



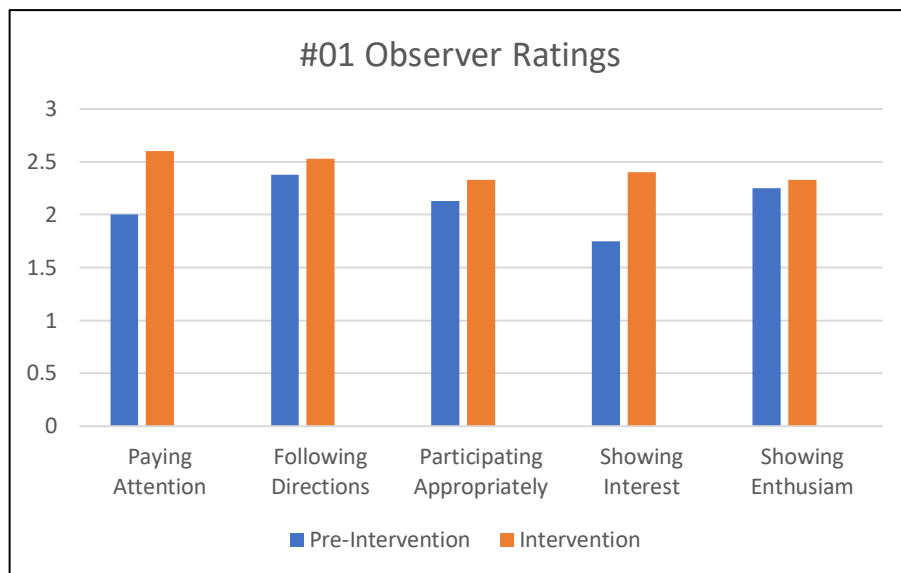
## ABC Support Brief Research Report #5: Observer Ratings and Narrative Comments During Pre-Intervention and Intervention Phases

