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

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DECLARATION

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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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CHAPTER 1
INTRODUCTION

Behaviour problems represent one of the universal and major challenges in inclusive classrooms for teachers. When teachers fail to manage behaviour effectively, those behaviour problems can become chronic difficulties for teachers and students alike (Maag, 2008; Raver & Knitzer, 2002). Such behaviour problems may negatively impact the student’s academic achievement and their social interactions. For teachers who deal with these students, research shows that persistent behaviour problems can lead to teacher burn out, negative feelings of self-efficacy and job frustration (Hastings & Brown, 2002; Westling, 2010). Thus, it is important for schools and teachers to have effective approaches to assist students with behaviour problems. In Thailand in recent years, there has been an increase in policy development aimed at improving behaviour support in schools. However, there is still an implementation gap between policies and school practice and therefore behaviour problems continue to be reported as a major challenge in schools (Klibthong, 2013; Sukbunpant, Arthur-Kelly, & Dempsey, 2013). The study reported here set out to investigate the effectiveness of a systematic professional development program for Thai teachers. The goal was to analyse outcomes from a program aimed to assist them to deal with behaviour problems of students, which may in turn improve behaviour support systems in schools. This chapter introduces the reader to the background of the study and the present situation in Thai school contexts in terms of behaviour support.

1.1 Prevalence and effects of behaviour problems

Behaviour problems in school students are prevalent in many countries. Studies of this phenomenon vary with regard to the age of the participants, the definition of behaviour problems and the instruments used. In the United States, 27.3% of young children have mild to moderate behaviour problems, including internalising and externalising behaviours (Anthony, Anthony, Morrel, & Acosta, 2005). Half of these children maintain behaviour problems when they attend elementary school. Similarly, in
Asian countries such as China, the prevalence of children with behaviour problems, as self-reported by third and fifth grade students, ranges from 3.4% to 63.0% in boys and 0.6% to 24.3% in girls (Xin, Zhou, Bray, & Kehle, 2003). In Thailand, the prevalence of elementary school students with behaviour problems in Bangkok was reported by Wacharasindhu and Panyayong (2002). With a self-report questionnaire by parents and teachers as well as an interview-based assessment with parents and children, they found that 37.6% of the students had behaviour problems, comprised of both externalising and internalising behaviours such as attention deficit hyperactivity disorder (5.1%), conduct disorder (5.5%) and depression (7.1%).

Many studies have found that behaviour problems can affect children’s achievement. For instance, Nelson, Benner, Lane and Smith (2004) found a negative relationship between behaviour problems and children’s achievement in reading, writing and mathematics. Mattison, Hooper, and Glassberg (2002) stated that over 60% of the children with behaviour problems in their study also had reading, mathematics or written language deficits. These difficulties result in an increased risk of poor academic outcomes (Raver & Knitzer, 2002; Westling, 2010), social problems (Babinski, Hartsough, & Lambert, 1999; Barkley, Fischer, Smallish, & Fletcher, 2004), and abandonment of formal education (Zima et al., 2000). Therefore, it is important for schools and teachers to assist those individuals with behaviour problems.

1.2 The Thai context and behaviour problems

According to the Thai National Education Act 1999, amended in 2002, it focuses on “the full development of the Thai people in all aspects: physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people”. Thus, this is an ultimate goal in providing education in Thailand (Office of the National Education Commission, 2002). Traditionally, Thai culture accepts a punishment when students display impolite or disruptive behaviour in class. Many teachers believe that the punishment gives the child a lesson to remember a painful situation and not to behave in the same fashion in the future. In Tapanya’s (2006) survey study, it was indicated that over 70% of 1,300 Thai teachers viewed physical punishment (e.g., smacking) as an appropriate consequence for behaviour problems.
Since the educational reform Act in 1999, a child-centred philosophy has been promoted among schools and educators. This concept emphasizes the importance of creating a supportive and friendly learning environment in order to enhance children’s learning motivation and achievement (Kaewdang, 1999). Consequently, the roles of students and teachers in Thailand have changed. Thai teachers have been encouraged to be less authoritative while they are expected to create a positive learning environment. Students are now encouraged to be active learners in class, to express their opinions, and to question issues and people they may never have traditionally challenged (Charupan & Leksuksri, 2001). All these changes have had an impact on the student behaviour management practices employed by teachers. Traditional corporal punishment has been banned in many schools and Thai teachers need alternative approaches to manage student behaviour (Office of the Basic Education Commission, 2009a).

In Thailand, the curriculum of the first three school grades mostly focuses on important basic skills and knowledge such as spelling, reading and number skills. Students will be at risk when they are unable to learn these basic skills and knowledge. Scott, Anderson, and Alter (2012) indicate that students who struggle to learn basic skills are more likely to have behaviour problems in schools than students who have acquired these skills. Thus, it is necessary for teachers to ensure that their students, especially those with behaviour problems, can participate in class and acquire basic skills. The majority of Thai teachers, particularly in a regular classroom, rely on their experience and educational background for managing and resolving student behaviour problems. Children who display severe behavioural problems and cannot be controlled are sent to the discipline section of the school and some of them are suspended or forced to change schools (Chaikaew, 2009).

In 1999, the National Educational Act also introduced the concept of inclusion to Thai schools and in 2008 inclusion became a more common practice in many schools because of the Persons with Disabilities Education Act. Even though this Act recommends that children with additional needs have an equal opportunity to be included in regular classrooms, in Thai schools there is great misunderstanding of the characteristics of children with disabilities (Fulk, Swerdlik, & Kosuwan, 2002). Narot
(2010) noted that when Thai schools had to include all students in their classrooms, many of them needed to make significant adjustments in order to accommodate students with diverse needs. Similar to other countries (Kamps, Wendland, & Culpepper, 2006; Maag & Katsiyannis, 2006), dealing with behaviour problems in inclusive classrooms is viewed as the major challenge for many Thai teachers (Sukbunpant et al., 2013). Moreover, several studies have noted that many Thai teachers who are in inclusive education classrooms have insufficient knowledge and skills to deal with diverse students effectively (Kantavong, 2012; Kantavong & Sivabaedya, 2010; Vorapanya, 2008). Too often children with mild and moderate behavioural problems are viewed as non-compliant or lazy. Some teachers assume that the child’s parents fail to provide discipline at home (Fulk et al., 2002). When a child displays some inappropriate behaviours such as off-task or disruptive behaviour during a teaching period, some teachers could comprehend that the child does not respect them and is being naughty, and the real cause might be ignored. Moreover, these children tend to be retained in class without appropriate behaviour supports, and many teachers tend to respond to these children by trying to stop the behaviour problems without considering the student’s wider learning needs. It has been a major challenge for Thai classroom teachers to have a better understanding of these students and to develop an effective and efficient process that will address the behaviour problems and allow students to reach their learning potential.

1.3 The current situation in behaviour support in Thailand

One of the influences of the 1999 National Education Act (amended in 2002) on the Thai behaviour support system is the requirement for quality assurance mechanisms (Opartkiattikul, Arthur-Kelly, & Dempsey, 2013). The Ministerial Regulation of Educational Quality Assurance was established in 2004 and amended in 2011. This regulation required each educational institute to be assessed by both internal and external inspectors regarding the national standards (Nakorntap, 2009). One of the standards at the basic education level is the student characteristics that teachers need to encourage. The standards are that students have morality, team working skills, healthy behaviour and good mental health (OBEC, 2009a). Consequently, this requirement has motivated Thai schools to reexamine their behaviour support systems with the goal that
their behaviour support system is effective and is ready for inspection for external audit.

In 2009, the Thai Office of the Basic Education Commission (OBEC) established a policy requiring every public school from elementary to high school to apply a supporting student system framework in order to prevent and decrease behaviour problems in schools (OBEC, 2009a). This framework was developed through collaboration between the Ministry of Education and the Ministry of Public Health. Moreover, the school year 2010–2011 was set as the year of supporting students in order to promote school awareness of preventing and decreasing students’ behaviour problems. This process of behaviour support focuses on the whole school as well as on individual students. Classroom teachers are key persons in this framework because they are closest to the students and they know the students well. The policy framework gives classroom teachers five steps to follow:

**Step 1:** Knowing students individually

**Step 2:** Analysing and dividing students into three groups: those without behaviour problems, those at risk, and those with behaviour problems

**Step 3:** Supporting students without behaviour problems

**Step 4:** Preventing and intervening in behaviour problems for those at risk and with behaviour problems

**Step 5:** Referring to counselling teachers when in-class support is unsuccessful. The students who are referred to counselling teachers will receive individual case support, usually over three months. If the behaviour problems still do not decrease, the students will be referred to professionals from outside the school.

Some schools have applied this framework while other schools are just beginning to implement it (OBEC, 2009a). The relevant issue is that this recent system focuses on the important role of classroom teachers in dealing with the students’ behaviour prior to referring those with behaviour problems to counselling teachers and outside experts. However, the general teachers’ knowledge and skills in positive behaviour support in the classroom remain as a question. Several studies have investigated this behaviour
support system in Thailand and found that many teachers had insufficient knowledge and skills in dealing with students who have behaviour problems (Ratsemeerat, 2009), and a lack of skills in implementing screening processes (Dechsupa, 2008; Moontreesri, 2010). It has also been noted that some teachers can see the importance of this support system while others still lack the experience and skills to adopt this process (Ratsemeerat, 2009). Moreover, even though some studies reported that support from professional staff such as special education teachers might assist Thai teachers (Sukbunpant et al., 2013; Vorapanya, 2008), there is still a general shortage of trained personnel in this field in Thailand (Narot, 2010).

This recently introduced behaviour support system has the potential to provide whole-school guidance for behaviour support as well as increasing schools’ and teachers’ awareness of how to provide a range of positive behaviour supports. However, challenges may still be found in Thai classrooms if teachers have a limited understanding of the approach and lack specific strategies to deal with students who need additional behaviour support, especially in inclusive classroom contexts. Many Thai classroom teachers have to face challenges without adequate training or the support of professional staff (Kantavong & Sivabaedya, 2010; Larbmala, 2004; Vorapanya, 2008). Additionally, it is noteworthy that the policy framework for behaviour support systems does not introduce any specific strategies or systematic process to develop individualized behaviour support plans for schools or teachers. Rather, the policy provides a wide range of general strategies for teachers to employ. In brief, there is still a substantial gap between policies and school practices in Thai behaviour support systems.

There is a range of approaches and strategies that have been developed and can be included in individualized behaviour support plans for students with behaviour support needs. For example, these approaches include assertive discipline (Canter & Canter, 1992) and cognitive behavioural modification (Hart & Morgan, 1993), which are used in many western schools to support student behaviour. Functional Behavioural Assessment (FBA) is an example of one such approach (Sugai et al., 2000). FBA helps teachers to identify the reasons why behaviour problems occur by gathering data from multiple sources and generating a hypothesis about the cause of the behaviour. There
have been several studies in developed countries indicating that this process can be used as a tool to help teachers develop an effective behaviour intervention with students, both in special education and in general education settings (Doggett, Edwards, Moore, Tingstrom, & Wilczynski, 2001; Ellingson, Miltenberger, Stricker, Galensky, & Garlinghouse, 2000; Newcomer & Lewis, 2004; Wood, Blair, & Ferro, 2009). However, in the Thai context where culture and educational practice is different from that in developed countries, it may be useful to investigate the potential of the FBA process to be introduced to Thai classroom teachers as a tool to assist them deal with student behaviour problems. At the time of writing, there are no published studies of the FBA process implemented by elementary teachers in Thailand. The FBA process requires that teachers have important basic knowledge and skills for it to be implemented effectively. Consequently, there is a need to investigate the impact of providing systematic professional development to classroom teachers in this area to ensure that these teachers are able to understand the FBA process and to develop sufficient skills to employ FBA.

1.4 Purpose of the study
The purpose of this study is to examine the implementation of a professional development program in FBA that is designed to support Thai elementary teachers in assisting students with behaviour problems. The study aims to investigate the outcomes in Thai schools following a professional development program by considering the local context and analysing the FBA implementation process by general teachers in inclusive classrooms.

1.5 Definition of terms in this study

*Elementary school*: a school that provides education from grade 1 to grade 6 for children aged between 6 and 12 years. This includes both public and private schools.

*Alternative school*: a private school that provides a special curriculum offering a more flexible program of study than other types of school. Furthermore, the class size is smaller than in public and private schools. Alternative schools are funded by tuition fees, and provide specialist support staff to assist students
with behaviour problems.

*Public school:* a school funded by the government and under the control of the OBEC. Public schools employ the Basic Education Curriculum established by OBEC in 2001 as the core curriculum. Class sizes range from 30 to 50 students. Most public schools have counsellor teachers to support teachers who report issues of students with behaviour problems. OBEC has recently provided a policy framework of a supporting student system for public schools to manage student behaviour as a whole school.

*Classroom teacher:* a regular teacher in an elementary school who is responsible for students in his/her own class.

*Behaviour problem:* a behaviour that is different from appropriate behaviour for the age, culture and custom of the children, and a behaviour that affects their academic performance and social relationships (Kauffman, 2009). For the purposes of this study, it refers to externalising behaviour.

*Professional development program:* a continuing training program that provides practical knowledge and skills in a specific area for teachers to enhance their knowledge and skills in the classroom.

1.6 Significance of present study

It is believed that this study is the first study in Thailand that focuses on the delivery of professional development in FBA in typical classroom contexts. The outcomes of this study will provide an indication of the effect of a professional development program in FBA in the Thai educational system as well as the effectiveness of assessment-based intervention in Thai school contexts. It is hoped that the outcomes of this study will encourage Thai educators to promote the use of FBA in classrooms as a tool in planning and developing data-driven behaviour interventions for students with behavioural problems in Thailand. Lastly, this study will provide educators in Thailand with a wider and deeper understanding of the effectiveness of using the process in planning an intervention by using a case study methodology in each selected elementary school in Bangkok, the capital city of Thailand.
1.7 Organisation of the thesis

This thesis consists of six chapters. Chapter One presents an introduction and background to the study as well as the purpose and significance of the study. Chapter Two provides a review of the relevant literature, the development of the conceptual framework, and the research questions. Chapter Three explains the research methodology employed in the study. Chapter Four reports the findings at the classroom implementation level which consists of nine individual classroom reports. Chapter Five reports the findings on outcomes at the individual school level which leads to a cross-school analysis. Lastly, Chapter Six provides a discussion of the results together with future implications, limitations and conclusions.
CHAPTER 2
LITERATURE REVIEW

This study focuses on the implementation of a professional development program in FBA in selected elementary schools in Thailand. This chapter is divided into four sections. In the first section, the term behaviour support needs is introduced. This section includes discussion of the definitions of behaviour support needs and the factors influencing behaviour support needs, based on two contemporary theories: Ecological Systems Theory (Bronfenbrenner, 1979) and the ecology of classroom management model (Arthur-Kelly, 2006; Arthur-Kelly, Lyons, Butterfield, & Gordon, 2007). It also includes the ranges of intervention approaches to manage students with behaviour support needs and a rationale for selecting the FBA process. The second section reviews literature about FBA and Positive Behaviour Support (PBS). This section includes definitions, features and a discussion of the strengths and limitations of the FBA process. The use of FBA with regular classroom teachers is also reviewed in this section.

Literature about professional development for teachers and implementation science is reviewed in the third section. This section includes a discussion of the characteristics and the use of professional development in FBA, as well as the importance of its implementation. Studies about FBA and professional development in Thailand are discussed at the end of this section. In the last section, the conceptual framework of this study is described. The research questions for this study conclude this chapter.

2.1 Behaviour problems

2.1.1 Issues in defining problem behaviour

All students display some misbehaviour at some point. However, students who misbehave at school tend to be identifiable much more than in other locations as school is a place that requires compliance and consistency of behaviour. For behaviour to be regarded as a problem, it needs to be considered across the dimensions of frequency,
intensity, duration and location (Conway, 2005). Similarly, student behaviour may be assessed to be a problem when “1) it deviates from the range of behaviours for the child’s age and sex which significant adults perceive as normal, 2) if it occurs very frequently or too intensely, or 3) if it occurs over an extended period of time” (Nelson, 1993, p.549). The problem behaviour can be externalising behaviour (a noticeable behaviour), or internalising behaviour (a less-noticeable behaviour). However, most studies focus on externalising behaviours such as off-task and aggressive behaviour (Doggett et al., 2001; Heckaman, Conroy, Fox, & Chair, 2000; Kern, Hilt, & Gresham, 2004; Renshaw, Christensen, Marchant, & Anderson, 2008), rather than internalising behaviours such as depressed, withdrawn or anxious behaviour (Algozzine, Serna, & Patton, 2001). In terms of defining whether behaviour is a problem, many different terms are used because behaviour problems can vary widely in form, function and frequency. Some definitions focus on students who misbehave and are identified as having emotional and behavioural disorders (Gunter, Coutinho, & Cade, 2002; Kamps et al., 2006; Maag & Larson, 2004; Niesyn, 2009; Reid & Nelson, 2002). For intensive, frequent and harmful behaviour, many scholars have used the term challenging behaviour (Ellingson et al., 2000; Michail, 2011). Examples of challenging behaviour are head banging, tantrums and self-injurious behaviour. For less intensive behaviour, the term of problem behaviour is used in many studies both in special education or regular classroom settings (Doggett et al., 2001; Heckaman et al., 2000; Kern et al., 2004; Renshaw et al., 2008). Examples of problem behaviour in general classrooms that are mentioned in these studies are off-task behaviour, disruptive behaviour, inappropriate peer interaction, hyperactivity and aggressive behaviour.

In this study, the term behaviour support needs is used to describe the behaviour of students that requires some on-going intervention from the school. This term and its meaning are consistent with the work of scholars such as Kauffman (2009) and Nelson (1993). This study also uses the term problem behaviour to refer to an inappropriate behaviour that is different from age, culture and population norms in the general classroom as well as occurring frequently and over an extended period of time. Moreover, the problem behaviour can affect the student’s academic performance and social relationships.
2.1.2 Factors influencing problem behaviour

Everything happens for a reason, including children’s problem behaviour. It was believed that problem behaviours were caused mainly by individual factors such as genetic and personal backgrounds. More recently, the need for consideration of the whole context associated with the behaviour has been emphasised (Arthur-Kelly et al., 2007). Consequently, the term ecology has been introduced to describe the influence of environmental factors on behaviour. Ecology is used to highlight “the complex and sensitive relationship that involves every element in the context of a child’s life” (Arthur-Kelly et al., 2007). This notion of ecology builds on the work of Bronfenbrenner (1979), who developed a theory of ecological systems that explained the relationship between human development, surrounding environments (ecology), and human behaviour. He claimed that human behaviour is a complex system that is influenced by a number of factors. The ecological framework proposed by Bronfenbrenner (1979) consists of four layers: the macrosystem, exosystem, mesosystem and microsystem.

The macrosystem is the largest and most distal level of the ecological framework that influences children indirectly. It includes social values and the wider culture. The next level is the exosystem which includes components of the environment more closely related to the child, such as national and local education policies. Teachers are required to implement these policies and so this may affect children. The next layer, the mesosystem, includes individuals or groups that have a direct impact on the child, including the child’s teacher and other professionals. The microsystem is the central part of the ecological framework that includes the child and their immediate family. More recently, Bronfenbrenner added a time dimension, namely, the chronosystem, into his model. This temporal dimension focuses on the changes in the child or their surrounding contexts that occur over time and that influence the direction of child development that is likely to occur (Bronfenbrenner, 1995). Examples include accepted cognitive and biological changes in children when they reach puberty (Shaffer & Kipp, 2010) or the influence of divorce events in families that are likely to create negative impacts on the child in the first year after the event and appear to decrease as years pass (Santrock, 2007).
From this ecological framework, Arthur-Kelly and his colleagues (2007) proposed to examine three factors regarding the phenomenon of children’s behaviour problems: socio-cultural factors, classroom and school factors, and personal ecology factors.

2.1.2.1 Socio-cultural factors

Socio-cultural factors are factors such as social values, cultures and attitudes, and may also cover race, social status and gender (Arthur-Kelly et al., 2007). According to Bronfenbrenner (1979), this would be referred to as a macrosystem, where aspects of culture may influence individuals, families, classrooms and schools in a particular society. Several studies have investigated the influences of socio-cultural factors on children’s behaviour. For instance, Pinderhugehes, Nix, Foster, and Jones (2001) found that social services and social networks that provide support for parents tend to provide a more nurturing environment for children.

Thai culture is a high power distance culture where elders have power and authority over those who are in a lower position in society, such as children (Hofstede, 2001). In the Thai classroom, teachers are the authority whom students have to respect and obey. Weisz, Chaivasit, Weiss, Eastman and Jackson (1995) studied problem behaviours among Thai and US children in school. Two teams of trained observers collected data from the two countries. The US team had five members and the Thai team had three members, with one of the Thai members (a clinical psychologist with teaching experience in both Thai and US schools) also being a shared member to the US team to improve reliability. Weisz et al. (1995) found that Thai teachers reported twice the number of students with behaviour support needs as the teachers in the US reported. However, when the trained observers assessed the same group of children, it was found that the number of US children with behaviour support needs was more than Thai children with behaviour support needs. This suggests that Thai teachers may have higher expectations regarding their children’s behaviour than US teachers have, as Thai culture values a high level of social appropriateness and social harmony.

2.1.2.2 School and classroom factors

For Bronfenbrenner (1979), school is at the mesosystem level and this is where professional interaction is found. School is an important context where children’s
behaviours are shaped and developed. It provides a great deal of opportunity to observe and display both appropriate and inappropriate behaviours. In addition, school plays an important role in enhancing appropriate behaviour and a chance to discontinue undesired behaviour by providing social skill instruction.

Many studies have indicated that classroom management skills are important to prevent and overcome problem behaviour. For instance, Gunter and his colleagues (2002) reviewed the literature regarding classroom factors that assist students with behaviour support needs in improving behaviour and academic performance. They reported two main factors: supported classroom practices with behaviour management and classroom procedures, and structures supporting instructional activities. Niesyn (2009) presented research on evidence-based instructional practices that assist students with behaviour support needs in the general classroom. Even though she found that most studies of instructional strategies used with students with emotional and behavioural disorders were not conducted in the general classroom, she concluded that the important criteria of effective classroom strategies for students with behaviour support needs are proactive strategies, consistency, and monitoring and adapting instruction to special needs.

Michail (2011) reviewed literature on school approaches to investigate school responses to students with behaviour support needs. She reported several approaches used in elementary schools: punitive approaches, academic approaches, and multi-tiered approaches. Punitive approaches are approaches that solely focus on acceptable and unacceptable behaviour of students in school. In other words, these approaches do not involve consideration of other factors such as individual, educational, development or social context (Michail, 2011). Some authors have defined punitive approaches as a reactive or aversive approach (e.g., suspension and detention) (Crone & Horner, 2003; Horner, Carr, Strain, Todd, & Reed, 2002). Using this approach, many teachers have focused on the student as the cause of the behaviour instead of focusing on the purpose or context of behaviour (Crone & Horner, 2003; Umbreit, Ferro, Liaupsin, & Lane, 2007). Although the use of an aversive approach alone discontinues the problem behaviour for a while, the behaviour tends to reappear and may even worsen (Gershoff, 2008; Mayer, 1995). There is evidence to prove that punishment is less effective in
reducing problem behaviours than other approaches (Cameron & Thorsborne, 2001; Saunter, 2001). Some kinds of punishment such as corporal punishment have been abolished in many developed countries (Gary, 2001; Gershoff, 2008). However, suspension has often been introduced to replace corporal punishment. Suspension is an approach to allow time for students who misbehave, and their parents and teachers, to reflect on the incident and the behaviour, as well as to consider positive behaviour alternatives (Michail, 2011). Suspension also includes removing the student from the school environment that may reinforce the behaviour. However, suspension is just as often used to remove the undesired student from the school instead of helping the student to improve their behaviour (Gary, 2001).

Some schools mainly focus on addressing students’ academic issues that may contribute to problem behaviour. For example, the study by Griffiths and Rees (2007), who conducted the Engaging Again intervention, provided flexible off-site learning activities to the students with behaviour support needs until they could return to the regular classroom. However, such academic approaches have been criticised because, while they may assist students who have learning difficulties, there are more students whose behaviour support needs are more under the control of socio-cultural, peer or family factors. Another approach that can be effective for helping students with behaviour support needs is multi-tiered or whole school approaches. Here, schools divide students into three tiers: Tier 1 students without behaviour problems, Tier 2 students at risk of developing behaviour problems, and Tier 3 students with behaviour problems (Sugai et al., 2000). Schools then employ behaviour strategies that are suitable for each group of students in order to prevent and decrease behaviour problems, as well as promoting expected and appropriate behaviour to students. Positive Behaviour Support (PBS) is one such approach that has been widely introduced in the US, Australia and other countries (Sugai et al., 2000). A review of this approach is presented in a later section.

Some studies show that many Thai teachers have moved from traditional punishments to supportive approaches for their students. Tongprapran (1984) investigated teacher approaches in managing the problem behaviour of students in elementary schools in Bangkok. The study had 295 teacher participants and found that
traditional punishments, such as hitting, were the primary approach that they implemented. The other approaches that the teacher participants used were ignoring the problem behaviour, reinforcing appropriate behaviour, giving advice, and making a conditional contract with the student. A decade later, Prakotung (1996) reported that of the 583 elementary school teachers in the north of Thailand, most employed advising, reprimands, corporal punishment, finding the cause of the problems, conditional contracts, social punishment and positive reinforcement. Even though advising techniques had the highest frequency rank in this study, punishment approaches were still common. However, this study showed a positive range of approaches used by teachers in managing student behaviours in the classroom.

More recently, Tippayasut (2007) found that elementary school teachers used finding the cause of the problems and developing solutions as their dominant approach. These teachers usually met with the student’s parents to collect information and they sometimes consulted with school counselling staff. Specific approaches reported in this study were advising, verbal reprimand, conditional contract, positive reinforcement, corporal and social punishment (e.g., asking the student to leave the classroom and prohibiting others to talk with the student). Peamsuwan (2007) examined the development of a school system to decrease fourth grade students’ aggressive behaviour. The processes focused on providing positive reinforcement strategies to teachers and parents and encouraging them to implement the strategies with students who displayed such behaviour. While there was a decrease in aggressive behaviour in this study, the long term results after withdrawing intervention strategies are unknown.

These four Thai studies are evidence that Thai teachers are increasingly employing more positive and supportive approaches and are concerned about the factors that may influence problem behaviour. This trend has been supported by the 2007 Thai Ministry of Education policy on punishment approaches (OBEC, 2009b). This policy recommended five steps for managing problem behaviour: 1) prompting; 2) recording problem behaviour; 3) demerit points; 4) implementing behaviour modification activities; and 5) suspension for seven days (this last step does not apply to students in grades 1–6). Schools are also asked to avoid strong punishment and to be aware of the age of students and the intensity of behaviour when implementing any punishment.
2.1.2.3 Personal ecology

Personal ecology is defined as the immediate environment that surrounds the individual and which affects their behaviour. It is said that the “individual is shaped by the environment as the environment is shaped by the individual” (Arthur-Kelly et al., 2007, p. 19). Some relevant components of personal ecology include the relationship between teachers and children, family background, student and teacher self-perception and personality type.

Several studies demonstrate the effect of the relationship between teachers and students on students’ behaviour. Decker, Dona and Christenson (2007) found that the relationship between teachers and students who are at-risk is a predictor of positive student behaviour, class engagement and positive student social outcomes. Murray and Greenberg (2000) revealed that elementary students who have poor relationships with their teachers tend to have poorer scores on social and emotional adjustment than those who have more positive relationships with teachers.

Family is the most important social group for children in schools with various family backgrounds. Children develop their behavioural patterns from the family environment, starting at birth (Bennett, Elliott, & Peters, 2005). Many studies have found that it is necessary to ensure a positive home environment and family conditions for a child as these factors influence the development of children’s behaviour. For instance, parenting behaviour plays an important role toward developing the child’s behaviour. Conway (2005) argues that children who come from a dysfunctional family tend to display low self-esteem and may be unable to cope with anger. In turn, research shows that a highly supportive relationship in the family is associated with a low level of behaviour problems in children (Howard & Johnson, 2000; Pinderhugehes et al., 2001). The study by Romano, Tremblay, Boulerice and Swisher (2005) indicated that punitive parenting predicts aggression in children. Moreover, several studies have found that parenting stress increases child behaviour problems (Baker et al., 2003; Johnson & Mash, 2001). For instance, Neece, Green and Baker (2012) conducted a longitudinal study involving 237 children and their parents in the US in order to investigate the relationship between parenting stress and child behaviour problems from ages three to nine years old. The findings indicated that parenting stress and child behaviour
problems have a bidirectional relationship across time.

Family background such as socioeconomic status also is associated with child behaviour. Kindergarten children from a low socioeconomic environment tend to display more behaviour problems than children with a higher socioeconomic status. Herrenkohl, Herrenkohl, Rupert, Egolf, and Lutz (1995) found that socioeconomic status was associated with patterns of parent teaching, of communicating with children, of guiding children and the provision of appropriate support in child development for children. Likewise, Keiley, Bates, Dodge and Pettit (2000) found that the level of children’s behaviour problems was significantly related to socioeconomic status. In terms of parental background, there is limited evidence of a link between educational levels of parents with children who have behaviour problems. Pinderhughes and his colleagues (2001) indicated that parents who have higher education were more likely to have a supportive interaction with their child than those parents who had less formal education.

As mentioned, parenting behaviour is one of the family factors influencing children’s challenging behaviours. Spare the rod, spoil your child is a social value that most Thai people are taught. Many traditional Thai parents correct their children by using punishment such as hitting and detention. Lhamlert (2009) studied aggressive behaviour in female juveniles living at the Department of Female Juveniles Observation in Thailand. She found that one factor that was related to child aggression was parenting treatment. However, Thai society has recently promoted positive parenting among Thai parents (Derlant, 2007).

Self-perception is another personal ecology factor. Harter (1985) defined children’s self-perception as the way children feel and explain themselves. Self-perception is associated with six domains, namely academic competencies, social acceptance, athletic competencies, physical appearance, behaviour conduct and global self-worth. It is not necessary for children to feel competent in every domain as long as they can develop a personal sense of self-worth (Harter, 1985). For students with behaviour support needs, studies found that these students were likely to have less positive self-perception than other students. For instance, Henricsson and Rydell (2004) indicated that many students with behaviour support needs had more conflict with their
teachers than other students and were likely to be rejected by their peers. Consequently, the self-perception among this group of students was relatively low. In addition, academic competence is one of the factors influencing children in terms of how they perceive themselves. Phillips and Bernstein (1989) stated that children tend to succeed in most cases when they believe they can achieve the task at hand. In contrast, if they are often unsuccessful at something, they tend to lose their belief in their capacity because self-perception is developed through experience. Similar to Scott, Nelson and Liaupsin (2001), they pointed out that student success during the lesson is an internally motivating reinforcer that promotes their self-esteem and connects to specific student behaviours. Scott et al. (2012) claimed that if students are successful 80% of the time in learning contexts, they tend to increase the future probability of another continued success again in that context. Many studies have indicated that children with behaviour support needs were likely to display poor academic performance (Mattison et al., 2002; Nelson, Benner, & Cheney, 2005; Nelson et al., 2004), and McEvoy and Welker (2000) showed that poor academic performance was a significant predictor of antisocial behaviour in children. When children fail in academic tasks and experience a loss of self-perception, they are more likely to avoid school work, which may lead to behaviour problems (Henricsson & Rydell, 2004). Therefore, to promote academic performance and to decrease behaviour problems, the school should provide efficient instruction in both academic and social skills.

In conclusion, Bronfenbenner (1979) provided an ecological framework to explain the influences of the environment on human development. In other words, behaviour happens in context as opposed to in a person. Typically, behaviour problems may result from several factors, which interact in complex ways. When teachers work with children with behaviour support needs, considering surrounding factors will be helpful for the teachers to identify potential causes of behaviour problems and create an intervention plan. Thus, there is a need for an effective and efficient process for teachers to identify children’s behaviour problems and understand them and their contexts. Schools can select from a wide range of approaches to deal positively with students with behaviour support needs. The next section discusses potential approaches that are typically used to promote appropriate behaviour for students with specific social support needs in schools.
2.1.3 Intervention approaches for managing behaviour problems

Several different approaches can be employed in schools and classrooms to support and promote appropriate behaviour. Depending on the focus, the approaches can be conceptualised in different ways. For example, Porter (2006) grouped approaches on the balance of power between teachers and students. This continuum ranges from authoritarian, where teachers have control over students, to egalitarian where teachers share power with students. On the other hand, Lyons, Ford, and Arthur-Kelly (2011) grouped behaviour support approaches based on psychoeducational, cognitive behaviour and behavioural theories, detailed below.

**Psychoeducational theory.** Examples of psychoeducational approaches such as goal-centred theory and choice theory, attend to internal behaviour and a belief in cooperative relationships in the classroom. The aim of these approaches includes increasing self-perception and motivation to promote appropriate behaviour, instead of trying to change external behaviours as a priority (Lyons et al., 2011). For example, the goal-centred theory of Rudolf Dreikurs (1960), grounded in the Neo-Adlerian theory of Alfred Adler (1927), is a specific approach that has been widely used and influential in schools (Charles, 2011; McDonald, 2013). Dreikurs’ approach argued that students display behaviour problems because of their feeling of not being accepted in their social context (Porter, 2006). He advised that when problem behaviour occurs, teachers should investigate the goal and beliefs that motivate the behaviour. There are four possible goals of misbehaviour: attention, power, revenge or withdrawal (Dreikurs, Grunwald, & Pepper, 1998). To promote appropriate behaviour, teachers should create a supportive environment to give students a sense of belonging and empowerment by focusing on encouragement rather than praise (Charles, 2011). The basic intervention principles include promoting democratic class rules, providing the class an opportunity to resolve conflict as a group, systematically encouraging all students, and developing specific plans for students who have negative self-beliefs (Arthur-Kelly et al., 2007). In this approach, teachers are encouraged to provide reasonable logical consequences that can assist students to learn to behave appropriately (McDonald, 2013).

Edwards (2008) provided an example of using a logical consequence. When the student was always out of seat during an individual task period, the teacher provided
choices to the student by asking or discussing if he preferred to sit down and do the set task or stand during working on a task. If the student chose to stand, the teacher respected the student’s selection and allowed the student to stand while doing his task. Moreover, the teacher removed the student’s chair and explained to the student that because he did not need this chair it would be used somewhere else in the school. On the next day, the teacher asked the student again whether he wanted to sit down or stand up. Consequently, the student preferred to sit down and was not out of seat during the lesson again because he could naturally see the cause and effect of his misbehaviour. However, this logical consequence concept has been criticised by several scholars. For instance, Kohn (1993) claimed that Dreikurs’ logical consequences could be called *punishment lite* or *thinly veiled threats*. Dreikurs et al. (1998) explained this issue by providing a difference between logical consequences and punishment. He stated that punishment is a forceful way to respond to problem behaviour while logical consequences focused on providing choices to students to assist them in choosing between appropriate or inappropriate behaviours (Arthur-Kelly et al., 2007).

Approaches from psychoeducational theory have a long history of promoting internal motivation of students, as well as encouragement and classroom democracy. Many teachers have used this theory because the approach is less formal than other theories. However, in terms of research studies, because the approach focuses on internal motivation and perception and lacks tools for measuring behaviour changes, there is little published data that studies the effect of these approaches on student behaviour (Porter, 2006).

*Behavioural theory.* Many behavioural approaches are based on Applied Behaviour Analysis (ABA), which focuses on overt behaviour that can be measured and asserts that behaviour can be learned and changed by controlling antecedents and consequences of the behaviour (Alberto & Troutman, 2013). As teachers usually control the intervention it can be regarded as an authoritarian approach (Porter, 2006). There are several approaches based on ABA principles (e.g., traditional interventions using ABA, Assertive Discipline and FBA).

Assertive Discipline, developed by Canter and Canter (1992), argues that teachers should be assertive and impose limits on students in order to make a classroom
management strategy proactive rather than reactive (Porter, 2006). Consequently, students feel less frustrated because they know how their teachers’ needs can be met. In this approach, teachers have the right to set an outline of class rules to students, so students know clearly about what is expected of them and what is unacceptable behaviour. Student behaviours are learned and shaped by the use of positive and negative consequences (Canter & Canter, 1992). Even though Assertive Discipline seems to be a simple approach for teachers to employ, there are some criticisms of this approach. For example, it is claimed that Assertive Discipline impedes student learning because of a high level of teacher control (Honig & Wittmer, 1996; McCaslin & Good, 1992). Even though Canter and Canter believed that this approach also provided students with a choice, some scholars have argued that those provided choices have been already approved by teachers so teachers have already designed and controlled students to behave appropriately (Curwin & Mendler, 1988; Tileston, 2004). This leads to the question of whether internal or external motivation drives students to be obedient (Porter, 2006).

For FBA, the basic assumption is that people exhibit behaviour to communicate their preference (Alberto & Troutman, 2013). Every behaviour occurs for a reason and purpose. Thus, the aims are to find the function of behaviour (purpose) that occurs in a context and to investigate the factors that trigger or maintain the behaviour. In other words, the goal is to change the antecedents that trigger the behaviour and change the consequences that maintain the behaviour. Typically, the FBA process comprises two main phases, an assessment phase and an intervention phase. The assessment phase involves gathering information on behaviour in order to generate a hypothesis regarding the function of the behaviour. The next phase is developing an intervention plan based on the hypothesis and implementing and monitoring the behavioural plan with the students. A more detailed description of FBA is discussed later in section 2.2.

Behavioural theory and practice in classroom management has consistently increased in scope and application since the 1970s (Edwards, 2008). Until recently, many teachers have applied some ABA principles and strategies, such as positive reinforcement, in their classrooms. Moreover, there are many empirical reports on the effectiveness of ABA to clearly confirm that it can change behaviour (e.g., Kaplan &
Carter). However, Arthur-Kelly et al. (2007) reported that using an ABA approach heavily relies on the delivery of consequences from teachers as opposed to the promotion of self-management abilities to control student behaviour. Nevertheless it is argued that the ABA approach does not overlook the encouragement of self-management by students. Alberto and Troutman (2013) emphasised that one of the goals for teachers who use the ABA approach is to assist students to be independent and able to manage their own behaviour by using several techniques such as goal-setting, self-recording and self-reinforcement. This encourages educators to engage students in meaningful learning and supportive environments. The ABA approach draws scholars’ attention to the need for further studies on the application of interventions based on the ABA approach in real-life settings, namely classroom contexts. FBA is one ABA based approach that has been increasingly used in classroom contexts and has been intensively studied for its effectiveness and efficiency in a range of settings. A more detailed discussion of the strengths and limitations of FBA is provided in section 2.2.2.

*Cognitive behaviour theory (CBT).* This approach has been developed with the belief that changing negative thoughts leads to changing behaviour and reducing negative feelings (Hart & Morgan, 1993). This theory is a combination of cognitive and behavioural components. The aim is to help students change their negative thinking (cognitive component), which consequently builds student’s self-management skills, by using rewards and negative consequences from teachers (behaviour component) (Porter, 2006). CBT can be applied in teaching many skills, including social skills, in general, or to teach students with Attention Deficit Hyperactivity Disorder (ADHD) (Ervin, Bankert, & DuPaul, 1996). CBT can also be employed as a strategy to increase self-regulation for students with aggression (e.g., Robinson, Smith & Miller, 2002). The basic steps of applying CBT begin with a cognitive component. After discussing a plan of intervention between teachers and students, teachers demonstrate to students the required skills and provide the students a chance to practise the behaviour. During the practice phase, a behaviour component provides reinforcement from the teacher for the students’ performance both in practising and in transferring their skills in a regular setting (Porter, 2006). Thus, CBT is a mix of authoritarian and egalitarian approaches.
Even though there are studies confirming the effectiveness of CBT in improving student behaviour, such as students with ADHD (e.g., Ervin et al., 1996; Miranda & Presentacion, 2000), CBT sometimes fails to generate satisfactory improvement for students with complex behaviour and academic difficulties (Hinshaw, 2000). Moreover, Poley (1995) investigated the effect of a CBT intervention based in classrooms. He found that the success rate of classroom-based CBT was lower than that of clinic-based CBT interventions. Thus, in terms of classroom practices, CBT combines elements from psychoeducational and behavioural theory, and requires knowledge and skills as well as time to develop interventions and implement them effectively (Lyons et al., 2011).

2.1.4 Rationale for selecting the FBA process

For this thesis, FBA has been selected as an approach to help students with behaviour support needs for several reasons. First, FBA focuses on the functions of behaviour. As stated earlier, the basic assumption of FBA is that the function of behaviour is an important matter for teachers to pay attention to, not only to the form of behaviour (e.g., frequency, intensity) (Alberto & Troutman, 2013). The important reason for identifying the function of behaviour is to determine the purpose of behaviour (O’Neill et al., 1997). Teachers may reinforce problem behaviours rather than reduce them because they are unaware of the function of the behaviour (Apichatabutra, 2009). For example, when a student cries out in a lesson, the teacher may habitually respond to the student by removing a task demand and allowing the student to calm down. This response may inadvertently reinforce the disruptive behaviour because the student is able to avoid a difficult academic task as a function or purpose of his/her problem behaviour.

The second reason for using FBA is that it is consistent with ecological systems theory (Bronfenbrenner, 1979). FBA puts the problem behaviour into an environmental context and concern about the surrounding factors that may trigger or maintain the behaviour. The FBA approach then focuses on preventive strategies that involve accommodating supportive environments and collaborating with families and others.

A third reason for using FBA in the present research is that FBA uses a systematic process to help teachers identify the purpose of problem behaviour and strategies to deal
with it (Horner et al., 2002). Functional-based interventions using FBA have been widely researched and found to be an effective intervention for decreasing problem behaviour and increasing appropriate behaviour in children (Dunlap et al., 2010).

In summary, to promote appropriate behaviour, a range of approaches can be taken. This study has chosen FBA because of its advantages over other approaches as discussed. The next section provides a more detailed description of FBA, its relationship to other behaviour support approaches, and research on its use.

### 2.2 FBA and PBS

Classroom problem behaviours are complex and can be caused by many variables that include both the individual student’s characteristics and surrounding environmental factors. Opartkiattikul (2013) noted that teachers using the FBA process should view the behaviour support needs of students through a lens of three dimensions. In other words, problem behaviours involve the interaction of form (what the behaviour looks like), function (the purpose of the behaviour) and context (circumstances under which the behaviour occurs) (Arthur-Kelly, Foreman, Bennett, & Pascoe, 2008). This understanding of the FBA process can help teachers to adjust the environmental factors that may contribute to the behaviour problems or to prevent the consequences that cause behaviour problems to be maintained. With the understanding that human behaviour is functional, predictable, and changeable (Crone & Horner, 2003), the FBA process places behaviour into an environmental context. FBA and PBS draw from ABA (Alberto & Troutman, 2013; Lyons et al., 2011; Porter, 2006), which emphasises changing antecedents and consequences to influence the behaviour. The FBA process is designed for teachers to determine why the behaviour occurs by identifying the relationship between behaviour problems and environmental factors in order to design and implement effective and efficient classroom interventions.

#### 2.2.1 Features of FBA

O’Neill et al. (1997) define FBA as a process for investigating the reason for a student displaying behaviour problems by finding the relationship between the behaviour issue and the environment in which the behaviour occurs. Similarly, Crone, Hawken and Bergstorm (2007) refer to FBA as a systematic process that addresses
student behaviour by gathering data from multiple sources to identify what conditions motivate target behaviour (antecedent) or what events reinforce the behaviour to occur (consequence). Therefore, the FBA process is an assessment process that systematically identifies the variables motivating behaviour problems in a particular setting by using multiple assessments.

The process of FBA can be summarised as follows. The FBA process usually begins with:

a. describing both appropriate and inappropriate student behaviour to see the whole picture of a student’s behaviour;
b. defining which target behaviours of students are to be measured and observed;
c. collecting student behaviour data from multiple sources such as a Functional Behaviour Interview, scatter plot and an Antecedent-Behaviour-Consequence (ABC) descriptive analysis; and
d. analysing collected data and using it to generate hypothesis statements.

This leads to the development of a Behaviour Intervention Plan (BIP) for the student in order to reduce inappropriate behaviour and increase desirable behaviour serving the same function. Ideally, hypothesis statements should be tested to confirm their accuracy before developing a BIP (Newcomer & Lewis, 2004). This step can be achieved by using functional analysis, which is a highly controlled context for testing the real conditions that motivate or reinforce students’ problem behaviour (Alter, Conroy, Mancil, & Haydon, 2008; Doggett et al., 2001; Kamps et al., 2006). However, practitioners do not always complete this step as it is time consuming and requires some skill to complete (Alter et al., 2008).

In Thailand, the majority of the studies about behavioural intervention have been conducted by psychologists or educational psychologists (Boongerd, 2003; Kakaew, 1998) and studies focused on conducting the FBA process are rare. Apichatabutra (2009) examined the effectiveness of a functional-based academic and behavioural intervention to improve the behaviour and reading skills of five elementary Thai students in a regular school who had problem behaviour and academic reading difficulties. The researcher employed the FBA process to identify the function of
behaviour and developed behavioural and academic interventions for each student. The intervention strategies relied on adjusting environmental factors, direct teaching social and academic skills that the students did not have as well as providing appropriate tasks that matched the students’ reading skills. The study showed that inappropriate student behaviour among target students decreased 17% from baseline to intervention. The student participants also increased their academic engagement and reading performance.

In another Thai study, Srima (2007) studied the hitting behaviour of an eleven-year-old child with autism. The researcher used an ABA intervention but did not indicate whether FBA processes were used to identify the function of the problem behaviour and to develop the intervention hypothesis. The findings of both these studies showed reduced targeted behaviour and increased appropriate behaviour. However, the behavioural assessment process of these two studies was completed by the researchers, not by the teachers, and questions remain about generalisation of the results. Other studies in this area in Thailand have focused on several strategies such as positive reinforcement (Boongerd, 2003), self management (Kakaew, 1998) and peer tutoring (Phanthurat, 2006), rather than functional-based interventions.

2.2.2 Strengths and weaknesses of FBA

FBA has received considerable attention in some countries, especially the United States. The Individuals with Disabilities Education Act (IDEA) of 1997 in the United States requires teachers to use functional assessment as a tool to create an assessment-based intervention and to implement PBS. This has influenced educators, including special education teachers, general education teachers and other school personnel to pay attention to this process. A discussion of the strengths and weaknesses of FBA follows.

2.2.2.1 Strengths of FBA

Many studies have proved that BIPs based on individual functional assessment of inappropriate behaviour are more efficient and provide higher student outcomes than interventions that are not based on functional assessment (Newcomer & Lewis, 2004; Wood et al., 2009). Several studies show the effectiveness of FBA-based intervention in reducing student problem behaviours in the classroom, ranging from severe behaviour (Iwata, Dorsey, Slifer, Bauman, & Richman, 1994) to aggressive behaviour
(Marcus, Vollmer, Swanson, Roane, & Ringdahl, 2001) and disruptive behaviour (Lee, Sugai, & Horner, 1999). In addition, advantages of functional assessment based-intervention have been found in several aspects. First, the intervention emphasises replacing inappropriate behaviour with positive skills, rather than using punishment (Blakeslee, Sugai, & Gruba, 1994; Lane, Umbreit, & Beebe-Frankenberger, 1999). Second, the prevention of behaviour problems is the focus in the intervention by identifying the conditions in which behaviour problems are likely to occur and arranging the context in ways that reduce the chance of triggers creating inappropriate behaviour (Sugai et al., 2000). Lastly, FBA interventions, by design, seek to enhance and maintain appropriate behaviour changes over time (Dunlap, 1993).

Wood et al. (2009) systematically reviewed research between 1990 and 2007 related to using FBA to provide an intervention to young children. They found that most of the young children with behaviour problems in these 35 studies gained benefit from using FBA. Even though this research provided strong evidence to confirm the effectiveness of using FBA and assessment-based interventions, the degree of behaviour problems in each study was not analysed.

Reid and Nelson (2002) reviewed 14 FBA research studies conducted from 1993 to 1998 with students aged from four to twelve years who exhibited a high incidence of problem behaviour. They found that the FBA process had a positive effect on the students. This review showed that the FBA process had been conducted in a wide range of settings including self-contained special classrooms, special classrooms and general classrooms. The majority of the reviewed studies were conducted with students in general classrooms. This indicates that the FBA process can also be used in a wide variety of settings, including typical regular school environments, where there may be more complex behavioural interactions than in a clinical setting. However, it should be noted that the FBA process in these reviewed studies was conducted mainly by researchers and not by school personnel.

