



ABC Support Brief Research Report #6: Teacher and Student Post-Intervention Evaluations

Teacher Evaluations

Six teacher participants completed a 22-item measure, *Teacher Evaluation of ABC Support*, to report their level of acceptability of the *ABC Support* intervention.¹ On this measure, teachers rated their agreement with 22 statements related to perceived effectiveness (e.g., *ABC Support is effective for improving reading fluency.*), implementation features (e.g., *Overall, the ABC Support materials are easy to use.*), and satisfaction with *ABC Support* (e.g., *I would use ABC Support again.*). Each item was rated using a 4-point scale, ranging from *strongly disagree* (1) to *strongly agree* (4). Table 1 reports the average item rating for each teacher participant (possible range = 1.00 to 4.00), as well as the average across all teachers. Overall, teachers provided a positive evaluation of *ABC Support*, with an average item rating of 3.27.

Table 1. Post-Intervention Teacher Evaluation Ratings

Teacher	Average Item Rating
02	3.36
03	2.96
04	2.96
05	3.41
06	2.96
07	3.95
Total	3.27

Collectively, all teachers reported agreement with 82% of the statements on the evaluation measure. That is, 18 of 22 items had a rating of either 3 (*agree*) or 4 (*strongly agree*) from each teacher. Four items listed in Table 2 received a rating of 2 (*disagree*) from two or three teachers, resulting in an average item rating that fell below 3.00. Open-ended comments at the end of the

¹ Due to Covid-19 school closures, three teachers did not complete the full 8-week intervention period. Two teachers completed only 7 weeks of intervention, and one teacher completed 6 weeks. In addition, one teacher (#01) did not submit the evaluation form.

evaluation confirmed that limited time to implement *ABC Support* within the regular classroom schedule posed a challenge for some teachers (see items 5, 10, 15 in Table 2).

Table 2. Items Receiving 2-Point Ratings

Scale Item	Number of 2-Point Ratings	Average Rating
5. <i>ABC Support</i> is acceptable in terms of the amount of time required to implement.	3	2.67
8. <i>ABC Support</i> is appropriate for culturally and linguistically diverse students.	2	2.83
10. The implementation of <i>ABC Support</i> fit into my regular classroom schedule and routine.	2	2.83
15. <i>ABC Support</i> is practical and reasonable in terms of the time and resources required.	2	2.83

Teacher Interviews

To supplement data collected prior to school closures due to Covid-19, interviews were conducted with available teachers. These interviews were conducted individually with teachers over the phone. Interviews lasted for approximately 30 minutes. Of the seven teachers participating in the study, three completed a post-intervention interview.

Benefits

The teachers described multiple benefits to the students who received the intervention. One teacher identified noticeable improvements in the student's reading fluency and accuracy. Two teachers indicated their students had a more positive attitude and enthusiasm about reading. All teachers believed the positive intervention time was useful in building a stronger relationship with their student. Beyond an increase in positivity towards reading, teachers observed an increase in students' focus and on-task behavior during independent and small-group reading activities – although not necessarily during whole-group instruction. In sum, the benefits of *ABC Support* identified by teachers were (a) greater enthusiasm and more positive attitude toward reading, (b) stronger relationship with the teacher, and (c) higher levels of engagement and on-task behavior during independent and small-group reading time.

Teachers believe these benefits would have been maintained if the school year had continued. Specifically, there would have been more opportunities for the student to generalize learning-related behaviors to activities beyond individual and small group settings. Teachers indicated that graphing, using the reinforcement chart, modeling fluent reading and engaged behavior,

providing error correction, and offering specific praise were the most helpful intervention components. Two teachers also noted they acquired skills related to teaching reading. Specifically, they indicated they use the error-correction procedures with other students, as well as repeated reading with modeling.

Finally, teachers rated the efficiency and effectiveness of *ABC Support*'s combined focus on reading and behavior on a scale from 1 (lowest in terms of efficiency and effectiveness) to 4 (highest in terms of efficiency and effectiveness); the average rating across teachers was 3.67.

Costs

Teachers also reported some costs associated with *ABC Support*. Two teachers reported that the one-on-one implementation of the intervention was costly in terms of time – and not feasible within their school system, nor consistent with their school's typical model of Tier 2 implementation.² Other costs mentioned were the potential cost of materials and training time. Two teachers reported that while there are costs, the benefits outweigh these costs. One teacher stated that if the intervention was implemented in a small-group format then the benefits would clearly outweigh the costs.

Student Evaluations

Due to COVID-19 school closures, only three students were able to complete a 10-item *Student Evaluation of ABC Support* measure. On this measure, six items asked about the overall acceptability of the intervention (e.g., *How much did you like reading the short passages and practicing the READ expectations each week?*), and four asked about the student's improvement (e.g., *Do you think your reading improved?*). Students answered each question using a 5-point scale where a rating of 5 means *very, very much*, and 1 means *not at all*. Finally, students used the same 5-point scale to respond to a question about the benefit of the *I CAN READ* card. Table 3 presents the results of this evaluation (possible range = 0.00 to 5.00). Like teacher participants, student participants reported overall high acceptability of *ABC Support* (4.50) and improvement in their reading and behavior (5.00). Students also indicated the *I CAN READ* card helped them in the classroom "very, very much."

Table 3. Post-Intervention Student Evaluation Ratings

Student	Overall Acceptability	Skill Improvement	I CAN READ Benefit
01	4.30	5.00	5.00
02	4.70	5.00	5.00
03	4.50	5.00	5.00
Total	4.50	5.00	5.00

² An individualized implementation format was utilized in the 2019-2020 pilot study for evaluation purposes. *ABC Support* was developed to be implemented with individual students or small groups of students.

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