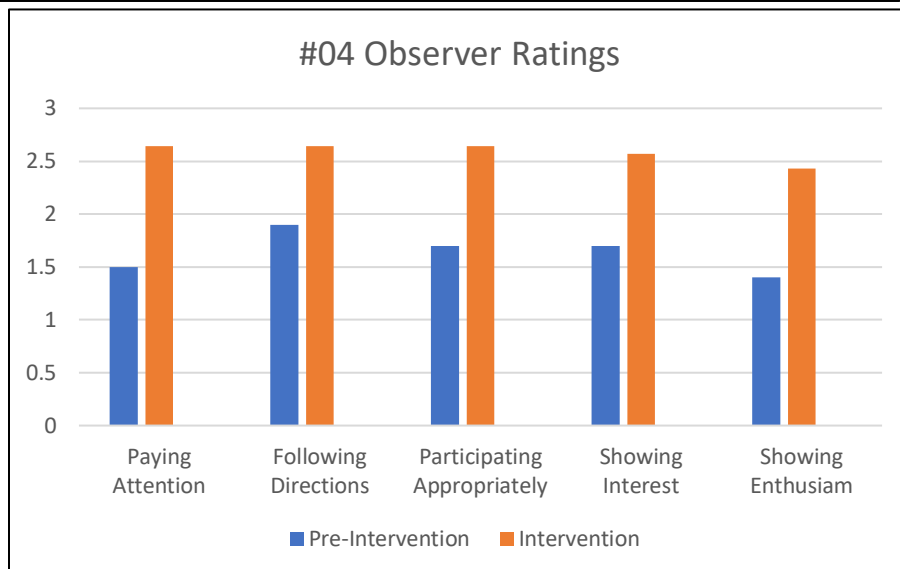
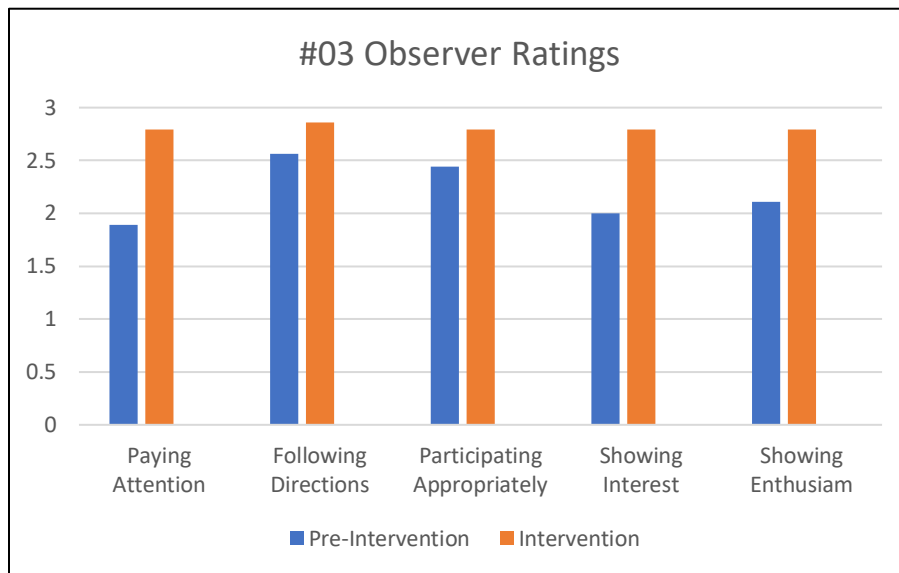
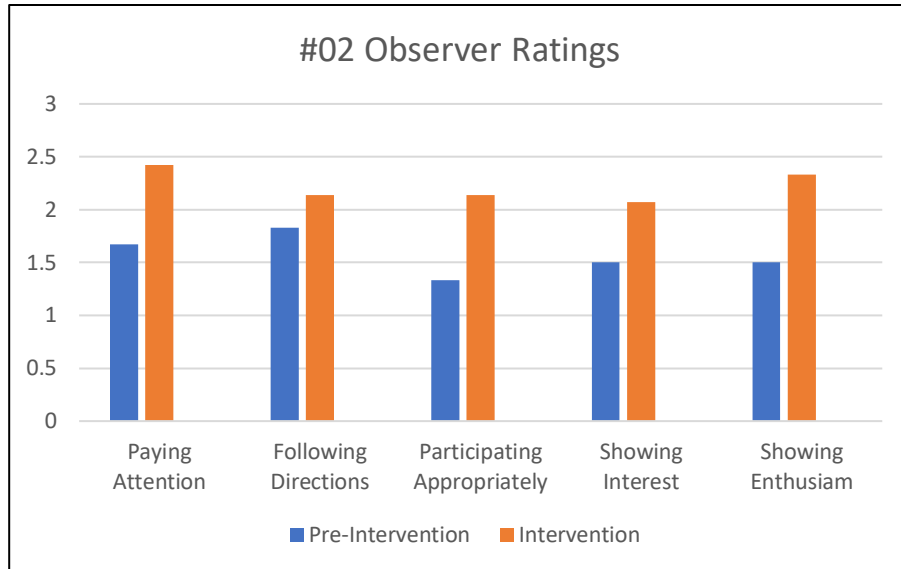
### Overview of Observer Ratings