Kern and his colleagues (2004) reviewed the FBA research between 1991 and 2002 with students who were at risk of having emotional and behavioural disorders. They identified 20 studies with a total of 43 participants aged from four to fourteen years old. All studies were conducted in preschools and schools. This research review
showed the effectiveness of the FBA process in reducing problem behaviour of the students in a natural classroom setting. The review also indicated that effective interventions were developed based on using information from both indirect assessments (interviews) and direct assessments (direct observation). However, all 20 reviewed studies were conducted in developed countries and mainly implemented by researchers and not by classroom practitioners.

Gage, Lewis and Stichter (2012) investigated the effectiveness of the FBA process in the literature from 1994 to 2010. There were 69 reviewed studies with a total of 146 students who were at risk or who had emotional and behavioural disorders across regular and special education settings. The participants ranged from three to sixteen years old and the majority were elementary school students. The review found that FBA-based intervention could help in reducing student problem behaviour. In comparing of types of behaviour problems, the students with emotional and behavioural disorder had slightly more positive outcomes than students with ADHD and students who were at risk of emotional and behaviour disorder (EBD). Both Kern et al. (2004) and Gage et al. (2012) excluded FBA studies for students with intellectual disability in order to eliminate a potential confounding variable.

In summary, there is evidence that the FBA process can be effectively used in a wide range of settings with children of different ages and with different behaviour problems, especially externalising behaviours.

2.2.2.2 Limitations of FBA

There are still some questions about the effectiveness and efficiency of the FBA process in terms of using it as a part of teacher practitioners’ day-to-day practice (Gage et al., 2012; Reid & Nelson, 2002). Several researchers have argued that the FBA process is a vague procedure for users and there is an absence of practical guidelines for practitioners in school settings (Sasso, Conroy, Stichter, & Fox, 2001; Scott et al., 2004; Wood et al., 2009). In terms of assessment methodologies, multiple assessments are usually needed in the FBA procedure to provide accuracy in developing hypotheses. The multiple assessments include direct assessments (e.g., direct observation and scatter plot) and indirect assessments (e.g., interview). A study by Kern et al. (2004) indicated
that direct observation and interview were normally used in the FBA process conducted by researchers. However, in classroom practice, the less structured and less time-consuming indirect FBA assessment tended to be used more than the structured assessment. This view was supported by Blood and Neel (2007), who found that teacher interviews and various rating scales were the most common assessments used by US teachers in order to develop BIPs. In Australia, moreover, it is claimed that traditional FBA and the planning of a behavioural intervention takes 10–23 consultant hours (Schill, Kratochwill, & Elliott, 1998). Therefore, time and skill requirements become critical points for the effectiveness and efficiency of the FBA process. However, Reid and Nelson (2002) found that the duration of conducting FBA varied because it depended on the student problem behaviour and staff experience with the process.

### 2.2.3 FBA and general classroom teachers

In the last decade, reports on the successful use of FBA have been mainly provided by researchers who have a high level of experience and knowledge, rather than by general classroom teachers who employ FBA as part of their regular practice (Doggett et al., 2001; Ellingson et al., 2000; Kamps et al., 2006). Also, FBA has often been conducted in special education classrooms with less attention to general education teachers in regular classrooms (Blood & Neel, 2007; Scott et al., 2004). Scott and Barrett (2004) reviewed recent FBA studies and found that there was little research using FBA with students with mild behaviour problems in general education settings. Lane, Weisenbach, Phillips and Webby (2007) noted that there was little evidence that the FBA process can be conducted effectively by general school personnel in typical school contexts.

In developed countries, it is common for a school to employ outside persons who are expert in FBA to conduct the FBA process, as many believe that school personnel have insufficient knowledge and experience in conducting the process themselves (Sugai et al., 1999; Scott, Anderson, & Spaulding, 2008). The issue of conducting FBA interventions by outside-school personnel, such as behaviour specialists, is raised by several authors (Quinn et al., 2001; Scott et al., 2008). Such behaviour specialists are usually in charge of several school districts and may not have time to support all students who need more intensive behaviour support. Moreover, general classroom
teachers may feel left out of the intervention planning process and may not understand why the interventions are recommended. When a behaviour specialist leaves or is unavailable for an extended period of time, this could lead to delayed support. There also may be an issue that specialists may not be familiar with the particular school, teachers or students. This can result in less effective FBA outcomes (Scott et al., 2008). Therefore, conducting FBA with regular school personnel is suggested as a way to solve this issue with the goal of greater effectiveness in the FBA process. Several authors have suggested that the FBA process should involve team-based assessment and intervention in order to widen environmental perspectives (Hendrickson, Gable, Conroy, Fox, & Smith, 1999; Kennedy et al., 2001). Consequently, many schools in developed countries, such as the United States, implement the FBA process as a team-based approach.

However, in the Thai context, a team-based approach that involves support from professional staff or outside experts may be challenging for many Thai schools (Vorapanya, 2008). Special education teachers are still rare in Thailand (Kantavong, 2012), and many Thai regular class teachers report that they deal with behaviour problems alone (Narot, 2010). Thus, in the Thai context, classroom teachers need to be engaged if the school aims to successfully conduct FBA. Sugai et al. (1999) noted that teachers can be the key to effective FBA procedures by helping to investigate the relationship between behaviour problems and the environment, as well as assisting in the design and implementation of the intervention.

In recent years, there have been some FBA studies conducted in general classrooms with positive outcomes for students (Gage et al., 2012; Goh & Bambara, 2012). However, the majority of these studies in general classrooms were conducted by researchers (Gage et al., 2012; Reid & Nelson, 2002). In reviewing studies of FBA processes, Gage et al. (2012) found that only 19% of the reviewed studies included classroom teachers in the FBA process. However, the authors did not report whether the 19% of teachers were involved in the FBA design phase, the intervention phase, or both phases, nor the nature of training support the teachers received.

Using an interview methodology, Bambara, Nonnemacher, and Kern (2009) investigated the perceived implementation and maintenance issues related to the FBA
process by school personnel in general school contexts. They found that lack of knowledge and awareness of the FBA process by school staff, insufficient training of school staff, issues in time management in conducting the FBA process and issues in parent involvement were the main challenges. Bambara, Goh, Kern, and Caskie (2012) conducted a survey to examine the issues in implementing the FBA process in schools and found that personal belief, time and lack of training were the perceived barriers among school personnel. Notwithstanding these findings, there is an example of a standardised model of school-based intervention that has been developed and validated for general school personnel to effectively use the FBA process in their typical school contexts. This model, Prevent–Teacher–Reinforce (PTR) (Dunlap et al., 2010), includes standardised, individuated, feasible and practical steps to implement behaviour intervention for students with behaviour problems in schools. The PTR model is implemented by school teams, including classroom teachers. Recent studies found positive outcomes from using PTR to assist in implementing the FBA process in general school contexts (Forster, Sundell, Morris, Karlberg, & Melin, 2010; Iovannone et al., 2009).

While the above results are encouraging, the FBA process requires specific skills and understanding. When conducted by regular school personnel (especially regular classroom teachers), FBA and BIP require a great deal of practical training (Scott et al., 2004).

2.2.4 Positive Behaviour Support

Typically, FBA, which leads to the development of BIPs, is the underpinning of an approach called Positive Behaviour Support (Sugai et al., 1999). In the past decade, many schools, especially in the United States, have introduced PBS to prevent and reduce behaviour problems. The primary goal of PBS is to improve the quality of life of students by using educational and system change methods. PBS also aims to reduce problem behaviour by assisting individuals to reach educational goals and to be socially accepted (Chitiyo & Wheeler, 2009). PBS focuses on preventive strategies that build skills and is achieved by manipulating consequences and redesigning environments (Chitiyo & Wheeler, 2009). The advantage of this approach is that it focuses on all students. As well, it uses multiple and flexible strategies with each student and school as
it heavily promotes contextual and cultural fit (Sugai et al., 1999).

Several studies have shown promising results following the introduction of PBS, especially in the level of primary prevention, such as decreases in discipline referrals and suspensions (Bohanon et al., 2006; Bohanon et al., 2012; Lassen, Steele, & Sailor, 2006; McCurdy, Mannella, & Eldridge, 2003; Sherrod, Getch, & Ziomek-Daigle, 2009), reduction in instruction days lost (Curtis, Van Horne, Robertson, & Karvonen, 2010), and increases in student instructional time (Scott & Barrett, 2004) in school settings. Ross, Romer and Horner (2012) investigated the relationship between school-wide PBS and teacher well-being. They found that the implementation of effective school-wide PBS increased teacher well-being in schools. However, the studies show that extensive training, resources and time are needed for this approach. For instance, Chitiyo and Wheeler (2009) examined the challenges that are faced by school teachers when implementing PBS in their setting and found that time management and collaborating with parents and resources were the main barriers in implementing PBS in their school system. Interestingly, in that study, the skills and techniques to implement PBS were not rated as a top barrier. This may be a result of these school teachers having been trained prior to the program.

2.2.4.1 Response To Intervention (RTI) and PBS

RTI is another systematic approach that has recently been introduced to the school system in the United States. In the past, RTI has been introduced as “an alternative means to determine eligibility for special education services to address a learning disability” to schools (Hawken, Vincent, & Schumann, 2008, p. 213). In other words, the RTI is a process that school personnel can utilise to assess special education eligibility for a learning disability by determining if students lack a response to intervention. More recently, RTI has expanded its utility to include determination of the level of student behaviour support needs for receiving special education services (Brown-Chidsey & Steege, 2005; Gresham, 2005). Thus, this section will discuss the commonalities and differences between RTI and PBS approaches.

In terms of basic principles, RTI and PBS have emerged from a shared foundation which focuses on a preventative approach, comprised of three tiers (universal, at risk
and intensive intervention). This foundation employs a problem-solving approach and uses evidence-based intervention strategies. However, RTI focuses on both academic and behaviour support while PBS highlights supporting student behaviours. In terms of academic support, RTI aims to assess if the students are benefiting from or responsive to well-established academic instruction (Fuchs & Fuchs, 2006). Screening assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Batsche et al., 2005) are employed to identify students who need more intensive instruction and who may need to transit to another level of a multi-tiered model. The RTI system in regard to social behaviours is similar to PBS by promoting school-wide discipline and by ensuring that good quality instruction and behaviour supports are established (Gresham, 2005; Sugai & Horner, 2009). Schools monitor student behaviour and will implement evidence-based intervention with students who require group intervention (Tier 2) or conduct the FBA process and develop individual behaviour support plans (BSP) (Tier 3). However, the main feature of RTI is that it requires progress monitoring and uses data to make decisions regarding student responses to intervention in order to provide an appropriate level of student support. In addition, whether RTI is used to promote academic or behaviour achievement, RTI is an approach which aims to establish and redesign learning environments in order to ensure that the context is effective and efficient to students, school staff members and parents (Sugai & Horner, 2009).

Nowadays, many RTI studies have focused on academic support, especially reading intervention for students with learning disabilities, while RTI studies focused on social behaviour (e.g., screening assessment and standard criterion of student response) are just beginning to increase (e.g., Fairbanks, Sugai, Guardino & Lathrop, 2007; Hawken et al., 2008; Sugai & Horner, 2009). One of the reasons that more attention was paid to RTI studies on academic support than behaviour support might be the requirement of the revisions to IDEA 2004 (Sugai & Horner, 2009). This requirement encourages schools to use RTI to provide early intervention and to identify students with learning disabilities instead of using a standardised assessment of IQ (Fuchs & Fuchs, 2006; Hawken et al., 2008). Recently, there has been a move from RTI and PBS to use a term of Multi-tiered Systems of Support (MTSS) in the US. MTSS is a framework of school-wide application that aims to provide support to better meet both academic and social-behaviour needs of all students by data-based and team-based
decision making (Sugai, 2013). Ultimately, in MTSS, the FBA process is used to assist students who need individual behaviour support in Tier 3.

In summary, FBA is a systematic process that gathers student behavioural data from multiple sources by using several assessments in order to identify the factor(s) that motivate or reinforce student problem behaviour occurring in the environment. Multiple assessments are recommended in conducting FBA. Although there is strong evidence for the effectiveness of FBA in developing interventions for students with behaviour problems, the efficiency of the FBA process when used by general classroom teachers is still questionable. Subsequently, on-going training and support are needed for those teachers who engage in the FBA and BIP process.

2.3. Implementation science and professional development

In order to adapt a new practice or innovation such as the FBA process in schools, it is important to have a systematic approach that allows practitioners to learn and to make the innovation successful. For many years, knowledge or innovations from research have been applied in practical contexts. However, many of them have not been of benefit or have not been used sufficiently to have a useful impact (Fixsen, Blase, Naoom, & Wallace, 2009; Odom, 2009). In the field of special education, even though research has been growing over the last two decades, many practices from research tend to be absent from the realities of typical classrooms (Cook & Odom, 2013; Forness, 2001; Greenwood & Abbott, 2001; Gresten & Dimino, 2001; Odom et al., 2005), or the practices are not sustained over time in schools (Klingner, Arguelles, Hughes, & Vaughn, 2001; Vaughn, Klingner, & Hughes, 2000). The reasons behind this may be that the practitioners choose to continue using the approaches they are familiar with and which are easy for them to implement because they view those approaches as at least moderately effective (Vaughn et al., 2000). Another reason may be that some teachers may apply and use this practice by themselves. In other words, there is no coaching or advising from the experts in the field. The practitioners learn the new practice by reviewing research and applying it by themselves (Fixsen et al., 2009). Odom (2009) described this passive process as an expired approach that provides ineffective support to the teacher in adapting new practices in their classroom.
More recently, implementation science has been promoted among several fields of human service such as health, child welfare and education. Implementation science is centred on an active process that practitioners can use to learn innovations from experts and receive coaching and feedback on their efforts in applying research-based strategies (Fixsen et al., 2009). Successful implementation leads to better outcomes and sustainable innovation in applied contexts (Durlak & DuPre, 2008; Odom, 2009). Vaughn et al. (2000) stated that there are three areas that appear to influence the translation from research to school practice. This includes the practitioner’s beliefs and attitudes about the effectiveness and benefits of the new practice; the practitioner’s knowledge and ongoing opportunities for learning the new practice in their own context; and contextual factors in school such as school policies, work demands, and resources.

Durlak and DuPre (2008) reviewed 483 implementation studies with 59 additional studies between 1976 and 2006 to evaluate the impact of implementation on program outcomes. They found that the level of implementation success could shape the program outcomes. Achieving good implementation resulted in a better chance of a successful practice. This led to increased benefits for the practitioners. Similarly, Fixsen et al. (2009) argued that good implementation provided opportunities for the practitioners to achieve high fidelity use of the innovation by working with the experts to ensure that the innovation would provide benefit to the practitioners in their contexts. Thus, when the practitioners and organisations perceive the new practice to be beneficial, it may increase opportunities for the new practice to be retained in daily routines.

The core components of successful implementation included staff selection, training programs, on-going coaching, facilitative support and performance assessment of staff and students. Fixsen, Naoom, Blase, Friedman, and Wallace (2005) stated that willing practitioners, well-designed training programs with on-going consultation, an outcome evaluation process and a supportive administration (including financial support) were core components leading to successful implementation. Fixsen et al. (2005) also claimed that each component could integrate with and compensate for each other.
Durlak and DuPre (2008) also investigated the factors that influence the success of implementation by reviewing 81 English papers reported from 1976 (when research on implementation first appeared) to 2006 that focused on the factors affecting the implementation process. They indicated that there were at least 23 contextual factors that affect implementation. Most of them were already identified in Fixsen et al. (2009)’s study. However, Durlak and DuPre (2008) also highlighted community-level factors (e.g., policy, politics and funding) and trainer characteristics that can contribute to the degree of success of the implementation. Durlak and DuPre (2008) found that social policies that required schools to implement a new practice were an important factor in influencing them to use new practices. However, because it is the policies that direct the school, the policies then can either reinforce or impede implementation. For example, if there are perceived positive student outcomes, this can reinforce staff to continue the new practice. On the other hand, if they cannot see benefit for the students, staff may stop implementation. Durlak and DuPre (2008) reported that there were four characteristics of the trainer related to a training program of high quality: the trainer could identify a specific need for the new practice, believed in its benefits, had confidence in his or her own competence, and had the skills that were needed in effectively conducting the new practice.

Odom (2009), who argued that implementation of new practice may occur and be sustainable when the teachers try to use the practice in their classroom, also identified the elements of the implementation process. He discussed the quality of the trainer and the surrounding factors (e.g., community and organizational supports) that support an application of new practices by practitioners. Lastly, the survey study by Vannest (2013) found that teacher behaviour change is likely to happen when teachers value the practice, student and teacher benefits are high, and a lack of authority is small. Vannest (2013) reported that teacher change can also occur when student benefit occurs and leadership teams value the new practice.

From this literature, it appears that effective implementation needs three parts, namely good inputs (e.g., by practitioners and purveyors), effective provision of a process (e.g., training programs and coaching), and monitored outcomes (e.g., performance and program assessments). Furthermore, with these inputs, processes, and
outputs are influenced by the surrounding context, including at the school and community levels. This situation is consistent with the concept of ecological systems (Bronfrenbenner, 1979). At the same time, it is obvious that one of the components that leads to implementation success is an effective training or professional development program for the practitioners. This professional development component can act as a means to introduce, enhance, and practise new knowledge by the practitioner. The next section describes the important characteristics of professional development that functions to enhance uptake and implementation.

2.3.1 Characteristics of professional development in education

Many studies have revealed that teachers do not consistently employ practices that are introduced in a “one shot workshop” (Farkas, Johnson, & Duffett, 2003; Joyce & Showers, 2002). One-shot training by the experts is criticised in that it fails on context application and on-site coaching (Klingner, 2004). The basic assumption is that student learning can be increased by enhancing the skill and knowledge of teachers (Buysse & Hollingsworth, 2009; Elmore, 2002). With the aim of sustained change in school practice, systematic professional development has been suggested as an ongoing process of learning to be promoted to personnel in the school (Odom, 2009; Sugai et al., 2000; Vaughn et al., 2000). Hassel (1999) defined professional development as the process of improving school personnel competencies and skills in order to enhance the quality of student outcomes. The literature suggests several characteristics of effective professional development.

**Personal involvement.** The development of expertise and personal involvement of teachers should be included as the main features of professional development (Sergiovanni & Starratt, 2002; West-Burnham & O'Sullivan, 1998). Teachers should be involved in identifying their needs within a school. In other words, teachers learn things better when the subject is associated with their practice through tailored programs that suit the specific needs of each school. As Senge (1990, p. 345) stated, “people learn what they need to learn, not what someone else thinks they need to learn”. Cameron, Mulholland and Branson (2013) found that when teachers could identify their learning needs, this self-determination was an important motivator for them to engage in professional development. Ownership by participating teachers of the professional
development process and the outcomes is necessary. Diaz-Maggioli (2004) argued that when teachers found that their investment and voice in the professional development was counted, the commitment to changed practices increased.

**Collaborative.** Hoy and Miskel (2008) state that professional development should include practice opportunities, be research-based and collaborative where knowledge can be created within a group in which members interact and share experiences. More effective professional development occurs when “a collective of teachers from a school or grade are involved as a unit” (p. 292–293). Similar to Diaz-Maggioli (2004), Cameron et al. (2013) found that many teachers in schools face a culture of isolation by working in the solitude of their classrooms, resulting in a lack of interaction with other teachers in addressing student learning. In contrast, when teachers have an opportunity to reflect and share their new practice with each other, they all focus on the new practice in a similar context and with similar students who are in a common environment, and they can all benefit from the professional development (Glazer & Hannafin, 2006; Joyce & Showers, 2002). A professional development program that includes collaborative concepts is a means to assist teachers to make a transition from an isolated culture to a culture of cooperation. A collaborative concept is also included in West-Burnham and O’Sullivan’s (1998) scenarios of professional development. They suggested that collaborative learning (or team learning) should occur in all stages of professional development: “the whole is greater than a sum of parts” (p. 119). They also stated that collaborative learning was focused on learning-by-doing in a supportive environment and learning from success or failure together to develop new practices and skills. Thus, collaborative learning can reinforce individual learning to increase individual potential.

**Core-Practice.** In terms of core-practice, as mentioned by Hoy and Miskel (2008), many teachers are taught a new practice and expected to replicate it in the classroom. Transferring the new practice into a classroom is challenging for many teachers (Diaz-Maggioli, 2004). Thus, core-practice is an essential characteristic that provides teachers with a chance to attempt their new skills in a real setting. Jenkins and Yoshimura (2010) examined the impact of professional development programs in special education on general teachers. They found that allowing teachers to practise skills and knowledge obtained from the program in order to promote transferring of knowledge and skills into
a classroom practice had a positive impact on the participants. In other words, teachers benefited from professional development programs that enhanced practice activities in real life contexts (Duncan, 2005; Glazer & Hannafin, 2006). This is supported by Kolb’s (1984) Learning Cycle which explains that when learners are provided concrete experiences such as practising skills followed by the process of reflection, then their learning and understanding process leads to increased generation of conclusions because concrete experiences assist learners to integrate pieces of learned knowledge and develop them into a whole picture through the process of reflection. Thus, this characteristic of professional development has more potential than the traditional training that has been criticised as one shot training.

Coaching and supporting. Because learning new practices is an ongoing process, specific and ongoing feedback is needed to assist in learning and maintaining those new practices (Denton, Vaughn, & Fletcher, 2003; Foorman & Moats, 2004). Knight and Cornett (2009) reported that teachers are unlikely to successfully implement without modeling demonstrations, coaching and follow up support. Jenkins and Yoshimura (2010) also found that coaching and supporting the participants while they integrated the activities into their classroom practice resulted in improving outcome performances when receiving feedback and encouragement during their classroom practices. This is similar to Wallace’s work (1996), which stated that the components of professional learning which create an impact on participant performance of high knowledge, high skills and high level of transferring are theory, demonstration, practice, feedback and coaching.

Voluntary participation. In terms of participation, in the past, a top-down decision-making process existed where a training program was arranged and ordered by school leaders, rather than by teachers. Needs of training mainly developed from school leaders while the teachers’ voices were muffled. A training program seemed to become a burden to teachers instead of a solution (Diaz-Maggioli, 2004). Similarly, Bohanon and colleagues (2012) who conducted a training program in PBS with school personnel found that staff willingness to implement new practices had increased because the researchers began with identifying a need of the staff and exploring ways to respond to those needs. Thus, professional development should be voluntary rather than
compulsory (Robbins & Alvy, 2003; West-Burnham & O'Sullivan, 1998). This can create enthusiastic volunteers and provide increased benefits from professional development.

In terms of mode of delivery, the literature indicates that professional development can be divided into three modes: face-to-face professional development, online professional development, and hybrid professional development (Dede, 2006). Each of these modes has advantages and disadvantages, and selecting suitable modes of delivery is essential. For example, face-to-face professional development can promote collaborative, modelling practices and real-time feedback to the trainees but this format of delivery requires a place and time (Diaz-Maggioli, 2004). Online professional development can overcome the issue of time and place when teachers who are busy are able to learn anywhere and any time (Leh & Jobin, 2002). However, the level of computer skills of the users and the quality and accessibility of technology are important factors that may enhance or impede the effectiveness of online professional development. Thomas (2009) investigated teacher perceptions in the United States of online professional development delivery and indicated that the speed of internet access and the lack of face-to-face interaction were the most important barriers to online delivery. Recesso (2002) also highlighted the importance of interaction and communication between trainees and trainers during the online program when designing the online professional development program. This can happen by using recent technology such as videoconferencing, group chats, emails or web boards to enhance collaborative learning. Lastly, a hybrid mode is a blending mode between face-to-face and online methods. Studies found that hybrid professional development was the most effective delivery mode of the program (e.g., Dziuban & Moskal, 2001; James, 2012). It is suggested that online learning communities that include face-to-face meetings can strengthen the online experience of the learners (James, 2012; Osquthorpe & Graham, 2003).

In the field of special education, several studies show that common approaches to professional development are workshop participation, classroom observation or consultations. For example, Bryant, Thompson, Ugel, Hamff, and Hougen (2001) conducted a professional development program for ten elementary school teachers in
teaching reading strategies with students who were struggling. Their program contained a pre-assessment of background knowledge and current needs of the participants. Later, a four-month-long professional development program was conducted and followed by classroom implementation by the participants. During the implementation, the teachers were observed and given advice and feedback from the researcher team. In Thailand, Kantavong and Sivabaedya (2010) conducted a professional learning program for schools and parents to enhance the capacity of inclusive education. The program was a five-day workshop in which the participants were introduced to the basics of inclusive education and strategies for interventions. After the workshop, the teachers were encouraged to develop and implement the knowledge and skills learned from the program. Some of the participants allowed the research teams to conduct classroom observations and provide advice and feedback.

In summary, scholars have proposed several main features of professional development including teacher involvement, collaboration, core practice, coaching and supporting, and voluntary participation in the program. To apply new practices in FBA into a school context, a well-designed professional development program is one of the components to ensure this happens. The next section reviews studies that centred on the delivery of professional development or training programs in FBA to general teachers.

### 2.3.2 FBA and professional development

Because the FBA process comprises two phases, the assessment and generating hypothesis phase and the developing and conducting intervention phase, the common training program in FBA can be divided into two main parts: the FBA procedure and the behaviour intervention. Training programs in FBA for general teachers have been evaluated by a few studies, some of which focused on either the FBA procedure phase or the behaviour intervention phase, while others focused on both phases.

Doggett and his colleagues (2001) conducted a study to investigate the ability of general teachers in conducting Functional Analysis (FA). FA is “a strategy of manipulating the student’s environment and observing the effect on the student’s behavior” (Alberto & Troutman, 2013, p.180). Two teachers with their selected six- and seven-year-old student boys were the participants. Three steps of the FBA process were
employed. The steps began with informant assessment: the teachers completed the Functional Assessment Informant Record for Teachers and a follow-up interview was conducted by trained research assistants to clarify the reported information about the students and the target behaviour. Then, the research assistants conducted three 10-minute direct observations of the students’ target behaviour in both teachers’ classrooms. All information was used to generate a hypothesis of the function of behaviour by the research team. Later, the third step of the FBA process, to verify the hypothesis, was FA. The research assistants trained two teachers in a brief procedure of FA and then coached them on its implementation. All direct observation and functional analysis sessions occurred in the classrooms during teaching periods. Even though the teachers did not implement the whole FBA process, this study showed that teachers can implement FA in a natural setting in an acceptable manner.

Ellingson et al. (2000) examined the ability of general teachers to conduct functional assessment methodologies including both indirect (structured interview questionnaire) and direct methods (ABC). Four general teachers with students with disability and behaviour problems from their own class were participants. The teachers were trained to conduct ABC. On the other hand, there was no training period for indirect methods. The results show that teachers were able to complete the indirect assessment individually and be consistent with the assessments completed by the trained graduate students in this study. Similarly, the results of direct assessment provided parallel information to develop a hypothesis. The findings proved that teachers can be trained within a small period of time and conduct the assessment individually. However, general teachers in this study seemed to be just a part of the whole process. The hypothesis was not developed by the teachers, nor was the intervention plan. They were developed by the researcher team; behaviour analysts who were intensively trained in FBA. However, developing a hypothesis- and functional-based intervention was an essential part to complete the FBA process and required as much or more skills and training as the functional assessment component. Investigating only the training of the teachers in a functional assessment part may have been insufficient if it was intended to encourage general teachers to employ the FBA process. Further studies are needed to consider investigating the effect of training general teachers in the whole FBA process.
Another study by Kamps et al. (2006) aimed to use FBA in a general education classroom by providing a clearly defined procedure and encouraging teachers to actively participate. There were two participants: a seven-year-old student and one teacher. The descriptive assessments, including teacher interviews and classroom observations, were conducted mainly by researchers. Hypotheses were developed by the teacher and researchers working together. Functional analysis was conducted by the teacher during teaching sessions. The findings of this study show that the FBA procedure can determine the function of problem behaviour of an at-risk child. However, the teacher in this study was only a part of this process.

More recently, Loman and Horner (2013) investigated the efficacy of basic FBA training for school personnel. The study included three phases which were a. training, b. practising FBA skills in classrooms and c. formal functional analyses performed by the experts in order to validate FBA results conducted by participants. Twelve school personnel were invited to the training and attended four one–hour training sessions in FBA. Even though school personnel who participated in this study did not include teaching staff, the findings are noteworthy. The results showed that all FBA data collected by the participants were consistent with the formal functional analyses performed by the experts. Moreover, it was found that the average time that the participants took to complete the FBA process (arranging interviews, conducting interview, conducting direct observations, writing results) was below two hours (range 1- 4.5 hours). The authors concluded that four hours training provided adequate knowledge and skills in FBA to the participants to conduct the FBA process with accuracy and in a timely manner. However, it should be noted that more than half of the participants reported that they had conducted the FBA process before. All of them also had experience as members of a school team implementing behavioural intervention for students before the training. Thus, more time may be required for a person with no background in the FBA process. In addition, all the studies reviewed above involved a small number of participants which limited the generalisability of the findings.

Several studies also exist on the training of full professional development programs for elementary general teachers in using the FBA procedure and developing interventions. For example, Maag and Larson (2004) conducted a professional
development program consisting of two main sessions (training sessions and two hours of consultation) on issues of practising FBA. In a 3.5-hour training session, a fifth grade teacher was offered three sub-training sessions. The teacher was trained by providing information and practising during the topics. The teacher was also trained to develop and implement intervention plans and to collect data. The findings showed that the teacher viewed the FBA procedure as a favourable process to help students reduce their targeted behaviours. The number of targeted behaviours decreased during the intervention. However, the teacher reported that she sometimes found it difficult to collect data every day during this study. The researchers agreed that data collection in a natural setting may have many challenges.

A more recent study was conducted by Renshaw et al. (2008), who implemented a full professional development program for four general teachers. The professional development program consisted of three core phases: a ten-week group training program; independent reading and applied activities, then two sessions of individual consultation with each teacher. In the first phase, after receiving the training, the post-test scores indicated that the teachers increased in knowledge. In the second phase, student behaviours improved, but not by a large amount. The reason might be because the targeted students mostly did not exhibit severe behaviours so there was little room for improvement. The researchers claimed that the teachers were encouraged not to select the most difficult students for two reasons. Firstly, there was a time limitation due to being near the end of the school year; and secondly, this was the participants’ first exposure to implementing FBA so it would be much easier to provide less complex cases to the teachers for their first attempt. This study fills a gap in a previous study by Maag and Larson (2004) in light of social validation by gathering perspectives on FBA of teachers from a questionnaire. The findings showed that the participants had a positive outlook regarding the training and implementation of the FBA procedure.

Even though the selection of participants of these two studies was different (one was randomly selected while the other was purposefully selected), these studies indicated that general teachers were able to be trained and were able to implement effectively both FBA procedures and interventions with a positive attitude. However, Maag and Larson (2004) did not investigate social validity, especially on teacher
perceptions of practicality and feasibility of the training program, while Renshaw et al. (2008) conducted social validity measures and found that the participants accepted the training and implementation of the FBA process. Maag and Larson (2004) focused on the student behaviour outcomes and acceptable treatments by the teacher, but did not report on the outcomes for the teacher in terms of gains in FBA knowledge and skills. However, Renshaw et al. (2008) investigated before and after teacher knowledge outcomes and found that these outcomes increased after training. Both studies (Maag & Larson, 2004 and Renshaw et al., 2008) were quite limited in scope. More studies with a wider range of contexts and different participants need to be conducted to confirm these findings. Furthermore, these studies relied only on the teachers’ perspectives when conducting FBA. Classroom observation or direct observation is preferable for future studies. Also, there is a question about procedural integrity when the teachers conducted the FBA process.

Other studies have investigated various models of professional development in FBA. For example, Scott, Liaupsin, Nelson and McIntyre (2005) studied the issue of team-based FBA in the United States. They found that one to two days of training in introducing a basic knowledge of the FBA process was insufficient for practitioners to produce a good behaviour intervention plan. On the other hand, Lane, Barton-Arwood, Spence and Kalberg (2007) conducted a series of professional development programs in the FBA process with a team of four representatives from different elementary schools. The four members included a school principal, a special educator, a general teacher and a fourth member of their choice. The training program consisted of 18 hours of initial training followed by 10–12 hours of onsite support by project staff. They found that the participants were able to gain knowledge in FBA and successfully design and conduct the behaviour intervention plan with the target student. Lane et al. (2007) concluded that practitioners needed basic knowledge and also they required opportunities for practicing. Similarly, MacDonald and McGill (2013) reviewed the outcomes of staff training in positive behaviour support including FBA from fourteen studies. They found that training that included real-life practice opportunities for staff was likely to provide a stronger impact on staff practices than those that did not include such elements.
O’Neill and Stephenson (2010) investigated the experience and current practices using FBA among Australian behaviour specialists. One of the findings reported on participant attitudes to the past and future professional development programs in the FBA process. They found that on-the-job training with demonstration including coaching and feedback was the most useful reported method and the preferred method in the future. This finding helps to confirm the characteristics of effective professional development that were discussed earlier.

Overall, many studies showed some common patterns of effective professional development in FBA. The commonalities included initial training, collaboration, core practice, coaching and onsite support. Some studies mentioned selecting voluntary participants while some did not indicate this as a primary focus. However, all the above-mentioned studies were conducted in developed countries where culture, context and educational practices are different from developing countries such as Thailand. The next section will discuss current practices in professional development in Thailand, including studies about classroom management using FBA.

2.3.3 Thailand, FBA and professional development

There were over 614,000 teachers in Thailand in 2010. Since the Thai education reforms in 1999, professional development in Thailand has been promoted among teachers with the aim of transforming the teaching and learning process to improve learning outcomes and to enable students to become thinkers, enquirers, problem solvers, innovators and team workers (Ministry of Education, 2005). To achieve that aim, Thai teachers require substantial training in new teaching approaches, and curriculum and professional skills. The Thai Ministry of Education, therefore, has planned and implemented strategies to reform teacher capacity in 2004–2013 (Ministry of Education, 2005). For professional development strategies, the Office of the Basic Education Commission is the office that is responsible for planning and supporting this issue. The strategies focus on developing individual teacher ability and supporting teachers’ needs and the subject areas in which each teacher specialises. The format of on-site or in-service professional development in each subject area that teachers need has been promoted and encouraged amongst school leaders to develop their staff members in their schools. Moreover, there has been a change in pre-service professional
development. The five-year pre-service program for teacher development was introduced in the 2004 academic year and affected the teacher training curriculum in all universities and Rajabhat universities (or teacher training colleges) in Thailand. This curriculum change aims to improve the overall quality of education graduates and increases teaching experiences by providing a one-year teaching practice for pre-service teachers.

After the Thai policy and strategy implementations in the past decade, several studies have investigated the situation and its consequences. From these studies, it has been found that school personnel have become more aware of the importance of the development of their professional skills. For example, Wongwanich and Viratchai (2005) conducted an evaluation of the outcome practices of elementary schools and high schools in Thailand after the reform of education in 1999. One aspect that they reported was that professional development programs for teachers that were conducted by the academic personnel of the Ministry of Education have not been accessible to many schools in Thailand. Many schools had to organise in-school training as well as sometimes sending their selected teachers to attend training programs and then return to distribute knowledge to other teachers in their schools. Meesuk (2009) conducted a survey with 450 teachers in elementary public school teachers and found that self-learning was the primary approach that the participants usually employed to increase their professional skills while continuing study in educational institutes was the last ranked. Modrakee (2010) examined the current trend of professional development of private school teachers. The study found that the schools provided professional development programs in several formats such as in-service training by outside personnel, outside training, excursion programs, continuing study, and teacher monitoring.

In the field of special education, the educational reform also emphasised increasing the quality of special education. The National Education Act 1999 (amended in 2002) focused on the obligation for schools to provide the appropriate form of special education to each individual student needing special support (ONEC, 2002). After more than ten years, the ONEC (2009) conducted an evaluation of the educational reforms in Thailand. In special education, there were increasing numbers of students with special
needs who attended and were included in regular schools. In 2006, 155,938 students with special needs were enrolled in inclusive primary schools and 50,447 students with special needs were enrolled in inclusive secondary schools (ONEC, 2007). In 2011, the number of students with special needs enrolled in primary and secondary schools increased to 242,888 (OBEC, 2012). However, the study indicated that there was a lack of trained teachers in special education (Vorapanya, 2008). In other words, many teachers who were in inclusive education classrooms had insufficient knowledge and skills to effectively teach diverse students in their class. It was also found that many teachers did not receive any training or professional development in special education (Kantavong & Sivabaedya, 2010).

In 2010, the Thai government and the Ministry of Education promoted the Upgrading Teacher Qualification project in order to improve the quality of Thai teachers. This professional development focused on e-training at www.utqonline.com, which was organised and conducted by the Thai Ministry of Education. All teachers who were interested could register and access training through a website and learn from the trainers who also provided tasks to complete. After training, the participants received a certificate from the Ministry of Education, Thailand. The courses of training ranged across all areas of teaching, including behaviour support systems and special education. This project was discontinued in 2012, but in 2013 the Ministry of Education and OBEC promoted a new project for improving teacher quality in Thai public schools. This project involves collaboration from educational service areas and academic staff in universities to work as coaches and mentors for teachers in local schools. The project also aims to include a range of professional development programs such as on-the-job training, seminars and workshops.

In the special education field, in 2011 the Bureau of Special Education Administration started conducting a training program in inclusive education for Thai teachers with the aim of improving the quality of inclusive education in Thailand. The project has collaborative partnerships from Thai experts in special education from universities as the trainers of the project. The format of the professional development is decentralisation. The program began with training teacher representatives from different parts of Thailand. Each provincial special education centre selected the teachers to
participate as a representative. Later, in 2012, these representative teachers conducted the program for the teachers in their province under the responsibility of their province special education centre. This happened with the hope that every teacher who prefers to improve their knowledge of special education will receive access to the training program. The program content included basic knowledge and policies of inclusive education, assessments, RTI and teaching techniques for students with special needs, as well as behaviour management techniques or behaviour modification programs. It is noteworthy that the FBA process is not included in the program. The program model consists of lectures, seminars, workshops and tests at the end of the training. Follow-on coaching or on-site consultation is not offered. However, this program may generate a network of teachers and experts in special education which may lead to a supportive community in inclusive education.

In terms of a behaviour management process in Thailand, reviews show that studies of behaviour management in Thailand are mainly conducted by researchers as opposed to classroom teachers, and are focused on strategies and techniques used for intervention to reduce behaviour problems (Boongerd, 2003; Kakaew, 1998; Phanthurat, 2006; Srima, 2007). Kantavong and Sivabaedya (2010) conducted a professional development program for school personnel and parents to enhance the capacity of inclusive education. The program was divided into four topics: basic inclusive education; ADHD; autism; and learning disabilities. The program focused on introducing the intervention techniques of each special need (e.g., task analysis, metacognition, Picture Exchange Communication Systems, peer-mediated and behavioural strategies). While classroom environment accommodation was included in the program, the FBA process/behaviour analysis to find a cause/function of behaviour was not found. After the program, the teachers were encouraged to develop and implement the knowledge and skills learned from the program. However, only some of the participants (40 out of 106 teachers) allowed the research teams to conduct classroom observations in order to observe their teaching and to provide advice and feedback. However, the study did not report the number sessions of classroom observations that had been conducted with each participant. In the follow-up interview, participating teachers reported that they gained knowledge and practised new instructional skills from a direct learning experience. The students with special needs
who were taught by the participant teachers showed a slight improvement in academic skills. Participating teachers and parents claimed that their students and children showed more appropriate behaviour with their friends and improved their social skills by participating in group work. However, in this claim, evidence of a measurement of appropriate behaviour was still absent and the student outcomes were reported only by the teachers who were willing to be observed in their classrooms.

There are no Thai-specific studies that investigate training general teachers to implement the process of FBA in order to manage children’s behaviour problems. Larbmala (2004) stated that many general Thai teachers exhibit a lack of knowledge and skills in managing children who are at risk while many schools include students with behaviour problems in a class. This also includes a great number of students who are undiagnosed with additional special needs. Therefore, the Thai context is an area that needs researching to investigate the effectiveness of professional development for classroom teachers in using FBA. There is a need for Thai teachers in regular schools to be trained to implement and utilise an effective and efficient approach, such as the FBA process, in order to decrease student behaviour problems and increase desired student behaviours. The next section introduces a conceptual framework for this study that will provide a picture of the behaviour support phenomenon to guide the research and highlight the dynamic and complex nature of social interactions that occurred in the present study.

2.4 Conceptual framework

Three theories have provided a basis for the present study. The researcher adapted elements of these three theories and built a conceptual model to guide the investigation. The first theory is that of ecological systems as developed by Bronfenbenner (1979). The second is the ecology of classroom management model proposed by Arthur-Kelly et al. (2007). The third is the social system theory of school proposed by Hoy and Miskel (2008). A brief overview of the first two theories is given because these models have been described in detail earlier while the third theory is discussed in detail.

2.4.1 Theory of ecology system

As mentioned, Bronfenbenner (1979) developed the theory of ecological systems
which explains human development and the influence of surrounding environments (ecology) on human behaviour. He wrote that human behaviour is a complex system which is influenced by a number of factors. The ecological framework consists of four layers: macrosystem, exosystem, mesosystem and microsystem as well as chronosystem for a time dimension.

Ecological system theory has gained attention from many investigators as it includes ecological and context perspectives on human development. However, there is a question about some missing explanations in the model, especially in relation to biological contributors to human development (Belsky, 1995; Shaffer & Kipp, 2010). Belsky (1995) pointed out that an evolutionary perspective such as reproductive aspects that shapes human development is something that ecological system theory pays no attention to. Furthermore, a high level of abstraction in the theory is another criticism that has been made by several scholars (Hook, 2009; Thomas, 2005). They believed that the theory requires more precise guidelines in order to allow investigators to identify the boundaries and scope of significant components in each system (micro, meso, exo, macro, chrono). Hook (2009) claimed that this may bring researchers to a new level of complexity in collecting so much information, leading to difficulties in identifying a hierarchy of developmental influences. Similarly, Shaffer and Kipp (2010) questioned the normative patterns of human development which may be difficult to locate in this theory because of the emphasis on the complexity, uniqueness and dynamic interactions between individuals and environments.

Despite the criticisms, this ecological system theory offers an original perspective that earlier theorists in human development had not addressed, except through vague descriptions of the external (or environmental) forces that influence the development of individuals. It is believed that the strength of the theory lies in providing a richer description of environmental influences in natural settings, instead of laboratory contexts, and in underlining how individuals influence and are influenced by their surrounding contexts. The work of Bronfenbrenner provides a framework to explain the complex phenomenon of human behaviour in real settings (Shaffer & Kipp, 2010; Thomas, 2005).
2.4.2 An ecological model of classroom management

Arthur-Kelly and his colleagues (2007) developed this model based on Bronfenbrenner (1979)’s ecology system theory. They stated that classroom ecology was a key context to promote positive behaviour. This included creating a supportive learning environment and designing an intervention for a specific student with behaviour problems. They suggested that the best context in which behaviour should be evaluated was a place where behaviour happens and the behaviours’ real function or the reason behind the behaviour can be seen.

The model shows the flow between three ecology elements: personal, classroom, and socio-cultural ecology. The model also includes the intervention model, comprised of behaviour observed, functional needs considered and strategy developed. This intervention model may be needed for teachers to serve students with behaviour problems in order to increase a positive behaviour serving the same function and same needs of the students in their classroom.

2.4.3 The school social systems

Hoy and Miskel (2008) stated that the school is also a social system which involves a complex network of social interaction and relationships as well as its own culture. The school has a formal structure and specific goals while consisting of a range of individuals who have their own needs, personal goals and beliefs which may sometimes conflict with the school’s expectations. Consequently, the school contains planned and unplanned characteristics, formal and informal structure, and rational and irrational features. This social system consists of four subsystems: structural, individual, cultural, and political systems.

The structural system refers to bureaucratic expectations. It is a formal structure within a school. This system defines roles and expectations in the school. Roles are arranged into a formal hierarchy of authority from each status and power level. Rules and regulations are provided as a guide in decision making and specific tasks are delegated to individuals. The second system is the individual system. Members such as teachers bring their own needs, goals, beliefs and cognitive orientation to the school. These silent aspects are influenced by many factors and create the individual system. In
a school, teachers have their own expectations and personal needs which relate to bureaucratic expectations, both positive and negative. When structural and individual systems are blended together, a system of shared value is formed. This is called the *culture system*. Culture influences each teacher with a commitment to feel that they belong to the group. As each school is unique, culture in each school is different from that of others. The *political system* refers to the power relationships occurring in every school. Political factors generate an informal power relationship in a school context. This power is designed to benefit specific individuals or groups in the school. Consequently, politics can create conflict among members in the school. However, schools are not able to avoid politics because there is a group or an individual who desires to seize power for its/his/her own personal needs.

In summary, structure, individual, culture and politics are the four significant elements of the social systems and they interact with each other.

### 2.4.4 The developed conceptual model based on the three theories

The conceptual model utilized in this thesis uses the elements of Bronfenbrenner’s ecology system to build four layers: socio-cultural ecology, school ecology, classroom ecology and personal ecology.

The socio-cultural factor layer, as Bronfenbrenner states, comprises cultures and social values that influence every layer in the ecological system. In this study, this layer will include surrounding environments that influence the school and classroom contexts. This consists of culture, social values, national policy, community and the families of the students.

In the school ecology layer, this conceptual model employs the social system theory developed by Hoy and Miskel (2008). The model comprises three subsystems, namely the structural system, the cultural system and the political system, because the individual system is already identified in classroom ecology. In the present study, the researcher does not expect to examine the political system because it may relate to personal issues and may create conflict.

In the classroom ecology layer, there is an intervention model focusing on using the FBA process to identify the function of the behaviour and to design the intervention.
This is because the professional development program in FBA is the technical core of this study. In other words, the study aims to investigate the impact of a professional development program in FBA. Therefore, a teacher plays a main role in this classroom ecology to enable students with behaviour problems to increase an alternative behaviour as suggested by the model of Arthur-Kelly et al. (2007).

Lastly, and importantly, is the personal ecology layer. This layer has two main persons playing roles, a teacher and a student with whom the teacher will use FBA. As suggested by Hoy and Miskel (2008) about individual systems, each person has needs, beliefs, goals, interests, background and personality. In this thesis, two main factors which will be considered are background and beliefs. However, another factor is also included: knowledge and skills, because this study focuses on teachers’ knowledge and skills when participating in the professional development program.

Therefore, this conceptual framework will be used to guide the research questions, the methodology and the reporting of the collected data. This will be also used to inform interview questions and observations for each sub-unit of study at the different layers of the system. Figure 2.1 below shows the conceptual framework for this study.

Figure 2.1 The conceptual model of this study
2.5 Research questions

The present study aims to investigate the implementation of a professional development program in FBA with a sample of Thai classroom teachers. It focuses on teacher implementation of the FBA process when receiving professional development and the outcomes for the teachers and schools. Student outcomes are embedded within the analysis. The study also investigates the surrounding educational environment as this may influence the implementation of FBA. Thus, the research questions are focused on two issues, the outcomes of this intervention and the processes associated with these outcomes. The research questions are:

1. What are the reported and observed outcomes of a professional development program in FBA for selected elementary schools in Thailand?
   1.1 What are the reported and observed outcomes for the classroom teachers who participated in the professional development program?
   1.2 What are the reported outcomes for school principals and other school staff following the professional development program?

2. What processes were associated with the reported outcomes in the study?
   2.1 How did the classroom teachers manage the time required to implement a FBA process in their classrooms?
   2.2 Were there obstacles to implementing a FBA process as perceived by the classroom teachers and other school staff? If there were obstacles, how were these overcome?
   2.3 What school processes, if any, facilitated the outcomes reported by the classroom teachers, school principals and other school staff?

2.6 Summary

Many studies indicate that behaviour problems can be caused by complex factors. To reduce behaviour problem and replace them with appropriate behaviour, teachers need to consider student ecology, classroom ecology and socio-cultural factors. Studies show that FBA is a means that practitioners can employ to determine the relationship between behaviour problems and environmental factors in order to develop hypotheses and design effective and efficient classroom interventions. In the past decade, the
research indicates that the success of FBA is mainly researcher-directed. In other words, the success of the FBA process was evaluated by the researchers. However, the ultimate goal of the FBA was to be implemented in classroom practice by practitioners such as special teachers or general teachers in an inclusive classroom. There are few studies in which the FBA process has been conducted fully by general teachers in elementary schools. Similarly, there is little research on the implementation of a professional development program in FBA of general teachers in elementary schools, especially in the Thai school context. Therefore, the research questions were generated to investigate the phenomenon, and the conceptual framework of this study was developed as a guide for the research. The research methodology is discussed in the next chapter.
CHAPTER 3

METHODOLOGY

This chapter presents the methodology used in the study, in five sections. The research design is shown in the first section. Second, details of participants and sites are described. The instruments and the material used in the current study are explained in the following section. The procedures and data collection processes are provided in the fourth section. Lastly, details of data analysis are presented along with a link to the results chapter.

