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THE EFFECTS OF A TRAINING PACKAGE ON THE USE OF INCLUSIVE TEACHER BEHAVIORS IN A SUNDAY SCHOOL CLASS

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THE EFFECTS OF A TRAINING PACKAGE
ON THE USE OF INCLUSIVE TEACHER BEHAVIORS
IN A SUNDAY SCHOOL CLASS

THESIS

A thesis submitted in partial fulfillment of the
requirements for the degree of Master of Science in the
College of Education
at the University of Kentucky

By

Melanie A. Baggerman

Lexington, Kentucky

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Lexington, Kentucky

2014

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ABSTRACT OF THESIS

THE EFFECTS OF A TRAINING PACKAGE ON THE USE OF INCLUSIVE TEACHER BEHAVIORS IN A SUNDAY SCHOOL CLASS

The purpose of the study was to provide training and follow-up sessions for Sunday school teachers to increase the use of inclusive teacher behaviors (opportunities to respond, behavior specific praise, and opportunities to participate) for educating a child with moderate to severe disability. A multiple baseline across behaviors design was used to evaluate the effectiveness of training and follow-up sessions for a Sunday school teacher that had a child with moderate to severe disability in her class. The results showed training and follow-up were effective in teaching inclusive teacher behaviors within a church setting.

KEYWORDS: Moderate and severe disabilities, inclusive teacher behaviors, teacher training, follow-up sessions, faith communities

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November 20, 2014

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Section 1: Introduction

Including children with moderate to severe disabilities (MSD) in community settings is becoming the norm in our society. More students with MSD are now required to be educated with students without disabilities in their least restrictive environment (IDEA, 2004), are living in the community rather than segregated settings (Kim & Dymond, 2012), and are being employed (Markell, 2013; Roux et al., 2013; Wehman, 2011) than ever before. It is important for people with MSD to have access to inclusive settings and activities and to feel accepted. One such community setting is inclusion in the faith community of their choice. For Christians, Parnell (n.d.) stated, “It is the church’s role to provide a safe place where individuals with disabilities and their families can receive acceptance and support” (p. 2). Acceptance and support should not be qualified as just attending the church service, but being included in experiences outside of the service (e.g., Sunday school). Collins, Epstein, Reiss, and Lowe (2001) stated “All children should have equal access to full inclusion in religious education programs, regardless of their faith or their disability” (p. 52). Children with MSD should not be segregated into Sunday school classes specifically aimed at children with MSD. Segregated Sunday school classes prevent children with disabilities from having access to the same educational and social opportunities afforded to the other members of the congregation. Sunday school teachers have an important role in teaching children the tenets of their faith, and children with MSD should have the same opportunities and expectations.

Ault, Collins, and Carter (2013) developed a survey in which 416 respondents who were parents of individuals with disabilities were asked to respond to questions

pertaining to their experiences in religious services. A sample of the survey question topics included accessibility available in the faith community and supports considered helpful, frequency of participation, types of activities, and types of inclusion with peers. The participants in this study noted a need for education and training of staff members, peers, and the congregation or volunteers. The authors further stated

Given that some individuals on the autism spectrum can exhibit challenging behaviors (e.g., not sitting still, making noises), it may be that faith communities are uncomfortable with or untrained in working with those individuals, resulting in parents not feeling the support of the community (p. 58).

Sunday school teachers often are not trained in educating children with MSD and commonly are volunteers. Therefore, it is imperative for Sunday school teachers to be properly trained in working with children with MSD and for places of worship to develop effective trainings.

There is limited literature on training Sunday school teachers specifically to include children with MSD in inclusive Sunday school classes. However, research provides direction in training teachers in academic school settings and in social skills (Barton & Wolery, 2010) that can be generalized to church settings with Sunday school teachers. The research is conclusive that one time professional developments are not effective for training teachers (Barton & Wolery; Thompson, Marchant, Anderson, Prater, & Gibb, 2012). Therefore, teacher training that includes a feedback or follow-up component results in more effective results (Barton & Wolery; Duchaine, Jolivet, and Fredrick, 2011; Horrocks & Morgan, 2011; Thompson et al., 2012).

For example, Horrocks and Morgan (2011) used a multi-component training package to teach seven female special education teachers to implement assessment and instructional procedures. The teachers had a range of teaching experience of 1-22 years. Each had a teaching certificate in severe disabilities or mild/moderate disabilities. The students (3 female and 4 male) were chosen by the special education teacher and ranged from 6-10 years old. The students had a diagnosis of profound mental disability (PMD). Each teacher recruited one student from his or her classroom to participate. The multi-component training package included a live presentation on assessing characteristics of PMD, video models of conducting the assessments, role-playing the assessment procedures, and feedback provided by the first author. The teachers were taught to implement three assessments with the student. In Phase Two, the author randomly selected four teacher-student pairs to continue the study. Data were collected on the percentage of instructional steps correctly implemented by the teacher and the independent responses of the students. The teachers were taught a specific response prompting strategy (e.g., least-to-most prompting or time delay). The multi-treatment package was still in effect, and on-the-job coaching was added while the teachers were implementing the instructional strategies. The Phase One multi-treatment package in training teachers was effective in teaching all seven teachers to implement the three assessments with their students. The Phase Two multi-treatment package (with the added on-the-job coaching) was effective in teaching them how to deliver instruction using instructional strategies. The students' independent responding increased from baseline when instructional observations occurred.

