

**The Implementation of a Professional Development Program
in Functional Behavioural Assessment in Selected Elementary
Schools in Thailand**

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DECLARATION

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. I give consent to this copy of my thesis, when deposited in the University's Digital Repository, subject to the provisions of the Copyright Act 1968.

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ABSTRACT

Several decades of research have demonstrated that Functional Behavioural Assessment (FBA) can be an effective strategy to both increase classroom teachers' professional skills and encourage appropriate student behaviour. This research also notes that successful implementation of FBA in typical school settings can be complex and challenging. Several recent Thai educational policies require the use of positive and systematic behaviour support in regular schools. However, a number of Thai studies have found that Thai schools have had difficulty implementing these policies and behaviour problems are still reported as a major issue for Thai teachers. The present study aims to assist schools to close the gap between policy and practice by conducting a professional development program for Thai teachers in the use of FBA to guide their behaviour support.

Classroom teachers, target students, senior school staff and school principals in two elementary schools in Bangkok, Thailand participated in the study. A blended approach combining elements of case study and single subject designs was used to shape and implement the research. Nine classroom teachers from the two participating schools took part in a fortnightly FBA professional development program spanning six weeks. Multiple sources of data were collected before, during and after the professional development program, and analysis of the data was conducted at several levels.

The findings indicate that the professional development program in FBA achieved positive outcomes for the majority of the participating teachers. The results support previous studies showing that the opportunity to practise in class and to receive feedback is needed for successful outcomes. The consistent and continued implementation of FBA was dependent on the teachers' personal attributes. Teachers in both schools perceived several barriers impeding their FBA implementation such as insufficient support from family, work demands and time management. This study confirmed that the implementation of FBA in typical school settings involves multiple interactions between individuals as well as between external variables. The findings may be used by Thai policymakers and school administrators to assist school staff to build capacity to improve the behaviour support system in Thai schools.

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