3.1 Research design

Different worldviews (or paradigms), such as Post-positivism and Constructivism, have been used as the foundation for inquiry into social phenomena (Creswell, 2014). Post-positivism, which is usually associated with a quantitative method, views an inquiry process as a top-to-bottom process (a deductive process). It provides claims of knowledge from testing of theory by examining the relationship between measured variables. In contrast, Constructivism is focused on the inquiry process as a bottom-to-top process (an inductive process). It generates a pattern of meaning from individual perspectives to build understanding about the phenomenon or to form broader views or theory (Creswell, 2014). Another worldview has recently been introduced, namely Pragmatism. Pragmatism views an inquiry process as a way of finding “what works” and finding solutions to research problems. Thus, Pragmatism has stepped beyond focusing on which methods were used as a priority. Rather, it views as of primary importance the consequences of research and the research questions that have been asked (Cohen, Manion, & Morrison, 2011). It usually combines both deductive and inductive methods in order to investigate the answers to complex research questions.

Consistent with Pragmatism, the research questions in this study were developed from the literature and the conceptual framework to address the aims of the study first. Later, the specific deductive and inductive methods were selected, designed and used to answer these research questions. Since the aim of the study was to investigate the implementation of a professional development program in FBA in Thai schools, a
multilevel analysis was necessary in order to examine both the phenomenon of how teachers and schools implemented and responded to the FBA process, and to examine a range of participant outcomes. The study design blended elements from two methodological traditions, case study and single subject designs to achieve this multilevel analysis. In this context, this approach is called a *blended approach design*.

### 3.1.1 Elements from case study methodologies

Case study design is a research methodology that can provide an intensive description and investigation of a phenomenon in depth. It combines several types of data collected from rich and authentic settings (Creswell, 2013; Fraenkel & Wallen, 2006; Yin, 2009). Case study design is usually employed in studies to describe a phenomenon, to test theories or to build theories (Eisenhardt & Graebner, 2007; Merriam, 2009). Case study design can assist in exploring connections between research evidence and how it is applied to settings and practices (Kazdin, 2011). The focus can be a single case or multiple cases, using holistic or embedded designs. In addition, multiple levels of analysis can be applied to this research approach. For example, Vavrus and Bartlett (2006) used a vertical case study approach in the field of comparative and international education. They proposed that micro and macro levels of analysis should be considered to establish ecological validity. This approach helps to understand the local context of the subjects in the study. However, conducting a robust case study requires considerable time and involves the collection of an intensive dataset. The case study method may also be unable to evaluate the effectiveness of an intervention because it lacks systematic observations in controlled conditions (Kazdin, 2011).

### 3.1.2 Elements from single subject methodologies

In the field of ABA, single subject designs have been widely employed as a research approach to study the behaviour of one or several participants. Single subject designs can be used to evaluate the effect of an intervention by using systematic and reliable measures to collect data over time in order to determine if the behaviour of interest changes (Kazdin, 2011). Many studies have used this methodology, including studies of the FBA process, to analyse the effectiveness of intervention in various contexts (e.g., Doggett et al., 2001; Newcomer & Lewis, 2004). However, because
single subject designs typically control study conditions, the generalisation of various
techniques used by the practitioners in the study to real practice may be limited.
Moreover, a single case design typically investigates the outcomes of intervention,
rather than examining how teachers implement the intervention or the nature of the
complex processes that occur in the target setting.

3.1.3 A blended approach design

Bearing in mind the opportunities and challenges of these two approaches (case
study and single subject design), for the methodology and analysis used in the present
research, aspects of both designs were selected and blended into a specific study design.

As discussed in the literature chapter and reflected in the conceptual framework
(Figure 2.1), the phenomenon of implementation involves a range of interactions
between individuals, such as teachers and students, teachers and teachers, and teachers
and schools, in a dynamic and fluid context. Moreover, the influences of external
variables such as educational policy, funding, and the quality of professional
development are also involved (Durlak & DuPre, 2008). This means that similar initial
conditions between the subjects do not guarantee the same effects or outcomes. This
view is informed by complexity theory that sees individuals functioning within a
dynamic system, involving multiple interactions and unpredictable effects (Morrison,
2002). This complex interaction between classroom, school, community, education
policies and cultures needs to be considered in designing a specific research approach
that suits the goals of the present research. Cohen et al. (2011) suggested a new
paradigm of education research: the paradigm of complexity theory. Due to this
complex and unpredicted interaction in the system, they claimed that the phenomenon
must be looked at holistically with multiple levels of the units of analysis.

The main goal in this study was to examine how an FBA process was applied and
implemented in classrooms in Thailand following a systematic program of professional
development for classroom practitioners. Three steps were taken to ensure that this goal
was achieved. Firstly, the study employed a component of case study design that
involved collecting data from several sources. These included teacher and school staff
member interviews, focus group interviews, classroom observations, documentation and
field notes. The variety of data types and sources provided the potential for rich data from authentic contexts and also provided the basis for an objective approach to analysis of this data.

Secondly, as the conceptual framework of the study focuses on the complex ecologies that may influence teachers’ and students’ behaviour when implementing the FBA process (Figure 2.1), emphasis on an individual level and a contextual level was employed. The concept of a vertical case study proposed by Vavrus and Bartlett (2006) was consistent with the conceptual framework of the present study by supporting a focus on the local context and the ecological system surrounding that context. The latter is of interest as it may influence both the outcomes and the implementation process. Therefore, an embedded design, which included multiple levels of analysis, was employed in this study. An embedded design is a unit of study (or a case) that is nested within multiple sub-units or multiple levels of analysis. In other words, when the sub-units (e.g., teachers) form an essential part of a broader unit of study (e.g., a school), the embedded design is used (Thomas, 2011). Sub-units can be multiple sub-units (e.g., three teachers) that are nested in one broader unit (e.g., one school).

In this regard, Thomas (2011) claimed that one of the theories influencing the development of embedded designs is that of ecological systems (Bronfenbrenner, 1979). This theory was discussed in the earlier literature review and was used as a background to the conceptual framework that grounds this study. Consequently, using an embedded case design assists in reaching the goals of this investigation. Moreover, multiple (embedded) units of study (or multiple cases) are examined in this study. Multiple units of study provided an opportunity to investigate the similarities and differences between the units of study. This assisted in the exploration of the research questions and in increasing confidence in the findings (Eisenhardt & Graebner, 2007). The findings from multiple units of study were claimed to be more powerful than single ones and tend to support implications for generalisation (Fraenkel & Wallen, 2006). “The more cases included in a study, and the greater the variation across the cases, the more compelling an interpretation is likely to be” (Merriam, 2009, p. 49). Yin (2009) referred to this as replication logic. The replication logic included in the present study was to collect and analyse data in order to investigate if the findings of each unit of study converge or
diverge. The comparison of the outcomes of each unit of study can be consistent (a literal replication), or a contrast, but with a theorising reason (a theoretical replication) (Yin, 2009). This replication logic can lead to generalisation or external validity of the study.

Thirdly, a triangulation strategy to strengthen the quality of the study, especially internal validity, was employed. Mathison (1988) emphasised the use of triangulation, which employs multiple sources, methods and data to draw a firm conclusion at the end of the study. He categorised triangulation into four types: data triangulations (time, space, person), investigator triangulations (multiple investigators), theory triangulations, and methodological triangulations (multiple methods). He pointed out that the aim of drawing a conclusion is not only to find convergence in the data but also to draw on inconsistent or contradictory data. In other words, researchers should explain the data and describe the phenomenon. Maxwell (1996) argued that this strategy reduced the risk of bias from single methods and the risk of relying on one specific person. Thus, multiple sources and types of data mentioned previously were the basis of this triangulation strategy, along with a range of target students’ behaviour during the intervention. The current study focused on the implementation of the FBA process in the classroom and the classroom teachers who were trained in this study were the key focus participants. However, relying only on the reports of the classroom teachers may have a negative impact on objectivity. Consequently, collecting data on the unique behaviour of the selected target students who were in the intervention through continuous observational measures (a core component of single subject design) was an intentional part of the blended design.

Thus, this blended design approach included different types and sources of data, multiple embedded units of study and continuous observational measures of the behaviour. Figure 3.1 (below) displays the relationship between the aims of the study, traditional research methodologies and the use of a blended approach in this research. The next section describes how this blended approach design was used as a framework in the fieldwork settings.
Figure 3.1 Development of a blended approach for this study

Full research questions: 1. What are the reported and observed outcomes of a professional development program in FBA for selected elementary schools in Thailand? 1.1 What are the reported and observed outcomes for the classroom teachers who participated in the professional development program? 1.2 What are the reported outcomes for school principals and other school staff following the professional development program? 2. What processes were associated with the reported outcomes in the study? 2.1 How did the classroom teachers manage the time required to implement an FBA process in their classrooms? 2.2 Were there obstacles to implementing an FBA process as perceived by the classroom teachers and other school staff? If there were obstacles, how were these overcome? 2.3 What school processes, if any, facilitated the outcomes reported by the classroom teachers, school principals and other school staff?
3.2 Study sites and participants

The researcher sought to investigate various aspects of the implementation of a professional development program on the FBA process in two different Thai educational contexts. To gain perspectives from different sites, two contrasting types of Thai elementary schools in Bangkok (an alternative school and a public school), were purposively selected.

An alternative school in Thailand refers to a private school that offers more flexible programs of study and learning processes than other types of schools, even though the school uses the same core curriculum, the Basic Education Curriculum 2008, as other schools (OBEC, 2008). Generally speaking, the class size in alternative schools ranges from 20 to 25 students and the schools are funded by tuition fees. Typically, alternative schools provide specialist support staff to assist students with behaviour support needs.

A public school refers to a school funded by the Thai Ministry of Education. Similar to other types of schools, the school employs the Basic Education Curriculum 2008 as a core curriculum that was established by the Office of Basic Education Commission (Ministry of Education, 2008). Typically, class sizes range from 30 to 50 students. Most public schools have counselling teachers to support teachers for students with behaviour support needs. In addition, OBEC has provided a policy framework and student support system for public schools to manage student behaviour as a whole school (OBEC, 2009a).

One public elementary school and one alternative elementary school were selected using the criteria of convenient location and willingness to participate in the study. School A was an alternative school administered by the Office of Private Education Commission. School B was a public school that was managed by the Department of Education Bangkok Metropolitan Administration. Both schools were located in the Thonburi area, in the south of Bangkok, and participated as intact groups. The participants consisted of school principals, classroom teachers, target students and senior staff members who were involved in behaviour support in the school. This intact group reflected the embedded design that was previously explained in this chapter. The
embedded design was comprised of the class implementation of each teacher participant as sub-units of the study, which formed an essential part of a school as the unit of study to be investigated.

When the school principals of the two schools accepted the invitation to join the study, the rest of the participants were invited through the school principals of each school. Table 3.1 shows the characteristics of each selected school site.

**Table 3.1 Characteristics of each participating school**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>School A (Alternative)</th>
<th>School B (Public)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade levels</td>
<td>Prekindergarten–Grade6</td>
<td>Kindergarten–Grade 6</td>
</tr>
<tr>
<td>Number of teachers</td>
<td>65</td>
<td>45</td>
</tr>
<tr>
<td>Number of students</td>
<td>579</td>
<td>854</td>
</tr>
<tr>
<td>Ratio of teachers to students</td>
<td>1:10</td>
<td>1:25</td>
</tr>
<tr>
<td>Range of students per class</td>
<td>20–25</td>
<td>20–35</td>
</tr>
<tr>
<td>Availability of a counselling teacher</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The main participants in this study were classroom teachers who participated in the professional development program. A group of classroom teachers (rather than individual teachers) was invited because “it is more effective in changing the classroom practices of teachers when a cohort or collective of teachers from a school, department, or grade are involved as a unit” (Hoy & Miskel, 2008, p. 316). For School A, the school principal issued invitations (Appendix 1) to all classroom teachers in the school, and ten teachers expressed interest in participating in the study. However, the numbers of classroom teacher participants was limited to five teachers per school due to issues of project manageability. Consequently, the school principal selected five initial volunteer teachers to participate. It appeared from the teachers’ basic information that those selected teachers had more teaching experience and years of work in the school than those who were not selected. For School B, the school principal also distributed invitations to all the classroom teachers and there were four classroom teachers who were willing to participate. Therefore, five teachers who taught Grades 1–3 from School A and four teachers who taught K2–Grade 2 from School B participated in the study. In line with the appropriate ethical approvals and protocols, all consent forms from the nine teachers were collected via the principals. All participating teachers were female.
Table 3.2 shows the classroom teacher characteristics and their pseudonyms.

### Table 3.2 Classroom Teacher characteristics

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Gender</th>
<th>Qualification</th>
<th>Professional experience (yrs)</th>
<th>Grade level taught</th>
<th>Special education training</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A (Alternative)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiona</td>
<td>F</td>
<td>B.Ed.</td>
<td>4</td>
<td>2</td>
<td>Never</td>
</tr>
<tr>
<td>Amy</td>
<td>F</td>
<td>B.A., GradCert (Education)</td>
<td>6.5</td>
<td>2</td>
<td>1 short course</td>
</tr>
<tr>
<td>Kate</td>
<td>F</td>
<td>B.Sc.</td>
<td>3</td>
<td>3</td>
<td>1 short course</td>
</tr>
<tr>
<td>Tracy</td>
<td>F</td>
<td>B.Ed.</td>
<td>7</td>
<td>1</td>
<td>Never</td>
</tr>
<tr>
<td>Penny</td>
<td>F</td>
<td>B.Sc., GradCert (Education)</td>
<td>6</td>
<td>2</td>
<td>1 short course</td>
</tr>
<tr>
<td>School B (Public)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anna</td>
<td>F</td>
<td>B.Ed., GradCert (Special Ed.)</td>
<td>16</td>
<td>1</td>
<td>Multiple courses</td>
</tr>
<tr>
<td>Natalie</td>
<td>F</td>
<td>B.Ed., GradCert (Special Ed.)</td>
<td>12</td>
<td>K2</td>
<td>Multiple courses</td>
</tr>
<tr>
<td>Dari</td>
<td>F</td>
<td>B.Ed.</td>
<td>8</td>
<td>2</td>
<td>Never</td>
</tr>
<tr>
<td>Tanya</td>
<td>F</td>
<td>B.Ed.</td>
<td>16</td>
<td>K2</td>
<td>Pre-service training</td>
</tr>
</tbody>
</table>

After recruitment of the classroom teachers, the school principals and each classroom teacher were asked to identify their potential target student (one target student in each of the teachers’ classrooms). The target students had to be identified by the school as having behaviour support needs and their parents were already aware of this identification. Parents of the target students were sent invitations for their children to participate in the study (Appendix 2). The criteria for target student identification are described later in the procedures section.

To gain an additional perspective in this study, school principals and senior teachers who were involved in behaviour support or who worked cooperatively with the classroom teachers were also invited to participate in the research (Appendix 3 and Appendix 4). They could be assistant principals (student discipline) or counselling teachers. For School A, the assistant principal was available because the counselling teacher of this school was a classroom teacher participant. For School B, two senior teachers were invited to participate in the study. One was a head teacher and another staff member was a teacher who taught the target students and also worked cooperatively with all teachers who participated in the study. Therefore, two school principals and three senior teachers participated in the research. Table 3.3 lists all the
participants according to their roles in each of the two schools.

Table 3.3 Participants by role

<table>
<thead>
<tr>
<th>Participants by role</th>
<th>School A (Alternative)</th>
<th>School B (Public)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Senior staff members</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Target students</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

3.3 Instruments

The instruments were developed based on the research literature, a conceptual framework and the research questions. Guided by the blended approach design, five types of instruments were used to collect data from different sources in this present study. All instruments were developed first in English and later were translated into Thai by the researcher and were verified by a PhD candidate at the University of Newcastle who had several years of teaching experience in Thai elementary schools (Appendix 12).

3.3.1 Interview protocols

Richards (2009) stated that one of the benefits in using an interview is that it offers deep investigation of individuals’ thoughts. Interview is a useful, flexible and a shortcut way to help researchers investigate and seek answers to research questions by asking directly about the participants’ thoughts and opinions (Robson, 2011). Semi-structured interviews were employed in this study. An interview protocol, a set of open-ended questions, was designed and used in the interview phase of this research (Creswell, 2012). To develop interview questions, Cohen and his colleagues (2011) suggested that researchers list possible themes to examine from their research questions and from the wider literature. Using this technique, these themes were then elaborated into interview questions, with leading questions avoided, as these may have reduced the authenticity of responses from the informants.

Two interview protocols were developed in this study: one for classroom teachers and another for the school principals and senior staff members. The interview questions
were checked for their relevance, accuracy and coherence by two academic staff in Special Education at the University of Newcastle (for the English version) and by an independent Thai expert in special education (for the Thai version). Some minor changes to the questions were made following the checks. For example, the interview questions were re-ordered. The questions began with individual knowledge and attitude, individual experience and behaviour, and ended with school and relevant topics. Some questions had a phrase added to improve clarity. For instance, an initial question was “how are students with behaviour support needs seen in your school?” The revised question was “Can you describe how students with behaviour support needs are seen in your school?” The revised interview protocols were again checked by the earlier mentioned academic staff.

### 3.3.1.1 Interview for classroom teachers

The first interview protocol (Appendix 5) was a pre and post professional development program interview that was used with the nine classroom teachers. Section A aimed to investigate the teachers’ current understanding and approaches to dealing with students with behaviour support needs. Examples of interview questions were:

- How do you normally deal with those students in your class?
- How would you describe yourself when dealing with a student’s behaviour problem?

Section B aimed to examine teachers’ reactions to the professional development program in three domains: their perception of the professional development program, the knowledge and skills that they may have obtained from FBA training, and their implementation of FBA in the classroom. Examples of interview questions in this section were:

- How would you describe your experiences when implementing the FBA process with the student?
- How would you describe yourself when recently dealing with the student with behaviour support needs?
3.3.1.2 Interview for senior school members

The second interview protocol (Appendix 6) was a pre and post professional development program interview that was used with two school principals and three senior staff members. Section A of this interview schedule examined their perspectives on how their teachers dealt with behaviour problems, and current policy and approaches to supporting student behaviour in the school. Examples of interview questions were:

- How do your school and staff help the classroom teacher?
- Can you describe how students with behaviour support needs are seen in your school?

Section B examined the perspectives of the teachers and school after the professional development program. Examples of interview questions were:

- How would you describe the classroom teachers and (the student) after the professional development program?
- What was the usefulness (if any) of the professional development program?

3.3.2 Focus group interview

Focus group interviews (Appendix 7) provide in-depth data in a small amount of time (Rabiee, 2004). Some perspectives obtained from focus groups may not necessarily be gathered from a personal interview. In this study, using a focus group interview, the researcher aimed to collect group (rather than individual) perspectives towards the FBA process. A focus group question protocol was created and used with the nine classroom teachers at the end of this study. Four questions were focused on school processes that may have been related to the teachers’ implementation of FBA. Examples of the questions were:

- What are the significant supports in implementing the FBA process in a classroom?
- What is your opinion about this professional development program in your school?
3.3.3 Observational protocols

Montaigne, a famous French Renaissance writer, stated over 400 years ago that “saying is one thing and doing is another” (Robson, 2011, p. 316). Observation can be a useful technique that allows researchers to see what participants really do instead of asking them about their views and feelings. Data from observation then can be used as supportive data to compare and contrast with the other data from different techniques. It also can be exploratory data to investigate what is occurring in the phenomenon (Robson, 2011).

In this study, to collect the observational data, a comprehensive recording system was developed. This consisted of pre-designed forms to record descriptive notes and the researcher’s reflections during the direct observation, as well as records of student behaviour. This helped the researcher to manage challenges during the direct observation sessions. Creswell (2012) noted that remembering information, recording quotes inaccurately and being overwhelmed with information at the site are examples of common challenges with this type of work. Four observational protocols in this study were developed by the researcher. Three of them were used for classroom observation while one of them was for school observation. All protocols were reviewed and verified for practical usage by the academic staff in special education of the University of Newcastle prior to use in the study.

3.3.3.1 Classroom observational protocols

Rating scales

The aim of the rating scales was to observe and rate teacher behaviour in aspects of time management, classroom management and their interaction with the target students. The rating scales helped the researcher to gather a picture of teacher behaviour in respect of classroom management before those teachers attended the professional development program, during the period they implemented the FBA process and the maintenance period after the professional development.

The rating scales (Appendix 8) contained three main areas, with eight sub-areas for the observer to focus on. The scales involved scoring observed behaviour from 1 to
4 for each sub-area. The observer rated the provided scale (1 = rarely, 2 = sometimes, 3 = often, 4 = consistently) and wrote explanatory notes. The rating scales were completed at the end of every observational session. These developed rating scales took the researcher approximately 5–10 minutes to complete.

**Descriptive notes**

The aim of this protocol was to observe and record aspects of classroom ecology in terms of classroom setting, routines, teachers’ pedagogy and classroom communication. According to the conceptual framework used in this thesis, gathering information about the classroom ecology or the context that the participants were in was helpful to examine and explain the phenomenon in this study. Considering classroom ecology provided a picture of the interaction between participants and surrounding context factors that may influence the behaviour, intervention and implementation of the participants in some way.

The descriptive note (Appendix 8) was a one-page protocol that consisted of four points to be observed. This helped the observer to highlight what areas to focus on. The descriptive note was completed by the researcher during and at the end of every observational session.

**Time sampling**

The aim of time sampling was to collect data on the students’ target behaviours and the interactions between the teachers and the target students over time to determine if the behaviours changed. The time sampling technique helped the researcher to identify any trends in student target behaviour and teacher interactions with the student. The process of identifying students’ target behaviour is described later in section 3.4.1.1.

The first version of the time sampling was developed and tested with 12 intervals per hour (five minute interval). However, after field-testing (described in the next paragraph), it was found that the interval of five minutes was too broad to capture the behaviours of interest. Thus, the interval of time sampling was varied and replaced by 30 intervals per hour (two minute interval). Each interval consisted of codes of
occurrence/non-occurrence of students’ target behaviour and codes of the actions of the
teachers that responded to the target behaviour. When the observer heard the “Beep”
signal from the iPod device at the end of each two-minute period, the observer looked at
the target student and marked a slash either on a code of occurrence or non-occurrence
of the student’s target behaviour and followed this by marking a slash on a code of
teacher’s action. The code of teachers’ action consisted of P = Pre-correction, R =
Reinforcement, C = Correction, S = Supervisor, N = No interaction. The two-minute
interval time sampling approach (Appendix 8) was completed by the researcher and
inter-observers during the sessions of observation, as described in 3.4.3.

To address issues of validity and reliability, the rating scales and time sampling
protocols were field-tested by the researcher in three classrooms (Table 3.4). These
classrooms were selected purposefully from an additional elementary school in
Bangkok that did not participate in the main study. When the observations were
completed, as mentioned above, it was found that the interval of five minutes was too
broad. Thus, the change of the interval to two minutes was replaced and field-tested
again in the same three classrooms. Table 3.4 displays the number and percentage of
(non-) occurrence of the target behaviour between the first version and the revised
version.

Table 3.4 Field-tested results comparing two versions of time sampling

<table>
<thead>
<tr>
<th>Time sampling (Target behaviour: off-seat)</th>
<th>The five-minute interval (First version) (12 intervals per hour)</th>
<th>The two-minute interval (Revised version) (30 intervals per hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field-Test</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Number of Occurrences (%)</td>
<td>(0%) (0%) (8.33%)</td>
<td>(23.33%) (16.66%) (30.00%)</td>
</tr>
<tr>
<td>Number of Non-occurrences (%)</td>
<td>12 (100%)</td>
<td>12 (100%)</td>
</tr>
<tr>
<td></td>
<td>11 (91.67%)</td>
<td>23 (76.67%)</td>
</tr>
<tr>
<td></td>
<td>(70.00%)</td>
<td>(83.34%)</td>
</tr>
</tbody>
</table>

3.3.1.2 School observational protocol

The aim of using field notes was to observe school level processes, values and
cultures. The observations occurred at a range of school sites such as the playground,
canteen and other school areas.
The field note (Appendix 9) was divided into two columns. The left column was used to record a description of the chronological order of activities, physical setting and a description of individuals. The right column was used to record general comments and issues. Table 3.5 shows the summary of observational protocols used in the study.

### Table 3.5 Summary of observational protocols used in the present study

<table>
<thead>
<tr>
<th>Protocols</th>
<th>Site / subjects</th>
<th>Aims / focus</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Rating scales (Appendix 7)</td>
<td>Classroom / 9 teachers</td>
<td>To observe teacher behaviour in aspects of time management, classroom management and interaction with the identified students</td>
<td>Three areas to observe and sub-areas for the observer to focus on Rating Scales from 1 to 4 for each sub-area to be filled out with spaces for writing down general notes</td>
</tr>
<tr>
<td>2 Descriptive notes (Appendix 8)</td>
<td>Classroom / 9 teachers</td>
<td>To observe classroom ecology in aspects of classroom setting, routines, pedagogy and curriculum</td>
<td>Four prior points to observe for the observer to focus on Spaces for writing down notes</td>
</tr>
<tr>
<td>3 Time sampling (Appendix 9)</td>
<td>Classroom / 9 teachers and identified students</td>
<td>To observe students’ target behaviours and interactions between the teachers and the identified students</td>
<td>The observer marks a slash on codes of occurrence/ non-occurrence of student target behaviour and the actions of teachers at the end of each interval The interval is 2 minutes (30 data per hour)</td>
</tr>
<tr>
<td>4 Field note (Appendix 10)</td>
<td>School sites (eg., playground, canteen)</td>
<td>To examine school processes, school values and school cultures</td>
<td>Specific areas to observe: 1. a description of the chronological order of activities, physical setting and description of individuals 2. reflective notes such as general comment and problems of the observer</td>
</tr>
</tbody>
</table>

### 3.3.4 Document sources

Documentary information is also able to help the researcher to corroborate and expand evidence from other sources, for two main reasons (Yin, 2009). First, it is helpful for verifying the names or titles that may be mentioned in the interview. Second, documents can present specific details to confirm information from other sources. Therefore, in this study, the researcher collected administrative documents such as school policies and philosophies, students’ behaviour records and teachers’ documents related to the behaviour support system from both schools, after obtaining permission from parents and the schools.
3.3.5 The Strengths and Difficulties Questionnaire (SDQ)

The SDQ is a brief behavioural screening questionnaire that consists of 25 items that include both positive and negative statements (Goodman, 1997). The 25 items are divided into five domains and each group comprises five items. The five domains are Conduct Problems, Inattention-Hyperactivity, Emotional Symptoms, Peer Problems, and Prosocial Behaviour. The total difficulties score is the sum of item scores from all domains, except Prosocial Behaviour, which is considered separately to the other domains. The overall SDQ score ranges are 0–40. Typically, the questionnaire for 4–16 year olds can be administered by teachers or parents (Goodman, 1997). A parallel self-report for 11–16 year olds may be completed by the students themselves (Goodman, Meltzer, & Bailey, 1998).

There are many behaviour screening questionnaires, such as the Children Behaviour Checklist (CBCL) (Achenbach, 1991) and the Conners’ Rating Scales (Conners, 1969). However, many studies show that SDQ is an effective and robust instrument in screening behaviour problems. For example, Goodman, Ford, Simmons, Gatward and Meltzer (2000) assessed the SDQ as a means of detecting child psychiatric disorders in British children and concluded that using the SDQ, especially with multiple informants, reliably detected child psychiatric disorders in the community. Another study by Goodman and Scott (1999) compared the SDQ and the CBCL. They found that scores from the SDQ and CBCL were highly correlated, and that the SDQ was significantly better than the CBCL in identifying inattention and hyperactivity and at least as good in identifying internalising and externalising problems. The SDQ is now available in over 50 languages and is widely used in epidemiological and clinical research, and in clinical and educational practice (Goodman, 2001).

In the present study, the Thai version of the SDQ for teachers (Appendix 10) was used to screen the target students’ behaviour. The Thai version of the SDQ was translated and validated by the Department of Mental Health, Ministry of Public Health in 2000. This initial version was revised and validated again in 2003 by an expert team consisting of Thai, American and German child psychiatrists, clinical psychologists and linguistic experts (Wongpiromsarn, Wipulakorn, Nuanmanee, Woerner, & Mongkol, 2011). This more recent version of the SDQ has been used as a screening tool in many
Thai schools on the recommendation of the Thai Ministry of Education and Ministry of Public Health (OBEC, 2009a). Woerner, Nuanmanee, Becker, Wongpiromsarn, and Mongkol (2011) investigated the clinical properties of this Thai version of the SDQ with a multistage random cluster sampling method. They collected data from parents, teachers and self-reports of 9,491 children aged 5–16 years from 13 provinces in Thailand. The study found that the internal consistency of the scale was adequate ($\alpha = .76$ for parents, $\alpha = .81$ for teachers, and $\alpha = .70$ for self-report forms of the scale).

Woerner et al. (2011) concluded that the Thai SDQ showed satisfactory clinical properties which justified its use as a screening or assessment tool. From their investigation, they recommended that total difficulties scores of 0–13 referred to a normal group, 14–16 referred to a borderline group, and 17–40 referred to an abnormal group. Therefore, a criterion for inclusion in this study was that the target students had total scores on the Thai version of the SDQ of 14 and over. Table 3.6 displays the instruments used with the participants in the present study.

Table 3.6 Summary of instruments used in this study

<table>
<thead>
<tr>
<th>Participants</th>
<th>1. Interview</th>
<th>2. Focus group interview</th>
<th>3. Observation*</th>
<th>4. Document sources</th>
<th>5. SDQ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Interview</td>
<td>2. Focus group interview</td>
<td>3. Observation*</td>
<td>4. Document sources</td>
<td>5. SDQ</td>
</tr>
<tr>
<td>Classroom teachers (N=9)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>School principals (N=2)</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff members (N=3)</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target students (N=9)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools (N=2)</td>
<td></td>
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</tbody>
</table>

* R = Rating Scales, D = Descriptive note, T = Time sampling, F = Field notes

3.4 Materials

3.4.1 Content of the professional development program

The content, materials and implementation methodology of the professional development program were modified and adapted from a recently published manual developed by the University of Newcastle (2009), Early Childhood Intervention Professional Development Project. The manual had been developed for a professional
development project for early childhood intervention personnel in New South Wales. The project, which ran from 2006 to 2012, aimed to assist staff in early childhood services to increase their ability to support young children, especially those who were at risk of developing challenging behaviour. Because the project also aimed to transfer research evidence into practical advice for participants, the content of the program was developed by expert practitioners from the research base and best practice literature. The project was delivered by well-trained presenters over 6 years (2006–2012) to 1,057 participants across the state of New South Wales, Australia, and culminated in 2013 with the release of a professional instructional DVD resource demonstrating best practice approaches. Participants in the project included staff in early childhood services, preschools, child care and health services. Each training program contained three day sessions delivered fortnightly with a maximum number of 25 participants at each venue all around New South Wales, Australia. Pre and post survey data and feedback from participants were collected during each of the nine training rounds. Positive outcomes in skills, knowledge and the confidence of participants were reported as well as the success of the program in terms of high levels of participant satisfaction (Arthur-Kelly, 2013). All material for participants including the participant manual can be downloaded from the ECIPDP website (see Arthur-Kelly, 2013).

Since the present study focused on Thai elementary schools, the content and materials of the published manual, such as intervention strategies, were modified to be suitable to the context of this study. After the development of the Thai project material, all content was discussed with an academic staff member of the University of Newcastle who had a PhD qualification and professional experience in the design and delivery of training materials for early childhood staff. After minor corrections were made, this revised project material was translated into Thai by the researcher and validated by a Thai PhD candidate who was familiar with both Thai and English languages. Some ambiguous language was corrected following this process. Then, the project material was sent to two Thai experts who worked either in a university and an elementary school in Thailand to check that the content was suitable for the Thai context. Some technical terms used in the material were modified in response to the experts’ suggestions. Before implementing this program, the researcher also invited three Thai graduate students of the University of Newcastle who had teaching experience in Thai
elementary schools to participate in a pilot training session and asked them to provide 
written comments on the material. Overall, the graduate students were satisfied with the 
content and the delivery method. However, there were some suggestions to improve the 
format of the program. Several spelling errors were corrected and some text and figures 
were increased in size to improve readability. The topics that were included in the 
professional development program were:

1) Principles and Framework of FBA

This section introduced the participants to the conceptual framework of the 
program which highlighted preventative approaches and individual intervention for 
students with behaviour support needs. It also introduced the definition of behaviour 
problems and concluded with the use of measurements to collect target behaviour data.

2) Developing a hypothesis and a behaviour intervention plan, and 
implementing and monitoring the plan

This topic focused on using the collected data to generate a hypothesis and a 
behaviour intervention plan. It also introduced the participants to a wide range of 
techniques and strategies that may be applied to the intervention plan. It included a 
strategy to monitor the target behaviour during the intervention.

3) Reflection on the implementation of the plan and enhancing cooperation 
with family, school and the community

This section gave participants the opportunity to reflect on their classroom 
practices and experiences during the FBA program and discussed the interaction with 
the family, school and community and the connection between the participants after the 
professional development.

The professional development included a wide range of activities such as 
workshops, group discussion and case study discussions. The Thai version of the 
participant manual is provided in Appendix 20.

3.4.2 Principles of the professional development program

Drawing from the literature, six key principles for delivering the professional 
development program were applied in this study. These comprised 1) commitment to 
professional development, 2) identifying needs and backgrounds of participants, 3)
implementation of professional development, 4) practising and coaching, 5) continual on-site support, and 6) evaluation of the professional development program. Each principle is discussed below.

1) **Commitment to professional development**

According to Robbins and Alvy (2003) and the literature on implementation science (e.g., Durlak & DuPre, 2008; Fixsen et al., 2009), participants should volunteer to commit to a professional development program. In Thai culture, although a direction from the school principal would be a typical way of recruiting teachers to participate in the program, the researcher sought volunteer teachers who were interested in participating. Several strategies were employed to encourage participation such as providing details of the program, explaining the benefits of the program, and providing certification of participation.

Providing the details of the study helps teachers to understand the aim of the study and the actual program, which may reduce uncertainty about participation (Hofstede, 2001). Information about the benefits of the program helps teachers to see the exit goal and what they will obtain at the end. Providing teachers with a certificate of participation can assist teachers in demonstrating that they are actively engaged in professional development. In this study, all the above information was provided in the information statement to the classroom teachers that had been distributed to help the teachers decide whether to participate in the study (Appendix 1).

2) **Identifying needs and background of participants**

Identifying the needs and backgrounds of the teachers involved in professional development is suggested as an important consideration by Sergiovanni and Starratt (2002). In order to determine the teachers’ needs for behaviour support and their background, the researcher interviewed the nine classroom teachers, their school principals and senior staff before conducting the professional development program. The findings of teachers’ needs are reported in a later chapter.

3) **Implementation of professional development**

The professional development program was held in a conference room at a neutral venue. There were three sessions held between 1.00 pm and 4.30 pm. The program was
conducted fortnightly on Friday afternoons, in order to allow time for the participants to conduct in-class practice between sessions. The release cost to enable teachers to participate in the three sessions was provided by each school. The program was delivered by the researcher who has a Master Degree in Special Education and professional experience in Thai elementary schools. The researcher also attended training for the *Early Childhood Intervention Professional Development Project* conducted by the University of Newcastle in 2010, and attended the program again in August 2011 as a program observer. Lastly, the researcher conducted a pilot program with three volunteers to verify content delivery, as described in 3.4.1.

4) Practising and coaching

According to Hoy and Miskel (2008), it is beneficial for teachers to practise the skills and knowledge learned from a professional development program. This also includes coaching and feedback from the trainer to the participants. Therefore, this study held professional development sessions fortnightly. During the week of the professional development program, the classroom teachers were encouraged to practise their skills and knowledge. Each session assigned tasks to the classroom teachers to practise in their classrooms. The researcher also provided on-site consultation to the teachers in order to facilitate uptake of knowledge and skills and to provide feedback as needed. The researcher usually gave advice on FBA and intervention strategies to the teachers. In total, nine classroom teachers were provided with advice on FBA and the strategies. In this stage (during the professional development program), there were in total two on-site consultations per participant. Seven classroom teachers received advice both times of the on-site consultations, while two teachers were given advice only once due to their time limitations. However, the researcher provided a chance for these two teachers to discuss their issues during the professional development sessions. Typical issues included instruments used in FBA as well as techniques and strategies for intervention. The time spent on providing advice to the nine classroom teachers varied depending on their needs and time.

5) Continual on-site support

After completing three sessions of the professional development, individual consultations were conducted which lasted 10–20 minutes, depending on the teachers’
needs. The researcher arranged time with each teacher to review and discuss the teachers’ implementation of the FBA process. Moreover, the researcher encouraged the classroom teachers of each school to share and exchange their practice and professional development in the FBA process via group meetings.

6) Evaluation of the professional development program

Evaluation of a professional development program typically includes student, teacher and school outcomes (West-Burnham & O’Sullivan, 1998). In the present study, outcomes were obtained using the various measurements discussed earlier in this chapter. The main outcomes focused on teachers’ implementation outcomes and the lesser focus was on student target behaviour. At the end of the study, opportunity also was given for staff to discuss the strengths and limitations of the professional development program.

3.5 Research procedure

Ethical approval for the research was obtained from the University of Newcastle Human Research Ethics Committee (HREC). The HREC approval number is H-2011-0229. Pseudonyms are used in the reporting of results to maintain participants’ anonymity.

3.5.1 Intact group recruitments

The recruiting process started in September 2011. The researcher sent an information statement and consent letter to the principals of the two selected elementary schools to invite them to participate in the study. Following agreement from the principals to participate, they were asked to invite five classroom teachers who expressed an interest to participate in the study. Both principals were advised to emphasise to all potential participants that non-participation would not affect their relationship with the school principal or their employment at the school. For School A, after the school principal provided information on the study to all classroom teachers, ten of those teachers volunteered to participate. The school principal then selected five classroom teachers to receive formal invitations to participate in the study, as that was the maximum number of teachers that could be accommodated in the program. For School B, only four classroom teachers expressed an interest and all were sent
invitations. The researcher asked administrative staff at the two schools to distribute an information statement and consent form to the nine classroom teachers. Next, each principal was asked to distribute an invitation to complete an interview with two senior teachers who supervised the participating classroom teachers or who provided behaviour support to students at the school. Two senior teachers from School A and one assistant principal from School B agreed to participate and were also provided with information statements and consent forms.

3.5.1.1 Identification of target students, target behaviours and in-class orientation programs

Two steps were taken to identify target students in the present study. Firstly, the school principal and the classroom teachers were asked to nominate students who had been identified with behaviour support needs and whose parents were aware of this identification. The definition of behaviour support needs was that target students must have displayed behaviour problems for some time in the classroom and that the behaviour negatively affected the teacher’s classroom management, as well as the academic performance and social skills of the target students. School principals sent information statements and consent forms to the parents of students who met these criteria (five students from School A and four students from School B). The parents of all these students consented to their child’s participation.

The second step involved the classroom teachers completing the Thai version of the SDQ (Appendix 10) with the target students to determine if their behaviour was outside accepted norms. All the target students had SDQ scores over 14. Four students were in a group regarded as borderline (SDQ scores = 14–16), while five students were regarded as having abnormal behaviour (SDQ scores = 17–40) (Woerner et al., 2011).

The target behaviour of each student was identified by their classroom teachers and the researcher working together at the beginning of the data collection. The classroom teachers were asked to list and explain target behaviours of their students that often occurred for a period of time and had an impact on the learning performance or social relationships of the students. Internalising, unobservable and unmeasurable target behaviours were excluded. Finally, the teacher participants were asked to select only
one target behaviour from their list that was of most concern and which obstructed their teaching and learning.

Because the research was conducted in classes with many non-target students, to prepare the classes for the presence of an observer, the classroom teachers were asked to inform students in the class that the researcher was visiting and spending time in multiple classes in the schools to learn about teacher and student behaviour and classroom management. In addition, the school principals explained via a newsletter to all parents at the school that a researcher was present in the classrooms to conduct research and there would be no disruption to the students or to teaching and learning activities.

3.5.2 Data collection

Data collection started at the beginning of the second semester of the school year (from December 2011 to March 2012) because the teacher participants were familiar with the target students after working with them for several months. After completing the professional development program, data continued to be collected from the schools until the end of semester 2, March 2012. Data were collected prior to, during and after the professional development program.

3.5.2.1 Before the professional development program

Interview and school document collection

After approval from the schools, the researcher collected and reviewed relevant documents such as school history and school policy to gather background details on both schools. The researcher made an appointment with the nine classroom teachers, the two school principals and three senior staff members to conduct individual semi-structured interviews. Each of those interviews was conducted by the researcher for approximately 30 minutes and was digitally recorded. The interviews (see Appendix 5 and Appendix 6) occurred before the professional development program in order to gather background information about the school context, the teachers’ current needs and their approaches to behaviour support.
**Classroom and school observations**

All classroom observations before, during and after the training program \((N=45)\) were conducted by the researcher, with reliability checks by inter-observers during one third of these observations.

Prior to the professional development program, there were nine observation sessions (one session per teacher). The researcher conducted classroom observations in the target student’s class for an hour prior to the professional development program. The observation system for classrooms consisted of three protocols (Appendix 8): a rating scale, descriptive notes and time sampling of target behaviours. At the end of every observation, the researcher had a short discussion with the teachers to clarify aspects of the observations, such as the classroom strategies the teacher used. These discussions were recorded in field notes.

General observations of several activities occurring within the schools such as morning assemblies, recess, lunch time and school activities, which reflected school operation and school culture, were also conducted. The researcher noted whether the school facilitated the implementation by the classroom teachers of the FBA process. The researcher’s visiting schedule was negotiated with a school gatekeeper to allow time for three general observations during the study. Field notes were used to collect the data and these sessions were conducted on the same day as classroom observations.

**3.5.2.2 During the professional development program**

**Classroom observations**

During the professional development program, 18 observation sessions were conducted (two sessions per teacher). When the first session of the professional development program was completed, the researcher arranged a time with the classroom teachers to continue to enter each classroom to observe their behaviour and the target students’ behaviour when conducting FBA with the students. Short discussions with the teachers were still conducted after finishing every observation. The two sessions of classroom observation were conducted between the weeks after the second day of the professional development and the week after the third day of the program.
3.5.2.3 After the professional development program

Classroom observations

The rest of the observational sessions were conducted in this stage. There were 18 post-professional development observation sessions (two sessions per teacher). Due to the reduced opportunity for data collection at the end of the school semester in November and December 2011 (after the end of the professional development program), the researcher conducted classroom observations every week instead of fortnightly, as earlier planned.

Individual interviews and focus group interviews

In mid-March 2012, a thirty-minute semi-structured interview was held separately with each of the nine classroom teachers in order to investigate their experiences and perspectives on the FBA process. In addition, there was one teacher focus group per school at this time which ran for up to 30 minutes. Focus groups allowed participants to discuss the extent to which school processes supported teachers when implementing FBA processes.

Thirty-minute semi-structured interviews of the senior staff and school principals were also held to investigate their perspectives on the implementation of the professional development program and the use of the FBA process in their classrooms and schools. To prevent any possibility of coercion in the individual and focus group interviews, these interviews were conducted by a graduate student in special education who was trained in the nature of the study and the content of the professional development program.

At the end of the study, data reporting on the conduct of the FBA process were collected from the participant teachers who provided permission. The data reports collected from several participants were varied, including functional behaviour interview forms, scatter plots, event recording and behaviour intervention plans.

3.5.3 Inter-observer checks

All classroom observations before, during and after the training program (N=45) were conducted by the researcher. One third of these observations (n=15) were also
simultaneously conducted by independent observers. These independent observer sessions were randomly selected. The researcher recorded the number of each observation session on a piece of paper, put them in a box and randomly picked fifteen sessions to be observed by the independent observers.

Two observers, who were trained prior to the classroom observations, assisted in this study. These observers had graduated with a Bachelor of Education degree and had teaching experience in Thai schools. Their training for this project started with reviewing and discussing the definition of each observation code (e.g., o = occurrence, n = non-occurrence) in the time sampling with the researcher by using a video. The videos were published by the Office of the Higher Education Commission, Ministry of Thailand as resources for Thai teachers to use. They showed classroom teaching with several students exhibiting behaviour problems that disturbed the classroom. The videos also showed several teacher actions that responded to the students who disturbed the classroom. Two 20-minute video sessions were used as a tool for the researcher to demonstrate coding to the observers. During this training, the researcher also clarified the definition of the target students’ behaviour and the technique of recording the code.

Each observer practised an observation in one classroom for six sessions. The classroom was located in an elementary school in Bangkok that did not participate in the main study. The target student and target behaviour were identified by the classroom teacher and the researcher. In the training sessions, the researcher and observers started by observing two class sessions together and later by observing four class sessions independently. The observers and the researcher sat at the back of the classroom. At the end of each observation session, the observers discussed the results with the researcher. Observers used an iPod and headphones to listen to a recorded signal every two minutes. At that time, they checked the behaviour of the target student and then recorded the occurrence or non-occurrence of the target behaviour of the student. At each interval, the observers were also required to observe and make a judgment about the teachers’ response to the target behaviour. The observers continued doing this until the end of 30 intervals.

To assess reliability, the researcher and the observers independently completed additional observation sessions (four sessions for inter-observer 1 and three sessions for
inter-observer 2). These observation sessions were conducted at the same school when running the observation training. Reliability coefficients were calculated by total coding agreements divided by total agreements plus disagreements multiplied by 100 (Alberto & Troutman, 2013). The reliability of the first observer was 88.33% and that of the second inter-observer was 93.78% (Appendix 13). In the study, these two observers were assigned to observe one school each for the main data collection phase.

3.6 Data analysis

According to the blended approach of this study, the units of analysis in this study were defined at two different levels. Level 1 (the micro level) comprised the class implementation sub-units. Level 2 (the macro level) comprised the school as the unit of analysis. Across these levels, there were three types of analysis (Figure 3.2). The first type was within-class implementation that focused on data from the individual teacher and target student. Each individual teacher’s data (sub-units) were embedded in a broader unit (the school). The second type of analysis was within-school analysis. Two units of study (two schools) were analysed at the individual school level. The third type of analysis was cross-school analysis. This focused on comparing and contrasting themes that emerged across the two schools. This study included both quantitative and qualitative data gathered from the field. The analysis process used for these two types of data is described below.

Figure 3.2 Three levels of analysis
3.6.1 Quantitative data analysis

The quantitative data in the present study were derived from two instruments; a time sampling and a rating scale. For analysing time sampling, the percentage of student target behaviour occurrence in each observation was graphed for visual inspection. For students, both target behaviours and positive behaviour, and percentages of occurrence, were calculated. The formula was (the number of occurrences / the total number of time intervals) x 100 (Alberto & Troutman, 2013). These percentages were plotted on a graph to show any trends in the students’ target behaviours and positive behaviours. These trends helped in comparison with the reported outcomes of the target students that were informed by the classroom teachers and other school staff members. For teacher behaviour, the percentage of each behaviour was calculated at the end of each observation. The formula was (the number of each behaviours / the total number of time intervals) x 100 (Alberto & Troutman, 2013). Then, the data were graphed to see whether the teacher’s actions were related to the target student’s behaviour. This assisted the researcher in analysing reported outcomes with the classroom teachers with respect to skills and perceived interactions with the target students.

For the rating scale that was used to observe teacher behaviour, the rating of each item on the scales was analysed for every teacher. Each scale item was scored: 0 = rarely, 1 = sometimes, 2 = often, 3 = consistently. The overall teacher index of behaviour was calculated for each teacher at every observation, and was then plotted on a graph for visual inspection. This assisted in analysing the level of teacher behaviour when they conducted FBA in their classroom. It also helped comparisons with interview data regarding implementation of the FBA process before, during and after attending the professional development program.