In a study conducted by Browder, Trela and Jimenez (2007), training occurred with three teachers who served middle-school students with significant disabilities in following a task analysis in grade-level literature. The three teachers were certified in special education and had a range of 2-13 years of experience. The students (3 female and 3 male) diagnosed with moderate disabilities or autism were selected by their special education teacher. The trainer provided the teachers with adapted books with picture symbols from grade level texts. During intervention, the teacher was shown the lesson plan template (teaching the 25-step task analysis). Teacher intervention was comprised of following the template, using systematic prompting for all steps, role-playing the steps of task analysis, and self-monitoring by checking the steps completed in the task analysis. The trainer reviewed each step with the teacher, demonstrated it, and asked how the student would make the target response. The intervention was effective in training teachers to follow a task analysis for teaching students with disabilities grade-level literature. The results indicated all three teachers correctly implemented all 25 steps in the task analysis during intervention. All of the students increased their level of responding to teacher directions during their literacy lesson.

These studies suggest teacher training is effective in developing new teacher behaviors in school settings. The literature also includes research in training teachers to successfully teach specific academic skills in the subjects of math, literacy, and science (Browder et al., 2012; Courtade, Browder, Spooner, & DiBiase, 2010). Teacher skills targeted in these studies are important for children with disabilities both for teaching academic skills and also for inclusion implementation by teachers serve both typical children and children with disabilities. Not only are academic skills important for

children with MSD to learn, but also social and play skills involving children with and without MSD.

In one study, Hundert (2007) studied preschool teachers and resource teachers who were being trained to develop an intervention during play sessions for preschool students, and apply it to a different activity during circle time. Four teachers, eight children with disabilities, and eight comparison children participated in the study. The comparison students were involved to determine if an inclusive class plan would have a positive behavioral effect for typically developing children, and to compare the behavior of children with disabilities to their typical peers. Teachers were provided with a written manual to show how to adapt a class plan to accommodate the needs of children with disabilities. The teachers were trained by their supervisors, which included strategies to arrange the environment to elicit target behavior as well as embedding teacher instruction, prompting, and reinforcement in inclusive groups. The data showed teacher behavior increasing in the amount of time they focused on inclusive groups of children. Teacher behaviors during the training for embedded instruction, prompts, and reinforcement were increased.

It is worthwhile to consider translating teacher training procedures to other environments in which students with MSD participate. For example, in Christian churches, it is important to provide an inclusive environment where children with MSD can learn stories and themes from the Bible as an important aspect of their faith development. Children with MSD should have the same opportunity to learn the Bible as their typical peers. Collins et al. (2001) stated, "Leaders of religious education programs can adopt the policy that all students with disabilities are included in classes that serve

students of the same age” (p. 53). Due to the fact that most Sunday school teachers are volunteers, church education leaders need to take the steps to provide training for them. Children with MSD have communication difficulties, lack of skills to complete activities, and the inability to participate during discussions, which can prohibit them from participating in Sunday school classes. Most volunteers would not know how to facilitate the inclusion of their students. Training volunteer Sunday school teachers on specific inclusive behaviors could increase the inclusion of children with MSD. Opportunities to respond (OTR), behavior specific praise (BSP), and opportunities to participate (OTP) are three specific behaviors that could be targeted in training sessions for Sunday school teachers.

OTR is defined as, “a teacher behavior that invites or solicits a student response” (Simonsen, Myers, & Deluca, 2010, p. 303). Simonsen et al. (2010) stated, “There are various ways that teachers can provide OTR, and the invited student responses may be verbal, gestured, or written” (p. 303). Heward (1994) conducted a review of student engagement during instruction and found that active participation facilitated student skill development. Increased OTR has been shown to increase students' rate of on-task behavior and has been correlated with better academic outcomes (Iovanne, Dunlap, Huber, & Kincaid, 2003; Fisher & Berliner, 1985; Greenwood, Delquadri, & Hall, 1984). For example, Sunday school teacher could provide OTR to a child with MSD by asking a question about a Bible lesson.

Another effective teacher behavior, BSP is defined as, “Praise...that communicates positive feedback to a student” (Simonsen et al., 2010, p. 303). Conroy, Sutherland, Snyder, Al-Hendawi, and Vo (2009) stated, “Teacher praise is associated

with an increase in children's correct responses, on-task behavior, and engagement" (p. 20). In a Sunday school class, BSP could facilitate how successful the child with MSD is doing on answering questions and maintaining appropriate behavior.

In a study conducted by Duchaine et al. (2011), coaching occurred for three high school teachers (2 regular education and 1 special education) on behavior-specific praise statements during math instruction. The authors also collected data on the students' on-task behavior as a result of BSP statements. Each teacher participated in a 45-min training session, which included the definition of behavior-specific praise statements and teacher coaching, benefits of BSP statements and teaching coaching, examples on BSP statements, a discussion on teaching coaching, and an opportunity for the teachers to ask questions. When the 45-min training was completed, the coach provided 5-min coaching sessions after every third intervention session. The coach provided written feedback after every intervention session. The results showed that providing coaching sessions and feedback increased the teachers' use of BSP statements to their students.

