio recorded to ensure accuracy in reporting (30-60 minutes).
3. You will receive an email from the research team asking you to confirm the accuracy of our analysis of your interview. The researcher may contact you later to clarify your interview answers (<5 minutes).

Risks/Discomforts

You may experience discomfort associated with finding time to participate in this research or recalling your experiences working with challenging students while implementing a BIP. In addition, there is a possibility that you could experience a loss of confidential information.

Benefits

You will not directly benefit from participation. We believe the information you share will inform future educators; however, this information is unlikely to directly benefit you.

Confidentiality

Your name will be replaced by a pseudonym in order to maintain confidentiality in all disseminated findings in this study. Additionally, all data from this study will be saved on a secure, password protected, online file sharing server.

Compensation

You will receive a \$25 amazon gift card after completing this survey, the interview, and responding to the final email confirmation of our analysis from your interview.

Participation

Participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate entirely. If you decide not to participate in the study, you will not receive a gift card.

Questions about the Research

If you have questions regarding this study, you may contact Cade Charlton at cade_charlton@byu.edu for further information.

Questions about Your Rights as Research Participants

If you have questions regarding your rights as a research participant contact IRB Administrator at (801) 422-1461; A-285 ASB, Brigham Young University, Provo, UT 84602; irb@byu.edu.

Statement of Consent

Please select “yes” to indicate that you have read, understood, and have access to the above consent and desire of my own free will to participate in this study.

Q1 What is your email?

Q2 Select the role that best describes your primary professional responsibility:

- Special Educator
- General Educator
- School Psychologist
- Social Worker
- Behavior Specialist

Q3 In which school district do you primarily work?

▼ Alpine (1) ... Cache (8)

Q4 My age (as of your last birthday)

Q5 I am

- Male
- Female
- Prefer not to answer

Q6 I am of Hispanic, Latino, or Spanish ethnicity

- Yes
- No

Q7 I am of Hispanic, Latino, or Spanish ethnicity

- Yes
- No

Q7 Please check all categories that best describe your race:

- American Indian / Alaska Native
- Asian
- Pacific Islander

- Black
- White
- Other (specify) _____
- Decline to answer

Q8 If you are a teacher, are you certified in the areas / subjects you currently teach?

- No
- Yes
- I am not a teacher

Q9 What is the highest degree you have earned (select one)?

- High school diploma
- Associate's degree / technical
- Bachelor's degree
- Master's degree
- Master's degree +30
- Doctoral, Educational Specialist, J.D. degree

Display This Question:

If What is the highest degree you have earned (select one)?

Q10 What was your major area of study (highest degree only)?

Q11 Have you received training on any of these topics related to BIPs from anyone in your district or school?

(Select all that apply)

- Conducting an FBA
- Writing a BIP
- Implementation of BIPs
- Evaluation of implementation

I'd like you to think of one specific BIP that you were able to implement successfully. This means that you were able to implement the plan as intended and were able to see behavioral change in the student. Please only think about that particular BIP when answering the following questions.

Q12 Have you had success implementing a BIP in the past 6 working months (excluding school breaks)?

- Yes
- Maybe
- No

Q14 What percentage of the time were you the primary person implementing this BIP?

0 10 20 30 40 50 60 70 80 90 100

What percentage?

Q15 The strategies specified in the BIP were implemented as written?

- Strongly disagree
- Moderately disagree
- Barely disagree
- Barely agree
- Moderately agree
- Strongly agree

Q16 What percentage of the strategies included in the plan were implemented as intended?

0 10 20 30 40 50 60 70 80 90 100

What percentage?

Q18 Adults interacted more positively with the target student as a result of the BIP.

- Strongly disagree
- Moderately disagree
- Barely disagree
- Barely agree
- Moderately agree
- Strongly agree

Q19 Please keep in mind the most successful BIP you developed/implemented in the past six months when indicating your level of agreement to the following questions.

Q20 Overall, student behavior improved as a result of this BIP?

- Strongly disagree
- Moderately disagree
- Barely disagree
- Barely agree
- Moderately agree
- Strongly agree

Q21 The behavioral goals of the interventions described in the BIP were met?

- Strongly disagree
- Moderately disagree
- Barely disagree
- Barely agree
- Moderately agree
- Strongly agree

Q22 The student's problem behaviors were reduced as a result of the implementation of the BIP?

- Strongly disagree
- Moderately disagree
- Barely disagree
- Barely agree
- Moderately agree
- Strongly agree

Q23 The student's use of the replacement behavior increased as a result of the implementation of the BIP?

- Strongly disagree
- Moderately disagree
- Barely disagree
- Barely agree
- Moderately agree
- Strongly agree

Q24 The student engaged in more positive behaviors, other than the replacement behavior, as a result of the implementation of the BIP?

- Strongly disagree
- Moderately disagree
- Barely disagree

- o Barely agree
- o Moderately agree
- o Strongly agree

APPENDIX C

Interview Script (Plan Implementer)*(estimated duration = 30 minutes)*

Date

Interviewer _____

Participant # _____

“Thank you for taking the time to participate in this study. Your time is important to me and I will do my best to finish this interview in under 30 min. As you know, our purpose in conducting this study is to identify what helps and hinders your efforts to implement the strategies specified in the BIP. You were selected for this study because you have had success with BIPs in the past 6 months of your working school year.

“I’d like you to think of one specific BIP that you were able to implement successfully. This means that you were able to implement the plan as intended and were able to see behavioral change in the student.

- 1) Do you have a specific BIP in mind? (Yes/No)

- 2) Tell me what impactful BIP looked like in your specific experience.

I’ll be taking notes while you are talking, so please feel free to continue talking even if I’m typing.

Thank you. Next, I'd like to ask you several questions about your experience implementing this BIP. Please, reflect carefully on the specific events, observable behaviors, and examples that come to mind with each question. These events should be things that you, members of your team, or other professionals did."

- 3) "What were the important *events* that **helped** to consistently implement this specific BIP concerning improvement in student behavior? Please describe each incident in as much detail as possible."

- Probe to avoid non-specific events like (e.g., greater support, etc.).
 - What specifically did you or other professionals do?
 - What observable events did you notice when ____ happened?
 - What happened as a result of _____?

HELPFUL FACTORS

"Let me briefly summarize the helpful factors you mentioned. I noted [List Helping Factors]."

- 4) "What were the specific events that **hindered** your efforts to consistently implement this specific BIP concerning improvement in student behavior?"

- Probe to avoid non-specific events like (e.g., greater support, etc.).
 - What specifically did you or other professionals do?
 - What observable events did you notice when ____ happened?
 - What happened as a result of _____?

HINDERING FACTORS

“Let me briefly summarize the factors you mentioned that hindered implementation. I noted [List Hindering Factors].“

- 5) “Looking back, are there other things that would have helped? Things you wished had happened or even could happen in the future.”
 - Probe to avoid non-specific events like (e.g., greater support, etc.).
 - What specifically did you or other professionals do.
 - What observable events did you notice when ____ happened?
 - What happened as a result of _____?

WISH LIST ITEMS

“Let me briefly summarize the items you mentioned that could have helped implementation. I

noted the following items [List Wish List Items].“

“Thank you so much for your time. We will be conducting other interviews and then will work on analyzing these data. We will share our results with the district as soon as possible.”

Length of the interview (min:sec)