3.6.2 Qualitative data analysis

3.6.2.1 Data preparation

NVivo 10 software was used in this study. The data collected from observations (i.e., descriptive notes of observations and field notes) and school documents were organised into computer text files by the researcher and imported into NVivo 10. The data gathered from the individual interviews (n=28) and focus group interviews (n=2)
were transcribed from audio recordings by the researcher into computer text files. All personal identifiers were removed from the data transcripts. To verify the accuracy of transcripts, a second trained person who was a PhD candidate was employed as checker. Eleven transcripts were randomly selected by roles of participants and period of the interviews. These included ten transcripts from the 28 individual interviews and one transcript from the two focus group interviews. The researcher compared the 11 transcripts produced by the checker and the researcher in order to identify minor (misspelling) and major (misword) errors by using the compare/merge document function in Microsoft Word 2003. The formula to calculate the inter-rater agreement was \((\text{total agreements}/\text{total agreements} + \text{disagreements}) \times 100\) (Cohen et al., 2011). The agreement across raters was 98.28%. All interview transcripts were imported into NVivo 10.

### 3.6.2.2 Analytic process

This study employed the analytic process approach proposed by Hennink, Hutter and Bailey (2011). They argued that there is interplay between inductive and deductive reasoning in qualitative data analysis. This approach was adopted from the broad principles of grounded theory (Glaser & Strauss, 1967) which focuses on inductive strategies in analysis in which codes, categories, concepts and theory are derived from the data. However, this analytic process approach also involves the use of deductive strategies in analysis such as deductive code development, deductive data search and deductive analytic comparison. These combined strategies lead the researcher to be able to use both data from the participants (inductive reasoning) and data from the researcher (deductive reasoning). The constant comparative method of analysis (Glaser & Strauss, 1967) was employed as an analytic technique along the process. The constant comparative method of analysis is the process of interacting with the data by comparing and contrasting incident with incident. “Incident” could refer to codes versus codes and categories versus categories, as well as between the segmented data from each participant in order to investigate and clarify the meaning of the data (Corbin & Strauss, 2008).
**Stage 1: Preliminary code development and core stage of coding**

The researcher started with a deductive code development strategy by reviewing the literature, conceptual framework, research questions and instruments to generate a set of initial codes in NVivo 10. Later, an inductive strategy was used by reviewing randomly selected data (i.e., interviews and observation descriptive notes) which added codes (Creswell, 2012; Ryan & Bernard, 2003). The balance of deductive and inductive codes was assessed. A codebook was established in NVivo 10 in order to provide a reference for all codes in the study and to help the researcher and an independent coder to keep track when codes were changed along the study (Hennink et al., 2011).

The researcher started coding the rest of the data, which included interviews, observation descriptive notes, field notes and school documents. Data search strategies were applied in coding such as searching data by topic or subgroup (Hennink et al., 2011). This included both inductive and deductive data searches. During the process, the researcher also compared coded data between either deductive or inductive subgroups in order to investigate issues, meaning and explore links in the data. This process continued as a cyclical process until all data were segmented. The high degree of flexibility in NVivo facilitated this process (Bazeley & Jackson, 2013). This flexibility included recoding, reordering, redefinition and reconfiguration when necessary.

**Stage 2: The core stage of categorising and theming**

When all data were coded and segmented, categories that involved grouping codes were produced. A constant comparative method of analysis (Corbin & Strauss, 2008; Glaser & Strauss, 1967) was used to group codes into categories and to re-arrange segmented data under the emergent categories and to produce initial themes. Firstly, this stage focused on a micro/sub-unit level (individual classroom), which included data from nine teachers’ interviews and nine classroom observations. This was followed by a macro level/unit (school), which included data from all teachers and staff individual interviews and focus groups, as well as school documents and field notes.

All categories and initial themes in each level (micro and macro) were developed by the researcher. On the micro level, triangulation approaches by using multiple
sources and multiple methods were employed to establish the validity and reliability in this unit of analysis. On the macro level, all codes, categories and initial themes were checked for reliability by the independent coder (Guest, MacQueen, & Namey, 2012; Miles & Huberman, 1994). This process began with the researcher and an independent coder, who was a PhD candidate, working to develop codes, categories and themes together for four interviews from each school \((n=8)\), which were randomly selected. The research recorded the number of each interview on a piece of paper and grouped them into two schools and then participant roles. Thus, each school had two groups: a classroom teacher group and a senior staff group. In order to pick two interviews of School A from the pre-interview period (one from the classroom teacher group, one from senior staff), the researcher put pieces of paper representing the classroom teacher group in a box and randomly picked one. The researcher repeated this process again to randomly pick one interview from a group of senior staff. Then, the researcher repeated the step again to pick two interviews from the post-interview period, one from classroom teachers and another from senior staff. After obtaining four interviews from School A, the researcher repeated the same process for School B.

The researcher and the independent coder held discussions to reach agreement where there was a difference of opinion. After resolving disagreements, the two coders coded independently another randomly selected four interviews from each school and compared them to check the agreement rate. The inter-coder agreement rate was 86.67% (Appendix 14).

A strategy of data display formats, such as matrices, was then used by the researcher to enter the coded data (Miles & Huberman, 1994). This enabled the researcher to systematically organise and compress the data leading to a narrative report. Several functions in NVivo 10 such as case nodes, node classification (attributes values) and matrix coding query were used to facilitate the researcher in this process (Bazeley, 2013; Bazeley & Jackson, 2013). Examples of the analysis work in NVivo 10 are provided in Appendix 15. Finally, a brief individual report of each participant (level 1 of analysis) and a report on each school (level 2 of analysis) were developed from the data displays or matrix query. As recommended, using both qualitative and quantitative data can be another general strategy in analysing data, especially when relating the
outcomes (Yin, 2009). Therefore, at the stage of micro level analysis, the analysed quantitative data, which were time sampling (student outcomes) and rating scales (teacher outcomes), were included in the individual case reports.

3.6.3 Conceptualising data

After completing both quantitative and qualitative data analysis, as well as at multiple levels of units (i.e., micro level and macro levels), a cross school analysis (level 3 of analysis) was conducted by using a matrix of themes emerging across the two schools (Appendix 16). The matrix of themes was used to investigate the similarities and differences between the schools and this matrix informed the conclusions of the study (Miles & Huberman, 1994). Conceptualising the findings still involved interplay between inductive and deductive reasoning by focusing on existing theory and deriving inductive findings to develop new explanations and to refine the conceptual framework (Hennink et al., 2011).

3.7 Validity and reliability in the study

Rigorous research is necessary in order to be confident that the findings from a study are accurate and can be trusted, otherwise the study is worthless (Creswell, 2012; Robson, 2011). There are many types of validity and reliability. The terms validity and reliability are applied to both qualitative and quantitative methods. However, they have been addressed differently in various approaches (Cohen et al., 2011). Because this study employed a blended approach design that used both quantitative (a single case design) and qualitative methods (case study design), the definitions of validity and reliability from both paradigms were considered in this study to ensure that the quality of the study was maintained.

For the quantitative paradigm, definitions of validity and reliability are common and very clear for many scholars. Validity in the quantitative study refers to the accuracy, truthfulness and worth of a result from instruments being used (Robson, 2011). Validity indicates the degree to which instruments measure what they purport to measure. Fraenkel and Wallen (2006) referred to the term validity as “the appropriateness, meaningfulness, correctness, and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument” (p. 165).
Thus, to obtain accurate results and draw correct conclusions, the use of valid instruments is the key to ensuring the validity of the study. Reliability refers to the stability and consistency of results provided by instruments (Fraenkel & Wallen, 2006). Low reliability may result from several causes, including participant error (e.g., the health condition of the participants that may affect their ability when data collecting) and participant bias (e.g., participants want to help or please the interviewer by giving good and positive results to an interviewer). It may also include observer error (e.g., observers make the observations when they are tired) and observer bias (e.g., observers may consciously or unconsciously bias rating scales) (Robson, 2011). To avoid these threats, well-designed research that minimises the possibility of error and includes strategies such as inter-observer checks is needed.

In a qualitative paradigm, by its very nature, the definition of validity and reliability has multiple perspectives. Several scholars have questioned the definitions of validity and reliability in qualitative research. Some claim that validity cannot be found in qualitative research while there are many researchers who attempt to define it. The term validity is defined in different ways depending on the purposes and tradition of the research. For example, Wolcott (1990) tried to categorise the types of validity and claimed that validity is not a single or fixed concept. His position was premised on an understanding of validity which was more important than convincing others who judge the work of the criteria of validity. He also pointed out that validity was an ongoing process throughout the research. Maxwell (1992) also agreed with the importance of the concept of understanding and the on-going process of creating validity. However, he argued that defining types of validity in terms of procedure and approach was not the only way to achieve validity. Thus, he proposed the typology of five validities: descriptive validity, interpretive validity, theoretical validity, generalisability, and evaluative validity, the first three validities being central to qualitative research. However, Maxwell is one of the researchers who focused on the generalisation and values underpinning research in terms of validity. Validity is also defined by Mishler (1990). Although he agreed with previously mentioned researchers that validity or trustworthiness is a process and not a single or static measure, he clarified his position of validity as being opposite to that of Maxwell (1992). He explained that the typology of validity is uncomfortable as it is too strict in providing a set of rules to guide the
process of research. Moreover, he highlighted that the visibility of the research process was necessary in contributing validity to the work. This concept was similar to that of Anfara, Brown, and Mangione (2002), whose position of defining validity focuses on visibility or “public disclosure” (p. 30). They claimed that validity was not only about the criteria or standards but was also about the willingness of researchers to publicise their work to be judged. Cho and Trent (2006) also supported the concept of validity as “moving from an application of the criteria at the right time to a process of thinking out loud” (p. 327). More recently, Yin (2009) proposed four criteria for judging the quality of case study research: construct validity, internal validity, external validity, and reliability. Merriam (2009) suggested that researchers should consider three aspects: internal validity (credibility), reliability (consistency), and external validity (transferability). In summary, validity in a qualitative method is defined differently by different researchers. Therefore, validity is not a single or fixed concept but it can be defined depending on the purpose or nature of the research.

Table 3.7 presents the validity and reliability strategies for this study. According to Creswell and Plano Clark (2007), studies that employ two different approaches from different research paradigms must define and address the term validity from the point and context of the chosen methodologies. Because the blended approach combines case study design and single case design, the validity and reliability of both research methods were considered and addressed throughout the present research.

Validity in a case study design typically emphasises the construction of correct operational measures to avoid subjective judgment (Yin, 2009) and the ability to show agreement between data, results and inferences supported by the evidence (Cohen et al., 2011). Validity also highlights the possibility of generalisation by applying the study to other contexts or providing useful lessons learned from other studies (Merriam, 2009). On the other hand, single case study design focuses on the concepts of fidelity of implementation and social validity. The fidelity of implementation refers to whether the intervention follows the provided principal components (Gresham, 1989). Social validity pays attention to the intervention customer’s satisfaction with the program outcomes (Wolf, 1978). Social validity is an important condition for studies to show an awareness of the satisfaction of participants and the importance of context to
intervention programs in order to make findings meaningful and worthwhile.

Table 3.7 presents the types of validity and reliability checks that were addressed from both research methods and which were used to ensure the quality of the present study. There were five types in this study: construct validity, internal validity, reliability, external validity and social validity.

3.8 The relationship between research questions, data collection and data analysis

As stated at the beginning of the chapter, the worldview of Pragmatism was employed as a foundation of the research design in the present study. It focused on the consequences of studies and research questions as of primary importance in order to investigate the practical outcomes of studies. Table 3.8 presents the relationship between the research questions, data collection and data analysis regarding how the research questions were answered. According to the research questions in this study, different approaches to data collection and data analysis were selected to establish findings and to draw inferences of the study. This table also helps external reviewers to track the evidence of the study back from the findings of this study to data collection and research questions as suggested in one of the tactics in construct validity.
Table 3.7 Validity and reliability strategies used in the present study (Adapted from Yin, 2009)

<table>
<thead>
<tr>
<th>Types of validity and reliability</th>
<th>Implemented tactics</th>
<th>Phase of study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construct validity</strong></td>
<td>The employment of correct operational measures for the studied concepts (Yin, 2009)</td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td>Employing multiple sources of evidence to minimise possibility bias from subjective judgment and provide multiple measures of the one phenomenon</td>
<td>Research design</td>
</tr>
<tr>
<td></td>
<td>Establishing and maintaining the chain of evidence (Yin, 2009) for the external reviewers to track back the evidence of the study from inference, results, data analysis, data collection, research questions, the conceptual framework and purposes of the study</td>
<td>Data collection</td>
</tr>
<tr>
<td><strong>Internal validity</strong></td>
<td>Qual: the extent to which the results are close to the reality (Merriam, 2009)</td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td>Quant: the accuracy of a result by minimising all treads in the study (Robson, 2011)</td>
<td>Research design</td>
</tr>
<tr>
<td></td>
<td>Using triangulation by multiple sources and multiple methods to collect data and investigate the phenomenon to draw conclusions</td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td>Validating the instruments and materials by the experts to ensure the quality of the instruments in order to provide valid results from which to draw inferences.</td>
<td>Research design</td>
</tr>
<tr>
<td><strong>Reliability</strong></td>
<td>Qual: the process of study is consistent over time (Miles &amp; Huberman, 1994), and the inference is consistent with collected data (Meriam, 2009)</td>
<td>Data analysis</td>
</tr>
<tr>
<td></td>
<td>Quant: The consistency of the results provided by the instruments (Fraenkel &amp; Wallen, 2006)</td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td>Using inter-observers and finding inter reliability to ensure that the findings are consistent</td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td>Employing a different interviewer to conduct interviews at the end of professional development in order to avoid participants’ bias due to the fact that the researcher was the one who conducted the program</td>
<td>Data analysis</td>
</tr>
<tr>
<td></td>
<td>Using inter-coders to establish the reliability of the coding process.</td>
<td>Data collection</td>
</tr>
<tr>
<td><strong>External validity</strong></td>
<td>Qual: findings can be applied to other situations (Yin, 2009) or there is something to learn from (Merriam, 2009)</td>
<td>Research design</td>
</tr>
<tr>
<td></td>
<td>Establishing replication logic (Yin, 2009) by using multiple units of study since the design, data collection and analysis phases.</td>
<td>Data collection</td>
</tr>
<tr>
<td><strong>Social validity</strong></td>
<td>The acceptance of participants into the program or intervention (Wolf, 1978).</td>
<td>Data collection</td>
</tr>
<tr>
<td></td>
<td>Interviewing the participants about the professional development program and the process of FBA to see if they perceived them as an acceptable program and process to use in their contexts</td>
<td>Data analysis</td>
</tr>
</tbody>
</table>
Table 3.8 The relationship between research questions, data collection and data analysis

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data sources</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the reported outcomes of a professional development program in FBA for selected elementary schools in Thailand?</td>
<td>Individual interview, Classroom observations</td>
<td>Coding &amp; Themes, Visual inspection</td>
</tr>
<tr>
<td>1.1 What are the reported outcomes for the classroom teachers who participated in the professional development program?</td>
<td>Individual interview, Classroom observations</td>
<td>Coding &amp; Themes, Visual inspection</td>
</tr>
<tr>
<td>1.2 What are the reported outcomes for school principals and head teachers following the professional development program?</td>
<td>Individual interview</td>
<td>Coding &amp; Themes</td>
</tr>
<tr>
<td>2. What processes were associated with the reported outcomes in the study?</td>
<td>Individual interview, Classroom observations, Documentation</td>
<td>Coding &amp; Themes, Visual inspection</td>
</tr>
<tr>
<td>2.1 How did the classroom teachers manage the time required to implement an FBA process in their classrooms?</td>
<td>Individual interview, Classroom observations</td>
<td>Coding &amp; Themes, Visual inspection</td>
</tr>
<tr>
<td>2.2 Were there obstacles to implementing an FBA process as perceived by the classroom teachers and other school staff? If so, how were these overcome?</td>
<td>Individual interview, Focus group interview, Classroom observations</td>
<td>Coding &amp; Themes, Visual inspection</td>
</tr>
<tr>
<td>2.3 What school processes, if any, facilitated the outcomes reported by the classroom teachers, school principals and head teachers?</td>
<td>Individual interview, Focus group interview, Classroom observations, School observations, School Documentation</td>
<td>Coding &amp; Themes</td>
</tr>
</tbody>
</table>

3.9 Summary

This chapter outlined the methodology used in this study. To accomplish the study’s goals and answer the research questions, a blended approach to research design was established from two traditional research methodologies: case study and single subject designs. Using this design, the researcher developed and verified the research instruments and materials. Two different types of Thai elementary schools and an intact group of participants from each school were invited to participate. Data collection was conducted in three stages; before, during and after the professional development program. When all data were collected, the analysis process focused on multiple levels of analysis; within-case analysis and cross-case analysis. The findings of the study are reported in subsequent chapters.
CHAPTER 4
RESULTS: INDIVIDUAL CLASSROOMS

The next two chapters present the findings of the study. Consistent with the guiding model and three levels of data analysis, the results chapters report from the smallest unit of study (classroom) to the largest unit of study (school) and then compare these units. Figure 4.1 illustrates the results of the study from a micro level to a macro level by considering the interactive context for each unit of study.

Class level implementation is the unit of analysis in Chapter 4. This chapter presents an individual report on each classroom. The summary of observed outcomes for each classroom is provided in the first section. In each individual report that appears later in this chapter, key findings are followed by descriptive information for each teacher and their target students, as well as the classroom context. Whole classroom practices and the teacher’s experience in using the FBA process with the target student
prior to and after the professional development program are reported with multiple sources of data. The teachers’ reported outcomes and the observed classroom outcomes of the target students are described, and teachers’ reported changes in understanding and attitudes toward positive behaviour support are provided. At the end of the chapter, a brief comparison of each classroom implementation is presented.

4.1 Individual classroom reports

This section presents individual classroom reports for each classroom from School A and School B. It focuses on class implementation of FBA by the teacher participants with the target students and the whole class. Table 4.1 presents the summary of observed outcomes for each class implementation based on two measurements, the rating scales and time sampling.

The rating scales (Appendix 8) address three areas in behaviour management: whole class practice, the target behaviour, and using the FBA protocol. In Table 4.1, each area from the rating scales displays the observed outcomes in three time periods: prior to, during and after the professional development program. A higher percentage in each of the rating scales indicates increased implementation, while a lower percentage number indicates decreased implementation. Thus, percentage increases indicate that the implementation in that area gained momentum over time.

For the time sampling data (Appendix 8), the observed outcomes of the teacher response to the target students and of the target students’ target behaviour have been presented in graphs showing data prior to, during and after the professional development program. In the area of teacher action with the target students, each graph shows the trend of increasing or decreasing percentages of each type of action: pre-correction (providing expected behaviour), reinforcement (providing positive feedback on appropriate behaviour), correction (addressing target behaviour and delivery of negative consequences), supervision (moving around to look after the student), and no interaction (ignoring the target behaviour). A higher percentage number of each teacher action type indicates a higher level of action in response to the target behaviour. In relation to target students, each graph presents the percentage of occurrences of the target behaviour. A decreasing trend indicates that the frequency of the target behaviour reduced over time.
Table 4.1 Summary of observed outcomes for class implementation

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Teachers’ outcomes: Behaviour Management Approach</th>
<th>Time sampling</th>
<th>Target student’s outcomes: the occurrence of target behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Whole class practice (%)</td>
<td>With target student (%)</td>
<td>Use of specific FBA tools (%)</td>
</tr>
<tr>
<td></td>
<td>Prior</td>
<td>During</td>
<td>After</td>
</tr>
<tr>
<td>1</td>
<td>83</td>
<td>83</td>
<td>92</td>
</tr>
<tr>
<td>2</td>
<td>67</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
<td>75</td>
<td>79</td>
</tr>
<tr>
<td>4</td>
<td>67</td>
<td>71</td>
<td>75</td>
</tr>
</tbody>
</table>

* pre-correction, reinforcement, correction, supervision, no interaction
Table 4.1 (continued)

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Teachers' outcomes: Behaviour Management Approach</th>
<th>Target student's outcomes: the occurrence of target behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rating scales (5 data points)</td>
<td>Time sampling (Time sampling: 150 data points)</td>
</tr>
<tr>
<td></td>
<td>Whole class practice (%)</td>
<td>With target student (%)</td>
</tr>
<tr>
<td></td>
<td>Prior</td>
<td>During</td>
</tr>
<tr>
<td>6</td>
<td>83</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>67</td>
</tr>
<tr>
<td>8</td>
<td>75</td>
<td>96</td>
</tr>
<tr>
<td>9</td>
<td>67</td>
<td>83</td>
</tr>
</tbody>
</table>

* pre-correction, reinforcement, correction, supervision, no interaction
4.2 Unit of analysis: Classroom 1

4.2.1. Key findings

Before the training program, the classroom teacher was observed using both positive and reactive approaches to manage the whole classroom. A higher incidence of preventative approaches was observed after the training. The target student behaviour was looking outside the class during the lesson. The teacher reported that she had no time to use the FBA process due to her workload. However, she did employ some preventative and intervention approaches for the target student during and after the training program. Consistent with other data, she claimed that the student could increase his time engagement. She stated that her understanding of dealing with the target student was changed to considering herself and the class environment as a priority that may influence students’ behaviour.

4.2.2 Background of participants

Classroom teacher: Mrs. Tracy

Mrs. Tracy was a classroom teacher in Grade 1 at School A. She graduated with a Bachelor of Education, majoring in home economics, and had no training in special education. Mrs. Tracy had been teaching for seven years, including five years at this school. She was also assigned to be a coordinator teacher between classroom teachers in Grade 1 and the school administration team.

Target student: Tom

Tom was a seven-year-old boy at the time of the study. He had not been formally diagnosed for special needs. However, the teacher reported her concerns about Tom’s issues including his lack of communication and social skills. He easily lost attention during lessons, and as a result was usually off-task and unable to finish tasks. Tom obtained a total difficulties SDQ score of 16, which is in the band of ‘borderline group’ in the Thai validation of the SDQ (Woerner et al., 2011) (see details of Tom’s SDQ score in Appendix 17).
4.2.3 Classroom ecology

This inclusive class had two classroom teachers with 25 students, one of whom was formally identified with special needs by a medical professional. The classroom arrangement was in three main sections (Figure 4.2). The class activities were usually conducted in the centre area and all students sat on the floor, except for individual tasks when some students moved to work at their desks. Because the classroom was open-plan (no door), it was observed that noise came from three other classrooms nearby, which were on the same floor.

![Diagram of Classroom 1](image)

**Figure 4.2 The arrangement of Classroom 1**

4.2.4 Interaction in Classroom 1 related to the professional development program

4.2.4.1 Teacher’s classroom management for the whole class

*Prior to the professional development program*

Classroom observations showed that Mrs. Tracy conducted a lesson by encouraging the students to actively participate. In one lesson, several types of activities were conducted such as reviewing the lesson by group activities, teaching the new content and finishing with group tasks. Mrs. Tracy was observed to use several techniques to manage the students. These included getting attention from the students with verbal tactics (e.g., “clap your hands five times”), verbally
reinforcing well-behaved students, verbal warnings (e.g., “someone is talking”) and writing the student’s name down on the blackboard to warn them (Observation Note 1). During tasks, she provided supervision to her students and always reminded them about the time. It was observed that most students could follow and participate in the lesson while some of them were distracted by the noise outside. Overall, Mrs. Tracy managed the whole class using both positive and reactive approaches to manage the whole class.

During and after the professional development program

A range of class activities to engage the students actively was noted in the observation data. Mrs. Tracy continued using the positive reinforcement strategy and had included several more preventative techniques in her whole class management. The approach that she began using was informing her behaviour expectations or skills needed in the lesson to the students (Observation Note 2). Moreover, when doing a group activity, she started using a group contingency strategy (Observation Note 3) as well as sharing more power with the students by providing them choices to select a group to work with (Observation Note 4). When there were misbehaving students, the teacher gave a clear consequence by giving verbal reminders and if the behaviour happened again, she would use a cost-and-response technique with the students by implementing demerit group points. The students were observed to be well behaved after being reminded. However, noise from outside the classroom meant some students lost their attention during the lesson (Observation Note 5). Data from rating scales (Table 4.1 and Figure 4.3) showed an increase in the use of the preventative and intervention strategies and consistency with her practice, which led to a small increase in the proportion of students participating in the lessons (prior = 83%, during = 83%, after = 92%). In brief, Mrs. Tracy increased her preventative strategies in her classroom while the physical arrangement issue (noise) was still a factor in distracting the students’ attention.
Prior to the professional development

- Teacher’s behaviour management strategies

The selected target behaviour was looking outside during the lesson. Mrs. Tracy said that her strategies included positive reinforcement when Tom could pay attention to the lesson, re-directing Tom’s attention and providing close supervision during an individual task. In the first observation session, Tom sat at the back of the students’ rows near the window. As with the interview data, it was observed that Mrs. Tracy would call his name to get his attention and re-engage him with the activity when she noticed that he was looking outside. She reported that there was no specific intervention or behaviour recording system. She usually observed Tom’s behaviour and checked with his parents about the behaviour issues as well as sometimes jotting down a short note in her daily class journal.

- Parent involvement

Mrs. Tracy reported that she had discussed her concerns with Tom’s parents, and that they shared her concern and were willing to share information with her. Mrs. Tracy said that Tom’s parents kept communicating with her as well as providing good support.
During and after the professional development program

- Teacher’s behaviour management strategies

Mrs. Tracy reported that due to her extra duty, she had no time to conduct the FBA process. However, she did employ some strategies from the training program to assist in Tom’s class engagement. She reported that she prepared the class environment in order to reduce any triggers that may distract Tom’s attention. For example, she always checked that the room was kept clean without food left on the desks to prevent any flies from distracting Tom during the lesson. The classroom observations showed that she moved Tom to sit in front and included more game activities in the lesson (Observation Note 5). She also started using story time with Tom by telling a story from a book in order to practise his listening and communication skills (Interview 2).

Due to Mrs. Tracy not employing the FBA process but still using a class daily journal to record behaviour, the rating scales (Table 4.1) showed no change in the use of FBA protocols. However, Table 4.1 and Figure 4.4 show increasing percentages in the use of both preventative and intervention strategies with the target student (prior = 50%, during = 57%, after = 75%). Data from time sampling showed that her pre-correction increased from 3% to 10%, while her supervision decreased from 43% to 20% at the last observation session (Table 4.1). In summary, the teacher had used several preventative and intervention approaches to decrease some potential triggers and increase Toms’ engagement time.

- Parent involvement

Mrs. Tracy reported that Tom’s parents continued to support her. For example, the parents told the teacher about reducing TV or DVD time for Tom and replacing it with story time. The teacher received regular progress reports about Tom’s behaviour from them.
Figure 4.4 Rating scales outcomes from Mrs. Tracy with the target student

- **Outcomes for the target student behaviour**

From the interview data, Mrs. Tracy said even though Tom still lost attention in some lessons, he had increased his engagement especially at story time. She said that, at the beginning, Tom could only pay attention to a storybook for one page but was able to read a whole book by the end of the intervention. Moreover, it was reported that he now had more verbal interaction with the teacher as well as being able to communicate to his parents what the teacher told him. Similarly, the time sampling data showed that the occurrence of the target behaviour decreased from 30% to 17% at the last observation session (Table 4.1).

**4.2.2.3 Teacher’s changes in understanding and attitudes**

*Prior to the professional development*

- **Teacher’s understanding of positive behaviour support**

Mrs. Tracy was able to explain the form and context of behaviour problems by using Tom’s behaviour as an example. She believed that Tom’s excessive TV watching at home was a main cause for his behaviour issues. She stated that she was unsure about the techniques for dealing with students with special needs because she had no background knowledge in special education.

- **Teacher’s attitude when dealing with the target student**

Mrs. Tracy expressed that she was not worried about dealing with the target student. However, she felt that she was uncertain about what approaches to
employ to assist in shaping Tom’s behaviour.

*After the professional development*

- Teacher’s understanding of positive behaviour support

  Mrs. Tracy reported that she had more understanding with these students and how to deal with them by examining the surrounding context such as class environment or teaching approaches to find if it suited the target student, including adjusting the context of lessons and class environment to help the student.

- Teacher’s attitude when dealing with the target student

  Mrs. Tracy expressed that because her understanding of the target student had increased, she now felt calmer when the student misbehaved.

  “I feel calmer than before. I was hardly able to do it so far but now I could control my temper when dealing with his behaviour. I feel that my emotional self-control has increased and I have more understanding about the nature of the children who have special needs.” (Interview 2)

4.3 Unit of analysis: Classroom 2

4.3.1. Key findings

  In the beginning, classroom observations showed that the classroom teacher used positive and reactive approaches to manage the whole classroom and increased her supervision of the students after the training. The target behaviour of the student was being unable to wait for the class to finish without becoming disruptive. The teacher reported that she conducted FBA and employed several strategies such as a behaviour contract and providing favourite activities with the target student. Consistent with other data, she claimed that the student was no longer disruptive in the class and could stay in the seat with the task that he loved. She said that her stress and feeling discouraged when dealing with the target student had diminished and that she had more understanding of the student.
4.3.2. Background of participants

Classroom teacher: Miss Amy

Miss Amy was a classroom teacher in Grade 2 at School A. She graduated with a Bachelor of Arts, majoring in Thai language, and a Graduate Certificate in Education. For special education training, she had once completed short-course training about Individual Education Plans (IEPs). Miss Amy had been teaching in a public school for six months and then moved to School A six years ago. Her extra duty was as a coordinator teacher of classroom teachers in Grade 2.

Target student: Joe

Joe was an eight-year-old boy at the time of the study. He was formally diagnosed by a child psychiatrist as having ADHD. Miss Amy reported that Joe’s behaviour of concern was being unable to wait for things, failure to follow the class rules as well as physically bullying others when he got angry. Joe obtained a total difficulties SDQ score of 20, which is in the band of “abnormal group” in Thai SDQ (see details of Joe’s SDQ score in Appendix 17).

4.3.3. Classroom ecology

This inclusive class had two classroom teachers with 23 students, Joe was the only one of whom was formally identified with special needs. The classroom arrangement was described in three main sections (Figure 4.5). The class activities were usually conducted in the centre area and all students sat on the floor, except for individual tasks when some students moved to work at their desks. Because the classroom was open plan, it was observed that loud noise came from other classrooms nearby in the beginning of lessons and later decreased.
4.3.4 Interaction in Classroom 2 related to the professional development program

4.3.4.1 Teacher’s classroom management for the whole class

Prior to the professional development program

Miss Amy was observed to conduct a lesson by encouraging the students to actively participate. Classroom observations showed that she employed several strategies to manage the whole class. She used positive reinforcement for well-behaved students by giving a star symbol while correcting misbehaving students by giving a worm symbol on a board. During the lesson, if there were students who started disrupting the class, she would use verbal warnings (e.g., “excuse me”). In the observation session, the majority of students were noisy when they were doing a task. As a result, the teacher increased the number of tasks to all students and the students then became quiet while doing their tasks. The teacher provided close supervision to the students who needed more support in academic areas but rarely gave individual supervision to others. The teacher was observed to provide class transition support by informing students of the next activity. Overall, the teacher managed the whole class by using positive reinforcement and reactive approaches.

During and after the professional development program

Observation data showed that Miss Amy frequently used strategies such as verbal warnings, positive reinforcement and getting attention techniques (e.g., “clap your hands two times”) to manage her whole class. She provided clear
consequences to students who misbehaved. These included time out (Observation Note 4) and increasing work time after school for those students (Observation Note 5). Miss Amy was observed to increase her supervision to all students during the task time. However, when the students finished their tasks, there was no activity or a recess area for them; consequently most of the students were walking around the rooms or went outside the class when waiting for the signal of class transition from the teacher who was supervising other students (Observation Note 4). Data from rating scales (Table 4.1 and Figure 4.6) showed an increase in the use of the preventative and intervention strategies and the majority of the students could participate in the activities (prior = 66%, during = 83%, after = 83%). In brief, Miss Amy was observed to use several techniques to manage the class including positive approaches and clear consequences to the students who misbehaved, while there were still some remaining issues in whole class management.

![Figure 4.6 Rating scales outcomes in whole classroom practices of Miss Amy](image)

**4.3.4.2 Teacher’s behaviour management and FBA with the target student**

*Prior to the professional development*

*Teacher’s behaviour management strategies*

The selected target behaviour was being unable to wait for the class to finish and walking to get things from the teacher’s desk during the class. Miss Amy claimed that because the effect of his medicine for ADHD had worn off, Joe then
did not want to sit properly. She reported that her strategy was using verbal reminders to Joe when she found that he was trying to get her belongings or his medicine from her desk. Her preventative strategy was to lock the entire desk and remove all sharp objects such as cutters and scissors because Joe might try to get them. It was observed that Miss Amy tended to ignore Joe’s behaviour as long as it did not affect or disrupt others. She reported that there was no specific intervention or behaviour recording system. She usually observed Joe’s behaviour and sometimes jotted down a short note in her class daily journal.

- **Parent involvement**

Miss Amy reported that Joe’s parents always kept in communication with her as well as sharing behaviour progress and providing good support. The teacher also said that Joe’s parents initially were unaccepting of Joe’s special needs until those needs were officially identified by the child psychiatrist. After this they provided good cooperation with the teacher by acting as mediators between Miss Amy and the medical professional.

**During and after the professional development program**

- **Teacher’s behaviour management strategies**

Miss Amy reported that she conducted the FBA process after the first session of professional development. From her FBA data, she planned several strategies. The first strategy was using a behaviour contract to ask Joe to sit properly after finishing a task for five minutes and if he could do this he would get to listen to his favorite song from the teacher’s iPod. After implementing this strategy, she reported that the target behaviour still occurred. Joe’s parents explained to her that he was very interested in handcrafted materials. As a result, Miss Amy then developed another plan to provide a handcraft activity that he liked after finishing his work task, as well as reinforcing him when he was working on and completing the handcrafted product. The rating scales (Table 4.1) also showed variable use of several FBA tools such as ABC and scatter plots (prior = 25%, during = 62%, after = 50%). Table 4.1 and Figure 4.7 show increasing use of both preventative and intervention strategies with the target
student (prior = 37%, during = 68%, after = 81%). Data from time sampling showed that her reinforcement and supervision increased from 3% to 10% and from 46% to 20%, respectively (Table 4.1). In conclusion, the teacher shifted from reactive strategies to planning a positive intervention.

![Graph showing rating scale outcomes](image)

Figure 4.7 Rating scales outcomes for Miss Amy with the target student

- **Parent involvement**

  Miss Amy reported that due to the cooperation of Joe’s parents, she could find more effective ways to assist Joe’s behaviour. The parents still continued to support her as mediators between Miss Amy and the medical professional.

- **Outcomes for the target student behaviour**

  Miss Amy reported that Joe could consistently remain seated and do the handcraft activity after finishing individual tasks. This was consistent with the observation data indicating that he had reduced levels of walking around and trying to get the teacher’s belongings as well as increased sitting properly to do the handcraft work. Similarly, the time sampling data showed that the occurrence of the target behaviour decreased from 47% to 7% (Table 4.1).

**4.3.4.3 Teacher’s changes in understanding and attitudes**

*Prior to the professional development*

- **Teacher’s understanding of positive behaviour support**
Miss Amy reported that her approaches to manage Joe’s behaviour were reactive and focused on daily problem solving. Before Joe was diagnosed and received medication she did employ several authoritarian strategies including punishment (e.g., restraining Joe on the chair) to stop the behaviour problems. After receiving the medication, she said that this intervention seemed to be an effective way to help Joe’s behaviour. However, when the effects of his medication wore off (e.g., before lunch time), she knew that she should find another approach to stop Joe’s problem behaviour.

- **Teacher’s attitude when dealing with the target student**

Miss Amy expressed her stress, exhaustion and discouragement when dealing with Joe’s behaviour. She was unsure whether the approaches that she used were appropriate for the student.

> “I was very discouraged. I felt like I needed to face behaviour problems over and over again. Every morning I asked myself what problems would I face each day and how to deal with them. For this reason, it made me not have enough time to assist other students’ needs.” (Interview 2)

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**After the professional development**

- **Teacher’s understanding of positive behaviour support**

Miss Amy pointed out that using preventative strategies meant that the student could share power in the intervention (e.g., a behaviour contract). She stated that she and Joe had a better understanding of each other as well as a clearer direction to discuss with Joe when he displayed behaviour problems. She also reported that to stop the behaviour problem, finding the student’s interest could help.

- **Teacher’s attitude when dealing with the target student**

Miss Amy expressed that she felt relaxed and overcame her exhaustion because she could find effective and positive approaches to help Joe stay in his
seat when his medication was ineffective. She said that she used to be a hot-tempered person and reacted to Joe’s behaviour problems with excessive approaches, but now she had more understanding of Joe’s behaviour and felt calmer when using positive approaches.

4.4 Unit of analysis: Classroom 3

4.4.1. Key findings

Classroom observations showed that the classroom teacher had employed several positive and reactive strategies to manage the whole class and increased a few preventative strategies after the training. The target student behaviour was imitating animal actions during the lesson. The teacher reported that she conducted FBA and employed one main intervention strategy from the training program. The teacher reported that the target behaviour decreased, but still occasionally occurred. Observation data indicated that the target behaviour increased in the last session. The teacher reported that she was not worried about dealing with the target student from the beginning. She believed that, consistent with her belief in Buddhism, she could earn merit by supporting her target student.

4.4.2 Background of participants

Classroom teacher: Miss Penny

Miss Penny was a classroom teacher in Grade 2 at School A. She graduated with a Bachelor degree in Science and currently was studying a Graduate Diploma program in Teaching Profession and a Master’s degree in Curriculum and Teaching. She had completed a special education short course training program. She had five years of teaching experience: two years in a public school and three years at School A.

Target student: Pete

Pete was an 8-year-old boy in Grade 2. He had not been formally diagnosed with special needs. However, the teacher reported her concern about Pete’s issues
including easily losing attention, expressing inappropriate anger and imitating animal actions. Pete obtained a total difficulties SDQ score of 26, which is in the band of ‘abnormal group’ in Thai SDQ (see details of Pete’s SDQ score in Appendix 17).

### 4.4.3. Classroom ecology

This inclusive class had two classroom teachers with 21 students. Pete was the only student in the class to be formally diagnosed with special needs by the child psychiatrist. The classroom arrangement comprised three main sections (Figure 4.8). Class activities were conducted in the centre of the classroom. Students sat on the floor and faced the window side, except for task time when some students moved to work at their desks. This open-plan classroom was observed to have loud noise coming from other classrooms nearby, especially during individual tasks.

![Figure 4.8 The arrangement of Classroom 3](image)

1 = Teaching and learning area  
2 = Teacher’s desk area  
3 = Storage area

### 4.4.4 Interaction in Classroom 3 related to the professional development program

#### 4.4.4.1 Teacher’s classroom management for the whole class

Prior to the professional development program

Classroom observations showed that Miss Penny used activities such as
games to engage the students in the lessons. After these activities, the students were assigned to do their own tasks. Miss Penny employed several strategies to manage the whole class. It was observed that she provided verbal reinforcement to the students who could follow the class rules or interacted well with the lesson. When some students made disrupting noise during the activity, the teacher reacted by using verbal reminders or calling the student’s name to answer the lesson questions, by becoming silent and stopping explaining, or by informing the students that she would increase the difficulty of the task. These responses could lead the students to become quiet and pay attention to lessons (Observation Note 1). When transitioning to individual tasks, the teacher used questions to ensure all students were ready. Most students were lying down on the floor and did the task. Overall, the teacher used a range of positive and reactive approaches to control class behaviour.

During and after the professional development

Miss Penny was observed using her strategies to correct the students who misbehaved. A negative consequence (e.g., timeout) was also used to manage the whole class. She prepared her students by informing them of her behaviour expectations (e.g., “if you are not ready, I will not start”) (Observation Note 5). The observation data found that after Miss Penny assigned the individual task to the students, she would sit at her desk and do her own tasks. Most students were working on the floor in a group while some students went to ask her a question regarding the task (Observation Note 3). She often used questions to check the work progress with the students and informed the class about transitions to the next activity. Data from rating scales (Table 4.1 and Figure 4.9) showed a slight increase in the use of the preventative and intervention strategies (prior = 75%, during = 75%, after = 79%). In summary, Miss Penny employed reactive strategies to manage the whole class and increased a few preventative strategies such as clarifying behaviour expectations. However, she tended to provide advice to the students who felt they needed it and came to ask her.
4.4.4.2 Teacher’s behaviour management and FBA with the target student

Prior to the professional development

- Teacher’s behaviour management strategies

The selected target behaviour was imitating animal actions during the lessons. Miss Penny reported that Pete often lost attention during the lessons and began to play by using his hands to act out animals such as fish or birds. She said that her strategies included verbal reminders to get his attention and prompted him to engage with the activities or continue his work as well as getting him to work closely with her. She reported the use of verbal reinforcement when he could pay attention to the lesson and claimed that Pete was motivated by this strategy.

Classroom observations found that the target student sat at the back of the students’ rows. When Pete was losing attention and started playing, the teacher would call his name but not every time the target behaviour occurred (Observation Note 1). She reported that there was no specific intervention or behaviour recording system. She usually observed Pete’s behaviour and sometimes jotted down a short note in her class daily journal.

- Parent involvement

Miss Penny reported that Pete’s parents accepted their child’s behaviour and told the teacher that they did not hold high expectations that their child needed to
behave perfectly. The parents provided support by sharing information with the teacher.

**During and after the professional development program**

- **Teacher’s behaviour management strategies**

From the document data, Miss Penny did complete the FBA protocols that were assigned after the first session of the professional development. She said that she employed a behaviour contract by discussing with Pete the behaviour expectations during the lesson and the consequences of inappropriate and appropriate behaviours. Similar to the observation data, she also reported that she moved Pete to sit on the chair near the teacher during activity time as well as modifying the amount of workload for Pete to be less than others. However, the classroom observation showed that, when Pete displayed the target behaviour, the teacher sometimes continued to call his name to get his attention and ignored the behaviour when it did not affect the class. She also did not remind him about the behaviour contract or her behaviour expectations (Observation Notes 3, 4 and 5). She reported that she had no time to record the FBA protocol during school time but she sometimes noted it and completed the forms at home during the weekend. The rating scales (Table 4.1) also showed an increase in the use of several FBA tools such as scatter plots while conducting the FBA process but these were discontinued after the intervention (prior = 25%, during = 46%, after = 25%). Table 4.1 and Figure 4.10 show slight increases in percentages for the use of both preventative and intervention strategies with the target student during the training program, and a slight decrease after the program (prior = 44%, during = 59%, after = 56%). Data from time sampling showed that her supervision both decreased and increased during several observation sessions but at the last session it increased (Table 4.1). To sum up, the teacher tried to employ the strategies learnt from the training program. However, it was observed that she kept using her own approaches that she was familiar with and did not consistently use her pre-planned intervention strategies with the target student.
Figure 4.10 Rating scales outcomes for Miss Penny with the target student

- **Parent involvement**

Miss Penny claimed that Pete’s parents had supported her to improve his behaviour by taking him to attend meditation and religious activities as well as keeping communication with her.

- **Outcomes for the target student behaviour**

Miss Penny reported that Pete displayed less of the target behaviour, but it still occasionally occurred so she had to remind him when it did. This was consistent with the observation data that Pete sometimes was off-task and started imitating animal actions for a while and the teacher then called his name. The time sampling data showed that the occurrence of the target behaviour increased at the last observation session from 20% to 23% (Table 4.1).

**4.4.4.3 Teacher’s changes in understanding and attitudes**

**Prior to the professional development**

- **Teacher’s understanding of positive behaviour support**

Miss Penny was able to explain the form and context of behaviour problems by using Pete’s behaviour as an example. She also believed that parenting at home was a cause for his behaviour issues. She also explained that another reason for Pete’s misbehaviour may be that he would pay less attention to activities that he
did not like.

- **Teacher’s attitude when dealing with the target student**

She expressed that she was not worried dealing with the target student because she had experienced many students with special needs and she believed that two classroom teachers in the class could help each other to deal with the target student.

“I don’t think dealing with the target student is a problem for me because there are not so many students with additional supports in my class. It is usually just one or two students.” (Interview 1)

**After the professional development**

- **Teacher’s understanding of positive behaviour support**

Miss Penny explained that peers could be another factor that influenced the behaviour problems of Pete. She also reported that because children have their own developmental stage, we should not always compare them with their peers.

- **Teacher’s attitude when dealing with the target student**

Miss Penny expressed that she was glad to have a chance to assist the target student in improving the behaviour. She could make Buddhist merit from her assistance.

“There may be about one or two students (with special needs). I like to see them have an improvement.”

(Interview 2)

**4.5 Unit of analysis: Classroom 4**

**4.5.1 Key findings**

The classroom teacher was observed to include more positive and preventative intervention approaches to manage the whole classroom after the training. The selected target behaviour of the student was not sitting properly and
crawling during the classroom activity. The teacher reported that she conducted FBA and employed several preventative and intervention approaches with the target student. Consistent with other data, time sampling showed a decrease in the target behaviour. The teacher stated that the prevention of behaviour problems was important when dealing with students with behaviour support needs.

### 4.5.2 Background of participants

#### Classroom teacher: Miss Fiona

Miss Fiona was a classroom teacher in Grade 2 at School A. She had a Bachelor degree in Education, majoring in home economics. Miss Fiona had been teaching for four years at this school and had no special education training.

#### Target student: Ricky

Ricky was an 8-year-old boy in Grade 2. He was formally identified by a qualified child psychiatrist as having Autism Spectrum Disorder. Miss Fiona reported that Ricky’s behaviour of concern was crawling during class activity, imitating inappropriate behaviour from friends and being off-task. Ricky obtained a total difficulties SDQ score of 14, which is in the band of “borderline group” in Thai SDQ (see details of Ricky’s SDQ score in Appendix 17).

### 4.5.3 Classroom ecology

This inclusive class had two classroom teachers with 21 students and Ricky was the only one who had been medically identified with special needs. The classroom arrangement involved four main sections (Figure 4.11). The class activities were conducted in the centre area of the classroom. All students sat on the floor and faced the blackboard side near the room entrance, except during individual tasks when some students moved to work at their desks. Because the classroom was an open-plan, it was observed that loud noise came from other nearby classrooms, especially during individual tasks. Moreover, the volume of the teacher’s voice during teaching was low.
4.5.4 Interaction in Classroom 4 related to the professional development program

4.5.4.1 Teacher’s classroom management for the whole class

Prior to the professional development program

Observational data indicated that Miss Fiona conducted activities to encourage the students to interact with her lesson by using a question–answer tactic as well as a real-life sample shown to the students to illustrate the content. Her classroom management approaches for the whole class included several strategies such as calling the student’s name to answer the question, verbal reinforcement and rewarding the student after answering her lesson questions. When there was a student misbehaving, the teacher used verbal reminders or wrote down the first letter of his/her name on the board to warn that student. Then she stated that the student would lose a chance to be rewarded, if he/she still misbehaved. The students generally became well behaved when Miss Fiona said this (Observation Note 1). However, it was observed that there were some students often losing attention during the activity and talking with peers, especially near the end of the activity. After the activity, the students were assigned to work on an individual task. Some students went to work at a desk while some worked on the floor and often talked with peers (Observation Note 1). The teacher was at her desk and used verbal reminders to the students who talked
with peers instead of working. Overall, the teacher employed several positive and reactive strategies to manage the classroom.

*During and after the professional development*

Classroom observations showed that the teacher included movement activities to get the students’ attention and engagement. She also continued her strategies such as verbal reminders, verbal reinforcement and using non-verbal signs to get students’ attention. In addition, she reported that she used a token economy system with the whole class. Similarly, 21 tree figures were placed on the board in the classroom and each student would receive each part of the tree to stick on their own figure when they were well behaved. She reported that this strategy was effective for some students, but not all. This was consistent with the observation data that there were still some students who talked or disrupted the class during the class activity. The teachers also informed students of class transitions to prepare them for the ensuing activities (Observation Note 3). Data from rating scales (Table 4.1 and Figure 4.12) showed an increase in the use of the preventative and intervention strategies and the majority of the students could participate in the lesson (prior = 67%, during = 71%, after = 75%). In summary, Miss Fiona included more preventative and intervention strategies than reactive approaches to manage the whole class.

![Figure 4.12 Rating scales outcomes in whole class practices of Miss Fiona](image-url)
4.5.4.2 Teacher’s behaviour management and FBA with the target student

Prior to the professional development

- **Teacher’s behaviour management strategies**

  The selected target behaviour was not sitting properly by crawling during the class activity. Miss Fiona reported that she employed a verbal reminder when Ricky was crawling and lost attention, and often told Ricky that he would be demoted to another class in Grade 1. She said that Ricky often sat properly after she told him that but on the next day the behaviour occurred again. She also claimed that her preventative approach was to provide an interesting class activity to get Ricky’s attention and class engagement and to arrange for Ricky to sometimes sit on a chair, but later Ricky tended to move and crawl again. Miss Fiona reported that there was no specific intervention or behaviour recording system. She usually observed Ricky’s behaviours and determined his behaviours from his frequency in responding to the class activities.