A final effective teacher behavior, OTP, provides many opportunities for students with MSD to participate and learn valuable skills working on a general education activity (Downing & Eichinger, 2003). Downing and Eichinger (2003) mentioned several ways students with MSD can participate in general education settings, which include handing out materials, checking off when a student turns in homework, tallying the score in the game, and counting items the students will label. Downing and Eichinger (2003) stated, "We must plan instructional activities that promote skill acquisition and create a classroom climate that promotes of sense of belonging for all students" (p. 27). In Sunday

school class, OTP could include the student with MSD handing out the glue sticks to her peers.

Given the need for methods to effectively include individuals in community settings and the limited research on teaching volunteers inclusive teacher behaviors in a church setting, the current study contributes to the research. The purpose of this study was to determine if a training package was effective in teaching a Sunday school teacher to use effective inclusive behaviors when educating a child with MSD.

Section 2: Research Question

The research question asks the following: Is there a functional relation between providing training plus follow up sessions and an increase in the level and trend of inclusive teacher behaviors (i.e., OTR, BSP, OTP) used by a Sunday school teacher in a Sunday school class that includes a child with MSD?

Section 3: Methods

Participants

One Sunday school teacher from a church was invited to participate in this study. Selection criteria for the Sunday school teacher were that she (a) had at least one child with MSD who regularly attended a Sunday school classroom in which other students without disabilities were included, (b) was the lead teacher in the Sunday school class, (c) did not hold a degree in special education, (d) taught a kindergarten through fifth grade Sunday school class, and (e) agreed to at least three training sessions during the study. The Sunday school teacher attended a church in a southeastern state in the United States. The church attendance for a Sunday morning averaged 700 parishioners.

Teacher. Barb was a 47-year-old female who was a registered dental hygienist. She held an associate's degree. She had attended the church for 33 years, and taught Sunday school for 11 years at the church. She had not had previous experience teaching in Sunday school class before the current Sunday school year. Prior to teaching Sunday school, Barb did not have experience working with individuals with disabilities.

Student. The student participant was a female child with MSD. Selection criteria for the child with MSD were (a) diagnosis of MSD, (b) consistent Sunday school attendance, (c) between the ages of 5-8 years old, and (d) receptive and expressive communication delay. Hope was 5 years, and 7 months old and was in Barb's Sunday school class. Hope functioned cognitively at a 3-year-old level. She used verbal language as well as manual signs to communicate her wants and needs. Hope could identify numbers 1-10, recognized all her upper and lowercase letters; identify basic colors, shapes, and numbers; wrote her first and last name with assistance. She could also point

to objects and pictures in books. During Sunday school class, Hope sat in the chair for 2 mins or less when not actively participating before getting up, participated by listening to the lesson, and participated in the craft with assistance from the Sunday school teacher and assistant in the room when actively engaged. Her family attended the church but had difficulties in the past attending and participating in Sunday school because of the lack of training for the Sunday school teachers.

Instructional Setting and Arrangement

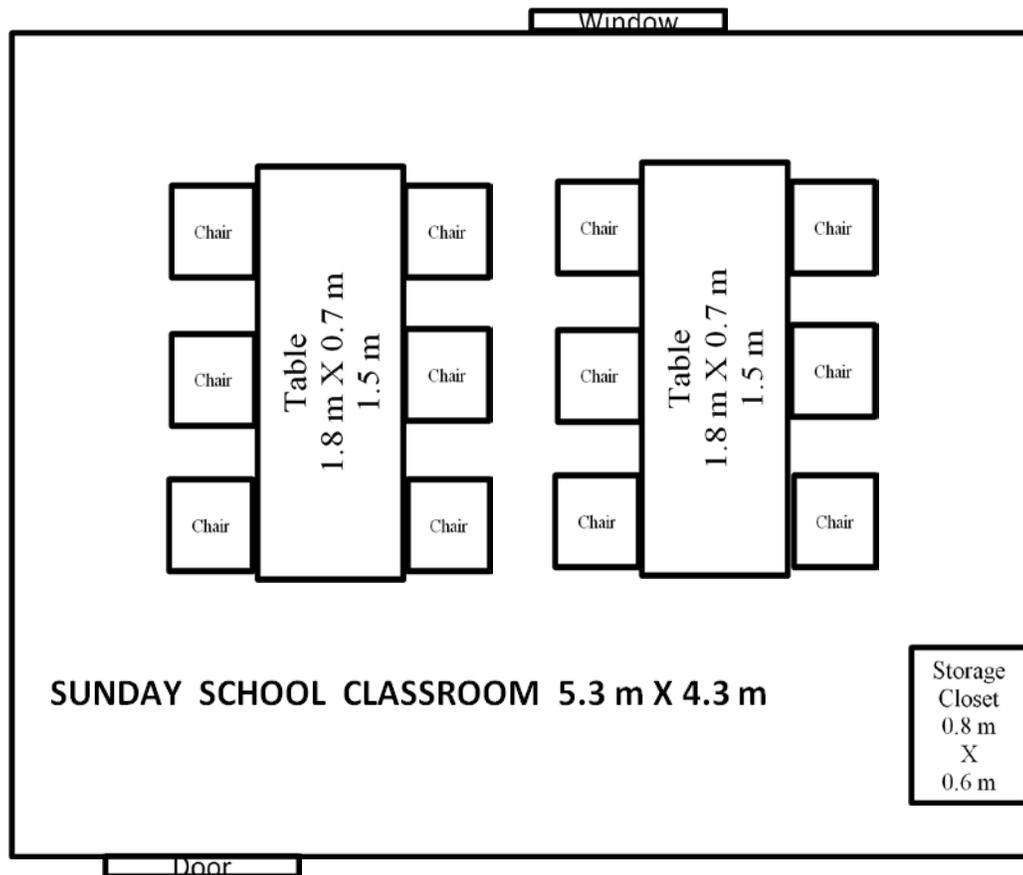
Data on teacher behaviors were collected in the teacher's Sunday school class each Sunday. In addition, follow-up sessions with the teacher were also conducted in the classroom. See Figure 1 for a diagram of the Sunday school classroom. The dimensions of the Sunday school room were 5.33 m by 4.26 m. The teacher received individual training sessions in the Sunday school class. Probe and follow-up sessions occurred during two 15-min sessions every Sunday. Data were collected in Barb's classroom two times per day from 11:30 a.m.-11:45 a.m. and 12:15-12:30 p.m. The structure of the Sunday school class was 15-min small group with lesson, 30-min large group lesson, and then 15-min small group with craft. There were 8 children and 1 assistant in the room while the probe and follow-up sessions were being conducted. The teacher training sessions were in a one-to-one setting with the trainer (first author) and Sunday school teacher.