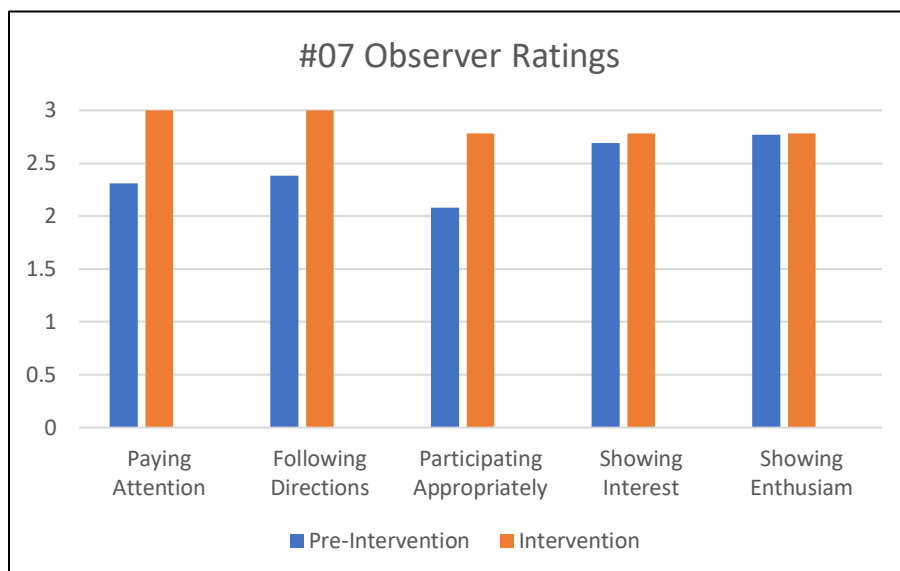
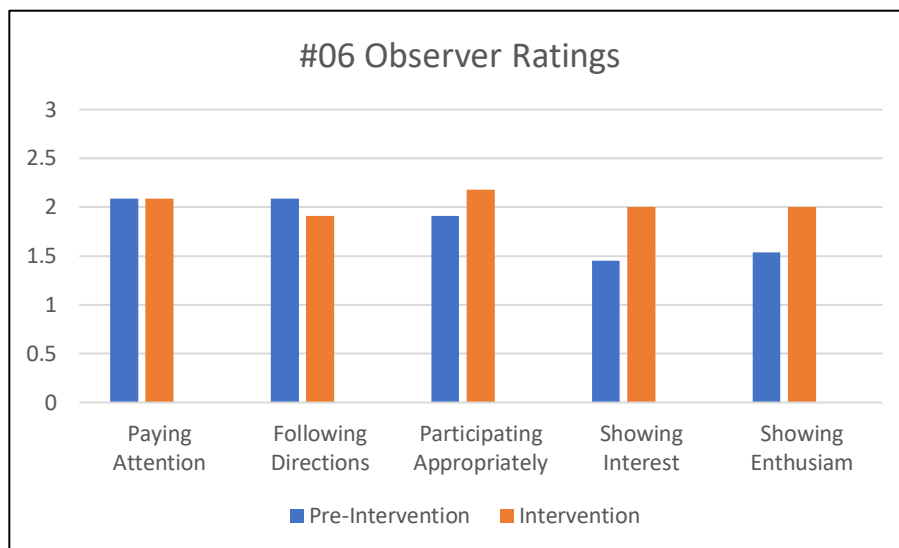
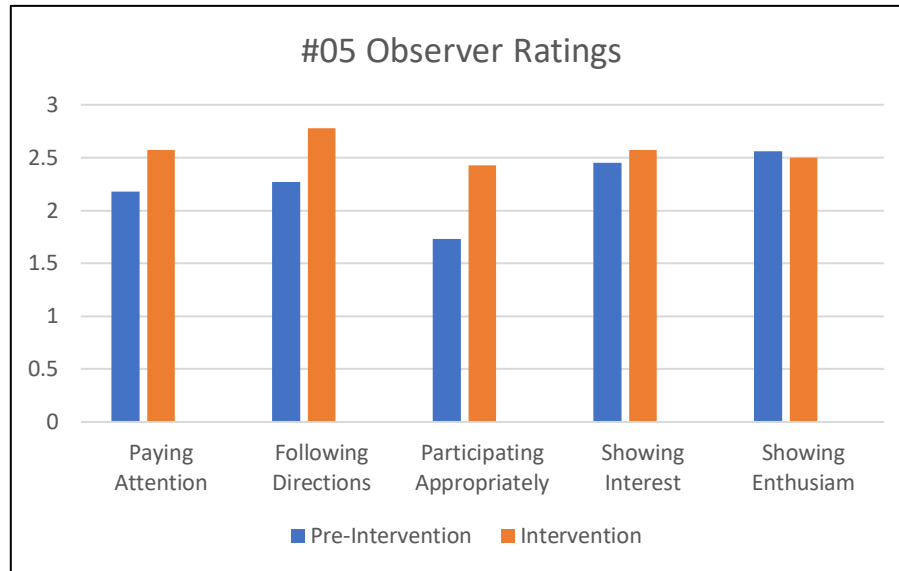
At the conclusion of each 20-minute classroom observation period, observers responded to questions about five dimensions of the student's behavior that occurred during the period using a 3-point scale (1 = *mostly no*; 2 = *sometimes*; 3 = *mostly yes*). Specifically, observers were asked whether the student: (a) paid attention; (b) followed directions; (c) participated appropriately; (d) showed interest; and (e) showed enthusiasm and enjoyment.