- **Parent involvement**

  Miss Fiona said that his parents had accepted their child’s special needs since he was three years old and arranged support such as early intervention and group activities to address his sensory issues. The parents also shared information with the teacher.

During and after the professional development program

- **Teacher’s behaviour management strategies**

  Miss Fiona reported conducting the FBA process to find the reason for the target behaviour. However, she said that due to her workload, she could not employ many strategies from the training program. She reported that she did use several intervention strategies such as a social story or a token economy system with Ricky, but it seemed to be ineffective for him. Later, as previously stated in relation to whole class practice, she tried to include movement activities into her lesson to reduce the sitting time for Ricky. She did arrange a new recess corner in
her classroom with an aim for Ricky and other students to spend time when they finished the task and were waiting for others, instead of walking around the room. However, the classroom observation showed that when Ricky displayed the target behaviour, the teacher still sometimes called his name to get his attention and ignored the behaviour when it did not affect the class. She reported that she had no time to record the FBA tools during school time but she completed the forms at home during the weekend. The rating scales (Table 4.1) also showed a slight increase in use of several FBA protocols (prior = 25%, during = 33%, after = 33%). The FBA tools that she used included interviews and scatter plots. Table 4.1 shows increasing percentages in the use of both preventative and intervention strategies with the target student (prior = 50%, during = 53%, after = 63%). Figure 4.13 indicates that the use of pre-plan assessment and intervention strategies increased during the training and decreased at the last session. Data from time sampling showed that her supervision and reinforcement increased (Table 4.1). In summary, Miss Fiona employed several strategies, including preventative approaches such as arranging a recess area to assist the target student.

- **Parent involvement**

Miss Fiona reported that Ricky’s parents regularly communicated with her. His parents took him to group activities such as play groups conducted by external organisations every weekend.

![Figure 4.13 Rating scales outcomes for Miss Fiona with the target student](image)

Figure 4.13 Rating scales outcomes for Miss Fiona with the target student
Outcomes for the target student behaviour

Miss Fiona reported that the movement activities caused Ricky to display less of the target behaviour because he was not asked to sit on the floor for a long period. She said that the availability of a new recess area also led Ricky to concentrate more on the unfinished work because of the reduced noise and distraction from others who were finishing their work. Moreover, she claimed that the soft couch provided in the recess corner seemed to be a favourite item for Ricky to sit and relax on after working. Similarly, the time sampling data showed that the occurrence of the target behaviour decreased at the last observation session from 37% to 7% (Table 4.1).

4.5.4.3 Teacher’s changes in understanding and attitudes

Prior to the professional development

Teacher’s understanding of positive behaviour support

Miss Fiona used Ricky’s behaviour to describe the form and context of behaviour problems. She believed that because Ricky felt bored about the class activities he displayed the target behaviour problems. She briefly noted Ricky’s sensory issue which led him to feel exhausted. Moreover, for Ricky’s other behaviour issues, she claimed that because Ricky liked to imitate friends’ inappropriate behaviours, so his peers could be the reason for Ricky’s behaviour problems.

Teacher’s attitude when dealing with the target student

Miss Fiona expressed that she had no problems dealing with Ricky. However, she felt interrupted and disturbed by Ricky when he displayed the target behaviour.

“I do not think my teaching lesson can run smoothly. When I was teaching, I often had to turn to Ricky and tell him to sit properly. So when I went back to teach, it was difficult for me to continue.” (Interview 1)
After the professional development

- Teacher’s understanding of positive behaviour support

Miss Fiona explained that Ricky’s health issue, especially feeling exhausted, was a consideration that led him to be unable to sit properly. She also stated that prevention of behaviour problems was important when dealing with students with behaviour support needs.

- Teacher’s attitude when dealing with the target student

Miss Fiona did not express any feelings about dealing with the target student in the interview but she stated that she could see Ricky being accepted by peers and that he did not cause any problems for others.

4.6 Unit of analysis: Classroom 5

4.6.1 Key findings

The classroom teacher was observed including more preventative and intervention strategies and using fewer negative statements with the whole class after the training program. The selected target behaviour of the student was out of seat and disrupting others during the lesson. The teacher reported that she conducted FBA and employed several positive approaches with the target student. The time sampling and teacher reports showed a slight decrease in the target behaviour. The teacher reported her conflict with the target student’s parents and her curiosity about the target student’s additional needs.

4.6.2 Background of participants

Classroom teacher: Miss Kate

Miss Kate was a classroom teacher in Grade 3 at School A. She had a Bachelor degree in Science and a Graduate Certificate in Education. She was currently studying a Master’s degree in Education, majoring in Curriculum and Teaching methods. She had been teaching for three years and completed a short course on special education in a general topic such as the characteristics of each
Target student: Tony

Tony was a 9-year-old boy in Grade 3. He was formally identified by a qualified child psychiatrist as having ADHD. Miss Kate reported that Tony’s behaviour of concern was class disruption, forgetting social instructions and daily life skills as well as low levels of hygiene awareness. Tony obtained a total difficulties SDQ score of 22, which is in the band of “abnormal group” in Thai SDQ (see details of Tony’s SDQ score in Appendix 17).

4.6.3 Classroom ecology

This inclusive class had 25 students, two of whom were identified with special needs. The classroom arrangement was described in three main sections (Figure 4.14). The teacher normally stood at the front of the classroom while all students sat at their own desk and chair facing the window side. The open-plan classroom was observed to have noise from three classrooms nearby, which were on the same floor.

![Figure 4.14 The arrangement of Classroom 5](image)

1 = Teaching and learning area
2 = Teacher’s desk area
3 = Storage area
4.6.4 Interaction in Classroom 5 related to the professional development program

4.6.4.1 Teacher’s classroom management for the whole class

Prior to the professional development program

Miss Kate was observed conducting a lesson by explaining the content using an interactive approach followed by assigning individual tasks to the students. She walked around the room to supervise the students during the task period and often reminded her students to complete their work nicely. If the students failed to do, she said that they had to re-do the task. When a student lost attention in the lesson, she used verbal reminding or questioning. Classroom observations also showed that she used positive verbal reinforcement with the students who finished the task. The majority of students could follow the instructions and knew their roles (Observation Note 1). Overall, Miss Kate always provided supervision to the students and had her own positive and negative strategies to manage the classroom.

During and after the professional development

From the observation data, because most class activities typically included a short period of describing content followed by an individual task period, there was less disruptive behaviour. Consequently, Miss Kate provided supervision to the students most of the time and reminded the class of transitions. It was also found that her use of negative statements to manage the students (e.g., when she admonished students in an inappropriate manner for showing no shame when they misbehaved) in Observation Session 3 had decreased by the last session of the observation. Data from rating scales (Table 4.1 and Figure 4.15) showed an increase in the use of preventative and intervention strategies and the majority of the students could participate in the lesson (prior = 67%, during = 71%, after = 88%). In summary, Miss Kate decreased her use of negative approaches to manage the whole class.
**4.6.4.2 Teacher’s behaviour management and FBA with the target student**

*Prior to the professional development*

- **Teacher’s behaviour management strategies**

  The selected target behaviour was out of seat to talk with friends during the class. The teacher’s reported and observation data showed that she often used verbal reminding to Tony to get back to work. It was also observed that Tony sat at the back of the classroom near the entrance and the teacher’s desk. Miss Kate said that she found that sitting at the back near the teacher was the best option for him because the teacher or another classroom teacher could remind him when he displayed behaviour problems. She also reported that she had been using an individual token economy introduced by Tony’s parents. However, it had not been recently used because Tony could not reach the goals. Moreover, when he displayed another inappropriate behaviour, such as hitting friends, the teacher reported that she discussed the issue with the whole class and informed them that Tony had a problem and was different from them so he should be forgiven. Miss Kate reported that there was no specific intervention or behaviour recording system. She usually observed Tony’s behaviour and recorded a short note in her class daily journal.
- **Parent involvement**

The teacher said that Tony’s parents often had a negative discussion with her at the beginning of the semester. She stated that at first she asked the parents to take Tony for diagnosis from the child psychiatrist, as she was worried that Tony may have a special need but his parents did not follow her suggestion. However, finally the parents accepted this idea and took Tony to the psychiatrist and he was diagnosed with ADHD. She said that she and the parents continued to have negative discussions, especially when Tony went home and told his mother that he was bullied by friends, which the teacher claimed was not true.

*During and after the professional development program*

- **Teacher’s behaviour management strategies**

Miss Kate was absent from the second session of the training program but followed up the content with her colleagues after that. She reported that she developed the intervention plan after the training program. Miss Kate said that she employed a buddy system to have volunteer friends look after Tony each day and always repeated her social instructions to him. She reported that she also used a self-management chart with Tony as well as for the whole class. It was observed that at the end of each class session each student scored himself or herself on the chart hanging on the wall (Observation Note 4). Each day the score was summed by the teacher and if it met a criterion (80%), Tony would get a prize. When Tony displayed other behaviour problems, especially social skill issues, she said that she had a discussion with the class and told Tony why his behaviour was inappropriate. The classroom observation showed that Miss Kate usually reminded him to follow the class instruction. Moreover, it was noted that the teacher often ignored suggestions from the researcher by saying that she had no time to do them or she thought they would not work (Observation Note 4). She said that she could not use FBA tools to record the behaviour because of her class schedule but she usually recorded the behaviour in her class daily journal. The rating scales (Table 4.1) also showed a slight increase in the use of several observation protocols (prior = 25%, during = 46%, after = 42%). The observation
protocols included event recording and scatter plots. Table 4.1 shows increasing percentages of practice in dealing with the target student (prior = 50%, during = 63%, after = 63%). Figure 4.16 indicates that her preventative strategies increased during the training and decreased after the training, while her intervention strategies increased. The data from time sampling showed that her individual supervision had decreased at the last observation session (see Table 4.1). In summary, Miss Kate employed several strategies, including a self-management strategy and promoting peer acceptance for Tony.

![Figure 4.16 Rating scales outcomes for Miss Kate with the target student](image)

- **Parent involvement**

The teacher reported the conflict between her and Tony’s parents during the semester. She said that the conflict was about her direct information on Tony’s behaviour that indicated Tony may have another special need. Conflict also included disagreement from the parents when Miss Kate notified all students about Tony’s problems. Finally, she reported that she then tried to minimise her communication with his parents in order to avoid conflict.

- **Outcomes for the target student behaviour**

Miss Kate claimed that the self-management strategy did not work for Tony because he could not meet her criteria. She reported that repeating the instruction and a buddy system could help Tony decrease target behaviour and increase his peer acceptance. The time sampling data showed that the occurrence of the target behaviour increased during the training program and decreased at the last
observation session from 10% to 7% (Table 4.1).

4.6.4.3 Teacher’s changes in understanding and attitudes

Prior to the professional development

- Teacher’s understanding of positive behaviour support

Miss Kate was able to describe the form and context of behaviour problems by using Tony’s behaviour as an example. However, she said that she did not understand why Tony easily forgot what she taught for social skills but could do very well in academic performance. She believed that explaining Tony’s differences to all his friends was the way to increase his peer acceptance.

- Teacher’s attitude when dealing with the target student

Miss Kate expressed that she was not worried when dealing with Tony and found his general behaviour amusing and enjoyed dealing with him. This was consistent with the interview data that she often laughed when explaining Tony’s behaviour.

After the professional development

- Teacher’s understanding of positive behaviour support

The teacher reported that each student’s behaviour problem was unique and required individual techniques that were suitable and effective for that problem. However, from interview and observation data, it was found that her understanding about positive behaviour support was still unclear. For example, she said that she asked Tony to put his hand into water filled with paper which Tony refused to do because he felt it was very dirty. She then held his hand and put it into the water even though she said that she knew Tony was very sensitive to this.

- Teacher’s attitude when dealing with the target student

Miss Kate expressed that she was happy to assist Tony in improving his behaviour and being accepted by his peers. She stated that she still felt that Tony
may not have only ADHD issues because he also had a misunderstanding about social skills. Miss Kate expressed that it would be better if his issues were correctly identified so that she could deal with him with more understanding.

4.7 Unit of analysis: Classroom 6

4.7.1 Key findings

It was observed that the classroom teacher employed preventative and positive approaches and decreased her negative approaches after the training. The target student behaviour was disturbing others during the lesson. The teacher reported that she employed several positive intervention strategies and found that the frequency of target behaviour decreased. Similarly, it was observed that the occurrence of the target behaviour was decreased. On the basis of the interview, she reported that she became more confident when dealing with the target student and viewed the student’s behaviour problems in relation to the student and classroom contexts.

4.7.2 Background of participants

Classroom teacher: Miss Natalie

Miss Natalie was a classroom teacher in Kindergarten 2 at School B. She had a Bachelor Degree in Education, majoring in Early Childhood, and a Graduate Certificate in Special Education. She also had completed several professional development programs in special education. Miss Natalie had been teaching for twelve years. She had responsibilities with kindergarten students who had special needs in the school. Her task was to initially screen the potential students with special needs and coordinate with the local psychology centre for further diagnosis.

Target student: Nathan

Nathan was a 5-year-old boy in Kindergarten 2 at the time of the study. He had not been formally diagnosed for special needs. However, the teacher reported Nathan’s issues including loss of attention, aggressive behaviour and being
disruptive in class. Nathan obtained a total difficulties SDQ score of 28, which is in the band of “abnormal group” in Thai SDQ (see details of Nathan’s SDQ score in Appendix 17).

### 4.7.3 Classroom ecology

This inclusive class had 23 students, three of whom were identified with special needs. There was a classroom teacher and a teacher assistant. The classroom arrangement was presented in three main sections (Figure 4.17). The class activities were conducted in the centre area of the classroom. All students sat on the floor and faced the blackboard except during individual tasks, during which some students moved to work at their desks. From the observation data, there was no noise from outside the room.

![Diagram of Classroom 6](image)

Figure 4.17 The arrangement of Classroom 6

### 4.7.4 Interaction in Classroom 6 related to the professional development program

#### 4.7.4.1 Teacher’s classroom management for the whole class

Prior to the professional development program

From the observation data, Miss Natalie used several class activities in her program. She began with preparing the students through meditation time followed by a movement activity, a circle time and an individual task. She always explained her behaviour expectations and used positive reinforcement with the
class. When some students misbehaved or lost attention, she used verbal reminders and told them what behaviour was expected. She reported that sometimes she employed negative approaches (e.g., hitting on the hand and strong warnings about negative consequences) to the students who did not respond positively to her verbal reminders. She also said that she informed her students that they could tell her if other students teased them. Consequently, she frequently received such accusations from her students. She was observed providing supervision to the students during individual tasks and she informed the class about transitions, as well as what to do after the lesson finished. Overall, Miss Natalie employed several positive, negative and reactive strategies to manage the classroom.

During and after the professional development

Classroom observations showed that the teacher continued to use the same class activities. She provided class transition support such as providing a story time for the students who finished the task, while waiting for others to finish (Observation Note 3). It was observed that most students participated in the activities and finished their task on time. The observation data also revealed that even though Miss Natalie had not used negative approaches to manage the class, her teacher assistant employed some approaches such as using a loud voice and negative statements to prompt the class when it became noisy and Miss Natalie was absent (Observation Note 5). Miss Natalie employed a token economy system with the class, where each student scored other students’ appropriate and inappropriate behaviours on the chart provided at the end of class session. The teacher reported that this strategy was associated with a reduction in the number of accusations from students during the lesson that she usually received since in the beginning of semester. Data from rating scales (Table 4.1 and Figure 4.18) showed an increase in the use of the preventative and intervention strategies and an increase in whole class participation (prior = 83%, during = 75%, after = 96%). In summary, the teacher included more preventative and positive strategies and more whole class intervention, while negative approaches were still used by the teacher assistant.
4.7.4.2 Teacher’s behaviour management and FBA with the target student

Prior to the professional development

- Teacher’s behaviour management strategies

The selected target behaviour was disturbing other students during the class. The teacher reported that she employed several strategies including positive and negative approaches with Nathan, such as verbal reminders, verbal and tangible reinforcement, negative prompts, strong warnings and corporal punishment. However, the teacher added that she found that corporal punishment did not work for Nathan because he had been severely punished at home. During the circle activities, Nathan was observed to sit at the back of the student rows. Miss Natalie reported that there was no specific intervention or behaviour recording system in her class. She usually observed Nathan’s behaviour without recording the behaviour on the written forms.

- Parent involvement

Miss Natalie claimed that Nathan’s parents provided little support to her when she asked them to help with his personal hygiene, such as taking a shower before coming to school. Nathan usually stayed with his older stepfather while his mother had to work late every night. However, Miss Natalie said that she tried to maintain communication via telephone.
After the professional development program

- **Teacher’s behaviour management strategies**

  Miss Natalie reported that she conducted the FBA process and developed the intervention plan following steps explained in the training program. She invited Nathan to help create his behaviour contract. Later, she used a token economy system for the class, as well as focusing on Nathan’s behaviour. Consistent with the observation data, there was a chart which had all the students’ names, including Nathan’s name, hanging on the class wall and Nathan was aware of scoring the chart during the lesson and tried to finish his task. Moreover, Nathan was asked to sit at the front of students’ rows during circle time. Miss Natalie said that she sometimes asked the teacher assistant to help her record Nathan’s behaviour when she was overloaded with work. The teacher also reported the use of a buddy system whereby each student, including Nathan, had their own buddy to help and remind each other to behave well. The rating scales (Table 4.1) showed an increase in the use of several FBA protocols during the intervention and then a decrease after the intervention (prior = 25%, during = 63%, after = 50%). The FBA tools that Miss Natalie employed included ABC, interview and event recording. Table 4.1 and Figure 4.19 show increasing use of both preventative and intervention strategies with the target student (prior = 44%, during = 72%, after = 81%). Data from time sampling showed that her supervision also increased during the training and decreased to the same level as prior to the training program (Table 4.1). In summary, Miss Natalie employed several preventative and intervention approaches and decreased her negative approaches with the target student.

- **Parent involvement**

  The teacher reported that recently she had sought Nathan’s parents’ support and they had cooperated with her. For example, they ensured that Nathan took a shower every morning and picked him up at the school in the evening.
Miss Natalie reported that initially Nathan was frustrated when he was reminded by the teacher and his friends about his behaviour contract. However, she said that he became familiar with the contract and increased his self-management skills when he recognised that he displayed inappropriate behaviour. Thus, she found that the frequency of his target behaviour decreased and the number of school absences from semester 1 to semester 2 decreased to zero. Time sampling data showed that the occurrence of the target behaviour decreased from 33% to 3% (Table 4.1).

### 4.7.4.3 Teacher’s changes in understanding and attitudes

**Prior to the professional development**

- **Teacher’s understanding of positive behaviour support**

  The teacher explained that a program of effective behaviour support should be able to decrease the behaviour problem permanently instead of temporarily. She also believed that reasonable punishment was still an effective way to manage the student’s behaviour. Moreover, she claimed that the reason for Nathan’s behaviour was parenting and the home environment.

- **Teacher’s attitude when dealing with the target student**

  Miss Natalie said that she had mixed feelings. She felt frustrated when the
parents did not provide adequate support and frustrated at the limitations on using corporal punishment at school. She also felt discouraged, worried and exhausted when she tried several techniques but most of them did not permanently decrease Nathan’s behaviour problems.

“Sometimes I feel annoyed when I cannot control my students. Especially for Nathan’s case, I can be honest and say that I sometimes feel annoyed why he does not understand what I say. Sometimes I feel very discouraged and do not know what to do with him and sometimes I feel bored.” (Interview 1)

After the professional development

- Teacher’s understanding of positive behaviour support

The teacher stated that behaviour support needed to consider many factors including parents, the target student, the surrounding environment and fellow teachers. She also said that systematic observation was needed in order to understand the behaviour and to adjust and assess the intervention plan. She argued that she had learnt how to promote social inclusion with Nathan by using a whole class intervention and a buddy system.

- Teacher’s attitude when dealing with the target student

Miss Natalie said that she had more confidence to deal with the target student and wanted to continue helping Nathan. She expressed that she felt she became calmer and more consistent when dealing with the target student.

4.8 Unit of analysis: Classroom 7

4.8.1 Key findings

Classroom observations showed the classroom teacher tried to decrease her negative approaches after the first session of training but began using them again to manage the whole class at the last session of observation. The student target behaviour was disrupting nearby friends during the lessons. The teacher reported
using a behaviour contract. However, it was discontinued as she said that the
target student’s parents disagreed with it. She then arranged for the student to sit
alone, far from friends, in order to prevent him from disrupting them. From the
interview, she viewed the behaviour problem as caused by parenting at home.

4.8.2 Background of participants

Classroom teacher: Miss Dari

Miss Dari was a classroom teacher in Grade 2 at School B. She had a
Bachelor degree in Education and had not received any training in special
education. Miss Dari had been teaching for seven years, including five years at
this school.

Target student: Dave

Dave was an 8-year-old boy in Grade 2 at the time of the study. He had not
been formally diagnosed for special needs. However, the teacher reported her
concern about Dave’s aggressive behaviour, lack of peer skills and losing
attention easily. Dave obtained a total difficulties SDQ score of 25, which is in the
band of “abnormal group” in Thai SDQ (see details of Dave’s SDQ score in
Appendix 17).

4.8.3 Classroom ecology

This inclusive class had 31 students, five of whom were identified with
special needs. The classroom arrangement was described in three main sections
(Figure 4.20). The teacher normally stood at the front of the classroom while all
students sat at their own desk and chair. The teacher spoke through a microphone
when teaching. From the observation data, there was no noise from outside the
classroom.
4.8.4 Interaction in Classroom 7 related to the professional development program

4.8.4.1 Teacher’s classroom management for the whole class

Prior to the professional development program

Miss Dari conducted a class activity by explaining the lesson and assigning a task to the students. During her teaching, she was observed to use a loud voice to manage the class. She used several negative statements and strong warnings to make the students complete work (e.g., “if you can’t finish the task, you will not have lunch”), as well as teasing sentences such as “your work looks poor, just as your face”. It was observed that she expected the students to be quiet during task time. Thus, she often scolded the students or said “shut up” with a loud voice when they started making noise, as well as using her long bamboo stick to hit heads, shoulders or desks of the students who talked with friends in order to remind them to be quiet and get back to work. Most students were observed to be quiet and did their work. Overall, the teacher employed several negative approaches to control and manage the classroom.

During and after the professional development

Classroom observations showed the teacher arranged class activities to engage the students more actively. She also informed the class of transitions and
used new sentences (e.g., “put two lemons into your mouth now”) instead of scolding or saying “shut up” (Observation Note 4). After the first training session, it was found that she stopped using her long stick but she still used a rolled paper to softly hit the students’ heads or shoulders when they made noise. Moreover, she had prepared her students by meditation before the lesson began (Observation Note 3). However, it was observed that she sometimes still employed negative verbal reminding and called the student’s name with impolite words as well as using teasing sentences (e.g., “you have a nice face but your work was ugly”). In the last observation session, she used the long bamboo stick again. Data from rating scales (Table 4.1) showed a slight increase in the use of the positive and preventative strategies (prior = 50%, during = 67%, after = 67%). Figure 4.21 indicates increased use of preventative strategies during the training and a decrease later to the same level as the beginning of the study. In summary, Miss Dari included more preventative strategies and tended to temporarily decrease her negative approaches to manage the whole class.

Figure 4.21 Rating scale outcomes in whole classroom practices of Miss Dari

4.8.4.3 Teacher’s behaviour management and FBA with the target student

Prior to the professional development

Teacher’s behaviour management strategies

The selected target behaviour was losing attention during the lesson by disrupting nearby friends. Miss Dari reported that she used several techniques such as telling friends to ignore him when he disrupted them and issuing verbal
reminders to the student. She said that sometimes she ignored his behaviour or used corporal punishment when other techniques did not work. However, she said that positive reinforcement had been occasionally used when he behaved well. It was observed that Miss Dari sometimes reminded Dave to work while sometimes ignoring the target behaviour during teaching. The teacher arranged all the identified students with special needs, including Dave, to sit in the first and second rows. Thus, Dave sat in the second row and near the windows (Observation Note 1). Miss Dari reported that there was no specific written intervention plan and used observation only to identify if the behaviour had changed.

- Parents’ involvement

Miss Dari reported that Dave lived with his aunt as his caregiver, and that his mother had to work and rarely returned home. The teacher said that his aunt did not accept Dave’s behaviour issues and often had arguments with her. She tried to connect with the aunt by phone to discuss the issues but it was hard because the aunt often changed her phone number. The teacher reported that when she asked for her support, such as ensuring that Dave came at school time, the aunt usually ignored her request by saying that he could not do it.

During and after the professional development program

- Teacher’s behaviour management strategies

Miss Dari stated that she conducted the FBA program and developed strategies to deal with Dave. She reported that she employed a behaviour contract that she created herself, including the goals and prizes. Then she informed Dave and his caregiver of the contract. The goals of the behaviour contract were not being disruptive during the class and coming to school on time. However, after she received negative feedback about the intervention plan from Dave’s aunt, she said that she stopped using it because she did not want more conflict. Thus, Miss Dari moved Dave to sit at the front of the room alone near the backboard with the reason that sitting there alone meant that Dave was unable to disturb others and he concentrated more on the lessons. It was observed that Dave had sat at the front of
the classroom since the third observation sessions and the teacher often used verbal reminders with him when he lost attention and looked outside the class. The rating scales (Table 4.1) also showed an increase in the use of several FBA protocols during the professional development program and then a discontinuation of using the FBA protocols after that time (prior = 25%, during = 42%, after = 25%). Table 4.1 shows slightly increasing percentages in the use of both preventative and intervention strategies with the target student (prior = 44%, during = 66%, after = 66%). Figure 4.22 indicates an increased use of pre-plan assessment after the first session of training and then a later decrease. Data from time sampling showed that teacher supervision both increased and decreased during the intervention and increased again at the last observation session (Table 4.1). In summary, Miss Dari still had all the power to control and use positive intervention with Dave. However, she later decided to move him to sit alone to prevent the target behaviour.

![Figure 4.22 Rating scale outcomes for Miss Dari with the target student](image)

- **Parent involvement**

The teacher reported that after the intervention was planned, she sent the plan to his aunt in order to ask for her support. However, the aunt provided written negative feedback to the teacher by saying that it would not work for Dave.
- Outcomes for the target student behaviour

Miss Dari said that after moving Dave to sit alone at the front of the class, the disruptive behaviour with friends stopped. However, Dave sometimes made noise by knocking the desk or writing on the desk and chair during the class. The teacher also said that other aggressive behaviours (e.g., hitting other students) were still found outside the classroom. Time sampling data showed that the occurrence of the target behaviour decreased from 10% to 3% and increased to 10% again at the last observation session (Table 4.1).

4.8.4.3 Teacher’s changes in understanding and attitudes

Prior to the professional development

- Teacher’s understanding of positive behaviour support

Miss Dari described the form of the behaviour problems and stated that Dave was a difficulty. She blamed Dave because he was hard to talk with and explain things to. She claimed that the main reason for Dave’s behaviour problems was parenting and the home environment. From the interview, she also always reported negative approaches that she used to manage the behaviour.

- Teacher’s attitude when dealing with the target student

Miss Dari indicated that she felt exhausted by Dave. She said that his behaviour was difficult to solve compared to other students with special needs and his parents did not provide support to her.

“For example, one of my other students has been receiving additional support from the medical professional. She can at least understand my instructions. When working a task, she may not do it but she does not make any disruption to class. She could stay still but for this boy, no, he is always disruptive to others.” (Interview 1)
After the professional development

- Teacher's understanding of positive behaviour support

Miss Dari viewed Dave’s family as the main cause of the problem. She compared her case with other teacher participants and claimed that due to the attitude of Dave’s caregiver, her behaviour intervention failed. Thus, she just did what she could.

- Teacher’s attitude when dealing with the target student

Miss Dari said that she was used to Dave’s behaviour and less frustrated with him. However, she claimed that this was the hardest case that she had ever dealt with.

“It became normal. Actually, since the beginning of dealing with the special students, I believed that I could get used to it. However, this case was the most difficult one for me because his parents did not provide positive support.” (Interview 2)

4.9 Unit of analysis: Classroom 8

4.9.1 Key findings

Before the training program, classroom observations showed that this teacher used several preventative approaches with the whole class and increased more positive preventative strategies after the training. The initial target student behaviour was losing attention, which was later changed to fearing dogs. With teacher use of FBA and implementing intervention plans, the target behaviour was reduced. On the basis of the interview, the teacher reported that her worry at the beginning of the study had faded and she was satisfied with the results. She also stated that a behaviour problem is a whole context matter instead of related only to the student and his parents.
4.9.2 Background of participants

Classroom teacher: Mrs. Anna

Mrs. Anna was a classroom teacher in Grade 1 at School B. She had a Bachelor degree in Education, a Master’s Degree in Psychology Education and a Graduate Certificate of Special Education. Mrs. Anna had been teaching for 16 years in this public school. She was also a counselling teacher in the school. Her responsibilities were to screen children before enrolment and to provide advice to teachers who needed additional support for students with special needs.

Target student: Ben

Ben was a 7-year-old boy in Grade 1. He was formally identified by a qualified child psychiatrist as having a learning disability and ADHD. Mrs. Anna reported that Ben’s behaviours of concern were off-task behaviour, being unable to finish tasks and fear of dogs and cats. Ben obtained a total difficulties SDQ score of 16, which is in the band of “borderline group” in Thai SDQ (see details of Ben’s SDQ score in Appendix 17).

4.9.3 Classroom ecology

This inclusive class had 25 students, four of whom were identified with special needs. The classroom arrangement was described in four main sections (Figure 4.23). The teacher normally stood at the front of the classroom while all students sat at their own desk and chair. At each time of observation, there was no noise outside the room.

![Diagram](image_url)

1 = Teaching and learning area
2 = Teacher’s desk area
3 = Recess area
4 = Storage area

Figure 4.23 The arrangement of Classroom 8
4.9.4 Interaction in Classroom 8 related to the professional development program

4.9.4.1 Teacher’s classroom management for the whole class

Prior to the professional development program

Mrs. Anna conducted each lesson with different learning activities and a range of resources to maintain the students’ attention, as noted from the beginning of the first observation. Mrs. Anna also employed several preventative and intervention strategies to manage the classroom. For example, she normally started with informing the class of rules and behaviour expectations (Observation Note 1). When any students misbehaved, it was observed that she used several strategies such as calling names and repeating the rules. However, the teacher did not use any strategies to assist students with class transitions. Overall, Mrs. Anna focused on using positive behaviour support techniques from the beginning of the study while some preventative strategies such as class transition supports were not used.

During and after the professional development

Classroom observations showed that Mrs. Anna was consistent with her new preventative strategies introduced in the training program. For example, use of class transitions was consistently observed after attending the first session of the professional development program until the end of the study. The observation data also showed her increased use of explicit instruction. For example, in a craft activity, she provided step-by-step instruction by using a chart diagram to the students. All students could follow the instructions and finish the complicated craft task (Observation Note 4). The teacher also started using a group token strategy by dividing the whole class into two groups. Similarly, data from rating scales (Table 4.1 and Figure 4.24) showed an increase in the use of the preventative and intervention strategies and consistency with her practice (prior = 75%, during = 96%, after = 100%). In summary, Mrs. Anna employed various strategies to manage the whole class and included more preventative and positive...
strategies that were gained from the program.

![Figure 4.24 Rating scale outcomes in whole classroom practices of Mrs. Anna](image)

**4.9.4.2 Teacher’s behaviour management and FBA with the target student**

*Prior to the professional development*

- *Teacher’s behaviour management strategies*

  At the beginning, the selected target behaviour was losing attention during the lesson by looking outside the classroom. The behaviour management strategies used with the student included preventative, reactive and intervention approaches. Mrs. Anna arranged for Ben to sit at the front row near friends who were positive models (Observation Note 1). When Ben started looking outside the classroom, Mrs. Anna would call his name and ask questions about the lesson. This observation was consistent with her interview data. She reported that there was no specific written intervention plan and she used observation only to identify if the target behaviour had changed.

- *Parent involvement*

  Mrs. Anna reported that Ben’s parents had cooperated with her since the beginning of the semester. She frequently communicated with his parents and reported on his progression or on any concerns.

*During and after the professional development program*

After the first session of the training program, Mrs. Anna had a discussion
with the researcher and agreed to change the target behaviour from losing attention and looking outside to running away and screaming when seeing cats or dogs. The teacher reported that this target behaviour usually occurred once or twice per day. The target behaviour was found near the school toilet and a recess area, as well as in a music lesson, as he was scared of a dog doll that he had seen once in the music room. The teacher reported that she tried to force Ben to go inside that room and Ben pushed her heavily and ran away. Ben was also teased by the school cleaning staff about his fear and he had wet himself because he avoided going to the toilet where there were some dogs nearby (Observation Note 2).

- Teacher’s behaviour management strategies

Mrs. Anna conducted the FBA during the weeks of the professional development program. After that, behaviour intervention using several strategies was planned and implemented. On the basis of an interview, she reported that she discussed the situation with the other staff, including the cleaning staff, and asked that staff stop teasing Ben. Next, in a music lesson, she said that she gave a choice to Ben if he wanted to go inside the music room or not. Moreover, she helped Ben to create a positive attitude about dogs by using a game activity and introducing positive photos of those animals. She taught a replacing behaviour (saying “Go away, cats/dogs”) to Ben for when he saw cats or dogs at school and a problem-solving strategy for when he saw cats inside a boys’ toilet (Interview 2). She also reported the use of verbal reinforcement when the replacing behaviour had occurred.

Mrs. Anna said that occurrences of the target behaviour were observed by the teacher during the class all day. However, she recorded the data in scatter plots and ABC charts when school finished. The rating scales (Table 4.1) also showed an increase in use of several FBA protocols during the conduct of the FBA and then a decrease after the intervention (prior = 25%, during = 71%, after = 50%). The FBA tools that Mrs. Anna used included ABC, interview and scatter plots. Table 4.1 and Figure 4.25 also show increases in rating scales on the use of both preventative and intervention strategies with the target student as well as the use
of pre-plan assessment in the class (prior = 50%, during = 94%, after = 100%).
Data from time sampling showed that her supervision and reinforcement increased from 44% to 60% and from 3% to 10% (Table 4.1). Overall, Mrs. Anna employed more positive approaches such as choice making and providing an accommodating surrounding environment in order to decrease the target behaviour.

![Graph showing the outcomes of the PD](image)

**Figure 4.25 Rating scale outcomes for Mrs. Anna with the target student**

- **Parent involvement**

  Mrs. Anna reported consistent and continued support from Ben’s parents. The parents were willing to provide help and information that Mrs. Anna asked for.

- **Outcomes for the target student behaviour**

  Mrs. Anna reported that the choice strategy assisted Ben to be willing to go inside and participate in the lesson. She also said that after three weeks of intervention, Ben did not wet himself anymore. He could touch a dog doll and stand still by saying, “go away, cat (dog)” when seeing the animals. This reported outcome was consistent with the observation evidence. After finishing a task, he walked to a play corner and sat next to a dog doll without any sign of being scared (Observation Note 4). In addition, the recording of the previous target behaviour (losing attention and looking outside) continued and it was observed that the teacher employed several strategies to deal with it such as providing close supervision, calling his name to engage the student in activities, using a buddy system and reinforcing his appropriate behaviour. The previous target behaviour
decreased from 23% initially to 3% at the last observation session (Table 4.1).

4.9.4.3 Teacher’s changes in understanding and attitudes

Prior to the professional development

- Teacher’s understanding of positive behaviour support

Mrs. Anna was able to describe the problems, which mainly were behaviours that affected other students’ learning and social relationships as well as affecting the target student regarding learning and basic daily skills. She believed that the behaviour problems were mostly caused by parenting and the student himself (Interview 1).

- Teacher’s attitude when dealing with the target student

Before Mrs. Anna met Ben in Grade 1, she said that she had been informed briefly about his behaviour background from his kindergarten teacher. Even though she was worried about Ben at this time, she also said that she viewed this situation as a challenging task that she wanted to address. However, she felt sometimes she was hardly able to cope with the situation and got frustrated.

After the professional development

- Teacher’s understanding of positive behaviour support

Her understanding and views had shifted in several ways. For example, she reported considering that the surrounding environment and the context of the student were also important when planning a behaviour intervention.

- Teacher’s attitude when dealing with the target student

Mrs. Anna indicated in the second interview that her confidence increased. She felt pleased that she could assist Ben to improve not only his academic skills but also appropriate behaviours.

“Comparing the beginning of this semester to the end of this semester, my feeling is different. At the beginning I was very worried about him but now I feel more relaxed...
because at least I can help him improve his behaviour. Beyond the academic skills, behaviour support is also important for students with special needs.” (Interview 2)

4.10 Unit of analysis: Classroom 9

4.10.1 Key findings

Classroom observations showed that after the training the classroom teacher continued using several preventative and positive approaches with the whole class, while some negative approaches were found from the teacher assistant when the classroom teacher was absent from the classroom. The target student behaviour was making loud noises during class activities. The teacher reported that she employed several positive strategies in order to increase the target student’s appropriate behaviour performance. However, it was observed that she tended to lose consistency in reminding and reinforcing the target student after two weeks of the intervention. The target behaviour was observed to decrease during the first week of intervention and increased afterward. She reported that her confidence dealing with the target student increased, while she still felt unclear about some parts of the FBA process.

4.10.2 Background of participants

Classroom teacher: Miss Tina

Miss Tina was a classroom teacher in Kindergarten 2 at School B. She had a Bachelor degree in Education, majoring in early childhood and was studying a Master’s degree in Education. She had been teaching for 16 years, including six at this school. Her extra duty was as secretary of the school union.

Target student: Timtam

Timtam was a 6-year-old boy in Kindergarten 2 at the time of the study. He had not been medically diagnosed with special needs. However, the teacher reported her concern about Timtam’s issues with aggression, being impulsive, and
being unable to follow the class rules. Timtam obtained a total difficulties SDQ score of 22, which is in the band of “abnormal group” in Thai SDQ (see details of Timtam’s SDQ score in Appendix 17).

4.10.3 Classroom ecology

This class had 24 students with one classroom teacher and one teacher assistant. None of the students was officially identified as having special needs. The classroom arrangement was described in four main sections (Figure 4.26). The class activities were conducted in the centre area of the classroom. All students sat on the floor and faced the blackboard side, except for individual tasks when some students moved to work at their desks. No noise was noted outside the classroom.

![Diagram of Classroom 9](image)

| 1 = Teaching and learning area | 2 = Teacher’s desk area |
| 3 = Recess area | 4 = Storage area |

Figure 4.26 The arrangement of Classroom 9

4.10.4 Interaction in Classroom 9 related to the professional development program

4.10.4.1 Teacher’s classroom management for the whole class

Prior to the professional development program

From the observational data, Miss Tina conducted the class with several activities, beginning with preparing the students by counting numbers followed by a movement activity, a circle time and an individual task. She was observed to try engaging students to actively participate by using question-and-answer and teaching social skills during a lesson. She normally used positive reinforcement and positive sentences to encourage students’ performances. When some students
misbehaved or lost attention, she used verbal reminders with them and stated how they should behave. When students made loud noises, she used a low voice to get the students’ attention. It was observed that the students would notice and became quiet. Miss Tina was observed providing supervision to the students during the individual tasks and informed the class of transitions as well as what to do after finishing the class. Overall, the teacher employed several positive and reactive strategies to manage the classroom.

*During and after the professional development*

Classroom observations showed that the teacher continued to use the same class activities. She frequently informed students of the behaviour expectations and necessary skills for activities, as well as providing positive reinforcement to the students who behaved well. It was observed that most students could follow the activities and finish their tasks. The observational data also found that even though Miss Tina had not used negative approaches to manage the class, her teacher assistant employed some of them such as using a loud voice and negative statements to prompt the class during task time when it became noisy and Miss Tina was absent (Observation Note 4). Data from rating scales (Table 4.1 and Figure 4.27) showed an increase in the use of preventative and intervention strategies by Miss Tina (prior = 67%, during = 83%, after = 96%). In summary, the teacher continued her positive approaches to the classroom while the negative approaches were still found from the assistant teacher.

![Figure 4.27 Rating scale outcomes in whole classroom practices of Miss Tina](image-url)
4.10.4.2 Teacher’s behaviour management and FBA with the target student

Prior to the professional development

- Teacher’s behaviour management strategies

The selected target behaviour was making loud noises during the activities when the target student failed to get what he wanted. The teacher reported that she used several techniques such as telling the class rules, explaining the reason why the target student had to follow the rule or why he had to wait in line, strong warnings about negative consequences, overtasking and ignoring. It was observed that she often reminded and prompted Timtam to follow the class rules. Miss Tina also said that when she felt his behaviour was over her limit she then scolded him to stop the inappropriate behaviour. She claimed that Timtam sometimes stopped the behaviour but on occasions displayed more severe behaviour. Miss Tina reported that there was no specific written intervention plan and she was using observation only to identify if the behaviour had changed.

- Parent involvement

Miss Tina said that Timtam’s parents were informed about the behaviour issues and were asked to bring him for further diagnosis by the child psychiatrist. However, she said that the parents disagreed with her suggestion by claiming that their son was good at academics and did not display any behaviour problems at home. The teacher said that she had tried to explain and kept reporting to them about Timtam’s behaviour issues. Finally, the teacher felt that the parents did not want to meet or talk with her.

During and after the professional development program

- Teacher’s behaviour management strategies

Miss Tina reported that, due to her workload and extra duties, she sometimes did not have enough time to conduct the full FBA process. However, she said that she developed an intervention plan by using a modified behaviour
contract combined with a token economy system, because she believed that he needed to be encouraged in his performance in appropriate skills. She invited Timtam to discuss behaviour expectations and a token and final prize, as well as dividing the behavioural goals into three levels of criterion. The teacher said that she also used peer support. She discussed her concerns about Timtam with his classmates by saying that he was a special person who needed help, informed them about the behaviour contract and asked them to assist Timtam to reach the goal. Classroom observations found that the behaviour contract was displayed on the class wall and in the third observation (the first week of her intervention), Miss Tina often reminded and prompted him about the token and the behaviour expectations before, during and after the class. It was observed that Timtam’s friends also reminded him and praised him when he behaved well. However, after two weeks of the intervention, classroom observation showed that Miss Tina did not often remind or prompt Timtam about the behaviour contract (Observation Note 4) and later discontinued the intervention. The rating scales (Table 4.1) also show an increase in the use of several FBA protocols during the conduct of the FBA and then a decrease (prior = 25%, during = 58%, after = 50%). The FBA tools that the teacher used included scatter plots and interviews. Table 4.1 shows slightly increasing use of both preventative and intervention strategies with the target student (prior = 63%, during = 66%, after = 75%). Figure 4.28 indicates an increase in the use of pre-plan assessment, prevention and intervention approaches during the training program and a decrease after the training. Data from time sampling shows that her supervision increased during the first week of intervention (Observation Session 3) and decreased again at the last observation session (Table 4.1). In summary, Miss Tina tried to use several positive strategies and included the target student in designing the intervention. She was observed to be consistent with her strategies at the beginning but decreased her consistency later on.

- Parent involvement

The teacher reported that she tried to communicate with Timtam’s parents about the behavioural issues but the parents did not believe that he needed
Miss Tina said that the intervention seemed to be effective in decreasing Timtam’s target behaviour for a period of time. However, she reported there was another behaviour problem occurring, which was a disruption to his peers during individual tasks and this replaced the target behaviour. Time sampling data showed that the occurrence of the target behaviour decreased from 17% to 7% and increased to 10% at the last observation session (Table 4.1).

**4.10.4.3 Teacher’s changes in understanding and attitudes**

*Prior to the professional development*

- **Teacher’s understanding of positive behaviour support**

Miss Tina was able to describe the form and context of behaviour problems by using Timtam’s behaviour as an example. She believed that behaviour problems had been developed after birth and parenting was a main factor influencing the problems. She reasoned that Timtam had good academic performance but because he was spoiled by his parents, he became a self-centred person, unable to follow social rules.
Teacher’s attitude when dealing with the target student

Miss Tina expressed that she felt no worry about Timtam’s behaviour but she was not fully confident that she could deal with the target student well. She told herself that she needed to understand his behaviour and thought that he was a special person who needed her help.

“I think I have been doing the best in assisting him to be able to live with others and improve his skill of waiting. However, if asking whether I am fully confident, I am not too sure. I have tried my best with him.” (Interview 1)

After the professional development

Teacher’s understanding of positive behaviour support

Miss Tina reported that she suggested to the teacher assistant that they stop using negative approaches with Timtam and explained her current positive approaches. She still believed that, because Timtam was spoiled by his parents, he displayed inappropriate behaviour. However, she considered that the factors in successful intervention could come from teachers, parents, environment or the student himself.

Teacher’s attitude when dealing with the target student

Miss Tina expressed that she was happy to assist the student and felt more confident to deal with Timtam because at least she had a chance to implement some interventions and had learnt from them. She felt that, due to her extra duties, she could not pay sufficient attention to him and was still unclear about some processes in the FBA model.

4.11 Summary of results for the nine individual classrooms

On the basis of the reported and observed data for all nine individual classrooms, the summary results are now described following the established themes used throughout the chapter.
4.11.1 Teachers’ classroom management for whole class practice

At the commencement of the program, observation data revealed that, in general, the teachers managed their classes effectively and ensured student participation. A majority of the teachers \((n=7)\) employed positive strategies such as verbal reinforcement to manage the classroom and corrected misbehaviour with reactive approaches such as verbal reminders. However, there were two teachers, Miss Kate (Classroom 5 in School A) and Miss Dari (Classroom 7 in School B), who used a range of aversive strategies such as negative statements, corporal punishment and scolding.

After the training, it was found that most participant teachers \((n=7)\) had included more preventative strategies and other positive techniques than negative and reactive approaches in their classes. The teachers who had been implementing positive strategies since the beginning were observed to consistently continue to use them. Some of them, such as Mrs. Tracy (Classroom 1 in School A) and Mrs. Anna (Classroom 8 in School B), had increased their preventative strategies such as providing class transition supports and adjusting the class activities in order to meet the needs of their students. For those teachers who at the beginning used negative approaches, the observation data showed that they had reduced some negative approaches while, for Miss Dari’s classroom, the use of negative approaches at the last observation session persisted.

4.11.2 Teachers’ behaviour management and FBA with the target student

Before the training program, all teachers reported no specific written plan or behaviour recording system for the target behaviour. All teachers from School B employed a range of aversive and reactive approaches, including forcing the student to follow their commands, punishment and scolds. Three of five teachers from School A were not found to use any aversive approaches but they tended to employ reactive strategies or ignored the target students. The target students were observed to display the target behaviour and stop for a little while when it had
been corrected by the teachers.

After the training, all the teachers reported employing some positive interventions or preventative strategies in dealing with the target students. All teachers from both schools reported conducting intervention strategies with the target students. Some interventions were planned to integrate several strategies while some interventions included only one strategy in isolation. All four teachers from School B were found to reduce their aversive approaches and some of them, including Miss Natalie (Classroom 6) and Mrs. Anna (Classroom 8), included more preventative and positive approaches. Similarly, in School A several teachers were observed to be including more preventative approaches. However, it was found that a few teachers, such as Miss Penny (Classroom 3), were inconsistent with the intervention approaches and tended to ignore the target behaviour.

Eight of nine teachers reported that they conducted the FBA process. When conducting the FBA process, some teachers reported that they observed the target behaviours and recorded the occurrences in the FBA forms at the end of each school day while others said that they completed the protocols at home. Both groups claimed that, because of their workload, they could not finish the protocols during class time. One teacher from School B (Classroom 6) asked her teacher assistant to help recording on the form during the ongoing class. Moreover, after the training, the majority of teachers discontinued using the FBA protocols but kept using their daily class journal instead.

4.11.2.1 Parent involvement

Since the beginning of the study, five of the nine participating teachers (four from School A and one from School B) reported the cooperation of parents. Miss Kate (Classroom 5) was the only one in School A who mentioned conflicts with the parents. On the other hand, Mrs. Anna (Classroom 8) was the only participant teacher in School B who reported that she received good support from the target student’s parents. The inadequate support from the parents was reported in relation to the parents’ non-acceptance of their child’s special needs, insufficient
time to look after their child and less communication between the parents and the school/teachers.

4.11.2.2 Outcomes for the target student behaviour

Most of the target student behaviours were observed to decrease at the last observation session. However, there were some classrooms (Classrooms 3 and 7) in which the teachers reported a decrease in the occurrences while the observation data showed an increase or the same number of occurrences as the baseline data. Furthermore, in one case (Classroom 9), the target behaviour was observed and reported to be decreased and yet the teacher reported an increase in another behaviour problem.