Materials/Equipment

During the training sessions, a PowerPoint presentation was shown. The presentation was created using Microsoft Office PowerPoint 2007 using a Toshiba Satellite Laptop Computer. Three different scenarios were used at the end of each

training session to provide real-life examples of how the Sunday school teacher could implement the inclusive behaviors during the class. The scenarios were typed on 8.5 x 11-in. paper using 14 pt Times New Roman font. The Sunday school teacher used materials during the Sunday school class, including curriculum materials, posters for the lesson, and the craft materials. During baseline sessions and follow-up sessions, the

Figure 1: Classroom layout



trainer used a teacher-made event recording data sheet and pencil to record the behaviors being measured. The trainer used a digital timer on her iPhone to measure each 15-min interval. Inter-observer agreement (IOA) and procedural fidelity were measured using a teacher-made data sheet and pencil. A paper survey was given to the Sunday school teachers at the end of the third training session.

General Procedures

The Sunday school teacher participated in three 25-min trainings to increase the use of inclusive teacher behaviors. Data were collected on the number of inclusive teacher behaviors used by the teacher during the class. The experimental design was a multiple baseline across behaviors, replicated across participants (Gast & Ledford, 2014). Baseline data were collected for all three inclusive behaviors (i.e. OTR, BSP, and OTP) for the first four sessions. Then teacher training occurred for the first behavior (OTR). Baseline data continued to be collected on the other two behaviors while follow-up data were collected on the first behavior. When an increase over baseline occurred for four consecutive sessions, training on the second behavior (BSP) occurred. When the training was complete, follow-up data were collected on the first and second inclusive behaviors. Baseline data continued to be collected on the third inclusive behavior. When an increase over baseline occurred for four consecutive sessions then the third training (OTP) occurred. Follow-up data were collected on all three inclusive behaviors. Maintenance data were collected 4 weeks after the third behavior increased over baseline for four consecutive sessions.

Data Collection

Data were collected by the trainer during probe and follow-up sessions on the teacher's implementation of the inclusive behaviors she learned during the training session. The trainer used an event recording system. Appendix A shows an example of the data sheet. Data were collected for two 15 min sessions once a week in the Sunday school teacher's room. The Sunday school class was from 11:30 a.m.-12:30 p.m. Data

were collected on the occurrence of teacher behaviors of providing OTR, giving BSP, and providing OTP.

Opportunities to respond. OTR were defined as the delivery of a task direction in which the child given at least 3s to respond to a question identified as a learning objective. During class discussions, the teacher asked a question to the child with MSD that was in the child's repertoire based on the goals given to the teacher during training. The goals were created by the researcher and the child's parents. The skills were color identification, choice-making between two objects, counting up to 5, letter identification, and repetition of questions.

Behavior specific praise. BSP was defined as the teacher giving verbal positive feedback that described the correct response, when the child with MSD responded to a question or was on-task. An example would be, if the teacher asks a child, "What is the color of Jesus' manger?" the student responds by saying, "Brown," and the teacher says, "That's right; the manger is brown." Other examples of an occurrence would be the teacher saying, "(child's name), you did a nice job putting the crayons in the box," or "(child's name) I like how you did the hand motions to the song." A nonoccurrence would be the teacher saying, "Good job" or "Super" or saying nothing within 5 s of a student response.