### Individual Student Graphs

The following charts display the average rating (1.00 – 3.00) for observations that occurred *prior to* the initiation of the intervention (pre-intervention) versus observations that occurred *during* the implementation of *ABC Support* (intervention). With a few exceptions, all students received higher ratings on each behavior dimension during the time they were participating in *ABC Support*.







### Average Student Ratings during Pre-Intervention and Intervention Phases

The table below (*Table 1*) presents the numerical values of rating averaged across all participants before and during implementation of the intervention. A series of paired-samples *t*-tests were conducted to compare ratings before and during *ABC Support* implementation for each behavior dimension. As shown in the table, these tests revealed a significant increase in observer ratings for each dimension.

*Table 1*

#### *Average Observer Ratings for Five Behavior Dimensions Before and During ABC Support Implementation*

	Average Pre-Intervention Rating [1.00-3.00]	Average During-Intervention Rating [1.00-3.00]	Difference	<i>t</i> (6) value
Pays Attention	1.95 (0.26)	2.58 (0.26)	0.63	4.61 <i>p</i> < .01
Follows Directions	2.06 (0.29)	2.55 (0.37)	0.49	2.41 <i>p</i> < .05
Participates Appropriately	1.90 (0.33)	2.47 (0.25)	0.57	5.18 <i>p</i> < .01
Shows Interest	2.01 (0.32)	2.45 (0.29)	0.44	4.50 <i>p</i> < .01
Displays Enthusiasm	2.02 (.28)	2.42 (0.29)	0.40	2.63 <i>p</i> < .05

### Overview of Observer Comments

At the conclusion of each 20-minute observation period, observers also provided comments in response to the following probe: *Add 2-3 relevant comments/notes in the space below regarding the student's behavior, attitude, engagement, etc. and/or significant aspects of the classroom instruction.* A total of 155 comments were generated across all observation sessions for the seven participants. The comments were transcribed, listed in random order, and rated by two independent raters using the following 4-point scaling:

1= *Mostly negative* comments OR indicating behavior *mostly not* meeting classroom expectations during observation

2 = Slightly more negative than positive comments OR indicating behavior that *does not meet expectations more than it meets* expectations during observation

3 = Slightly more positive than negative comments OR indicating behavior that *meets expectations more than it does not meet* expectations during observation

4 = *Mostly positive comments* OR indicating behavior *mostly meeting* classroom expectations during observation