4.11.3 Teachers’ changes in understanding and attitudes

4.11.3.1 Teachers’ understanding of positive behaviour support

Before the training, all the teachers were able to describe the form and context of behaviour problems by using their target student behaviours while no one discussed or was confident about the function of the behaviour problems. Many of them explained that parenting was the main cause of the behaviour problems and a few of them also identified potential causes such as the character of the student.

After the training, many participating teachers added that there were other factors that could influence the behaviour problems. Those factors included contexts, teachers, students, peers and parenting. Several teachers said that intervention should consider several components such as student’s roles and interest, parent, teaching and surrounding contexts. However, there were two teachers (Miss Penny and Miss Fiona in School A) who still reported that only one factor such as peers could be the main reason for behaviour issues.

4.11.3.2 Teachers’ attitude when dealing with the target student

At the beginning, for School A, Mrs. Tracy reported her lack of confidence and Miss Amy was the only teacher in School A who reported feelings of being
frustrated, exhausted and discouraged. Other teachers said that they had no concerns in dealing with their target students. For School B, all teachers reported that they felt frustrated and exhausted as well as being less confident in dealing with the target students.

After the training, the teachers from School A reported feeling pleased to be able to assist the target students. Mrs. Tracy expressed her self-control of emotion when dealing with the target behaviour and Miss Amy felt released of all negative feeling. All teachers in School B expressed their positive feelings. Miss Natalie and Miss Tina indicated that they had increased confidence. Miss Dari and Mrs. Anna said that they felt less frustrated and more pleased about the target students’ improvement.

4.12 Summary

In summary, this chapter has presented the teachers’ reported and observed outcomes in nine individual classrooms prior to, during and after the professional development program in FBA. With multiple sources of data, each unit of classroom report was described by focusing on the interaction of teachers with the whole class and their target students in behaviour management as well as parent involvement. In the next chapter, results at the school level and cross school analysis are presented.
CHAPTER 5
RESULTS: SCHOOL LEVEL AND CROSS-SCHOOL ANALYSIS

In this chapter, within school analysis is the focus, leading to cross-school analysis. This chapter reports on the findings within each school and then compares them. A description and context for each school is presented. Then, four main themes that emerged from the analysis of individual interviews and focus group interviews are presented, namely; a. issues relating to the implementation of FBA in schools, b. support factors for implementation of FBA in schools, c. teacher and staff perceptions about the professional development program in FBA and d. teachers’ concerns and suggestions about the behaviour support system. For each theme, the findings from the two schools are reported separately in order to investigate phenomena at a school unit level. The next section presents reports of cross-school analysis wherein the two schools are investigated by comparing and contrasting emerging themes. At the end of the chapter, a summary of findings is provided.

5.1 Description of the schools

Consistent with the conceptual framework described in Chapter 2, the school description presents three topics: socio-cultural factors, school structure and system and school culture. In each topic, themes emerged from multiple sources of data in relation to the research questions.

5.1.1 Description of School A

School A was an alternative school administered by the Office of Private Education Commission, Thailand. The school was located in the Thonburi area, in the south of Bangkok. School A provided education service programs from pre-kindergarten, kindergarten 1–3 to primary grade 1–6. The school used the Basic Education Curriculum (2008) like other Thai schools but offered more flexible programs of student and learning processes than other types of schools, arranging
and developing their own lesson content based on the Basic Education Curriculum (2008), as well as using a project-based approach in the classrooms. The school believed that this led their children to construct their knowledge and provided meaningful learning for them. There were three terms (trimesters) in one school year. At the elementary level, each classroom had two classroom teachers per class and the student-teacher ratio was 1:10. According to the Thai Ministry of Education, School A was categorised as a medium-sized school. Table 5.1 presents demographic data for School A.

Table 5.1 Demographic information for students and school staff in School A

<table>
<thead>
<tr>
<th>Students (by level of classroom)</th>
<th>Male (n)</th>
<th>Female (n)</th>
<th>Total number (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-kindergarten (under 3 years)</td>
<td>32</td>
<td>33</td>
<td>65</td>
</tr>
<tr>
<td>Kindergarten 1–3 (3–6 years)</td>
<td>104</td>
<td>94</td>
<td>198</td>
</tr>
<tr>
<td>Primary 1–6 (6–12 years)</td>
<td>165</td>
<td>151</td>
<td>316</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Staff</th>
<th>Male (n)</th>
<th>Female (n)</th>
<th>Total number (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>12</td>
<td>53</td>
<td>65</td>
</tr>
<tr>
<td>Other staff members</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

To enrol in this school, parents were interviewed by the principal and the school manager. There was no formal academic examination for students or a screening test for special needs. Recently, School A had included identified students with special needs in the classrooms but there was no qualified special education teacher in the school.

5.1.1.1 Socio-cultural factors

From the school document (Appendix 18), the school survey reported that most of the students lived with their parents and came from a middle-class family with a total average family income per year of 800,000–1,200,000 Thai baht (around $26,000–$40,000 AUD). Most parents had graduated with a Bachelor degree and either owned their own business or worked as employees. The school was in an urban community surrounded by housing estates, police stations, hospitals, temples and department stores.
5.1.1.2 The school structure and system

School documentation (Appendix 18) demonstrated that the school had a stratified structure including a school chairman, a school principal, a school manager and two head teachers. One head teacher was responsible for an elementary section while the other was responsible for a kindergarten section. At the classroom level, there was one coordinating teacher in each class level as a moderator communicating between school administrators and their teachers in each class level.

Professional development in the school

School A had a policy to provide professional development to their staff members. This included in-service training, teachers’ excursions, and training with external organisations. The school principal reported that the school tried to develop teachers’ professional skills in relation to their current needs. The training program was normally conducted at least once a year for the teachers at the school. The last training topic was about action research in classrooms.

In terms of mentoring and coaching, the head teacher reported that the school required every teacher to be observed and assessed by the administration team at least one session per trimester. Moreover, the teachers in each class level were required to observe another teacher’s classes and provide feedback to their colleagues at least twice per trimester. In total, every teacher was assessed on his or her teaching at least three times per trimester.

A framework of behaviour support system in the school

The school policy (Appendix 18) indicated that the school had banned any kind of corporal or mental punishment. This policy outlined a framework of behaviour support systems in the school. The school principal indicated that before the commencement of the first trimester, parents were invited to meet with the classroom teachers of their child individually to provide background information about the family and the student. Similarly, at the end of each trimester, the parents were invited again to meet the classroom teachers to be
informed about their child’s academic performance and behaviour development.

- **Behaviour support for the whole classroom**

  The school principal stated that classroom teachers and students had set the class rules together and written them down to display on the class board. When there was a misbehaving student, the teacher could use any strategies such as verbal reminders, timeout and withdrawing favourite activities, except corporal punishment. The head teacher said that discussion with the misbehaving student was used as a priority strategy in this school in order to find the reasons for the misbehaviour. Then teachers would explain the consequence to the misbehaving student. If the discussion failed or the behaviour problems persisted, the student would receive detention after school. If the behaviour problems continued, the parents would be invited to discuss the issue with the teacher, the head teacher and the school principal. A clear series of steps was followed involving the teacher, head teacher, school administration team and parents in order to avoid any conflicts with parents.

- **Assistance for students with behaviour support needs**

  The school principal explained that when classroom teachers found a student who may require additional behaviour support needs, the teacher brought the issue to a teachers’ regular meeting and asked other related teachers who taught the student in other subjects to observe and provide further information about this student. The two classroom teachers then discussed potential interventions and recorded the frequency of behaviour and the outcomes of the interventions in a daily journal, read by the head teacher every week. At the same time, the classroom teachers would inform and ask for additional information about the student’s behaviour from his/her parents. If the student still needed more support, the classroom teachers would invite the student’s parents to discuss the behaviour support plan or seek a formal diagnosis from external medical or psychology professionals. There was no counselling teacher or specialist staff in special education or behaviour support needs in this school.
5.1.1.3 The school culture

The school’s vision statement (Appendix 18) indicated that School A aimed to be a leader of educational service providers in order to develop their students to reach their potential in every aspect, including using intelligence in solving problems, being creative and having concern for others. According to this statement, the education program focused on learning with happiness in a context of sufficient resources. Likewise, the teaching and learning process was conducted by high quality teachers.

The school principal reported that the school viewed teaching life skills as more important than teaching knowledge. Staff focused on community, learning by doing and the concept of an open-plan classroom.

Communication culture

Communication was reported as the most important key in this school. From field notes and interview data, it was found that this school worked together as a family and community. In the classroom, the teachers spent the day looking after their students in class. At the same time, the teachers within each grade frequently had both informal and formal discussions to exchange their work problems and worked together as a team at the class level. The school administration team also stated that they were open to the teachers exchanging their current needs and problems in the classrooms via formal meetings, informal discussions or through written documents. In regular formal meetings, every teacher in each class level was required to have a class level meeting every Monday evening. This meeting was a forum for teachers to share and discuss their current issues and related information. There was also a weekly meeting for every coordinating teacher of each class level with head teachers and the school principal every Tuesday evening. The coordinating teachers would bring discussion topics from their class level meeting on Monday to this Tuesday meeting. Lastly, a whole school meeting took place regularly on a Wednesday evening once a month.

There were many ways for members of the school community, including teachers and parents, to communicate and interact with each other. At the
classroom level, the teachers routinely sent a newsletter including their comments on individual students to each parent fortnightly and the parents could respond by writing comments to the teacher. In addition, every trimester there was a face-to-face parent meeting with individual classroom teachers. This provided a chance to share opinions and work in collaboration. The head teacher reported that parents were always welcome to meet with the school administration team.

*An open-plan classroom*

The school principal stated that an open-plan classroom was designed to address the school vision. It was believed that if the teacher could conduct the class activities in an appealing way the students would pay attention no matter whether the surrounding environment might have distracted them. The school principal also stated that this concept assisted everyone to learn to live in harmony. This meant that the teachers needed to use an appropriate level of voice modulation in order to avoid disturbing other classrooms. At the same time, students in other classrooms needed to learn how to focus on the class activities without paying attention to other classrooms. The principal said that this strategy was expected to improve their students’ self-control to live in society where there is always distraction surrounding them. Furthermore, she explained that the benefit of an open-plan classroom was that it provided opportunity for the teachers to see and learn how other teachers conducted class activities. Lastly, the school principal suggested that in this open-plan classroom, from kindergarten to grade 2, the teachers and students conducted class activities in a floor space instead of at desks and chairs. The school believed that this would increase students’ creativity and imagination during activities that allow students to move.

5.1.2 Description of School B

School B was a public school managed by the Department of Education Bangkok Metropolitan Administration. Similar to School A, the school was located in the Thonburi area, in the south of Bangkok. School B provided education services for kindergarten 1 to primary grade 6. At the time of the study, the school used the Basic Education Curriculum (2008). There were two
semesters in one school year. There was one classroom teacher and one teacher assistant in kindergarten classrooms, while in primary classrooms there was only one classroom teacher. The teacher–student ratio was 1:20. According to the Thai Ministry of Education, the school was categorised as a large school. Table 5.2 presents demographic data for School B.

**Table 5.2 Demographic information for students and school staff in School B**

<table>
<thead>
<tr>
<th></th>
<th>Male (n)</th>
<th>Female (n)</th>
<th>Total number (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students (by level of classroom)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten 1–3 (3–5 years)</td>
<td>91</td>
<td>96</td>
<td>187</td>
</tr>
<tr>
<td>Primary 1–6 (6–12 years)</td>
<td>373</td>
<td>294</td>
<td>667</td>
</tr>
<tr>
<td><strong>School Staff</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>7</td>
<td>38</td>
<td>45</td>
</tr>
<tr>
<td>Other staff members</td>
<td>2</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

Due to the policy of the Department of Education Bangkok Metropolitan Administration, the school was required to accept every student who wanted to enter the school. However, there was a screening test process used by the counselling teachers. If a student was found to have high special-support needs, the student would be referred to another school which had a special education teacher. The school included students with mild to moderate special needs, and had a counselling teacher responsible for these students.

**5.1.2.1 Socio-cultural factors**

From the school document (Appendix 19), the school survey reported that many students (32%) came from divorced families or lived with relatives. Family income levels in this school were not available. However, the document stated that most families (72%) had ‘low and uncertain incomes’. The school annual report stated that many students experienced problems including family issues and financial crises. As a result, there was a high incidence of behaviour problems and low academic achievement among the students. School B was located near a local temple and a crowded community in which the prevalence of gambling and drug taking was high.
5.1.2.2 The school structure and systems

The school leadership was led by a school principal, who had just taken charge of the school at the beginning of semester 2 (2011), and two assistant principals, one of whom was responsible for academic and human resource sections while the other was responsible for school financial and general administration. At the classroom level, there were head teachers for class level and head teachers for each teaching subject.

Professional development in the school

School documents (Appendix 19) indicated that School B aimed to develop its teaching professionals to be excellent in their teaching areas. Thus, there were several off- and on-the-job training services such as short course workshops arranged during the beginning of each school year. Moreover, because School B was administered by the Department of Education Bangkok Metropolitan Administration, there were numerous requirements to send teachers to participate in professional development programs, seminars or workshops organised by the department or related organisations. The school could seek volunteer teachers to attend these required professional development programs, or the school principal or assistant principal could choose and assign selected teachers to attend.

In terms of mentoring and coaching teachers, the school principal stated that the school had a policy requiring every teacher to be observed and assessed by the administration team for at least one teaching session every semester. In addition, one teacher from the same class level and one from a different class level were required to observe each teacher and provide feedback to their colleagues at least once per semester. In total, every teacher was observed and evaluated at least three times per semester.

A framework of behaviour support system in the school

- Behaviour support for the whole classroom

School documents (Appendix 19) describe the policy elements of a student behaviour support system for the whole school. Each teacher was required to
collect background information on their classroom students and, if possible, teachers should visit the students’ homes. From interview and observation data, the teachers used several strategies to manage the whole classroom. Even though corporal punishment had been officially banned in the school, aversive approaches such as admonishment and corporal punishment were still observed at this school. The teachers stated that they often asked their students’ parents for permission to use corporal punishment such as smacking on students’ hands when they misbehaved. If the parents allowed this, the teachers then implemented it. When the incidents of behaviour problems involving that student were still high, the classroom teachers would then inform the student’s parents and invite them to have a further discussion.

- Assistance for students with behaviour support needs

When the classroom teacher found a student who may need extra behaviour support, the teacher would consult with the counselling teacher for further advice. The counselling teacher would collect information and arrange several observational sessions with the student. Then, the counselling teacher would suggest possible interventions to the classroom teacher or refer the student for possible formal diagnosis from external psychology professionals at the local health centre. This latter process required teachers to obtain permission from the student’s parents from the outset.

5.1.2.3 School culture

The school had a vision to develop their teaching and learning by using a student-centred approach and action research in classrooms. They also aimed to support students with special needs and encourage students to inherit Thai culture.

Communication in the school

It was observed that the hierarchy of authority in this school and assigned staff roles meant that the culture of communication was both formal and centred on top–down interactions. From the interview data, the teachers reported that they rarely communicated their issues or classroom problems informally to the school
administrators because the teachers did not want to bother the school administrators. Sometimes the teachers thought that the problems were their own responsibilities. However, teacher meetings were a way for the teachers in this school to communicate and discuss issues with the school teams. The whole school staff meeting was held regularly once a month to update the current situation with school staff. Furthermore, meetings between head teachers and the school administration team were more frequent, namely two or three times per month. There were also regular additional meetings for related teachers in specific issues during the semester when urgent issues were raised by the leadership team. Most related teachers attended the additional meetings if they were invited by a phone call or an announcement via the school amplifier.

Because of the traditional classroom physical setting, it was observed that every teacher normally worked in his or her classroom in isolation. Informal discussions about classroom issues within the teacher team depended upon each teacher’s preferences. Moreover, teacher meetings were expected to be another forum for teachers to discuss their class issues.

The school arranged parent meetings at the commencement of each semester to provide a chance for teachers and parents to meet and discuss with each other. During the semester, the teachers employed several communication methods such as telephoning and writing notes in each student’s journal to connect with the parents or informally holding meetings as required.

Substitute teaching

Substitute teaching was a common practice in this school. The school principal explained that, due to the heavy amount of external training required by the head department, many teachers in School B had to leave the class during the semester to attend training programs. Thus, the school employed a substitute teaching strategy. When the teachers, including school administrators, were available they could be asked to be a substitute teacher for a class. The observational data revealed that the teachers were often assigned to combine two classes together either at the same or different class level, to teach lessons for the
5.2 Interview findings

Consistent with the conceptual framework and in order to answer the research questions, several themes emerged from the analysis of individual interviews with nine teachers and five school staff, as well as two focus groups from each school. As outlined in Chapter 3, cross-checks of agreement levels for codes and themes were conducted by an independent, trained person. Four themes are separately presented below for each school, followed by a comparison across the two schools. The themes are: issues in implementing the FBA process, factors in successful implementation, the professional development program in FBA, and teachers’ concerns and suggestions for the behaviour support system in schools.

5.2.1 Theme 1: Issues in implementing the FBA process

The participant teachers in Schools A and B discussed several issues that they experienced during the implementation of the FBA process in the classroom. For School A, these were workload and time management, classroom physical setting and conflict with parents. For School B, these issues were workload and time management and insufficient cooperation of parents.

5.2.1.1 School A

Workload and time management

Generally, the teachers in School A reported that they were required to stay all day with their student in class. Even when the students attended extra classes, which were at another room such as a music class, the teachers were also required to sit at the back of that class. Four out of the five teachers reported heavy workload, especially paperwork, as a main issue affecting their implementation of the FBA process. They stated that there were a number of repetitive paperwork tasks for them to do. In the focus interview, the coordinating teacher explained to other participant teachers that the leadership team was concerned about this teaching issue and had tried to reduce any repetitive paperwork during the past few years. However, she stated that due to the quality assurance system of the
school, some paperwork needed to be retained. Two teachers discussed their part-time studies for a Master’s degree during weekends which also increased the amount of work for them to do. Even though other teachers did not mention the number of meetings after class every week, one of the participants raised the frequency of school meetings as an impediment to her implementing the FBA process. Moreover, the head teacher and the school principal reported that this trimester was very busy for all staff due to many schedule changes arising from the flooding in Bangkok and they believed that their teachers did their best on the implementation process. The school principal stated that some participant teachers were good at managing their tasks while there were a few teachers who were not so well organised.

The solution that the teachers identified to deal with heavy workload was to manage their time as best they could. For example, two teachers reported that they brought the FBA forms to finish after school or at home. One teacher stated that when she was free from her meetings, she would find a time to implement her selected intervention with the target student as much as possible within time constraints.

Classroom physical setting

While the majority of the teachers did not mention this issue, two teachers reported that they were concerned about the classroom physical arrangement such as an open-plan classroom that may affect students’ attention, especially the students who had attention support needs. However, these teachers realised that this was a school philosophy and they could not change it. In the interview with the school principal, she addressed this school culture in relation to the concept of open plan classrooms.

“We also have an open-plan classroom. We believe that if the teacher keeps their lesson to be interesting to the students, the teacher will be able to keep students’ attention. The students also learn to concentrate on the lesson. In typical classrooms, surrounded by doors and windows, the students may be able to concentrate in this
classroom but they tend to become out of control easily when they get out of the room. On the other hand, I feel that the students who are in an open-plan classroom are able to control themselves quite well because they always learn to concentrate on the lessons in this classroom context every day.” (School principal, Interview 1)

Consequently, both teachers overcame this concern in their own ways. One teacher reported that she adjusted the class activities such as occasionally conducting the lesson at a quieter place with less distraction (e.g., ground floor area), while another teacher reported that she rearranged her classroom to have a small corner for a recess area.

*Parent involvement*

Four out of five teachers reported that they had been receiving good support from the target student’s parents. Similarly, the head teacher and senior school staff mentioned that this school had involved parents closely, and frequently had both formal and informal communication with them using a range of strategies. However, there was one participant teacher who claimed that she had conflict with the target student’s parents during the implementation of the FBA process. This teacher stated that the conflict arose from her opinion about the target student and her selected intervention to promote social inclusion of the target student. The teacher reported that she always informed and asked for support from the student’s parents when she implemented any strategies, while the parents often questioned her and worried about their child being labelled inappropriately. The teacher reacted to this conflict by inviting the researcher to explain and share with the parents. However, she reported that she finally tended to engage less with these parents in order to avoid any conflicts. The school principal also addressed this issue.

“It may be about the parents’ non-acceptance of their child’s special needs. This problem cannot be solved, right? (laugh) When we inform them that their child may need additional support, they normally say that their child
is just as naughty and stubborn as other children. I understand that it is quite a difficult thing for parents to accept that their child may be different from others and need special support. I understand them.” (School principal, Interview 2)

5.2.1.2 School B

Parent involvement

Most of the teachers \((n=3)\) reported on the issues of parent involvement during the implementation of the FBA process. They expressed difficulty in seeking cooperation from the parents at different points of time. For example, one teacher described that she frequently asked the target student’s family to ensure the personal hygiene of their child but it was hard to obtain their support. On many mornings, the target student had no shower before coming to school. In addition, even though the communications between teachers and parents reported by the teachers were in several forms such as via phone or written notes, the majority of teachers reported on the regular failure of communication. Several reasons for unsuccessful communication that the teachers mentioned included avoiding discussing with the parents who did not want to talk about their child’s behaviour support needs, and lack of time to discuss with the teachers due to the demands of the parents’ work schedule.

“The issue of insufficient support from student parents is very important. I believed that I could communicate with the target student well but his parents did not consider the behaviour problem as critical. I felt that this caused major problems.” (Miss Dari, Interview 2)

The assistant principal and school principal explained the background of the majority of students in the school. Many students had a very hard life because of family status as well as the surrounding environment that they grew up in. Many families had uncertain incomes or were often seeking new jobs or worked on night shift, which caused them to have difficulties in looking after their children properly. The school staff agreed that it was always a challenge for
their teachers to obtain support from students’ families.

The teachers discussed their approaches to increasing parent involvement. One teacher explained that she kept trying hard to communicate with the parents by reporting positive progress on the target students to them during the intervention and continually seeking their cooperation as much as possible. On the other hand, two teachers reported that they finally decided to reduce communication in order to avoid any conflict and did the best they could. Moreover, one of these two teachers added that she reduced her discussion because the implementation of the FBA process was in the last semester of the school year.

Workload and time management

The teachers in School B did not report that their regular workload as teachers in this school was a main issue in implementing the FBA process. However, two teachers reported that their extra duties and outside training required by the head department impeded their implementation of FBA. One teacher also mentioned substitute teaching and absent teachers, which led to insufficient teacher staff.

“The obstacle mostly arises from me. Because of the amount of workload, sometimes I could not effectively implement the intervention. Occasionally I also had to attend professional training elsewhere or conduct substitute teaching. I rarely had a chance to see the coach and I believed this caused a problem because I was unable to receive the important support from the coach (during the implementation).” (Miss Natalie, Interview 2)

Similarly, the school principal discussed the number of professional development sessions strictly required by the education department and indicated that the school could not avoid it. However, the teachers in School B discussed this in the focus group interview and they all agreed that as a teacher under this head department they felt familiar with this culture and could cope with this issue. Three out of four teachers reported that they completed the FBA forms themselves.
while only one teacher claimed that she asked her teacher assistant to observe and fill in the forms when she was away to do her extra duty.

In comparison, teacher participants in Schools A and B reported that their workload was sometimes impeding their implementation of FBA. However, the definition of workload in each school was different. School A addressed its repetitive paperwork requirements while School B claimed that the extra duty and outside professional development required by the head department decreased its implementation. Support from the parents also was reported as another issue that both schools experienced, especially School B teachers where many parents provided less support. Lastly, for School A, the classroom physical setting was reported as an issue by several teachers who needed to deal with and adjust their classroom settings, including placement of the target student in the open plan classroom.

5.2.2 Theme 2: Factors of successful implementation in the FBA process

Interview data revealed several support factors that the teachers believed were relevant to the successful implementation of the FBA process. The participants in School A reported on the perception and understanding of the teachers, cooperation with other school staff and parent involvement. For School B, the participants reported on cooperation with other school staff, support from parents and coaching during the implementation.

5.2.2.1 School A

Teacher factors

All teachers indicated that their positive attitudes and understanding of the target students assisted them to implement the process successfully. The teachers mentioned the words ‘understanding, caring and trusting’ and they believed it was important that these components build positive attitudes to deal with the target students.
“I think there are many components of successful implementation. First, we need to start by looking at ourselves to see if we are willing to help this child or we do it because it is just our duty. There is something we do that is beyond our responsibilities, but if we want to see our student change in a positive way, we need to start from ourselves.” (Miss Tracy, Interview 2)

School staff also agreed that to deal with students with behaviour support needs was a tough job that required the willingness and heart of the teachers. Half of the teachers (n=3) also said that the teachers’ consistency in implementing the intervention with the target student was vital. One teacher reported that she sometimes found her consistency in implementing was very low and this led to an unsuccessful intervention.

Cooperation with other school staff

Most of the participant teachers reported that because a key feature of this school was working as a team with other staff, especially in the same class level, the support from involved staff was another factor that they perceived as an essential element to implementing the FBA process. They explained that when a teacher found the behaviour problems of the students needed more specific approaches, that teacher would bring the issue to discuss with other teachers in the regular meeting. The support of, or cooperation with, other school staff was reported in several forms. For example, three out of five teachers reported that their buddy classroom teacher became a helper and a supporter in sharing their responsibility in the intervention such as observing the target students and dealing with the parents. This teacher exemplified her cooperation with a buddy classroom teacher:

“I normally discuss with my buddy classroom teacher. If he has a similar understanding, he will be able to help me a lot because there are many students who have problems in our classrooms. Each one has his/her own different issues to be dealt with. So, we can normally just discuss
about our students’ issues. There were some meetings with student’s parents that I could not attend to. Therefore, I asked my buddy classroom teacher to discuss with them for me. However, I would briefly inform information of the student to my buddy and suggest to him how to provide appropriate advice to the parents.’
(Miss Kate, Interview 2)

Furthermore, one teacher stated that she had asked another teacher on the staff who was good at drawing to assist her to create a social narrative for her target student. Lastly, another teacher reported that she was absent for one session from the professional development program and followed up the content by asking other participant teachers to explain it to her.

Support from parents

As mentioned, four out of the five teachers reported that they received good support from the target student’s parents from the beginning, during and after the implementation process. There were different ways for parent involvement to occur. For example, three teachers reported that they found that sharing information with the parents was very beneficial when planning interventions and monitoring student progress. Besides this, one teacher noted that her target student’s parents also assisted in conducting the intervention at home in relation to her recommendations. She said that she asked the parents to decrease TV time and increase reading a story time for the target student every night. The parents followed her suggestions. Consequently, the teacher reported that she found the student’s communication skills had improved.

5.2.2.2 School B

Teacher factors

More than half of the teachers reported that they believed that a teacher played an important role in implementing a successful intervention. Teacher factors included attitudes in dealing with the target student and teacher consistency. For example, one teacher described that success would occur when
the teacher faced the problems and had a willingness to assist the target student and implement the process. Another teacher reported on the consistency in intervention practice that she frequently used in order to plan strategies with the target student.

Cooperation with other school staff

Even though the teachers stated that they usually worked in isolation, participants reported that staff involvement was relevant to assist them in implementing the process successfully. For example, two teachers stated that they provided information about the needs of target students and their planned interventions to other school staff who were involved in the intervention with the target students. The teachers said that because of the cooperation from these other staff, such as reducing the use of negative statements with the students, the intervention could progress effectively. One teacher who had a teacher assistant reported that she also asked the teacher assistant for her cooperation to reduce and discontinue her inappropriate strategies in dealing with the target students because she believed in the effect of consistency by the teachers in the intervention.

Support from parents

In terms of support from parents, several teachers argued that this was the most important factor in successful implementation. One teacher mentioned that initially her target student’s parents found it hard to accept that their child needed special support. As a result, they rarely provided sufficient support. However, once the teacher could receive support from the parents, she recognised progress and improvement in the target student. Another teacher, whose target student was formally identified as having a special need, reported on the advantages of continuing support from the parents as a mediator between the teacher and medical professional. This teacher pointed out that because of cooperation from the parents, she could obtain useful information from the student’s home and the medical professional and employ it in her intervention effectively. She concluded that
“When I communicated with the parents, I told them that there was a problem there and we wanted to help and support their child. I did not only inform them of the problem which they had to solve by themselves but I said that we could work together to solve the issues. At school it was our responsibility to deal with, and at home it was the parents’ turn. We needed to help each other. I feel like when we have a problem, we should support each other as much as we can and demonstrate to them that we are willing to assist their child. If the child is ready, the parents agree and the cooperation will happen.” (Mrs. Anna, Interview 2)

Coaching during the implementation

Several teachers reported on the benefit of having a coach during their implementation. Because this FBA process was new knowledge for them, the teachers claimed that they sometimes found that the process was unclear or they were confused about it. Consequently, three out of four teachers mentioned the advantages of receiving advice from the coach during implementation, both during and after the professional development program. One teacher reported that she was unsure about her selected intervention approaches and discussed this issue with the researcher, who was a coach coming to her classroom. She claimed that after this she had a clearer direction and also felt encouraged to continue her intervention. Another teacher also reported feeling confident when she received the support and advice of the researcher, so that she knew she was on the right track and employed the strategies based on research evidence.

In comparison, there were similar factors that teachers in both School A and School B reported as a factor in successful implementation. These factors included cooperation with other school staff and the involvement of the parents. Each factor involved good communication and frequent interactions between teacher to teacher or teacher to parent. It was found that teachers in both schools reported on the importance of teacher attitudes and consistency, while School A’s teachers also addressed the importance of a correct understanding of the issues
when dealing with the target students. On the other hand, only teachers in School B mentioned the benefits of coaching during the implementation that assisted them to complete the process successfully.

5.2.3 Theme 3: The professional development program in FBA

The participant teachers and school staff reported on various benefits from the professional development program and made several suggestions for the future directions of the program.

5.2.3.1 School A

Benefits from the professional development program

The teachers reported on various benefits that they gained from the professional development program. Most of them stated that they learned several new techniques and intervention strategies to deal with the target students. Among the intervention strategies, the social narrative technique was the one that four out of five teachers said they had introduced for the first time. Only one teacher reported that she had already learned most of the strategies prior to the study. However, she stated that token economy was one of the strategies learned from the program that she had never tried with the students and she employed it this time. Lastly, there was a teacher who mentioned that the professional development on using FBA provided her with a guiding process for solving and managing student behaviour problems.

School staff perceived that this program assisted their participant teachers to have new knowledge and techniques in dealing with behaviour problems as well as a clearer process of problem solving. The school principal stated that this program helped the teachers to have a better understanding of the students who had behaviour support needs. The head teacher also stated that before the program these teachers had tried to assist their target students but sometimes it was beyond their abilities. The professional development program provided their teachers with a new experience to learn and practise in real classrooms centred on what did work and what did not. Finally, she believed that these teachers anticipated
extending and transferring their knowledge and experience from the program to other teachers in schools in a range of ways.

“… expansion of the outcomes from the professional development program. For example, these five target students from our five participant teachers will move on to the new class level next year. These participant teachers will have to transfer relevant information of their students to the next teachers. This is how the outcomes of the professional development program expanded. When these target students are in the new classrooms, their next teachers have to know what interventions or strategies have been done, and what were the outcomes of the implementation. Consequently, knowledge from this training program will expand to other teachers in schools.” (Head teacher, Interview 2)

**Suggestions for the professional development program**

Only one teacher stated that she preferred the program to be commenced earlier at the beginning of the school year because she felt that it would be better if she learned these processes before she dealt with the target student. The head teacher suggested that the outcomes of the professional development program should be reported back to the participant teachers in order to be an example for them to see the benefits of conducting research and inspiring them to plan their future classroom research.

**5.2.3.2 School B**

**Benefits from the professional development program**

The opportunity to practise FBA skills in the classroom was reported in the interviews to be a benefit to all teachers. The teachers stated that they had used the material from the program and learned very practical skills in a real setting. One teacher claimed that this practice process led her to believe that the FBA process was able to be implemented in her classroom context. More than half of the
teachers in School B ($n=3$) reported that they received a clearer and more systematic process to deal with behaviour problems. One teacher mentioned that she used to have no written intervention plan but because of the training program she had started her written plan systematically and finally obtained measurable and observable outcomes for the target student. Another benefit that the teachers pointed out in the focus group interview was the increase of interaction between themselves. The teachers discussed that they previously worked in their own isolated place and rarely talked or discussed issues, including behaviour problems of the students, with each other. However, during the professional development program, they increased their academic sharing and discussion because of the assignments from the program that required them to practise in the classroom.

*Mrs. Anna:* “Actually, we are always in our classroom. We don’t know much about the others because we often keep the door closed.”

*Miss Natalie:* “When we needed to solve the tasks assigned from this professional development program and planned the behaviour intervention for our target students, Miss Dari came to me and started the discussion whether her strategy would work. I said that my student case was in a kindergarten level, I then went to discuss my plans with Miss Tina (who was teaching kindergarten as well). Miss Tina told me that she would do the same.” (laugh)

*Miss Tina:* “Yes, I do.” (laugh)

*Miss Natalie:* “I then brought my plans to Mrs. Anna and asked if this would be ok or I needed to adjust the plans. I felt like we talked more to each other and the interaction between us increased habitually. Have you finished the homework? Have you handed it in? If not, let’s discuss it together? These have led us forward from working in isolation to have more interaction with each other.”

(School B, Focus group interview)

The school principal also expressed that she was pleased to see this group of teachers had more interaction than before and worked together to assist the
students. Finally, the teachers also mentioned that this program provided them a chance to learn and share from another school. One teacher reported that she learned from their practices and also recognised that another school was facing a problem that was just as serious as her own. She said that this was encouraging to her because the other school was a private school where most students came from very good backgrounds and families but there were numerous unsolvable behaviour issues remaining for teachers to cope with. Another teacher discussed that this program opened her perspective on behaviour supports because both participating schools had different contexts in most of the areas and she could share her case and discuss it as well as encouraging each other.

*Suggestions for the professional development program*

Several teachers indicated that they preferred the small size group in the workshop because they could share and know all cases personally, in contrast to a large group training program. Some teachers suggested a potential variation of the professional development program. For example, one teacher recommended that future workshops should be conducted as a full day workshop so there would be no concern about the transition from the school to the workshop venue. Another preschool teacher suggested that she would prefer the content of the training program to be more specific to the target group, such as for early childhood students, because she found that sometimes she needed to modify and adapt many strategies of elementary students to her context.

In addition, in the focus group interview, the teachers agreed that this professional development should be expanded to other teachers and other schools. Similar to the school principal and the assistant principal, they stated that they would like to support and train other teachers in their schools about the FBA process and ultimately, they would suggest other schools that could participate in this professional development.

In comparison, staff in both schools reported that they gained more knowledge and skills to deal with students with behaviour support needs from the professional development program. Moreover, some teachers from both schools
also stated that they obtained a clearer process to deal with students with behaviour needs. Only the teachers from School B reported on benefits from the model of professional development, which increased their understanding and skills. These included real practice in training, learning from other schools and increased interaction among participant teachers. Several different suggestions came from the schools. School A preferred the program to be held in the early stage of school years. School B preferred the small group size of the program and suggested the professional development program be offered to other groups of schools in Thailand.

5.2.4 Theme 4: Teachers’ concerns and suggestions for the school behaviour support system

Both schools reported concerns and suggestions for the school behaviour support system in order to improve the quality of the system in the future. For School A, the teachers noted the need for a special education teacher and school support, the consistency of continuing support for the target students, and a high rate of turnover. For School B, teachers discussed the consistency of continuing behaviour support and the prevalence of teachers’ resistance to inclusion.

5.2.4.1 School A

The need for special education teachers and school support

In the focus group interview, the teachers reported that because there were increasing numbers of students with special needs entering the classroom each year, they needed the school to employ a special education teacher. The teachers discussed several points in support of this need. First, they anticipated that a special education teacher could act as a counsellor for regular teachers in school when dealing with students with behaviour support needs or with other special needs. The participant teachers stated that they preferred to serve as an implementer who was willing to follow advice and intervention suggested by the special education teachers. One teacher said that this would reduce her workload and time to deal with the student with behaviour support needs and increase her
time with her regular students. She reported that recently she spent a large amount of time reviewing and finding possible intervention strategies in order to deal with her target student. As a result, this sometimes impeded her teaching preparation time for the whole class of students.

Second, the teachers noted that having a specialist person, such as a special education teacher, would increase credibility when proposing new resources for special needs to the school administration team. One teacher mentioned that she had been requesting sensory resources for her student who had Autism Spectrum Disorder. She said that the school team listened to her requests but nothing happened after that. Another teacher explained that the teachers knew the school had a limited budget each year and the school tended to provide little support to this area. The only thing that the teachers could do was continue proposing their needs to the school team even though it may or may not be approved. Lastly, the teachers reported that this school used to have a teacher responsible for students with special needs but not a special education teacher. However, this person had resigned a few years ago.

In terms of the concerns of school staff, both the school principal and the head teacher reported that they believed their teachers still needed to learn further knowledge and techniques to deal with students with behaviour support needs. They stated that the more experience with students, the more understanding and techniques the teachers had. With respect to the need for special teachers, the school principal said that generally a counselling teacher in elementary schools was not required. She stated that this school was not a special education school so she believed that the school did not need a special education teacher. She preferred to have all teachers trained to increase knowledge and skills in special education. Lastly, the head teacher indicated that the school team was willing to listen to all teacher needs. For resource requests, if the proposing teacher could effectively address the necessity and value of the requested resources and the school team viewed that it was in the school budget and had potential to benefit the majority of the school, the school team always ultimately supported the proposal.
The consistency of continuing support for the target students

Three out of five teachers reported their concerns about continuing support for their target students in this school. One teacher explained that every year the students would have a new classroom teacher when they moved up to the next class level. Several teachers noted that the school had a communication process to require each classroom teacher to transfer and discuss all information about each student with the new classroom teachers. However, they were unsure if their target students would be able to adjust to their new classroom teachers or the intervention approaches that the new classroom teachers would use. The teachers reported that this also was a concern for the target students’ parents.

“Would it (technique) be conducted the same? No, it wouldn’t because each teacher has his or her own techniques and styles to deal with the student. These include body gestures, voice tones, expression and strategies that each individual is good at. I may be familiar with this strategy while others aren’t. So, it will not be the same.” (Miss Tracy, Interview 2)

A high rate of turnover

In the focus group interview, the teachers also reported that they had concerns about the high turnover rate of staff in their school. They described that changing new buddy classroom teachers often affected their workload as well as the continuing support for students with special needs. The teachers explained that any new teachers in this school generally had to be trained and learn about the school culture and the school’s unique teaching and learning approaches once they began their jobs. For many people, this learning process may take time to fully understand. Consequently, the teachers reported that many new teachers often resigned from the school during the school year. Some did so in the middle of trimester while some teachers left after two days of teaching. The teachers discussed the possible reasons for the high turnover rate in their school. They stated that this may be because many teachers found it was hard to adjust to the unique school culture and the workload. However, the teachers also said that in
some cases it was only because of personal circumstance such as family issues that led the staff to leave. At the end, they concluded that the high turnover was confined to the new teachers, not those who had been at work more than five years at the school, like them. They reported that after adjustment to the school, they found this school had lots of motivated staff and great teamwork and they were all committed to continue working at this school.

5.2.4.2 School B

The consistency of continuing support for the target students

In the focus group interview, the teachers reported their concerns about the transition of their target students to the next class level. They stated that they were not sure if there would be a teacher who understood the target students and could provide continued support for them in the next year. One reason was that there was a limited number of teachers who had been trained in special education or had special education backgrounds. Similar to the assistant principal, one teacher reported that after this program the school would have two teachers from first and second grade respectively to deal with students who needed behaviour support. However, from grades 3 to 6 there were no teachers who had been trained intensively in special education.

“... when the students move up to the next class level, the support may not be consistent. Also, it is not only our concern but also the parents. The parents know that that there are specific teachers to look after students with special needs for kindergarten and grade 1. However, they are continually questioning who will look after their children in the later class levels. I am not certain what to answer her.” (Mrs. Anna, Interview 2)

The prevalence of teachers' resistance to inclusion

For School B, the assistant principal stated that the classrooms had more diverse needs and that teachers needed to prepare and conduct lessons in this diverse environment and the school aimed to help them do this. There were
several ways in which the school principal and assistant principal reported they prepared their staff for inclusive classrooms. The school conducted a one-day seminar on special education for all teachers in the school. Moreover, the school administration team reported that all resources for special needs were supported by school budgets since a few years ago. The assistant principal said that the responsible teachers were the ones who selected and requested the resources to the school administration team. However, she reported that many senior teachers who were nearly retired in this school often informed her and the team not to include any students with special needs in their classrooms because they were not ready, they were too old to learn about how to deal with these students and they were exhausted from other responsibilities. The assistant principal stated that the group of participant teachers in the present study was mainly teachers who wanted to learn to support students with special needs.

In comparison, teachers from both schools were concerned about the behaviour support system at the schools in different ways. For School A, the teachers reported a concern about not having a special education teacher at the school to support them and the students with special needs. They suggested that a special education teacher would assist them to provide advice and reduce their workload as well as increasing credibility when proposing the needs to the school team. However, the school administration team reported that they preferred their teachers to increase their knowledge and skills in dealing with students who need special support and would support their resources requests if they were worthwhile to the whole school. In contrast, the assistant principal in School B mentioned that the school had been supportive with all the resources for special needs that the teachers demanded because the school had a specific budget for this support. Another concern reported by School A was the consistency of support for the target students when they moved up to the next class level, and the high teacher turnover that affected the workload and continuing support of the teachers with students with behaviour support needs. On the other hand, while School B had no issue about the high rate of staff turnover, they did report the concern of continuing support for the teachers with the target students when transitioning to the next class level. Moreover, the issue of teacher resistance in some cases had
been reported as another concern in providing the behaviour support system in School B.

5.3 Summary of findings

This chapter reported the school and cross-school outcomes of a professional development intervention that aimed to improve capacity in supporting student behaviour change. Four themes emerged from interview and focus group data in relation to the research questions. These themes included issues in implementation of the FBA process, factors in the successful implementation of FBA, professional development, and teachers’ concerns and suggestions about the behaviour support system in schools.

Issues of implementation that both schools reported in common were workload and parent involvement, while School A reported an additional issue which was related to the classroom physical setting. The participant teachers first managed these matters themselves and later would involve other staff in the school if needed. In terms of the second theme, factors in the successful implementation of FBA, both schools discussed parent involvement and cooperation from other staff. Because their working cultures were different, School A, whose staff normally worked closely together, reported on the benefits of having buddy classroom teachers to support implementation in relation to observing and looking after other students in the class. On the other hand, School B reported on the support in the intervention from other related school staff. Moreover, School A reported the perception and understanding of teachers as one of the factors in the success of FBA implementation while School B addressed the teachers’ consistency and support from coaching during the professional development.

The third theme was about the professional development program in FBA. Learning new knowledge, techniques and skills in dealing with the students who needed behaviour support was reported from both school teacher groups as a benefit of professional development. Furthermore, School B mentioned that real practice in FBA processes, more interaction in working between staff as well as
workshops with other schools assisted them to learn the FBA process effectively. Teacher suggestions were various; some recommended a suitable time in the school year to conduct a training program or expanding the program to other groups of schools in Thailand.

Finally, the fourth theme revealed teachers’ concerns and suggestions for behaviour support in schools. School A reported on the needs for a special education teacher in supporting them while the school administration team stated that they preferred to increase their classroom teachers’ ability in special education instead. School A also discussed the high staff turnover rate that affected their workload and support with the students in class. In contrast, School B was concerned for the continuing assistance provided to students with behaviour support needs due to insufficient staff in this area, as well as the teachers’ resistance to inclusion that had been reported by the assistant principal.

The key findings of an analysis in classroom implementation, at school level and cross school are now discussed in Chapter 6 in relation to the conceptual framework, literature and research questions. Future recommendations for further practices and research as well as the limitations of the study are also provided.
CHAPTER 6
DISCUSSION AND CONCLUSION

The study reported here investigated the implementation of a professional development program in FBA in two selected elementary schools in Thailand. The chapter is organized in three sections. First, an overview of key results and implications in the context of the research questions is provided. Second, recommendations for future directions in practice and research as well as the limitations of this study are presented. Finally, the conclusion is provided.

6.1 Overview of key findings and implications in the context of research questions

Two schools in Bangkok were purposefully selected for inclusion in this study. School A was an alternative school while School B was a public school. In each school, an intact group of participants including classroom teachers, school staff and identified students was invited to join in the study. For School A, there were five classroom teachers (who taught in grades 1–3), one school principal, two senior teachers and five target students selected by the classroom teachers. For School B, there were four classroom teachers (who taught K2–Grade 2 classes), one school principal, one assistant teacher and four target students selected by the classroom teachers.

All participating teachers were female and most of them had a Bachelor level qualification with little or no training or experience in special education. Most of the target students were identified as at risk of or displaying behaviour problems when assessed using the SDQ. Data collection was divided into three phases.

Phase 1: Prior to the professional development

This phase collected data from various sources in order to gather background information about school contexts, current practices, knowledge and
skills of the teachers as well as attitudes of the participant teachers when they were dealing with behaviour management.

*Phase 2: During the professional development*

Phase 2 collected data on classroom teacher practices during the program using a set of observation protocols. The data from this phase assisted the researcher to examine how the teachers implemented the FBA process in their classrooms over time.

*Phase 3: After the professional development*

The last phase collected data from various sources in order to continue the investigation of how teachers managed the classroom to implement the FBA process and intervention as well as obstacles encountered when implementing, if any. It also assisted the researcher to note how the school facilitated or did not facilitate implementation in order to gain various perspectives about the outcomes and processes in the implementation of FBA from the teachers and other school personnel.

**6.1.1 Outcomes of the professional development program in FBA**

The first research question was about the reported and observed outcomes of a professional development program for teachers and school staff members.

**6.1.1.1. Teachers’ classroom management for whole class practices**

At the commencement of the study, observational data showed that in general the teachers of both schools managed their classes effectively and ensured student participation. The teachers were generally found to employ positive strategies and corrected students’ misbehaviour with reactive approaches such as verbal reminders or time out. The teacher strategies were generally consistent with Thai educational policy on teacher practice in classrooms. After the Thai educational reform in 1999, the Thai Ministry of Education encouraged teachers to avoid using aversive approaches (OBEC, 2009b) and to create a positive classroom environment in order to increase the learning ability of students.
(Charupan & Leksuksri, 2001). Moreover, a new policy, the Regulation of School Punishment Process (amended in 2007), was required by the Thai Ministry of Education to ensure any corporal punishment in schools was banned.

As reflected in the conceptual model (Figure 2.1), the data in this study suggested that this regulation influenced both schools in different ways. School A reflected this regulation with a school policy to ban any corporal punishment as well as encouraging its teachers to employ positive strategies. Furthermore, it was found that the school vision and school culture also promoted and emphasised positive learning environments to enhance student potential. These consistent influences of both educational policy and school policy, as well as school culture, made the use of aversive approaches in classroom practices unacceptable.

Conversely, in School B, the teachers reported that there was negotiation between teachers and parents in using corporal punishment to manage classrooms. For example, one teacher reported that she was asked by a parent to smack their child if he misbehaved. The acceptance of negotiation in using corporal punishment in School B may have been influenced by family and social values which, again, is consistent with the inherent components of ecological systems as reflected in Figure 2.1. The teachers and the school leadership team explained that many students came from parenting backgrounds where families viewed and implemented corporal punishment as a normal approach to correct their child at home. Social support for the notion of “spare the rod, spoil the child” in Thailand may be another reason for this situation. Similar to the study of Kubpittayanun, Sotathipan, Sukyapan, and Dasa (2009), several teachers in the current study believed in using aversive approaches to help misbehaving students learn from the negative painful consequences resulting from his/her behaviour.

This phenomenon supports findings by Thanasetkorn and Thanasetkorn (2009), who found that while corporal punishment may be banned in Thai schools, there was evidence that many teachers in primary schools still used negative approaches to manage classrooms, such as raising their voice, hitting rulers on the table and asking a misbehaving student to knock their own knuckles on the table. In the observational data for School B, even though only one teacher
was observed to either raise her voice to the class, scold, or hold a bamboo stick and smack students’ hands, several participant teachers in School B also reported their occasional use of aversive approaches in classrooms. This use of aversive approaches may result from Thai social beliefs as mentioned earlier. However, it may also be because Thai teachers are culturally regarded as having a high degree of authority in classrooms.