Opportunities to participate. OTP were defined as the teacher giving the child a way to actively participate in the classroom in meaningful ways. Some examples would be, the child passes out the papers for the craft, points to the pictures of the characters the class is supposed to name, or draws sticks to see who will answer or comment on a question the teacher has asked to the class.

Procedures

Baseline procedures. The Sunday school teacher was observed for the first four baseline sessions and data were collected on all three inclusive behaviors. Each session lasted 15 mins. Therefore, there were two baseline sessions conducted each Sunday for the first two Sundays before training sessions occurred. A baseline session started when the trainer went into the classroom and started the timer for 15 min. During a 15-min session, the trainer recorded a tally mark for every inclusive behavior (OTR, BSP, and/or OTP) she observed. At the end of a 15-min session, the trainer thanked the teacher and left the classroom.

Independent variable. After the completion of four baseline sessions, the trainer conducted a 25 min training session for the first inclusive behavior. The second inclusive behavior received training when the first behavior increased over baseline for four consecutive sessions, and the third inclusive behavior received training when the second behavior increased over baseline for four consecutive sessions. The training sessions were conducted in a 1:1 format. Each training consisted of Section One: Teach, Section Two: Show and Section Three: Try. In Section One, the trainer showed a 5-min PowerPoint presentation giving an overview of the inclusive behavior. The PowerPoint presentation included a definition of the inclusive behavior and why it was important to implement in a Sunday school classroom. Section Two (Show) provided examples of the inclusive behavior through materials and verbal examples. For example, the trainer brought a picture of Jesus and children to show the teacher how the child with MSD could count the number of children in the picture. Section Two lasted 10 min. During Section Two of the OTR training session, the Sunday school teacher was given a list of

goals the child has mastered. Examples on the list included: student identifies colors, identifies pictures of Jesus and a cross, identifies letters in the alphabet, and counts to 20. Section Three (Try) allowed the Sunday school teacher to demonstrate how she would implement the inclusive behavior based on scenarios the trainer provided. The trainer read the scenarios and then asked the teacher, “How would you incorporate the child with MSD using this scenario?” Scenarios pertained to the child with MSD. Section Three lasted 10 min.

Follow-up sessions. There was a 15-min follow-up session every Sunday for the Sunday school teacher once training was completed for an inclusive behavior. Follow-up sessions were 15-min observations followed by feedback. A follow-up session started when the trainer came into the room and started the timer for 15-min. Then the trainer recorded any occurrence of any inclusive behaviors during that 15-min session. After the 15-min session, the trainer provided descriptive verbal feedback on one occurrence of an already trained inclusive behavior observed during the session and one example where an opportunity could have been given but was not. For example, if training had occurred on OTP, then the trainer would say, “You did a good job when you asked (child’s name) to point to the poster while asking a question to the class. However, you could have let (child’s name) pass the crayons out to her peers.”

Maintenance. The trainer conducted two sessions of maintenance four Sundays after the third inclusive behavior met criterion. A maintenance probe session started when the trainer walked into the Sunday school room and started the timer for 15-min. During a 15-min session, the trainer recorded a tally mark for every inclusive behavior (OTR, BSP,

and/or OTP) she observed. At the end the trainer thanked the teacher and left the classroom.

Experimental Design

A multiple baseline across behaviors design (Gast & Ledford, 2014) was used to examine the effects of teacher training and inclusive teacher behaviors for children with MSD. The design provided continuous baseline measurement for the inclusive behaviors not in the training plus follow-up intervention. Once an inclusive behavior increased over baseline for four consecutive sessions, the next inclusive behavior received teacher training then follow-up. Each subsequent behavior after that followed the same sequence. This continued until all inclusive behaviors increased over baseline for four consecutive sessions during the follow-up sessions. Experimental control was demonstrated when data for each inclusive behavior remained stable and improved when, and only when, the independent variable was applied.

Social Validity

Social validity data were collected at the end of the study by the Sunday school teacher. Appendix B gives an example of the survey. The trainer measured social validity by using a 5-point Likert-type scale survey. The survey had five questions and a section to comment. The questions were: (1) training on these behaviors were valuable to learn, (2) these behaviors helped me work with the child with MSD easier, (3) I gained knowledge from the three trainings, (4) the follow-up sessions helped me implement the behaviors in the Sunday school room, and (5) I will implement these behaviors in future Sunday school classes.

Reliability

A graduate student collected reliability data for interobserver agreement (IOA) and procedural fidelity. Appendix C gives an example of an IOA data sheet. The trainer in this study taught the graduate student on collecting reliability data. There was an opportunity for the graduate student to practice collecting reliability data using the checklist before collecting data on the Sunday school teacher implementing the three inclusive behaviors. The graduate student was required to have 100% reliability for IOA and procedural fidelity before she was able to collect data on the Sunday school teacher. IOA and procedural fidelity were collected on 57.1% of the sessions and at least twice during each experimental condition. IOA and procedural fidelity had to be at 80% or higher to be acceptable. If the data fell below 80%, the trainer retrained the graduate student collecting the reliability data for another practice session.