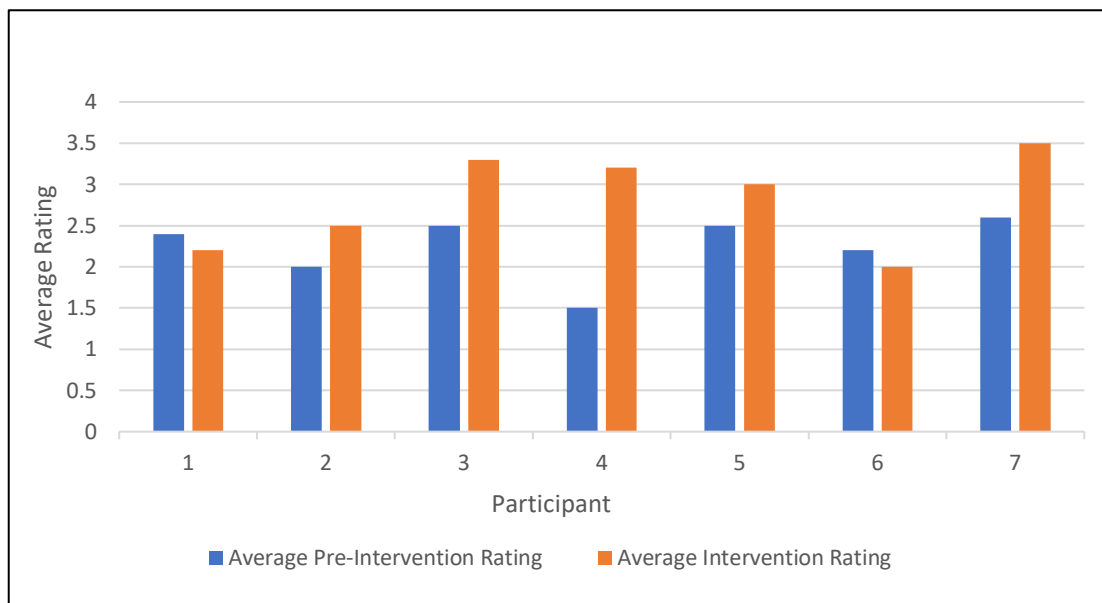
Each comment received a value ranging from 1.00 to 4.00. Observers agreed on their numerical ratings for 108 (70%) of the comments. When observers disagreed (30%), their ratings differed by only one point and were averaged to derive a final rating.

### Average Ratings of Comments during Pre-Intervention and Intervention Phases

The bar graphs in Figure 1 show the average ratings of comments for observations that occurred *prior to* the implementation of *ABC Support* sessions (pre-intervention) and during the implementation of *ABC Support* (intervention). As shown in the graphs, five of seven participants received more positive comments for the 6- to 8-week period during which they participated in *ABC Support*.

Figure 1

*Ratings of Observer Comments Prior to and During Implementation of ABC Support*



As shown in Table 1, a *t*-test for dependent samples indicated that ratings of observer comments during the implementation of *ABC Support* were higher than ratings for comments observers made prior to the implementation of the intervention,  $t(6) = 2.28, p < .05$ . It is important to remember that observers were blind to the baseline condition of participants, i.e., they did not know when the intervention was initiated for participants. Thus, the overall change in comments indicates that observers were generally “seeing” positive change in students’ classroom behavior from pre-intervention to intervention.

*Table 1*

*Average Ratings of Comments Pre-Intervention and During Intervention*

Participant	Pre-Intervention Average Rating	Intervention Average Rating	Difference	<i>t</i> value
01	2.4	2.2	-0.2	
02	2.0	2.5	+0.5	
03	2.5	3.3	+0.8	
04	1.5	3.2	+1.7	
05	2.5	3.0	+0.5	
06	2.2	2.0	-0.2	
07	2.6	3.5	+0.9	
Total	2.2 (0.3)	2.8 (0.6)	+0.6	$t(6) = 2.28$ $p < .05$

The development of this research brief was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A179961 to the University of Wisconsin-Madison, Wisconsin Center for Education Research. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

When referencing or using any portion of this resources, please use the following citation:

Gettinger, M., Kratochwill, T. R., Eubanks, A., Foy, A., & Lindner, A. (2020). *ABC Support Brief Research Report #5: Observer ratings and narrative comments during pre-intervention and intervention phases*. Wisconsin Center for Education Research, University of Wisconsin-Madison.