One recent report in Thailand (ONEC, 2007) claimed that many Thai teachers were not ready for positive-only approaches to behaviour management. Likewise, several reports noted that Thai teachers have insufficient knowledge on more positive approaches to managing classrooms (Kaewdang, 1999; Kubpittayanun et al., 2009; OBEC, 2009a). In the present study, teachers’ knowledge and skills were described as key factors in personal ecology (Figure 2.1). The researcher aimed to increase teachers’ knowledge of and skills in using positive approaches by providing a professional development intervention. After the FBA training program, observational data indicated that most of the participant teachers from both schools included more preventative strategies and positive techniques than negative and reactive approaches in managing their classrooms. This could be because the program focused on the preventative and positive strategies typical of the central components of PBS and FBA (O’Neill et al., 1997). Consequently, when the participant teachers in this study were introduced to this concept and approaches as well as several practical examples, they were also challenged by the trainer to try and implement these approaches in class. The teachers were then observed to practise and increase their preventative and positive approaches in their classrooms. This finding may be an example of the potential for closing the gap between policy and practice by assisting and preparing teachers with effective professional development to trial alternative approaches to behaviour management.

However, one teacher (Miss Dari, Classroom 7 in School B) decreased her aversive approaches during professional development but increased them after the program finished. As reflected in the conceptual framework, behaviour support systems are complex and are influenced by various factors. One factor in the
present study was personal ecology of the teacher, which consists of knowledge and skills, beliefs and background. This teacher reported that she had not completed any special education training and was observed to be using a range of aversive approaches since the commencement of the program. Such individual resistance to change was described by Alford and Lantka (2000), who argued that resistance behaviour is reinforced by escaping from a difficult task. In other words, even though this teacher had gained new knowledge from the training, the teacher might have found that using preventative and positive approaches were more difficult to manage in her whole classroom than the aversive approaches. Consequently, she then chose to use the previous approaches that she was familiar with and that were at least moderately effective for her (Vaughn et al., 2000). Moreover, there was no requirement from the school leadership for the teachers in School B to employ preventative and positive approaches. This explanation is supported by Ntinas (2008) and Vaughn et al. (2000), who discussed several factors that led teachers to employ new practices. One of the factors is power and support from the school leadership.

6.1.1.2. Behaviour management for target students

Both schools reported on their assistance for students with behaviour support needs. Due to the school culture in School A, described in Chapter 5, there were numerous opportunities for teachers to discuss with other teachers, including buddy classroom teachers and teacher teams, about possible strategies to assist the students. On the other hand, interview data indicated that the teachers in School B tended to solve their problems in isolation. Yet, School B had employed a behaviour supporting system and had a school counselling program to provide advice for effective strategies if teachers needed help. This behaviour system approach has been a requirement for Thai public schools since 2009 (OBEC, 2009a).

While School B was found to tolerate aversive practices that were inconsistent with Thai policy, there were some potentially useful structures of behaviour support in place, consistent with the Thai policy. This behaviour support system may have resulted from the initial quality assurance process. This
requirement has encouraged all schools to reconsider the process of behaviour support in schools, with the goal that this support should be systematically planned and conducted and then periodically inspected by internal and external auditors (Opartkiattikul et al., 2013). On the other hand, teacher behaviour management strategies usually happen on a daily basis and may be difficult to detect by others during auditing.

At the commencement of the professional development program, the teachers in both schools reported that they had no specific written plan or behaviour recording system for target students. Furthermore, at that time it appeared that the majority of the teachers in both schools were observed to be more authoritarian, where teachers have control over students, rather than egalitarian, where teachers share power with students (Porter, 2006). Many participant teachers commanded students to do tasks rather than providing choices for students to select. The teachers in both schools reported that their behaviour management strategies relied on their experience and current knowledge and many of them reported that they dealt with behaviour problems as “daily problem solving”.

In the first observation, all teachers from School B were observed to use, and also reported the use of, a range of aversive and reactive approaches. On the other hand, even though most teachers in School A were not found to use any aversive approaches, they were observed to employ strategies such as time out or ignoring the target students if the behaviour did not affect other students or learning activities. Many participating teachers in both schools reported that they were unsure about how to deal with their target students and did not understand why the students behaved in this way. This finding was consistent with that of Fulk and his colleagues (2002), who argued that many Thai students with mild to moderate disability (including behaviour problems) tended to be ignored and viewed as non-compliant because there were a great number of misunderstandings of characteristics of these students in Thai schools. As a result, these students tended to be retained in a class without appropriate behaviour support while many teachers responded to those children by trying to discontinue the behaviour
problems only without building appropriate replacement behaviours.

In this present study, five out of nine target students had not been formally diagnosed by medical professionals. Thus, the presence of these undiagnosed students in classrooms could lead to misunderstanding in the provision of student support by teachers. Similar to Vorapanya (2008)’s suggestion, who claimed there are still many undiagnosed students in Thai classrooms, teachers need to be able to identify and refer such students, including those with mild levels of disability, to receive further appropriate assessment and support.

Four out of the nine target students in the present study were formally diagnosed with special needs such as ADHD. However, the findings from this study indicated that the teachers reported using negative or aversive approaches to deal with student misbehaviour, even though some teachers in School B had a background in school counselling or had trained intensively in special education. Several reasons for this could be proposed in relation to teachers’ personal ecology as suggested in the conceptual framework (Figure 2.1). First, the teachers had insufficient knowledge to identify the actual function of the behaviour problems and deal positively with students who needed behaviour support. Too often teachers may habitually reinforce problem behaviours rather than reducing them because they are unaware of the function of the behaviour (Apichatabutra, 2009). Secondly, the teachers may consider that aversive approaches could discontinue the behaviour problems. However, Gershoff (2008) stated that although the use of aversive approaches may discontinue the behaviour problems for a while, the behaviour tends to reappear and sometimes becomes worse. Likewise, some of the participant teachers in this study reported that they had tried many strategies but the behaviour outcomes did not last for long.

The professional development program that formed the intervention in the present study introduced the FBA process and positive intervention strategies for the teachers and allowed them to practise and implement the interventions in real classrooms. Subsequently, interview data found that all teachers reported employing the FBA process and developing positive behaviour interventions or preventative strategies in dealing with the target students after the training.
Observational data indicated that the majority of the teachers from School B decreased their aversive approaches and some of them included more preventative and positive approaches with the target students. Similar to School A, three out of five teachers from School B included more preventative approaches. This finding is evidence of teachers implementing the new practices that emanated from the provision of a targeted professional development program. FBA uses research-based evidence which requires specific skills and knowledge (e.g., O’Neill & Stephenson, 2010, Reid & Nelson, 2002), and the professional program in this study played an important part in linking the research-based practice to teachers’ class implementation. In the current study, the participant teachers reported that they gained new knowledge and techniques in dealing positively with students who needed behaviour support. Moreover, some teachers, including the teacher who was a school counsellor, also reported that this program provided them with a clear process to assist target students in a positive manner.

The intervention program was designed with several essential components suggested by the literature that aimed to increase the adaptation and implementation of new practices (as described in Chapter 3). For example, it provided a core-practice experience (Duncan, 2005; Glazer & Hannafin, 2006; Gresten & Dimino, 2001), which was consistent with Odom (2009) that new practices may become established when teachers use the practice in their classroom. This core-practice component was also supported by Lane et al. in their 2007 study, which concluded that practitioners needed the basic knowledge of the FBA process and opportunities for practising. This is consistent with findings from the participants in the present study. For example, one teacher said that this practice led her to believe that the FBA process was able to be implemented in her classroom context.

Another essential component was on-site support or coaching for teachers in adapting new practices in their classroom (Denton et al., 2003; Foorman & Moats, 2004; Gresten & Dimino, 2001). Fixsen et al. (2009) claimed that many human service practitioners failed to apply new practices to their context because of a lack of support and coaching from the expert. The current study included a
coaching component to the program. The findings of this present study indicated that many participants identified the importance of on-site support in the form of coaching in benefiting their implementation of FBA, especially all the teachers from School B. This may be because teachers in School B had experienced more outside training when compared to the teachers in School A. Thus, relying on their training experiences (training was generally conducted in large groups of people with a ‘one shot’ workshop), it may be that they could distinguish this advantage that had rarely been found in their previous training programs. The teachers in School B also indicated that they preferred the small group size in the workshop because they could share and know all cases personally. This is consistent with the work of Bohanon et al. (2012), who found that a group size of 10–30 was a good size for training in positive behaviour support or FBA. This may be because it can allow participants to interact and share experiences during training and learn collaboratively, which is identified as one of the essential components of effective professional development that Hoy and Miskel (2008) suggested.

However, it was found that a few teachers were inconsistent with the implementation of the intervention approaches. In other words, even though all participant teachers received the same professional development program and on-site support during their class practice, variability in the teachers’ implementation was still found. This phenomenon is supported by complexity theory that sees individuals functioning within a dynamic system, involving multiple interactions and unpredictable effects (Morrison, 2002). In other words, similar initial conditions between the subjects do not guarantee the same effects or outcomes.

This complexity interaction in implementation is consistent with the discussion of Fixsen et al. (2009), who indicated several core components of successful implementation. One of the core components that may influence this variability in teachers’ implementation is a practitioner’s personal ecology, including professional skills, background and attitudes. One teacher (Classroom 3), who inconsistently used intervention approaches such as infrequently reminding the target student about the behaviour contract, was found to employ
one strategy in isolation, rarely modifying the strategy to suit the function of the target behaviour. She was also observed to concentrate on her own work during students’ individual task time and rarely paid attention to the students, including the target student, unless the student’s behaviour affected other classmates. Moreover, this teacher reported that she was doing her Master’s degree and needed to manage her time effectively. Because this was the first time for all teachers to be introduced to and learn about the FBA process and proactive approaches to trial in their classrooms, the ability to learn skills in data collection may vary from person to person and this could also impede the effectiveness of their implementation.

A second demonstration of the complex relationship between personal ecology and implementation was found in the teachers who resisted implementing the intervention after the professional development program, usually providing a reason related to surrounding factors instead of their personal competency. For example, Miss Kate in Classroom 5 often said that she had no time to do what the researcher suggested or said that it would not work. Her criterion for the target student to achieve in intervention (80%) was not met. The researcher then suggested that she adjust the criterion to be attainable in order to provide success and reinforce the student. However, she insisted that 80% was a usual minimum for all students. In the interview, she said that because she was doing a Master’s Degree in curriculum and teaching, she already knew about the techniques and there was nothing new in the program for her. Thus, this background factor may have contributed to her high level of confidence in implementing the intervention in her own way. Another example was Miss Dari in Classroom 7, who stated in the interview that she strongly believed that insufficient support from the family of the target student caused her intervention to be harder and therefore she finally discontinued it.

Finally, while several teachers reported that this professional development program provided them with a clearer process, another reason for variable adoption may be that these teachers were still unclear about the FBA process or failed to identify the function of behaviour(s). For example, some researchers
have argued that many teachers found the FBA process was vague and required specialist skills and time (O’Neill & Stephenson, 2010). Similarly, one teacher in School A (Classroom 9), who was observed to be inconsistent in using intervention strategies, reported discontinuing her intervention because there was another behaviour problem occurring. She then reported that this FBA process was unclear for her and discontinued the interventions. This is consistent with other reports which noted discontinuing implementation following negative feedback (e.g., Durlak & DuPre, 2008; Fixsen et al., 2009; Vannest, 2013).

Therefore, to encourage teachers to sustain the practice requires both a basic knowledge of FBA and an opportunity to practise (Bambara et al., 2012; Gresten & Dimino, 2001; MacDonald & McGrill, 2013). The present study suggested that the teachers also needed to have an opportunity to experience that the FBA process provided positive outcomes for their students as well as for themselves.

In terms of the target students’ outcomes in this study, most teachers were found to report in a manner that was consistent with the observational data. The majority of the inappropriate behaviours of the target students were observed to decrease. This finding is consistent with previous studies that provided a training program in the FBA process to general teachers and found that the students had decreased target behaviour (e.g., Lane et al., 2007; Maag & Larson, 2004; Renshaw et al., 2008).

Overall, this study has demonstrated that the professional development program in FBA, which had core practice and ongoing support elements of training, could function to increase teachers’ ability in supporting the target students. However, the consistent and continued implementation was dependent on the practitioner’s ecology and one of the important and potentially reinforcing variables was that the teachers could see the benefits from the program.

6.1.1.3 Teachers’ changes in understanding and attitudes

Having an understanding of the ecology of behaviour problems is important in providing effective behaviour support because it could lead to better practices in classrooms. Before the FBA training program, all participating teachers
described the form and context of behaviour problems by using their target student behaviours while no one discussed or was confident about the function of the behaviour problems. Several teachers identified potential causes of the behaviour, such as the students’ characteristics. Besides this, many of the participant teachers (especially in School B where the parents of the target students provided less support to the teachers), explained that parenting was the main cause of the behaviour problems. Fulk et al. (2002) also noted that many Thai teachers tend to assume that behaviour problems result from failed parenting. Similarly, Westling (2010) found that general education teachers in his study perceived that home or community variables were the highest cause of behaviour problems.

After the professional development program, many participating teachers reported that there were other factors that could influence behaviour problems. Those factors included environmental factors, teachers, students, peers and parenting. Several teachers said that behavioural intervention should consider several components such as students’ roles and interests, parents, teaching and surrounding contexts. This finding indicates that, following the professional development program, the teachers gained an understanding of behaviour problems within an ecological system that involved complex interactions between several factors (Bronfenbrenner, 1979).

However, there were two teachers (Miss Penny and Miss Fiona in School A) who still reported that only one factor (such as peers) could be the main reason for behaviour issues. For Miss Fiona, it may be because she found that she had already gained support from her student’s family and believed in her well-conducted and planned strategies and created supportive environments: but the target behaviour could still be found. Consequently, this may have led her to think that the influence of peers could be the only reason left for the behaviour problems. In the case of Miss Penny, who was observed to conduct inconsistent intervention strategies, it may be the influence of her past experience that led her to believe that peers were the main reason for the target behaviour of her student. Moreover, there was one teacher (Classroom 5) who found that her understanding
about positive behaviour support was still unclear and that she may need further professional development. The teacher said that she asked the target student to put his hand into water filled with paper, which the student refused to do because he felt it was very dirty. She then held his hand and put it into the water even though she said that she knew he was very sensitive to this.

In terms of teacher’s attitudes, before the professional development program, three of five teachers in School A reported that they could manage the target students and felt no concerns, while the other two teachers reported negative feelings. For example, Miss Amy in Classroom 2 said that she was frustrated and discouraged and Mrs. Tracy in Classroom 1 expressed her low confidence in dealing with the target students. It was obvious in the interview with Mrs. Tracy that she believed that she had no background knowledge to deal appropriately with her target student and this may have been associated with her low self-efficacy. Miss Amy’s frustration may have been caused by the persistent target behaviour that often affected class activities and her report on the failure of the intervention in the last two trimesters. This was confirmed by the data from time sampling, which indicated that Miss Amy’s target student had the highest occurrence of observed target behaviour (47% of the baseline observation) compared with other students in this study. This finding is consistent with those of several researchers who noted that numerous experiences of unrewarded effort may lead to decreased feelings of personal accomplishment, which may in turn function to discourage and create negative feelings as well as a belief that they no longer help the student (Maslach, Schaufeli, & Leiter, 2001; Ross et al., 2012).

For School B, all teachers reported that they felt frustrated and exhausted as well as being less confident in dealing with the target students after the program finished. These negative feelings reported by the teachers in dealing with behaviour problems have also been reflected in numerous studies (e.g., Hastings & Brown, 2002; Landers, Alter, & Servillo, 2008). These studies found that persistent student behaviour problems resulted in teacher frustration, negative feelings of self-efficacy, burn-out and job dissatisfaction.
One interesting finding was that all teachers in School B had more teaching experience and education background than their counterparts in School A. However, there was a higher number of teachers from School B than from School A who reported frustration and lack of confidence. One of the reasons for this difference might be the nature of the behaviour problems that the teachers were facing. It was found that most teachers in School A who reported having no concerns had behaviour problems that tended to have less effect on other students (e.g., imitating animal actions and crawling during lessons) and were students who had been formally identified with special needs. In contrast, the target behaviour of students in School B tended to have more effect on other students (e.g., disturbing others and making loud noises during lessons), and most of the target students had not been formally identified with disabilities. Westling (2010) found that the three most challenging groups of students who needed additional support reported by general teachers were students with no identified disabilities, students with learning disabilities and students with ADHD. Moreover, the general teachers in Westling’s (2010) study also reported that inhibiting the learning of other students was the most impactful behaviour problem that they perceived.

Another reason for this difference in attitudes can be the culture of the school, one of the components in the conceptual framework described in Figure 2.1. School A had a team support approach between teachers and teachers, between teachers and a leadership team, as well as between teachers and families. School B teachers worked in isolation and avoided discussion of behavioural issues with a school leadership team, unless the problems were serious. Therefore, this collaborative support in behaviour management culture could have provided more positive feelings to the teachers in School A in comparison to their counterparts in School B.

After the FBA training, more than half of the teachers in the study believed that teachers played a crucial role in implementing successful interventions. Teachers from both schools agreed that both the teachers’ positive attitudes and consistency in implementing the intervention were very important. It was also
found that the teachers from School A were pleased to be able to assist the target students. Similarly, the two teachers from School A who reported negative feelings or lack of confidence at the beginning indicated that they increased their self-control and felt released of all negative feelings. All teachers in School B expressed their positive feelings when dealing with the target students. For example, two teachers noted that they had increased confidence and another two teachers reported that they felt less frustrated and pleased about the target students’ improvement. This finding provides evidence of the benefits from the professional development program that could increase teachers’ knowledge and skills to assist the target students more effectively and resulted in the increase of positive feeling and self-confidence. This is consistent with a study by Ross et al. (2012), which found that student outcome benefits from the school-wide positive behaviour intervention support were likely to increase teacher well-being. This included teachers’ feelings of effectiveness and positive emotional resources.

This finding is critical because this positive feeling can be important in sustaining implementation. Vaughn et al. (2000) stated that practitioners should have positive attitudes about intervention effectiveness, including their belief in their own ability to implement practice.

The finding of positive outcomes and beliefs after FBA training also could be an encouraging sign for future and sustained implementation of the FBA process in Thai schools. When teachers view benefits for students and themselves from implementation of FBA, they tend to sustain their implementation of new practices (Durlak & DuPre, 2008; Fixsen et al., 2009; Vannest, 2013). However, this sustainability of implementation also requires various support factors which are discussed below.

### 6.1.2 Time management issues in FBA implementation

Given that a number of researchers have indicated that conducting FBA was time consuming (e.g., O’Neill & Stephenson, 2010; Schill et al., 1998; Scott & Kamps, 2007), a research question in the present study was to investigate how the classroom teachers managed the time required to implement the FBA process in their classrooms.
Eight of nine teachers reported that they conducted the FBA process in the classroom in the additional time required. Similar to the finding by Kern et al. (2004), it was found that even though the trainer encouraged all participant teachers to practise and use several FBA forms including ABC charts, scatter plots and interviews, many teachers in this study tended to use the less structured protocols (e.g., interviews) or less time-consuming protocols (e.g., a scatter plot) instead of the structured protocols (e.g., ABC Chart), which required more time and specific skills. After the professional development program, the rating scales (Table 4.1) and observational data showed that most teachers tended to reduce the use of FBA protocols or selectively use less time-consuming protocols (e.g., event recording or a scatter plot). Some teachers (all teachers in School A) discontinued use of these tools but kept recording the target behaviour in their class daily journal instead. A possible reason may be related to their perspective on paperwork. Interview data found that the teachers in School A were experienced with the demands of paperwork from school (discussed in more detail in 6.1.3) Thus, data collection processes during their behaviour intervention consequently added to their paperwork demands, such that they may view less benefit from or optionally complete them. Then they decided to use their own class daily journal, which was also one of the paperwork requirements from the school.

Furthermore, during conduct of the FBA process, several teachers reported that they observed the target behaviours and recorded them on the FBA forms (e.g., a scatter plot) at the end of each school day while others said that they completed the protocols at home. Both groups claimed that because of their workload they could not finish the protocols during class time. This finding indicated that in non-controlled or non-clinical settings, such as a classroom context, teacher involvement with many responsibilities such as whole-class activities, class supervisions and classroom routines may create challenges in data collection. This is consistent with Maag and Larson’s (2004) study, which found that their trained general teacher sometimes found it difficult to collect data during daily class time.
Only one teacher in this study (Miss Natalie in Classroom 6) asked her teacher assistant to help her in recording the occurrences of target behaviour during her class activities. This finding was noteworthy because, due to the school culture in School A, all classroom teachers had a buddy classroom teacher who worked with them in the same classroom. However, there was no teacher in School A who reported that they asked their buddy classroom teacher to complete the forms. This may be because the trainer did not emphasise all options available to the teachers. Another reason might be that the teachers in School A believed that it was their own responsibility to record data and they could manage their time and complete the FBA assessment either at the end of the school day or at home.

In this study, there was only one teacher (School B) who did not implement the FBA process. She said that because of her workload and extra duties, she had no time to conduct the FBA process. Nevertheless, this teacher did employ several preventative intervention strategies based on the student’s target behaviour to reduce his behaviour problems and increase appropriate behaviour (see Chapter 4, class implementation 1). Therefore, in natural settings such as a classroom, this study confirmed that time requirements for the FBA process play an important role in implementation and this influenced how teachers implemented the FBA data collection process. The current study also indicated that teachers who had the ability to manage their FBA workload tended to persevere with the implementation process. Conversely, teachers who failed to manage their time with the FBA tasks would skip FBA data collection but they still implemented some strategies learnt from the training program. In other words, if the FBA process was able to fit with teachers’ work demands as well as time management skills, the FBA process tended to be implemented continually. Therefore, regarding the conceptual model (Figure 2.1), it was clear that the nature of the FBA process itself (a technical core skill), personal ecology (e.g., time management skills) and school ecology (e.g., workload) could all affect FBA implementation in the classroom context. In brief, the FBA process in classroom
contexts was achievable but depended on several factors.

### 6.1.3 Obstacles in implementing the FBA process

The next research question was whether there were any obstacles reported by the participants in implementing the FBA process, including whether and how these were overcome. Consistent with the conceptual model (Figure 2.1), this study found that the reported obstacles mostly came from school ecology and socio-cultural factors such as educational policy and family. Moreover, there were several issues of implementation that both schools reported.

First, staff in both schools perceived that workload was one of the barriers that impeded their implementation. However, the concept of workload in each school was defined differently. School A defined it as the repetitive paperwork required by the school, while School B addressed the extra duties and outside professional development required by the head department. This different type of workload was influenced by educational policies and school systems, including school cultures. Participants in School A reported that the paperwork needs came from a legal requirement for quality assurance. The 1999 National Education Act required all schools to have a quality assurance mechanism (National Education Act 1999, S 47). The quality assurance process directed the attention of all schools and education institutes towards improving their educational quality in order to pass quality assessment criteria. Each institute would be assessed by both internal and external auditors regarding the national standards and indicators (Nakorntap, 2009). Due to this process, many schools (including alternative schools such as School A, which had a unique in-school system and teaching and learning process) needed to prepare themselves to be assessed. Documentary analysis was one of the evidential resources involved in the assessment. Moreover, based upon the interview data and school documents, School A tended to have more frequent teacher meetings and parent meetings than School B. Thus, teachers in School A may have found insufficient time to complete their paperwork.
Conversely, although School B also needed to be assessed for quality assurance, the teachers did not report about their paperwork demands. This may be because the demands of extra duty or outside professional development were perceived as a larger obstacle than their paperwork. The extra duties resulted from the school structure and systems in which some teachers were assigned to have special responsibilities, such as the secretary of the school union. Outside professional development was also a requirement from the head department that aimed to develop and improve their teachers in areas of need. The school principal stated an obligation to write a report to the head department if teachers did not attend professional development. Consequently, the school had to make adjustments when there was a teacher absent for training by having substitute teachers. Likewise, it was found that many participant teachers in School B reported that the effects of these workloads decreased their consistency in implementing the FBA process.

According to the conceptual framework (Figure 2.1), the workload issue is an example of the influence of socio-cultural factors (educational policy) on school ecology (cultural system and structure system) and classroom ecology (FBA implementation). In other words, policies are established and set a framework and requirement for school practice. Then, this requirement (e.g., quality assurance or professional development) shapes the school culture and system (e.g., paperwork system or substitute teaching). Consequently, these cultures and work systems have an impact on FBA implementation in a classroom. This finding is critical for future investigations in that it is very important to ensure the school ecology fits the FBA process and that the FBA process fits the school as well in order to sustain implementation.

The second common obstacle perceived by the two schools was support from parents. Especially in School B, the teachers reported that many parents provided little support to their general implementation of classroom practice as well as specifically the FBA implementation. The teachers noted several factors that could cause insufficient support from parents. These factors included insufficient time for parents to look after their child, less communication by
parents with the school and teachers, and non-acceptance of the child’s special needs by the parents. Not surprisingly, the first two causes can be explained socio-culturally, specifically through family background. It was found that most students in School B came from low or casual income families who often change jobs or work late nights. Subsequently, this could mean the parents lacked time to look after their child or to communicate with the teachers.

Non-acceptance of their child’s special needs by parents requires some discussion. All target students whose teachers reported receiving less support had not been formally diagnosed by a medical professional. It was found that the target student of only one School B teacher had been diagnosed and she reported that she gained consistent support from the parents. In this study, it was reported that some parents of the target students ignored teachers’ suggestions that the parents find further assistance or a formal diagnosis from other professionals. Miss Kate (Classroom 5) in School A was the only teacher in that school who reported conflict with parents. The main conflict was about the parents’ non-acceptance of their child’s special needs and the parents’ unwillingness to share information about their child. Acceptance by Thai parents of their child’s additional needs is an on-going challenge for many Thai teachers.

One of the reasons for this lack of acceptance may be the influence of Buddhism in Thai culture and the emphasis on karma, in which actions in a previous life have consequences in present life. Thai parents with a child with a disability may believe that they are being punished for their actions in the past and this contributes to many Thai people having negative views about students with special needs (Carter, 2006; Fulk et al., 2002; Sukbunpant, 2013). As suggested in Figure 2.1, this socio-cultural factor may influence families and consequently classroom ecology and teacher implementation of classroom practices. Therefore, it would be helpful to promote positive attitudes and factual information about special needs and openly discuss Thai culture and religious belief that could affect Thai people’s attitudes toward disabilities. The Thai government, educators, and other school stakeholders should strategically plan to increase knowledge about the importance of early diagnosis as well as the benefits of early intervention for
children with special needs. At the same time, they should examine and prepare these local professional supports (formal early diagnosis and early intervention) to be available, accessible and affordable.

The need for and importance of parent involvement as a support factor reported by teachers in Schools A and B was consistent with other studies (e.g., Bambara, et al., 2012; Fox, Dunlap & Powell, 2002; Kim, Stormont & Espinosa, 2009). The teachers in the present study reported several benefits from obtaining parent support, such as sharing useful information and consistency in intervention at home. One of the teachers in this study, who claimed she obtained less support from the student’s parents at the beginning, reported that after communicating with the parents and acknowledging their assistance, the parents then cooperated with her.

However, this study also found that most of the teachers who faced challenges with parent support tended to engage less with parents of the target student and were more likely to discontinue the intervention in order to avoid any conflict with parents. This finding is noteworthy because generally, on the basis of multiple data sources, when teachers reduced their collaboration efforts, less successful FBA implementation took place. At the personal ecology level, there is a need for many Thai teachers to be encouraged and trained to promote positive partnerships and involve families positively in the behaviour support system. At the same time, schools should also create an opportunity to involve parents in the FBA process that considers familial and contextual factors, as well as promoting collaboration among parents.

The last reported obstacle was the physical setting of the classroom. This issue was reported by several teachers in School A only. They reported that they sometimes found the open-plan classroom created excessive noise and distraction for their target students. However, as this open-plan classroom was consistent with the school vision and culture, changing the classroom arrangement was unrealistic. These teachers overcame the problem by adjusting class activities (e.g., conducting activities with less noise and distraction) or accommodating classroom arrangements (e.g., creating a rest corner). This issue was one of the
examples of how teachers deal with a physical setting issue that may not suit some students. Besides, it should be noted that even though the open-plan classroom was designed to address a school vision (see Chapter 5, School A), there may still be some students who find difficulty in adjusting themselves to these environments and this may lead to behaviour problems. Thus, it would be helpful to conduct further investigations into this issue in other schools that employ the same classroom organisation to explore whether the open-plan classroom suits and benefits classes that include students with diverse needs.

6.1.4 The roles of school processes in relation to the outcomes

The study also aimed to answer a research question about the roles of the school processes that were related to the implementation outcomes. This included how school processes facilitated the implementation of FBA and the conduct of behaviour support systems.

All participant teachers reported collaboration with other staff as an enabler that assisted them to implement the FBA process, which is consistent with the literature (e.g., Scott et al., 2008). Nevertheless, because their school cultures were different, the roles of collaboration reported from each school were dissimilar. Interview and observational data showed that the teachers in School A were likely to collect FBA data and develop their behavioural intervention plans by themselves and later informed their buddy classroom teacher or other teachers who were involved with the target student. The majority of teachers in School B, however, tended to discuss and develop the intervention with each other first and found further assistance from other school staff.

This finding is noteworthy. First, staff at School B who at the beginning reported a work isolation culture later assisted each other to conduct the FBA intervention. The teachers noted that this work practice resulted from the professional development program, which assigned tasks to participant teachers to complete in their classrooms. Second, it could be also that in the FBA training program, all teachers had a chance to share issues with other participant teachers. Most School B staff reported benefits from this sharing activity. This finding is
consistent with several scholars’ discussions. They note that the opportunity for sharing and reflecting on new practice as a group led all teachers to focus on new practices in similar contexts, and reinforced individual learning (Joyce & Showers, 2002; Glazer & Hannafin, 2006). This finding supports the idea that a professional development program that includes a collaborative concept would assist teachers to transit from an isolation culture to a culture of collaboration.

Third, although this study introduced and trained only classroom teachers to implement the FBA process instead of also using team-based process, the teachers did not complete the implementation alone but found assistance from other staff. Collaboration factors could be a positive indication in future implementation that teaming culture with behaviour support could be promoted among school staff, especially many staff that work in isolation, when teachers are able to see the advantage of collaboration.

While several recent studies have found that collaborating with others was one of the barriers that impeded FBA implementation in schools (e.g., Bambara et al., 2009; Chitiyo & Wheeler, 2009), in this study no participant reported difficulty collaborating with other staff. Many teachers in the present study also reported advantages with collaboration with other staff. These advantages included consistency between staff in providing interventions to students and sharing information. This positive finding about collaboration may be because, as there was no requirement in this study to engage others as a formal team, many of the teachers may have asked for support from their natural alliances. Moreover, the finding could be because the less-structured and flexible collaboration was less time-consuming than formal arrangements (Bambara et al., 2012; Chitiyo & Wheeler, 2009).

There were several concerns from teachers and other staff that related to school processes in regard to future implementation of school behaviour support. First, teachers in both schools identified their concerns about consistency in the continuing support of their target students. Although in School A the process of transferring the student’s information was reported as an opportunity for the teachers to inform and suggest possible supports to other teachers in the next
teaching year, the high rate of turnover in staff led to the participant teachers being unsure about the potential for consistency in support. In School B, the teachers reported a limited number of fellow teachers who had been trained in special education or had background knowledge in supporting students with additional needs. They stated that they were not sure if there would be a teacher who understood the target students and could provide continued support in the next year. This finding was consistent with the interview data from the assistant principal who reported that even though the school supported inclusive classrooms, there was resistance to inclusion among senior teachers in her school. The reasons for this resistance included being unprepared for inclusion, too old to learn and exhausted from other responsibilities. These reasons seem to reflect on the lack of pro-active planning or skills in inclusive practices of these teachers, which then led them to have such negative attitudes. This is consistent with the findings of other scholars (Ainscow, 2005; Stough, 2003), as well as Klibthong (2013) who noted that when Thai teachers failed to be well prepared for inclusion, they tended to increase negative attitudes and resist its implementation. Such negative attitudes about inclusion should be addressed as a priority because many studies have found that shared values of inclusion among the school culture are essential in providing functional-based behaviour intervention in schools (Bambara et al., 2009; Sailor et al., 2006), and are important for developing knowledge and skills for inclusive practice (Forlin, Loreman, Sharma, & Earle, 2007; Loreman, Forlin, & Sharma, 2007). However, teachers’ resistance to inclusion in this study was reported by the assistant principal only; not by teachers. Future studies should further investigate this area.

From the two schools, it is clear that concern about consistency in supporting of the target students in the schools initially resulted from the personal ecology of practitioners. Teachers should be well prepared and have sufficient knowledge and skills to deal with those students because they were the ones who worked directly with and provided support to the target students. The finding also suggested that school ecology could negatively or positively affect this concern about consistency. For example, in School A, because of the unique school culture, new teachers had a demanding job to adjust to, which contributed to a
high rate of staff turnover which in turn resulted in inconsistency in providing behaviour support to students. Nonetheless, school leaders, especially in School B, could play a critical role in promoting positive attitudes about inclusion and have an effective plan for preparing their staff in knowledge and skills. For example, School B could provide a professional development program suited to their context and teachers’ needs.

Another concern was the need for school support in resources and the need for special education teachers in School A. Several teachers claimed that they found the school rarely provided support in the resources for special needs. For example, one teacher discussed her request to the school leadership team for sensory resources for her students with Autism Spectrum Disorder. She said that the leadership team listened but nothing happened after that. Also, the teachers discussed several reasons for providing a special education teacher. These reasons included to increase credibility when the teachers proposed new resources for special needs and to support them in dealing with students who had additional needs so they then could spend equal time with other students. The teachers from School A stated that they preferred to serve as implementers who were willing to follow the advice and intervention suggested by the special education teachers. This concern may also indicate that after experience with the FBA process, the teachers would like to be a part of the FBA process rather than one main person overseeing the behaviour intervention.

Teachers’ needs for assistance from special education teachers in inclusive classrooms has been found in recent studies (Strogilos, Nikolaraizi, & Tragoulla, 2012; Sukbunpant et al., 2013). It has been suggested that FBA processes should involve team-based assessment in order to widen environmental perspectives (Hendrickson et al., 1999; Kennedy et al., 2001; Scott et al., 2008). However, Dunlap et al. (2010) argued that a team approach to the delivery of effective behaviour support is needed if the behaviour problems are severe and/or chronic. They suggested that three levels of knowledge should be present for a team-based approach, namely: knowledge about the student from the perspective of classroom teachers and the student’s family; knowledge of FBA process and intervention
from a specialist; and knowledge of school resources and policies by school administrators. All three aspects are consistent with the conceptual model presented for the current study (Figure 2.1) and deserve further exploration.

In School A, it was found that the leadership team viewed having a special education teacher in the school as unnecessary because the school was not a special school. Instead, the school principal preferred to increase the teachers’ knowledge and skills in special education by providing training programs. This was a noteworthy finding and there are several reasons to explain it. First, the school may have found it was difficult to employ a special education teacher because there was a shortage of special education teachers in Thailand (Narot, 2010; Vorapanya, 2008). Second, it could be that the concept of inclusion and the role of the special education teacher may still be misunderstood or not fully understood by Thai educators. Lastly, there may be a gap between the requirement of inclusion by law and the meaning of inclusion in school practice by the school staff.

Whatever the reasons were, the point is that sometimes the Thai school leadership team believed that all that was required to assist their teachers was to focus on improving their teachers’ knowledge and increase their skills. Recent studies have pointed out the need for professional development for Thai teachers to adjust to new practices (Klibthong, 2013; Kantavong & Sivabaedya, 2010; Ministry of Education, 2005; Sukbunpant, 2013), and consequently many Thai schools have encouraged their staff to improve their professional skills. However, this may not be sufficient. As also noted in other studies (Sukbunpant, 2013; Vorapanya, 2008), in order to implement new educational practices such as inclusion in Thai schools, support from school principals is essential. Schools should recognise that implementing new behaviour support practices in schools requires involvement with many dynamic factors including school factors as suggested in the conceptual model (Figure 2.1). In fact, this present study confirms that even though the teachers needed professional development to increase their capacities, they also needed school processes to support their practice. Thus, the findings of this study would be useful for school leadership
teams to help them truly listen to their teachers’ voices about what they need in order to adjust and develop the best behaviour support for their students.

For some schools, the leadership team may need to step back and examine whether they provide a school culture that promotes a culture of openness and engagement for teachers. A possible reason for this is because Thai society is a “high power distance culture” where elders or people in a higher position have power and authority over those who are younger or in a lower position in society (Hofstede, 2001). People in a lower position, such as teachers, should be obedient and respect those in a higher position, such as a school principal. Again, the influence of this culture tends to create a hierarchy of authority in many Thai schools and affects the culture of communication associated with top-down interactions. School B was an example of this influence. Here, frequent additional meetings were required by the school leadership team. Even though the leadership team of this school reported that they were very open for their teachers to address their needs during those meetings, the teachers indicated that they rarely shared their classroom problems with school administrators. The teachers said that they did not want to bother the school administration and sometimes believed that the problems were their own responsibility. Fortunately, School B had a vision to improve their inclusive service and provided support processes including resources, training and having school counselling as well as outside support from local experts to assist their teachers. However, it is likely that there are many Thai teachers who need support from their leadership team and colleagues, and this finding is a timely signal to Thai school leadership teams to create a culture of engagement and openness for their teachers in such a high-power distance context as Thailand.

6.2 Recommendations and implications for future research and practice

This study provides several recommendations and implications for future practices in schools and research in the area of positive behaviour support.
First, to introduce new practices such as the FBA process in school contexts, educators or schools should provide an effective professional development program which ensures that practitioners can acquire new knowledge, practise skills in classrooms with coaching, and have opportunities to experience the benefits of successful outcomes for students or themselves. The trainer should encourage practitioners to select target students who display less complex behaviour problems for their first attempt at using the FBA process. The professional development program in this study included these essential components and consequently provided positive outcomes of implementation for the majority of the participating teachers.

Second, Thai teachers who play a critical role in providing a good behaviour support or inclusive education to students still need to be prepared to update their knowledge and skills. However, to be successful in effective behaviour support, it is not just about the teacher only. This study confirms that this complex challenge is all about schools, families, educational policies and other socio-cultural factors. Particularly for schools, the study found that school ecology, especially school culture, had a great impact on the class implementation of FBA in many ways. In future practice, schools should play a role in preparing all teachers by providing professional development to increase their competencies. Schools also need to be aware of their role in supporting and truly investigating their support processes for their teachers in implementing the FBA process. They need to ensure a close fit for the FBA in their school routine. School leadership teams should also increase the culture of engagement of their teachers by not overlooking the influence of a hierarchical culture that could affect the openness of their teachers. For example, Thai teachers may feel uncomfortable to give direct opinions to their school leadership team. The school then should find practical ways to encourage the teachers to discuss their views or needs openly in groups as well as communicating to the teachers that their opinions are valuable to school improvement.

Third, the study also found several needs of Thai teachers that educators or schools could assist with by providing improved understanding, skills and
creating positive attitudes. For teachers, these needs include skills to create a positive partnership with families, knowledge and skills in inclusion such as promoting appropriate social inclusion among students, and positive attitudes to students with diverse needs. Even though the present study directly involved teachers and also indirectly involved parents through teacher collaboration, this study found that many families faced challenges in accepting their child’s additional needs. Thus, the Thai government, through public education, educators and other school stakeholders, should consider a range of strategies to promote collaboration with parents, including awareness about the importance of early intervention and early diagnosis for special needs, understanding the benefits of partnership with teachers, and knowledge of and access to support from schools and other local services if their child has additional needs.

Fourth, the study indicated that the successful implementation of the FBA process was complex but achievable in Thai contexts. However, this study was conducted with only two elementary schools in Bangkok, Thailand. According to the conceptual model (Figure 2.1) and this study’s findings, various factors and contexts could affect the implementation of FBA and therefore this needs to be addressed. Studies from a broader sample of elementary schools in different regions in Thailand as well as early childhood and secondary schools are desired. Further research is also needed to randomly select participants in order to gain a variety of perspectives. Findings from different regions, various participants and school levels could provide clearer and stronger evidence and potentially increase the progressive adoption of the FBA process in Thai school contexts.

Fifth, even though this study tried to examine several factors that may influence the implementation of FBA by the teachers, the findings about parent involvement relied on teacher reports instead of reports from the parents themselves. Further studies should collect data from parents directly to compare their aspects of implementation and information with school participants.

Lastly, this study observed how teachers use the FBA process in the classroom while the procedural integrity of each teacher’s implementation was not evaluated. Future investigation should involve collecting data on procedural
integrity when teachers employ the FBA process in order to address their areas of strength and weakness in the implementation of FBA protocols.

6.3 Limitations of this study

This study investigated the implementation of a professional development program in FBA in two elementary schools in the Bangkok area, Thailand. The results indicate that the intervention was generally effective, however, four limitations can be identified.

First, although multiple levels of analysis were used in this study to strengthen the veracity of the conclusions drawn (Yin, 2009), the findings may not necessarily generalise to different school contexts. For example, School A was an alternative school with several unique features, and School B was a public school in Bangkok whose students mostly came from a low-socioeconomic background.

Second, the selected volunteer participants may also have affected the findings on the implementation of the professional development program. Because the willingness of participants to attend training programs is considered as one of the essential components of such programs (Robbins & Alvy, 2003; West-Burnham & O’Sullivan, 1998), the enthusiasm of the participants may have enhanced the outcomes of the professional development program. Thus, the involvement of a wider variety of participants may produce outcomes different from this present study. For example, a training program that is ordered by the school leaders rather than by the teachers may affect the outcomes of professional development and could become a burden to teachers instead of a solution for them (Diaz-Maggioli, 2004).

Third, the data from parents was secondary data; it was obtained from the teachers and schools, not directly from the parents. Collecting data directly from parents should be included in further investigations. Finally, this study focused on student, teacher and school outcomes, but due to time and resources limitations, only relatively limited information in each area was collected.
6.4 Conclusion

Thai classroom teachers face many challenges in assisting students who have behaviour support needs, especially in inclusive classrooms. FBA is a systematic and evidence-based approach that informs positive, preventative and data-based assessment interventions. This study centred on the provision of a professional development program in FBA for nine classroom teachers to help them acquire the basics of the FBA process and provided opportunities to practise it in their classrooms. The outcomes of this study provide new evidence of the possibilities for implementation of professional development programs in FBA in the Thai educational system, as well as the effectiveness of an assessment-based intervention in typical Thai school routines. The present findings may be helpful to Thai policymakers and school administrators to gain a better understanding of current behaviour support practices in elementary schools and the implementation of this capacity-building strategy in a Thai context. Data from this study can also be utilised for educational personnel in further investigations to strategically plan to improve the practice of behaviour support system in Thai schools. It is hoped that this strategy will be promoted among Thai schools to encourage classroom teachers to systematically use FBA to diagnose and plan behaviour interventions for students with a range of emotional and behavioural problems.
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Appendix 1:
Information statement and consent letter for classroom teachers (English/Thai version)
Information Statement for the Research Project:
The implementation of a professional development program in Functional Behavioural Assessment (FBA) on selected elementary schools in Thailand.

Document Version 2 dated 2/09/11

Screening assessment, Professional development program, Interview, Focus group interview and observation

Dear Classroom Teacher,

You are invited to participate in the research project identified above which is being conducted by Miss Watinee Opartkiattikul, as part of her PhD program under the supervision of Associate Professors Michael Arthur-Kelly and Ian Dempsey from the Centre for Special Education and Disability Studies, University of Newcastle, Australia.

Why is the research being done?
There is a need for Thai teachers to have an effective process to address student behaviour problems and to allow students to reach their learning potential. This study will investigate the usefulness of Functional Behaviour Assessment (FBA) to help teachers identify and respond to behaviour problems.

Who can participate in the research?
School principals, senior school staff, target students and classroom teachers from two schools in Bangkok will be invited to participate in this research.

What choice do you have?
Participation in this research is entirely your choice. Only those people who give their informed consent will be included in the project. Whether or not you decide to participate, your decision will not disadvantage you. If you do decide to participate you may withdraw from the project at any time without giving a reason. Non-participation will not have any effect on the your relationship with the school principal or your employment within the school.

What would you be asked to do?
Screening Assessment for the target student
Before starting the project, you will be asked to complete The Strengths and Difficulties Questionnaire (SDQ) developed by Robert Goodman (2005) in order to check their strengths and difficulties in behaviour of your target student. It will take about 5 – 10 minutes to complete the questionnaire and it can be done at a time and place that is convenient to you. Your target student will be the one who has been identified with behaviour support needs at your school. However, the parents of the target student will be initially contacted and asked to provide consent before conducting the assessment.

Professional Development Program in FBA
You will be asked to participate in a professional development program with 8 other teachers from different schools in Bangkok. The program will be held on Friday fortnightly in a neutral venue. There will be three main sessions, one session per day. The focused contents are 1) Principles & Framework of FBA, 2) Developing hypothesis & behaviour intervention plan and 3) Implementing, monitoring behaviour intervention and cooperation with family and community. The program will include a wide range of activities such as workshops, case study discussions and group work. This professional development program will be conducted by the student researcher.

Interview
You will be asked to complete a recorded interview prior to and after a professional development program on FBA. The interviews will focus on your perceptions of and approach to behaviour management and the professional development program. It will take about 30 minutes to complete each interview and it can be done at a time and place that is convenient to you. The interview prior to the professional development program will be conducted by the student researcher while interviews after the program will be conducted by qualified researchers’ assistants. The interview will be transcribed by the student researcher.

Focus group interview
You will also be asked to take part in a recorded focus group interview with four other teachers from your school. The focus group interview will focus on your perceptions of the impact of the professional development in terms of class and school level. It will take about 60 minutes to complete the interview and it can be done at a time and place
that is convenient to you. The focus group interview will be conducted and transcribed by the student researcher.

**Observation**

It will help me if you also agree to be observed in the classroom. The classroom observation will focus on your implementation of behaviour management before, during and after the professional development program. It will take about 60 minutes for each observation and it can be done in your classroom and at a time that is convenient to you.

Moreover, at the end of the study you will receive the certification of participation in professional development program.

**What are the risks and benefits of participating?**

There are no risks associated with your participation in this study. Participation in this study will provide a good opportunity for you to consider and extend your current skills in behaviour management. It also may help you to have a better understanding about students with behaviour support needs and learn how to identify the behaviour problems and plan a behaviour intervention for these students more systematically by employing the FBA process.

**How will your privacy be protected?**

Interview and observation data from participants will be de-identified and any use of this data in publications will not identify individuals or schools. Further, any information collected by the researchers which might identify you will be stored securely in a locked room in the Centre for Special Education and Disability Studies and retained in accordance with the University policy for 7 years as well as only accessed by the researcher and her supervisors. For interview data, you will be able to review the recording and transcripts to edit or erase your contribution by contacting to the student researcher via email.

**How will the information collected be used?**

Data will be reported in a thesis to be submitted for the degree of PhD. by Miss Watinee Opartkiattikul in the School of Education at the University of Newcastle. Moreover, it will be incorporated into research papers for presentation at conferences and in journals.

Further, a summary of the results written in Thai and English language study will be offered to all participants by sending the report to your school or you can request personally via an email to the student researcher (c3066722@uon.edu.au).

**What do you need to do to participate?**

Please read this Information Statement and be sure you understand its contents before you agree to participate. If there is anything you do not understand, or you have questions, please contact the researcher.

If you would like to participate in this study, please complete the attached Consent Form, and return it in the reply paid envelope. Watinee will then contact you by phone to arrange a time convenient to you for an interview prior to the professional development program.

**Further information**

If you would like further information please contact Associate Professor Michael Arthur-Kelly, Faculty of Education, The University of Newcastle, University Drive Callaghan NSW 2308, Phone: (02) 4921 6284, EMAIL: Michael.Arthur-Kelly@newcastle.edu.au

Thank you for considering this invitation.

Yours sincerely,

A/Profs Michael Arthur-Kelly and Ian Dempsey

Supervisors

Miss Watinee Opartkiattikul

PhD student

2 September 2011

**Complaints about this research**

This project has been approved by the University’s Human Research Ethics Committee, Approval No. H-2011-0229 Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, you may contact the researcher, Miss Watinee Opartkiattikul, 66+817210260 or A/Prof Yuwadee Wongkrajang, 66+24665569 , if an independent person is preferred, to the Human Research Ethics Officer, Research Office, The Chancellery, The University of Newcastle, University Drive Callaghan NSW 2308, telephone +61+249216333, email Human-Ethics@newcastle.edu.au
Consent Form for the Research Project

The implementation of a professional development program in Functional Behavioural Assessment (FBA) on selected elementary schools in Thailand.