Dependent variable reliability. IOA was calculated using the gross method which is calculated by dividing the smaller number of occurrences by the larger number and multiplying by 100 (Gast, 2014).

Independent variable reliability. Procedural fidelity was calculated by totaling the number of observed behaviors, dividing by the number of planned behaviors and multiplying by 100. The graduate student used a checklist to calculate procedural fidelity. The behaviors observed during each experimental condition were: (a) starting a timer for 15-min, (b) interval time (15-min interval), (c) BSP (stating one teacher behavior observed on current behavior being taught and stating one instance where behavior could have occurred, but did not) during follow-up sessions, and (d) giving a closing statement (“Thank you for letting me be in your Sunday school classroom”). During the training

sessions, the graduate student used a checklist to measure if the trainer delivered the training correctly. Appendix D gives an example of a checklist for the training sessions.

Section 4: Results

The results indicated that training plus follow-up sessions were effective in increasing the level and trend of inclusive behaviors used by a Sunday school teacher with a child with MSD. Figure 2 shows the Sunday school teacher's data. The data showed during baseline the Sunday school teacher provided zero OTR and OTP. The Sunday school teacher provided 1 BSP during baseline session 6. The trainer conducted two more sessions of baseline for BSP to ensure the data were stable before the training session occurred. Once training was implemented, there was a therapeutic change in level and trend for each inclusive behavior after the training sessions were conducted. After completion of the first inclusive behavior (OTR), the data showed 4.1 inclusive teacher behaviors with a range of 3-6 OTR behaviors during the follow-up sessions. When training was complete for the second inclusive behavior (BSP), the data showed an average of 5.3 with a range of 3-8 BSP behaviors during the follow-up sessions. Upon completion of the third training session (OTP), the data stabilized at providing three OTP during the follow-up sessions. Due to time constraints, the trainer was not able to collect maintenance data within the allotted time for the study. There was 0% overlap between baseline and intervention condition for all the tiers. The training plus follow up were proved to be a strong intervention due to the 0% overlap.

Reliability

IOA data averaged 95.28% and ranged from 67% to 100%. IOA data were collected 57.1% of the sessions across baseline and all three inclusive teacher behavior follow-up sessions. On session 11, the IOA was 67% because to the graduate student

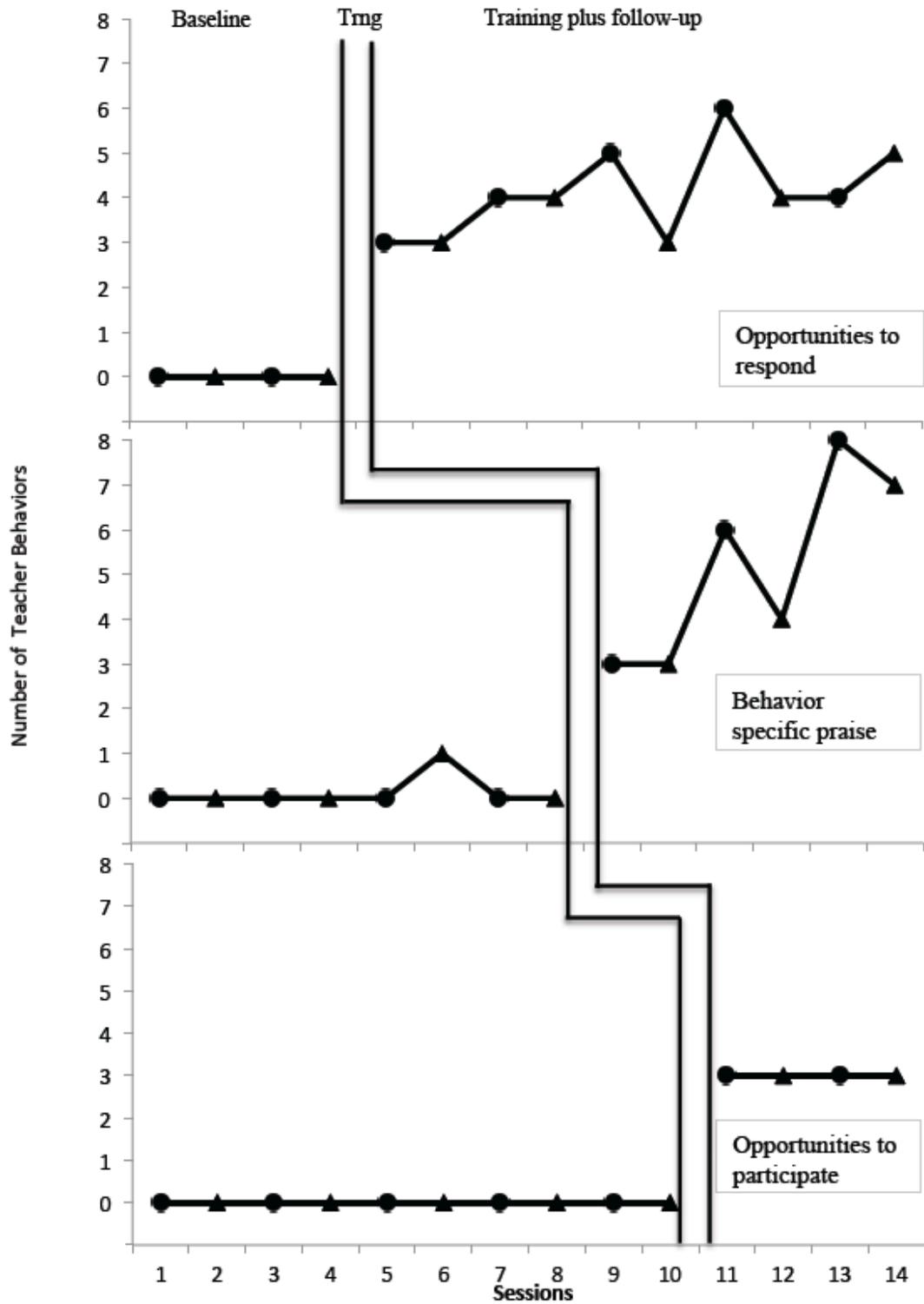


Figure 2: Graph of Results. Number of inclusive teacher behaviors. Circles represent first observation session of the day and triangles represent the second session of the day.

recording seven tallies for behavior specific praise whereas the trainer recorded six tallies. Following the session, the trainer retrained the graduate student and all remaining sessions were above 80%.

Procedural fidelity during baseline and follow-up sessions showed 100% across all sessions. Procedural fidelity was collected 57.1% of the time across baseline and all three inclusive behavior follow-up sessions.

During training sessions, procedural fidelity averaged 85.5%. During the second training session, the trainer did not fulfill the 10 min requirement for Section 3 (try) of the training. Therefore, the trainer did not complete the full 25 min requirement. Procedural fidelity data was collected 2 out of 3 training sessions (i.e. 67%).

Social Validity

The Sunday school teacher completed a survey using a 5-point Likert-type scale on the training and the inclusive behaviors. The Sunday school teacher chose one of five responses: (a) strongly agree, (b) agree, (c) undecided, (d) disagree, or (e) strongly disagree. She strongly agreed the training on the three inclusive behaviors was valuable to learn, and that she gained knowledge from them. The Sunday school teacher strongly agreed that these behaviors helped her work with the child with MSD with more ease. She also strongly agreed that the follow-up sessions helped her implement the behaviors in the Sunday school class, and that she would implement these behaviors in future classes. The Sunday school teacher stated, “It was a very educational experience with good information, and an excellent opportunity to me to improve my teaching.”

Section 5: Discussion

The purpose of the study was to determine if training plus follow-up sessions were effective for teaching a Sunday school teacher inclusive behaviors for educating a child with MSD. Results from the study provided evidence that the training and follow-up sessions were effective in increasing the number of inclusive teacher behaviors a Sunday school teacher provided for a child with MSD. Prior to the study, the Sunday school teacher had no knowledge of the inclusive teacher behaviors (OTR, BSP, and OTP). She also had no prior experience teaching children with MSD. Therefore, throughout the study the Sunday school teacher not only learned what the behaviors were, but also how to implement them in her Sunday school classroom to help teach a child with MSD. Through trainings and follow-up sessions, the Sunday school teacher gave the child with MSD the opportunity to participate in class with her peers.

Throughout the study, the trainer observed that she not only used these inclusive teacher behaviors for the child with MSD, but also for the children without disabilities. In the beginning of the study, the Sunday school teacher was apprehensive to allow the students to assist or help in anyway. However, data showed that the Sunday school teacher provided the child with MSD OTP in the classroom by passing out papers to her peers. The trainer further observed the Sunday school teacher allowing each child to pass the worksheet to the child next to her following the third training session.

This study was unique in that it focused on a faith community setting (i.e., Sunday school class). Most teachers who teach in Sunday school classes are volunteers. In most situations, the Sunday school teachers are not equipped to implement inclusive behaviors for children with disabilities. Some children with disabilities either do not participate in

Sunday school class unless it is a segregated class only for children with disabilities. A Sunday school director could use the training model provided in this study to increase effective teacher behaviors and could increase the educational experience for students with disabilities in faith communities.

This study further provides evidence that the coaching plus follow-up component is an effective technique in training teachers. Teachers rarely implement information they learned in a one-time training into their classroom (Thompson et al., 2012). However, research shows giving teachers coaching and follow-up sessions prove to be successful in implementing the information they learned in a training session back into their classroom (Barton & Wolery, 2010; Duchaine et al., 2011; Thompson et al.). The data collected in this study showed an increasing trend in the inclusive teacher behaviors after training and follow-up sessions were implemented.

Data showed variability in the number of inclusive teacher behaviors the Sunday school teacher provided to the child with MSD. Overall, the Sunday school teacher provided more BSP statements than opportunities to respond and OTP. However, there was a therapeutic trend with OTR and BSP. Due to the nature of the Sunday school class, there were not as many chances to provide OTP as there were to provide BSP and opportunities to respond.

In summary, training and follow-up sessions were effective to train a Sunday school teacher to implement three inclusive teacher behaviors (OTR, BSP, and OTP) for a child with MSD in the Sunday school classroom.

Limitations and Conclusions

One limitation to this study was that only one subject participated. Therefore, generalization of the results to others is not possible without two participants. A second limitation was the lack of long-term maintenance data that did not include the trainer in the room. In this study, the trainer may have acted as the discriminative stimulus for the Sunday school teacher to provide the behaviors. A third limitation was the structure of the Sunday school class. During the first 15-min session the Sunday school teacher discussed the Bible lesson and did a small craft. The Sunday school teacher had more occasions to provide OTR, BSP, and OTP in these sessions. The second 15-min session focused mainly on a second craft, which did not provide as many opportunities to implement the inclusive teacher behaviors. The data showed lower levels of responding during the second 15-min sessions, which on the graph are labeled as triangles. A fourth limitation was the lack of student outcomes. The final limitation was the practical challenge of collecting data on consecutive weeks. The Sunday school teacher had several scheduling conflicts, which meant that there was a week lapse in the data throughout the study.

Further research should be considered in order to replicate this study across different participants, settings, and children with disabilities. Further research should also be considered to measure if teacher behaviors resulted in an increase in educational and social outcomes for children with MSD. This study focused on providing inclusive teacher behaviors for a young child with MSD in a place of worship. Research has proven training teachers using a follow-up model to use inclusive teacher behaviors in the education setting has been shown to be effective (Simosen et al., 2010; Duchaine et al.,

2011). This study extends the literature by demonstrating the effectiveness of a training package to increase inclusive teaching behaviors by volunteers in a Sunday school classroom. Further research should also be completed to measure student outcomes for the child with MSD. Further research across other extracurricular settings, (e.g., scouts, youth group, clubs) is needed. With increased opportunities for people with disabilities to access community activities, effective strategies are needed that can help volunteers or those without experience develop behaviors to include children. The intervention used in this study was an easy-to-implement, yet effective strategy that could be applied for other faith communities or organizations.

Appendix A: Event Recording Data Sheet

Name: _____ Trainer: _____ Behaviors: Opportunities to respond, behavior specific praise and opportunities to participate

Session Type: _____ Observation Date: _____ Beginning Time: _____
 End Time: _____

Teacher Behavior	# of Tallies	Total # of tallies
Opportunities to respond		
Behavior specific praise		
Opportunities to participate		

Name: _____ Trainer: _____ Behaviors: Opportunities to respond, Behavior specific praise and opportunities to participate

Session Type: _____ Observation Date: _____ Beginning Time: _____
 End Time: _____

Teacher Behavior	# of Tallies	Total # of tallies
Opportunities to respond		
Behavior specific praise		
Opportunities to participate		

Appendix B: 5-point Likert Scale Survey

Question (mark x in the appropriate box)	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. training on these behaviors (opportunities to respond, behavior specific praise, and opportunities to participate) were valuable to learn.					
2. these behaviors (opportunities to respond, behavior specific praise, and opportunities to participate) helped me work with the child with MSD easier.					
3. I gained knowledge from the three trainings.					
4. the follow-up sessions helped me implement the behaviors (opportunities to respond, behavior specific praise, and opportunities to participate) in the Sunday school class.					
5. I will implement these behaviors (opportunities to respond, behavior specific praise, and opportunities to participate) in future Sunday school classes.					
Comments you would like to add:					

Appendix C: Reliability Data Sheet

Name: _____ Trainer: _____ Length of Interval: _____

Behaviors:

Opportunity to respond (the delivery of a task direction in which the child is given at least 3s to respond to a question identified as a learning objective),

Behavior specific praise (teacher giving verbal positive feedback when the child with MSD responds to a question or is on-task), and

Opportunity to participate (teacher giving the child a way to actively participate in the classroom in meaningful ways)

Directions: Circle the answer based on your observation of the instructional session.

Start timer for 15 min: YES NO Length of Interval (15 min): YES NO

Behavior specific feedback (if necessary): YES NO Closing Statement: YES NO

(Gave an occurrence of a trained inclusive behavior and a non-occurrence of inclusive behavior)

Observation Date: _____ Beginning Time: _____ End Time:

Teacher Behavior	# of Tallies	Total # of tallies
Opportunities to respond		
Behavior specific praise		
Opportunities to participate		

IOA total: _____

Procedural reliability data total: _____

Appendix D: Reliability Data Sheet-Training Sessions

Name: _____ Trainer: _____ Training Sessions: _____

Circle the behavior being trained:

Opportunity to respond

Behavior specific praise

Opportunity to participate

Circle YES or NO according to what you observe in the training.

Checklist for training sessions

Training session lasted 25 mins	YES	NO
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Section 1 (TEACH)

Show a 5-min PowerPoint (overview of inclusive behavior)	YES	NO
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The PowerPoint gives the definition of the inclusive behavior and why it is important to implement in the Sunday school room.	YES	NO
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Section 2 (SHOW)

Training showed examples of inclusive behavior	YES	NO
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Section lasts 10 mins	YES	NO
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Teacher is given a list of child's goals (opportunities to respond)	YES	NO
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Section 3 (TRY)

The trainer gives 3 scenarios for the teacher to implement the inclusive behavior	YES	NO
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Section lasts 10 mins	YES	NO
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Training session checklist total: _____

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