Classroom Teacher

Watinee Opartkiattikul

Document Version 2 dated 2/09/11
Screening assessment, Professional development program, Interview, Focus group interview and observation

I agree to participate in the above research project and give my consent freely.

I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained.

I understand I can withdraw from the project at any time and do not have to give any reason for withdrawing.

I consent to participating in an interview and having it recorded.

I am aware I will be able to review, edit or erase the transcribed interview records.

I understand that my personal information will remain confidential to the researchers

I have had the opportunity to have questions answered to my satisfaction.

I consent to participating in the research project.

Print Name:________________________________________

Signature:________________________________________ Date:____________________

Contact number:________________________________________

เอกสารชี้แจงข้อมูลสำหรับโครงการวิจัย:

การศึกษาระดับของการอบรมเชิงปฏิบัติการพัฒนาครูเรื่องกระบวนการวิเคราะห์พฤติกรรม (FBA: Functional Behavioural Assessment) ในโรงเรียนระดับประถมศึกษา  กรุงเทพมหานคร

เอกสาร ครั้งที่ 2 วันที่ 2/8/11

การคัดกรอง, การอบรมเชิงปฏิบัติการ, การสัมภาษณ์, การสัมภาษณ์แบบกลุ่ม และการสังเกต

เรียน ผู้ประจำชั้น

เฉพาะกรณีนี้สำหรับโรงเรียนสั่งเข้าร่วมโครงการวิจัยว่าจะมีการรับข้อมูลที่ระบุต่อไปนี้สำหรับผู้ดำเนินการ อาจารย์ที่ปรึกษา ออกมาเรื่องการวิจัย โดยโอกาสเรื่องกุดนักศึกษาปรับรูปแบบ ภายใต้การตระหนังของ รองศาสตราจารย์ ไมเคิล อาเธอร์เคลลี และ รองศาสตราจารย์ เอียน เด็มซี อาจารย์ที่ปรึกษาจัดให้ท่านทราบ

วัตถุประสงค์ของโครงการวิจัย

โครงการวิจัยมีวัตถุประสงค์เพื่อศึกษาประสิทธิผลของกระบวนการวิเคราะห์พฤติกรรม (FBA)ที่ครูจะใช้เป็นเครื่องมือในการตัดสินและระบุสาเหตุของพฤติกรรมที่มีความผิดในเด็กนักเรียนและตอบสนองต่อพฤติกรรมนั้นได้อย่างเหมาะสมเพื่อจะช่วยให้ผลงานพัฒนาการทางการเรียนและทักษะทางสังคมได้อย่างมีประสิทธิภาพ

ผู้เข้าร่วมโครงการวิจัย

ผู้เข้าร่วมโครงการนี้ ผู้จัดรับการรับผู้จัดจัดการนักเรียน, นักเรียนเพื่อกรณีศึกษา และ ครูประจำชั้น ผู้ให้การปฏิบัติการก่อนจากสังเกตในชั้นเรียน

ทางเลือกของท่าน

ทางมีสิทธิ์ตัดสินใจที่จะเข้าร่วมหรือไม่เข้าร่วมโครงการวิจัยนี้ ไม่ว่าท่านจะตัดสินใจที่จะเข้าร่วมโครงการวิจัยหรือไม่ การตัดสินใจจะไม่เกิดผลเสียใดๆต่อท่าน ถ้าท่านตัดสินใจที่จะเข้าร่วมโครงการ ท่านจะมีสิทธิ์ที่จะต้องรับผู้จัดกำกับโครงการได้ทุกครั้ง โดยไม่ได้เป็นสิ่งที่จะได้รับผลการตัดสินใจที่จะไม่เข้าร่วมโครงการวิจัยนี้ หากท่านตัดสินใจไม่เข้าร่วมโครงการวิจัยนี้ การตัดสินใจของท่านจะไม่มีผลกระทบใดๆต่อความสัมพันธ์ของท่านกับผู้จัดดำเนินการและการทำงานของท่านในโรงเรียนอย่างแน่นอน

การมีส่วนร่วมของท่าน

การคัดกรองนักเรียนเพื่อกรณีศึกษา

ก่อนจากสังเกตในชั้นเรียนนี้ ท่านจะได้รับเชิญให้คัดกรองนักเรียนโดยแบบประเมิน Strengths and Difficulties Questionnaire (SDQ) ที่พัฒนาโดย ดร.โรเบิร์ต กูดแมน เพื่อช่วยในการคัดกรองและวัดระดับสังกัดครูที่มีความผิดในเด็กนักเรียน เข้าร่วมโครงการวิจัย โดยใช้เวลาประมาณ 5–10 นาทีในการคัดกรองนักเรียนและจะส่งมาทำในวัน เวลาและสถานที่ที่สะดวกที่ท่านให้ 

ที่นักเรียนนี้จะมีโอกาสได้สื่อสารขนาดใหญ่กับนักเรียนที่ได้รับการกระทำอยู่ในกลุ่มเสี่ยงหรือกลุ่มมีปัญหาจากพฤติกรรมในโรงเรียน อย่างไรก็ตาม ผู้ปกครองของนักเรียนจะได้รับการติดต่อและมีหนังสือของอนุญาตยินยอมเข้าร่วมโครงการวิจัยประเมินโดยท่าน

การอบรมเชิงปฏิบัติการเพื่อพัฒนาครูอย่างต่อเนื่อง

ท่านจะได้รับเชิญให้เข้าร่วมการอบรมเชิงปฏิบัติการพัฒนาครูอย่างต่อเนื่องกับครูผู้เข้าร่วมโครงการ ท่านจะได้รับการอบรมเรื่องการจัดการกับพฤติกรรม ที่มีอยู่ในชั้นเรียน จำนวนทั้งหมด 3 ครั้ง ณ สถานที่ที่สะดวกกับท่าน (รายละเอียดการอบรมจะแจ้งในภายหลัง)

โดยผู้จัดเป็นผู้ให้การอบรม ท่านจะได้รับคู่มือและแนวคิดของ FBA 2) การคัดกรองด้านอารมณ์และแนวคิดพฤติกรรม
เฉพาะบุคคล และ 3) การช่วยเหลือและการควบคุมแผนการช่วยเหลือ รวมถึงการท refillกับผู้ปกครองและชุมชน ทั้งนี้การอบรมจะประกอบด้วยกิจกรรมต่างๆที่เน้นการใช้กรณีศึกษาและการทํางานร่วมกับผู้ปกครองและชุมชน การอบรมจะประกอบด้วยการอบรมที่ใช้เวลาประมาณ 30 นาที ผู้วิจัยจะเป็นผู้ดำเนินการสื่อสารในครั้งก่อนร่วมการอบรม และผู้ช่วยวิจัยจะเป็นผู้ดำเนินการสื่อสารหลังการอบรม

การสัมภาษณ์แบบกลุ่ม (Focus group interview)

ท่านจะได้รับการสัมภาษณ์เป็นกลุ่มที่มีผู้เข้าร่วม 4 ท่านจากโรงเรียนเดียวกัน โดยการสัมภาษณ์จะเน้นการสื่อสารที่มีส่วนร่วมในความคิดเห็นของท่าน ในการสัมภาษณ์นี้จะมี equipeที่มีผู้เข้าร่วม 60 นาทีและจะดำเนินการตั้งแต่บ่ายจนกระทั่งค่ำ โดยผู้วิจัยจะเป็นผู้ดำเนินการสื่อสาร

ความเสี่ยงและความประโยชน์ในการเข้าร่วมโครงการวิจัย

ท่านจะไม่ได้รับความเสี่ยงใดๆจากการเข้าร่วมโครงการวิจัยนี้ นอกจากนี้การเข้าร่วมโครงการวิจัยนี้จะเป็นโอกาสที่ดีของการทบทวนและสัมมนาในการพัฒนาระบบการช่วยเหลือของท่านและโรงเรียน เรียนรู้ในการจัดการพฤติกรรมในชั้นเรียน

ความลับและความเป็นส่วนตัว

ข้อมูลที่ได้จากการสัมภาษณ์และการสังเกตจะถูกเก็บรักษาไว้โดยไม่ระบุชื่อผู้เข้าร่วมโครงการวิจัย ข้อมูลที่เกี่ยวกับท่านจะถูกเก็บรักษาไว้อีกมุมมองเพื่อการศึกษาเพิ่มเติมที่เกี่ยวข้อง เนื่องจากท่านได้รับการรักษาการเป็นส่วนตัวที่มีกระบวนการในการรักษาความเป็นส่วนตัวของข้อมูลที่เกี่ยวข้อง

การเก็บรวบรวมข้อมูล

ข้อมูลที่ได้จากการสัมภาษณ์และการสังเกตจะถูกนำไปใช้เป็นส่วนหนึ่งในการศึกษาในทางวิชาการและในการทำนักเรียนเพื่อการพัฒนาการศึกษาเรียนรู้ที่ดีของท่านและโรงเรียน สำหรับการสังเกตในชั้นเรียน การสังเกตจะดำเนินการในระยะเวลา 60 นาทีตามที่ท่านสะดวก ท่านจะได้รับระบบการสังเกตที่เหมาะสมในการสังเกต

การรายงานผล

ผลสรุปของการวิจัยจะถูกนำเสนอให้กับท่านและโรงเรียนของท่านโดยผู้วิจัยจะส่งข้อมูลไปยังโรงเรียนของท่านหรือท่านสามารถแจ้งความประสงค์ได้ในทางอีเมล (c3066722@uon.edu.au)
สิ่งที่ท่านต้องทำในการเข้าร่วมโครงการ

กรุณาอ่านเอกสารแจ้งข้อมูลสำหรับผู้เข้าร่วมโครงการและทำความเข้าใจก่อนที่ท่านจะตัดสินใจยินยอมในการเข้าร่วม

ถ้าท่านมีข้อสงสัยเกี่ยวกับโครงการวิจัยนี้ โปรดติดต่อผู้วิจัย

ถ้าท่านมีความประสงค์ที่จะเข้าร่วมโครงการวิจัยนี้ กรุณากรอกหนังสือให้ความยินยอมในการเข้าร่วมอบรม สัมภาษณ์และสังเกต และนัดหมายวันเวลาที่สะดวกในการดำเนินการสัมภาษณ์ครั้งแรกก่อนเข้าร่วมอบรม

ข้อมูลเพิ่มเติม

ถ้าท่านมีความประสงค์ที่จะซักถามไม่ว่าด้านใดของการวิจัยนี้ กรุณาติดต่อ รองศาสตราจารย์ ไมเคิล อาเธอร์เคลลี ภาควิชาครุศาสตร์ คณะศึกษาศาสตร์และศิลปะ มหาวิทยาลัยนิวคาสเซิล รัฐนิวเซาเวลส์ ประเทศออสเตรเลีย รหัสไปรษณีย์ 2308 โทรศัพท์ +61 2 4921 6284 อีเมล Michael.Arthur-Kelly@newcastle.edu.au

ขอขอบพระคุณสําหรับการพิจารณาคําเชิญเข้าร่วมโครงการวิจัยนี้

ขอแสดงความนับถือ

รองศาสตราจารย์ ไมเคิล อาเธอร์เคลลี และ เอียน เด็มซี
นางสาววาทินี โอภาสเกียรติกุล
อาจารย์ที่ปรึกษา นักศึกษาปริญญาเอก
2 กันยายน 2554

โครงการวิจัยได้รับการอนุมัติโดยคณะกรรมการจริยธรรมมนุษย์ของมหาวิทยาลัย หมายเลข H-2011-0229

หากท่านมีข้อสงสัยเกี่ยวกับการดำเนินการวิจัย ท่านสามารถติดต่อ รองศาสตราจารย์ ไมเคิล อาเธอร์เคลลี หมายเลขโทรศัพท์ 081 7210260 หรือ น.ส. เยาวนิกา บุญทอง หมายเลขโทรศัพท์ 02 4665569 ต่อ 0 ตลอด 24 ชั่วโมง สำนักงานวิจัย มหาวิทยาลัยนิวคาสเซิล University Drive Callaghan NSW 2308 โทรศัพท์ +61 2 4921 6333 อีเมล Human-Ethics@newcastle.edu.au
หนังสือให้ความยินยอมเข้าร่วมโครงการวิจัย
การศึกษาผลของการอบรมเชิงปฏิบัติการพัฒนาครูเรื่องกระบวนการวิเคราะห์พฤติกรรม
(FBA: Functional Behavioural Assessment) ในโรงเรียนระดับประถมศึกษา กรุงเทพมหานคร
นางสาว วาทินี โอภาสเกียรติกุล

ครบรอบ 2 วันที่ 02/09/11

ชื่อ……………………………………………………สกุล…………………………………………………….
ลายมือชื่อ…………………………………………………………………………………….
วันที่…………………เดือน…………………ปี…………………
เบอร์โทรศัพท์ติดต่อ…………………………………………………………………………

ชื่อ .................................สกุล ...........................................................
ลายมือชื่อ ...........................................................
วันที่…………เดือน…………ปี…………
เบอร์โทรศัพท์ติดต่อ.................................
Appendix 2:
Information statement and consent letter for parents’ target student (English/Thai version)
Information Statement for the Research Project:
The implementation of a professional development program in Functional Behavioural Assessment (FBA) on selected elementary schools in Thailand.

Document Version 2 dated 2/09/11

Screening Assessment and Observation

Dear Parents / Caregivers,

Your child is invited to participate in the research project identified above which is being conducted by Miss Watinee Opartkiantikul, as part of her PhD program under the supervision of Associate Professors Michael Arthur-Kelly and Ian Dempsey from the Centre for Special Education and Disability Studies, University of Newcastle, Australia.

The research aims to analyse the impact of a professional development program in Functional Behavioural Assessment (FBA) on Thai elementary schools, teachers and students.

The school has forwarded this invitation to you because you have been earlier notified by the school that your child needs behaviour support in the classroom, and this research may assist in meeting this support. Thus, the purpose of this letter is to seek your approval to allow your child to participate in this study. If you agree, you will be asked to give consent for your child’s involvement in the study.

Who can participate in the research?
School principals, school staff, target students and classroom teachers from two schools in Bangkok will be invited to participate in this research.

What choice do you have?
Participation in this research is entirely your choice. Only those children whose parents give their informed consent will be included in the project. Whether or not you decide your child can participate, your decision will not disadvantage your child. If you do agree to your child participating, your child may withdraw from the project at any time without giving a reason.

What would your child be asked to do?

Screening Assessment
Your child will be assessed using The Strengths and Difficulties Questionnaire (SDQ) developed by Robert Goodman (2005) in order to check their strengths and difficulties in behaviour. The child’s classroom teacher will complete the questionnaire in 5 – 10 minutes.

Observation
If your child is selected for the next phase, he/she will be observed naturally in their classroom. The purpose of these observations is to determine what social behaviours your child displays in different situations and to identify appropriate strategies that the teacher uses to support your child’s social development. There will be six sessions conducted on a fortnightly basis. Your child will be observed by using a time sampling observation protocol. The researcher will mark a slash on a sheet at the end of every five minutes. Therefore, your child will not be highlighted in any situations and no interruption will be made to the class session.

What are the risks and benefits of participating?
There are no risks associated with your child's participation in this study. Your child's participation involves no additional input from the child outside of the normal school activity. For your child, it is hoped that this study will support your child's social development. Moreover, participation by the school in this study will provide a good opportunity for classroom teachers to consider and extend their current approach and support in behaviour management.

**How will your privacy be protected?**
To ensure privacy, if your child is selected to involve in the observation phase, your child will not be identified by name at any stage of the study. Only the teacher, school principal and the researcher will be able to access the information in a time sampling observation. Further, any information collected by the researchers which might identify your child will be stored securely in a locked room in the Centre for Special Education and Disability Studies and retained in accordance with the University policy for seven years as well as only accessed by the researcher and her supervisors.

**How will the information collected be used?**
The information from these rating and observations will help the researchers to describe your child's social behaviours and teachers’ actions.

Data will be reported in a thesis to be submitted for the degree of PhD. by Miss Watinee Opartkiattikul in the School of Education at the University of Newcastle. Moreover, it will be incorporated into research papers for presentation at conferences and in journals. Further, a summary of the results written in Thai and English language study will be offered to all participants by sending the report to your school or you can request personally via an email to the student researcher (c3066722@uon.edu.au).

**What do you need to do to participate?**
Please read this Information Statement and be sure you understand its contents before you agree your child to participate. If there is anything you do not understand, or you have questions, please contact the researcher.

If you are happy for your child to participate in this study, would you please complete the attached consent form and return it to the school via your child. You or your child may withdraw consent at anytime without any penalty or disadvantages. Whether you decide participate or not, the decision will not affect the child’s progress at school.

**Further information**
If you would like further information please contact Associate Professor Michael Arthur-Kelly, Faculty of Education, The University of Newcastle, University Drive Callaghan NSW 2308, Phone: (02) 4921 6284, EMAIL: Michael.Arthur-Kelly@newcastle.edu.au.

Thank you for considering this invitation.

Yours sincerely,

A/Profs Michael Arthur-Kelly and Ian Dempsey
Miss Watinee Opartkiattikul
Supervisors PhD student
2 September 2011

**Complaints about this research**
This project has been approved by the University’s Human Research Ethics Committee, Approval No. Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, you may contact the researcher, Miss Watinee Opartkiattikul, 66+817210260 or A/Prof Yuwadee Wongkrajang, Mahidol University, 66+24665569, if an independent person is preferred, to the Human Research Ethics Officer, Research Office, The Chancellery, The University of Newcastle, University Drive Callaghan NSW 2308, telephone +61+ 249216333, email Human-Ethics@newcastle.edu.au
Consent Form for the Research Project

The implementation of a professional development program in Functional Behavioural Assessment (FBA) on selected elementary schools in Thailand.

Parent

Watinee Opartkiattikul

Document Version 1 dated 27/04/11
Screening assessment and Observation

I agree for my child,……………………………………………………to participate in the above research project and give my consent freely.

I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained.

I understand that my child can withdraw from the project at any time and that he/she does not have to give any reason for withdrawing.

I understand that my child’s personal information will remain confidential to the researchers

I have had the opportunity to have questions answered to my satisfaction.

I am aware I will discuss and inform my child about the research project.

I consent for my child to giving access relevant school records about him/her to the researchers.

I consent for my child to participating in screen assessment and observation.

Print Name:__________________________________________________________________
Signature:____________________________________Date: ___________________________
Contact number:________________________________________________________

Please return the consent form to the school via your child.
เอกสารชี้แจงข้อมูลสำหรับโครงการวิจัย:
การศึกษาผลของการอบรมเชิงปฏิบัติการพัฒนาครูเรื่องกระบวนการวิเคราะห์พฤติกรรม
(FBA: Functional Behavioural Assessment) ในโรงเรียนระดับประถมศึกษา กรุงเทพมหานคร
เอกสาร ครั้งที่ 2 วันที่ 2/9/11

เรียน ผู้ปกครอง เด็กหญิง/เด็กชาย ........................................................
จดหมายนี้ส่งมาเพื่อเรียกบุตรหลานของท่านเข้าร่วมโครงการวิจัยภายใต้ชื่อที่ระบุไว้บนหน้าถัดสู่หัวข้อการสมัครเป็นวิทยาศาสตร์ใน
โครงการวิจัยของการศึกษาครุศาสตร์และศิลปศาสตร์ มหาวิทยาลัยนิวคาสเซิล ประเทศออสเตรเลีย
โครงการวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิผลของการอบรมเชิงปฏิบัติการเพื่อพัฒนาครูเรื่องการวิเคราะห์พฤติกรรม
(FBA: Functional Behavioural Assessment) ของครูและนักเรียน

หากท่านมีความยินดีให้บุตรหลานของท่านเข้าร่วมโครงการวิจัยครั้งนี้ ท่านมีสิทธิที่จะให้เขาถอนตัวจากโครงการได้ทุกเมื่อ
โดยไม่จำเป็นต้องให้เหตุผลและการตัดสินใจของท่านจะไม่ส่งผลกระทบต่อสถานะหรือการพัฒนาของบุตรหลานท่าน

การมีส่วนร่วมของบุตรหลาน

การประเมินเพื่อคัดกรอง
บุตรหลานของท่านจะได้รับการประเมินเพื่อคัดกรองโดยใช้แบบประเมิน Strengthen and Difficulties Questionaire (SDQ)
ที่พัฒนาโดย Dr. Goodman (2005) เพื่อทราบระดับและลักษณะของการมีส่วนร่วมทางพฤติกรรมของบุตรหลานท่าน
โดยครูประจำชั้นของบุตรหลานท่านจะเป็นผู้ดำเนินการประเมิน เพื่อเวลาทั้งหมดประมาณ 5 – 10 นาที

การสังเกต
หากบุตรหลานของท่านไม่มีอาการพฤติกรรมที่ผิดปกติ ครูประจำชั้นจะขออนุญาตสังเกตบุตรหลานของท่าน
การสังเกตมีจุดมุ่งหมายเพื่อวิเคราะห์พฤติกรรมของบุตรหลานในการวิเคราะห์พฤติกรรมจะใช้เวลาทั้งหมดประมาณ 10 นาทีต่อครั้ง (ทั้งหมด 6 ครั้ง)
โดยผู้วิจัยจะใช้แบบสังเกตแบบสุ่มเวลา (time sampling) ซึ่งผู้วิจัยจะทำเครื่องหมายบนแบบสังเกตทุกๆ 5 นาที เพื่อให้การสังเกตจะเป็นไปอย่างจริงจังและนักเรียนจะไม่ได้ถูกรบกวนใดๆในชั่วเรียนต่อไป

ความเสี่ยงและประโยชน์ในการเข้าร่วมโครงการวิจัย
บุตรหลานของท่านจะไม่ได้รับความเสี่ยงใดๆจากเข้าร่วมโครงการวิจัยนี้

การเข้าร่วมในโครงการวิจัยของบุตรหลานของท่านจะไม่ได้มีการเกี่ยวข้องกับกิจกรรมทางโรงเรียนใดๆ และคณะผู้วิจัยหวังว่าจะช่วยเสริมสร้างและพัฒนาพฤติกรรมของบุตรหลานของท่านให้ได้มากยิ่งขึ้น เพื่อที่จะสามารถพัฒนาการเรียนและทักษะทางสังคมให้อยู่ในระดับที่ดีขึ้น นอกจากนี้การเข้าร่วมโครงการวิจัยของโรงเรียนอาจจะเป็นการช่วยพัฒนาบุคคลด้านการเรียนและโรงเรียนในกระบวนการช่วยเหลือเด็กและนักเรียน

ความตกลงและความเป็นส่วนตัว
ข้อมูลที่ได้จากการสังเกตจะไม่ระบุชื่อบุตรหลานของท่าน โดยครูประจำชั้นของบุตรหลานท่าน ผู้อานวยการ และคณะผู้วิจัยเท่านั้นที่สามารถเข้าสู่ข้อมูลของแบบสังเกตแบบสุ่มเวลาได้ และการใช้ข้อมูลเหล่านี้ในการทางและทักษะพัฒนาจะไม่มีการจ้องจังไปยังผู้เข้าร่วมโครงการใดๆ โดยที่จะมีการจ้องจังไปยังผู้เข้าร่วมโครงการได้ เพื่อที่จะช่วยเสริมสร้างและพัฒนาพฤติกรรมของบุตรหลานของท่าน

ความลับและความเป็นส่วนตัว
ข้อมูลที่ได้จากการสังเกตจะไม่ระบุชื่อบุตรหลานของท่าน โดยครูประจําชั้นของบุตรหลานท่าน และคณะผู้วิจัยเท่านั้นที่สามารถเข้าสู่ข้อมูลของแบบสังเกตแบบสุ่มเวลาได้ และการใช้ข้อมูลเหล่านี้ในการทางและการพัฒนาจะไม่มีการจ้องจังไปยังผู้เข้าร่วมโครงการใดๆ โดยที่จะมีการจ้องจังไปยังผู้เข้าร่วมโครงการได้ เพื่อที่จะช่วยเสริมสร้างและพัฒนาพฤติกรรมของบุตรหลานของท่าน

การเก็บรวบรวมข้อมูล
ข้อมูลที่ได้จากการสังเกตจะช่วยให้คณะผู้วิจัยสามารถเรียนรู้และเข้าใจพฤติกรรมของบุตรหลานท่านและการตอบสนองของครูประจําชั้นที่ได้รับการจ้อจังจ่อนี้ในแง่ทางและการพัฒนาจะไม่มีการจ้องจังไปยังผู้เข้าร่วมโครงการใดๆ โดยที่จะมีการจ้องจังไปยังผู้เข้าร่วมโครงการใดๆ

การรายงานผลการวิจัย
ผลการวิจัยที่ได้จากการสังเกตจะถูกนำมาตีพิมพ์และเผยแพร่ลงในเอกสารงานวิจัยสําหรับการประชุมและการพัฒนา

การแก้ไขวิธีการสังเกต
การแก้ไขวิธีการสังเกตจะช่วยให้บุตรหลานของท่านมีการพัฒนาทักษะในการสังเกตและเพิ่มข้อมูลควบคู่ไปด้วยในระยะยาว

ข้อมูลเพิ่มเติม
ถ้าท่านมีความประสงค์ที่จะสอบถามไม่ว่าด้านใดของการวิจัยนี้ กรุณาติดต่อผู้วิจัย

รองศาสตราจารย์ ไมเคิล อาเธอร์เคลลี  ภาควิชาครุศาสตร์ คณะศึกษาศาสตร์และศิลปะ มหาวิทยาลัยนิวคาส์เซิล รัฐนิวเซาเวลส์ ประเทศออสเตรเลีย รหัสไปรษณีย์ 2308 โทรศัพท์ +61 2 4921 6284 อีเมล Michael.Arthur-Kelly@newcastle.edu.au

ขอขอบพระคุณสำหรับการให้การสนับสนุนเพื่อการวิจัยนี้ ข้อมูลที่รับมาในวิจัยนี้เป็นข้อมูลในความเป็นส่วนตัวของบุคคลที่เกี่ยวข้อง

โครงการวิจัยได้รับการอนุมัติโดยคณะกรรมการจริยธรรมมนุษย์ของมหาวิทยาลัย หมายเลขอนุมัติ H-2011-0229  หากท่านมีข้อสงสัยเกี่ยวกับโครงการวิจัยนี้ หรือสนใจจะมีส่วนร่วมในโครงการวิจัยนี้ กรุณาติดต่อ ที่หมายเลขโทรศัพท์  081 7210260 หรือน.ต.นฤภพัฒน์ คงijing โทร. 02-4605569  หากท่านต้องการติดต่อไปยังกรุณาติดต่อ คณะผู้วิจัยการวิจัย  นักวิจัยวิจัย  นักวิทยาศาสตร์  มหาวิทยาลัยนิวคาส์เซิล University Drive Callaghan NSW 2308 โทรศัพท์ +61 2 4921 6333 อีเมล Human-Ethics@newcastle.edu.au
หนังสือให้ความยินยอมเข้าร่วมโครงการวิจัย

การศึกษาผลของการอบรมเชิงปฏิบัติการพัฒนาครูเรื่องกระบวนการวิเคราะห์พฤติกรรม (FBA: Functional Behavioural Assessment) ในโรงเรียนระดับประถมศึกษา กรุงเทพมหานคร

นางสาว วาทินี โอภาสเกียรติกุล

ผู้ปกครอง

เอกสาร ครั้งที่ 2
วันที่ 2/9/11

ข้าพเจ้ายินดีและยินยอมที่จะให้บุตรหลานของข้าพเจ้า ด.ช./ด.ญ. ....................เข้าร่วมในโครงการวิจัยที่ระบุไว้ด้านบน

ข้าพเจ้าเข้าใจถึงแนวทางในการดำเนินการวิจัยตามที่ระบุไว้ในเอกสารที่แนบมา

ข้าพเจ้าเข้าใจว่าบุตรหลานของข้าพเจ้าสามารถถอนตัวออกจากโครงการวิจัยเมื่อใดก็ได้ โดยไม่ต้องให้เหตุผลใดๆ

ข้าพเจ้าสามารถที่จะเลือกตอบคำถามตามที่ข้าพเจ้าพึงพอใจ

ข้าพเจ้ายินดีที่จะช่วยให้ข้อมูลต่างๆเกี่ยวกับบุตรหลานของข้าพเจ้าที่เกี่ยวกับโครงการวิจัย

ชื่อ - สกุล ..................................................
ลายมือชื่อ ..................................................
เบอร์โทรศัพท์ติดต่อ ..................................................

กรุณาส่งคืนที่ครูประจำชั้นในซองที่แนบมาด้วยพร้อมมีลายนิ้วมือ
Appendix 3:
Information statement and consent letter for senior teachers
(English/Thai version)
Information Statement for the Research Project:
The implementation of a professional development program in Functional Behavioural Assessment (FBA) on selected elementary schools in Thailand.
Document Version 2 dated 2/09/11

Interview

Dear Assistant Principal (Student discipline) / Teacher Counsellors,

You are invited to participate in the research project identified above which is being conducted by Miss Watinee Opartkiattikul, as part of her PhD program under the supervision of Associate Professors Michael Arthur-Kelly and Ian Dempsey from the Centre for Special Education and Disability Studies, University of Newcastle, Australia.

Why is the research being done?
There is a need for Thai teachers to have an effective process to address student behaviour problems and to allow students to reach their learning potential. This study will investigate the usefulness of Functional Behavioural Assessment (FBA) to help teachers identify and respond to behaviour problems.

Who can participate in the research?
School principals, senior school staff, target students and classroom teachers from two schools in Bangkok will be invited to participate in this research.

What choice do you have?
Participation in this research is entirely your choice. Only those people who give their informed consent will be included in the project. Whether or not you decide to participate, your decision will not disadvantage you. If you do decide to participate you may withdraw from the project at any time without giving a reason. Non-participation will not have any effect on the your relationship with the school principal or your employment within the school.

What would you be asked to do?

Interview
You will be asked to complete a recorded interview prior and after a professional development program on FBA which 5 classroom teachers in your school will be asked to participate. The program will be held on three Fridays fortnightly in a neutral venue and will be conducted by the student researcher. The focused contents are 1) Principles & Framework of FBA, 2) Developing hypothesis & behaviour intervention plan and 3) Implementing, monitoring behaviour intervention and cooperation with family and community.

The interviews will focus on your perceptions of and approach and support to behaviour management and the professional development program. It will take about 30 minutes to complete each interview and it can be done at a time and place that is convenient to you. The interview will be conducted and transcribed by the student researcher.

What are the risks and benefits of participating?
There are no risks associated with your participation in this study. However, participation in this study will provide a good opportunity for your school to consider and extend current approaches and supports in behaviour management. It also may help classroom teachers to have a better understanding about students with behaviour support needs and learn how to identify the behaviour problems and plan a behaviour intervention for these students more systematically by using the FBA process. For identified
students, it is hoped that this study will assist them to decrease the behaviour problems and increase appropriate behaviours as well as to help them reach their learning potential.

How will your privacy be protected?
Interview and observation data from participants will be de-identified and any use of this data in publications will not identify individuals or schools. Further, any information collected by the researchers which might identify you will be stored securely in a locked room in the Centre for Special Education and Disability Studies and retained in accordance with the University policy for 7 years as well as only accessed by the researcher and her supervisors. For interview data, you will be able to review the recording and transcripts to edit or erase your contribution by contacting the researcher via email.

How will the information collected be used?
Data will be reported in a thesis to be submitted for the degree of PhD. by Miss Watinee Opartkiattikul in the School of Education at the University of Newcastle. Moreover, it will be incorporated into research papers for presentation at conferences and in journals.

Further, a summary of the results written in Thai and English language study will be offered to all participants by sending the report to your school or you can request personally via an email to the student researcher (c3066722@uon.edu.au).

What do you need to do to participate?
Please read this Information Statement and be sure you understand its contents before you agree to participate. If there is anything you do not understand, or you have questions, please contact the researcher.

If you would like to participate in this study, please complete the attached Consent Form, and return it in the reply paid envelope. Watinee will then contact you by phone to arrange a time convenient to you for an interview prior to the professional development program.

Further information
If you would like further information please contact Associate Professor Michael Arthur-Kelly, Faculty of Education, The University of Newcastle, University Drive Callaghan NSW 2308, Phone: (02) 4921 6284, EMAIL: Michael.Arthur-Kelly@newcastle.edu.au

Thank you for considering this invitation.

Yours sincerely,

A/Profs Michael Arthur-Kelly and Ian Dempsey
Supervisors

Miss Watinee Opartkiattikul
PhD student

2 September 2011

Complaints about this research
This project has been approved by the University’s Human Research Ethics Committee, Approval No. H-2011-0229
Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, you may contact the researcher, Miss Watinee Opartkiattikul, 66+817210260 or A/Prof Yuwadee Wongkrajang, Mahidol University, 66+24665569, if an independent person is preferred, to the Human Research Ethics Officer, Research Office, The Chancellery, The University of Newcastle, University Drive Callaghan NSW 2308, telephone +61+ 249216333, email Human-Ethics@newcastle.edu.au
Consent Form for the Research Project

The implementation of a professional development program in Functional Behavioural Assessment (FBA) on selected elementary schools in Thailand.

Assistant Principal/ Teacher Counselor

Watinee Opartkiattikul

Document Version 2 dated 2/09/11

Interview

I agree to participate in the above research project and give my consent freely.

I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained.

I understand I can withdraw from the project at any time and do not have to give any reason for withdrawing.

I consent to participating in an interview and having it recorded.

I am aware I will be able to review, edit or erase the transcribed interview records.

I understand that my personal information will remain confidential to the researchers

I have had the opportunity to have questions answered to my satisfaction.

I consent to participating in interview.

Print Name: __________________________________________________________

Signature: ___________________________ Date: ________________________

Contact number: ____________________________________________________
เอกสารชี้แจงข้อมูลสำหรับโครงการวิจัย:

การศึกษาผลของการอบรมเชิงปฏิบัติการพัฒนาครูเรื่องกระบวนการวิเคราะห์พฤติกรรม (FBA: Functional Behavioural Assessment) ในโรงเรียนระดับประถมศึกษา กรุงเทพมหานคร

เอกสาร ครั้งที่ 2  วันที่ 2/09/11

การสัมภาษณ์

เรียน ผู้ช่วยผู้อำนวยการ (ฝ่ายกิจการนักเรียน) / ครูแนะแนว

จงมอบมอบหมายเพื่อเรียนรู้และเข้าร่วมโครงการวิจัยภายใต้หัวข้อที่ระบุไว้ด้านบนนี้กับผู้วิจัย

นางสาววาทินี โอภาสเกียรติกุล

นักศึกษาปริญญาเอก ภายใต้การดูแลของ

รองศาสตราจารย์ ไมเคิล อาเธอร์เคลลี และ รองศาสตราจารย์ เอียน เด็มซี จากศูนย์เพื่อการศึกษาพิเศษและการศึกษาคนพิการ มหาวิทยาลัยนิวคาสเซิล ประเทศออสเตรเลีย

วัตถุประสงค์ของการวิจัย

โครงการวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิผลของกระบวนการวิเคราะห์พฤติกรรม (FBA: Functional Behavioural Assessment)

ที่ครูจะใช้ในการจัดการกับปัญหาพฤติกรรมของเด็กนักเรียนที่มีปัญหาในการเรียนรู้ นักเรียนที่มีปัญหาพฤติกรรมทั้งที่มีปัญหาในด้านการเรียนรู้และนักเรียนที่มีปัญหาพฤติกรรมที่อยู่ในกรุงเทพมหานคร เพื่อจะช่วยให้เด็กสามารถพัฒนาคุณภาพการเรียนรู้และทักษะทางสังคมได้อย่างมีประสิทธิภาพ

ผู้เข้าร่วมโครงการวิจัย

ผู้อำนวยการ, ผู้ช่วยผู้อำนวยการ(ฝ่ายกิจการนักเรียน)ครูประจ่ำ, นักเรียนเพื่อกรณีศึกษา และ ครูประจ่ำขึ้น จะถูกเชิญให้เข้าร่วมในการศึกษา

ครั้งนี้ ทั้งนี้โรงเรียนที่เข้าร่วมจะอยู่ในกรุงเทพมหานครและถูกเลือกอย่างเจาะจง

ทางเลือกของท่าน

ทางเลือกของท่านท่านมีสิทธิ์กับโครงการวิจัยนี้เรียนรู้อย่างเป็นทางการได้ ท่านมีสิทธิ์เลือกโครงการที่ท่านมีความสนใจ และท่านจะได้รับการสัมภาษณ์อย่างเป็นทางการในทาง privat.

การมีส่วนร่วมของท่าน

การเข้าร่วม

การเข้าร่วมโครงการวิจัยนี้เป็นการสมัครใจ ท่านจะได้รับข้อมูลเกี่ยวกับการเข้าร่วมและการมีส่วนร่วมของท่านที่จะได้รับข้อมูลทางส่วนตัว

การมีส่วนร่วมของท่าน

การสัมภาษณ์

ท่านจะถูกเชิญให้เข้าร่วมการสัมภาษณ์เป็นการส่วนตัวกับผู้วิจัยและการเป็นส่วนหนึ่งในกระบวนการวิจัยการสนับสนุน

การสัมภาษณ์

การสัมภาษณ์จะมีไว้ในกรุงเทพมหานคร ท่านจะได้รับข้อมูลเกี่ยวกับการพัฒนาการสัมภาษณ์เป็นการส่วนตัวกับผู้วิจัย

การสัมภาษณ์

การสัมภาษณ์จะมีไว้ในกรุงเทพมหานคร ท่านจะได้รับข้อมูลเกี่ยวกับการพัฒนาการสัมภาษณ์เป็นการส่วนตัวกับผู้วิจัย
ความเสี่ยงและประโยชน์ในการเข้าร่วมโครงการวิจัย

ท่านจะไม่ได้รับความเสี่ยงใดๆจากการเข้าร่วมโครงการวิจัยนี้ นอกจากนี้การเข้าร่วมโครงการวิจัยนี้อาจจะเป็นการช่วยพัฒนาบุคคลากรและโรงเรียนของท่านในกระบวนการช่วยเหลือเด็กเรียนรู้ และอาจจะช่วยคุณประชามิชชั่นในการพัฒนาความรู้เกี่ยวกับการเรียนการสอนที่มีมาตรฐานทางพฤกษศาสตร์และวิทยาศาสตร์การศึกษา ด้านการพัฒนาเครื่องมือมือศึกษา ผู้จัดการวิจัยโครงการวิจัยนี้จะสามารถช่วยให้การเข้าร่วมโครงการวิจัยนี้มีมาตรฐานทางพฤกษศาสตร์และวิทยาศาสตร์การศึกษาที่มีมาตรฐาน

ความผันแปรและความเป็นส่วนตัว

ข้อมูลต่างๆที่ได้จากการสัมภาษณ์จะไม่ระบุชื่อท่าน และการใช้ข้อมูลเหล่านี้ในการรายงานและการตีพิมพ์เผยแพร่จะไม่มีการชี้แจงให้ผู้เข้าร่วมวิจัย แต่อย่างใด ถึงแม้ข้อมูลที่ได้จากการสัมภาษณ์จะมีข้อมูลที่จะเป็นประโยชน์ต่อการพัฒนาบุคคลากรโรงเรียน ที่ส่วนใหญ่การศึกษาเฉพาะทางและการศึกษาคนพิการ มหาวิทยาลัยนิวซีแลนด์ เป็นระยะเวลาสี่ปี (4 ปี) โดยผู้วิจัยและอาจารย์ที่ปรึกษาจะไม่ระบุชื่อตัวอย่างที่ได้จากการสัมภาษณ์ที่ท่านให้การสัมภาษณ์ โดยท่านสามารถขออ่าน ฟัง ทบทวน แก้ไข หรือลบข้อความในบทสัมภาษณ์ และจากแถบบันทึกเสียงที่ท่านให้สัมภาษณ์ได้ โดยสามารถแจ้งความประสงค์ทางอีเมลของผู้วิจัย

การเก็บรวบรวมข้อมูล

ข้อมูลที่ได้จากการสัมภาษณ์จะถูกนำไปใช้เป็นส่วนหนึ่งของการวิจัยนี้ ในการสัมภาษณ์นี้จะไม่มีการระบุชื่อผู้วิจัย แต่จะระบุชื่อผู้วิจัยเพื่อการพิจารณาตัดสินใจในการใช้งานของข้อมูลนี้ การรายงานผลโครงการไม่ได้ระบุชื่อผู้เข้าร่วมโครงการ แต่เพื่อประโยชน์ของผู้วิจัยที่จะมีการพิจารณาตัดสินใจในการใช้งานของข้อมูลนี้

สิ่งที่ท่านต้องทำในการเข้าร่วมโครงการ

กรุณาอ่านเอกสารเพื่อให้เข้าใจว่าท่านจะได้รับการช่วยเหลือจากโครงการวิจัยนี้ และท่านสามารถขออ่าน ฟัง ทบทวน แก้ไข หรือลบข้อความที่ท่านให้สัมภาษณ์ได้ โดยสามารถแจ้งความประสงค์ทางอีเมลของผู้วิจัย

ข้อมูลเพื่อติดต่อ

ถ้าท่านต้องการติดต่อผู้วิจัย การติดต่อข้อมูลผู้ติดต่อวิจัยการวิจัยนี้เรียกผู้ติดต่อวิจัยที่ดีที่สุดของท่าน หรือท่านสามารถแจ้งความประสงค์ทางอีเมลของผู้วิจัย (c3066722@uon.edu.au)

ขอขอบคุณสำหรับการส่งข้อมูลครั้งนี้ ผู้วิจัยจะส่งข้อมูลไปยังท่าน หรือท่านสามารถแจ้งความประสงค์ทางอีเมลของผู้วิจัย (c3066722@uon.edu.au)

ขอขอบคุณสำหรับการส่งข้อมูลครั้งนี้
หนังสือให้ความยินยอมเข้าร่วมโครงการวิจัย
การศึกษาผลของการอบรมเชิงปฏิบัติการพัฒนาครูเรื่องกระบวนการวิเคราะห์พฤติกรรม (FBA: Functional Behavioural Assessment) ในโรงเรียนระดับประถมศึกษา กรุงเทพมหานคร
นางสาว วาทินี โอภาสเกียรติกุล

ผู้ช่วยผู้อำนวยการ (ฝ่ายปกครอง) / ครูแนะแนว
เอกสารครั้งที่ 2 วันที่ 02/09/11

ข้าพเจ้ายินดีและยินยอมที่จะเข้าร่วมโครงการวิจัยที่ระบุไว้ด้านบน

ข้าพเจ้าเข้าใจถึงแนวทางในการดำเนินการวิจัยตามที่ระบุไว้ในเอกสารที่แนบมา

ข้าพเจ้าทราบว่าข้าพเจ้าสามารถถอนตัวจากโครงการวิจัยเมื่อใดก็ได้ โดยไม่ต้องให้เหตุผลใดๆ

ข้าพเจ้ายินดีที่จะเข้าร่วมในการสัมภาษณ์เดี่ยว และอนุญาตให้มีการบันทึกเสียง

ข้าพเจ้าสามารถที่จะตรวจสอบข้อมูลที่บันทึกลงที่ข้าพเจ้าได้

ข้าพเจ้ายินดียอมรับว่าข้าพเจ้าจะเป็นที่รับรู้ข้อมูลที่เกี่ยวข้องกับข้าพเจ้า

ข้าพเจ้ายินดีที่จะเข้าร่วมโครงการวิจัยในอนาคต

ชื่อ - สกุล .........................................................................................................................
ลายมือชื่อ .......................................................................................................................
เบอร์โทรศัพท์ ..............................................................................................................
Appendix 4:
Information statement and consent letter for school principals
(English/Thai version)
Information Statement for the Research Project:
The implementation of a professional development program in Functional Behavioural Assessment (FBA) on selected elementary schools in Thailand.  
Document Version 2 dated 2/09/11
Identify target students, Interview, School Background Information and Newsletter

Dear School Principal,

You are invited to participate in the research project identified above which is being conducted by Miss Watinee Opartkiattikul, as part of her PhD program under the supervision of Associate Professors Michael Arthur-Kelly and Ian Dempsey from the Centre for Special Education and Disability Studies, University of Newcastle, Australia.

Why is the research being done?
There is a need for Thai teachers to have an effective process to address student behaviour problems and to allow students to reach their learning potential. This study will investigate the usefulness of Functional Behavioural Assessment (FBA) to help teachers identify and respond to behaviour problems.

Who can participate in the research?
School principals, senior school staff, target students and classroom teachers from two schools in Bangkok will be invited to participate in this research.

What choice do you have?
Participation in this research is entirely your choice. Only those people who give their informed consent will be included in the project. Whether or not you decide to participate, your decision will not disadvantage you. If you do decide to participate you may withdraw from the project at any time without giving a reason.

What would your staff and students be asked to do?

Classroom teachers
You 5 classroom teachers will be asked to participate in a professional development program in FBA with 5 teachers from a different school in Bangkok. The program will be held on three Fridays fortnightly in a neutral venue and will be conducted by the student researcher. The focused contents are 1) Principles & Framework of FBA, 2) Developing hypothesis & behaviour intervention plan and 3) Implementing, monitoring behaviour intervention and cooperation with family and community. The teachers also will be asked to complete a recorded 30 minutes-interview prior to and after a professional development program on FBA as well as a focus group interview at the end of the study. They will be invited to implement behaviour support processes covered in the course in their daily classroom teaching. If the classroom teachers also agree to be observed in the classroom, the classroom observation will focus on their implementation of behaviour management before, during and after the professional development program. It will take about 60 minutes for each observation.

Senior school staff
Your 2 senior school staff will be asked to complete a recorded interview prior and after a professional development program on FBA. The interviews will focus on their perceptions of and approach and support to behaviour management and the professional development program. It will take about 30 minutes to complete each interview and it can be done at a time and place that is convenient to them.
Target students
5 Target students will be assessed using The Strengths and Difficulties Questionnaire (SDQ) developed by Robert Goodman (2005) by their classroom teachers. If the child is selected for the next phase, he/she will be observed naturally in their classroom. The purpose of these observations is to determine what social behaviours the child displays in different situations and to identify appropriate strategies that the teacher uses to support the child’s social development. There will be six sessions conducted on a fortnightly basis. The child will not be highlighted in any situations and no interruption will be made to the class session.

What would you be asked to do?

Identify target students
Before the project begins, you will be asked to identify all potential student participants who have been identified behaviour support needs at your school, and ask the administration staff to distribute the information statement and consent letters to those parents.

Interview
You will be asked to complete a recorded interview prior and after a professional development program on FBA. The interviews will focus on your perceptions of and approach and support to behaviour management and the professional development program. It will take about 30 minutes to complete each interview and it can be done at a time and place that is convenient to you. The interview will be conducted and transcribed by the student researchers.

School Background Information
You will also be asked to provide some school documentation such as the school policy and behaviour support protocol and guidelines to the researcher during this study. This will assist the researchers to gain school background information that will be very useful in this study.

Newsletter
You will be asked to inform parents of all students in the school via the newsletter about the present study in your school at the beginning of the study. This may include the purposes and nature of the study.

Moreover, at the end of the study your school will receive the contribution of the cost of releasing your teachers to participate in the professional development program. The contribution cost is $150 per school.

What are the risks and benefits of participating?
There are no risks associated with your participation in this study. However, participation in this study will provide a good opportunity for your school to consider and extend current approaches and supports in behaviour management. It also may help classroom teachers to have a better understanding about students with behaviour support needs and learn how to identify the behaviour problems and plan a behaviour intervention for these students more systematically by using the FBA process. For identified students, it is hoped that this study will assist them to decrease the behaviour problems and increase appropriate behaviours as well as to help them reach their learning potential.

How will your privacy be protected?
Interview and observation data from participants will be de-identified and any use of this data in publications will not identify individuals or schools. Further, any information collected by the researchers which might identify you will be stored securely in a locked room in the Centre for Special Education and Disability Studies and retained in accordance with the University policy for 7 years as well as only accessed by the researcher and her supervisors. For interview data, you will be able to review the recording and transcripts to edit or erase your contribution.

How will the information collected be used?
Data will be reported in a thesis to be submitted for the degree of PhD. by Miss Watinee Opartkiattikul in the School of Education at the University of Newcastle. Moreover, it will be incorporated into research papers for presentation at conferences and in journals.

Further, a summary of the results written in Thai and English language study will be offered to all participants by sending the report to your school at the end of the study.

**What do you need to do to participate?**

Please read this Information Statement and be sure you understand its contents before you agree to participate. If there is anything you do not understand, or you have questions, please contact the researcher.

If you would like to participate in this study, please complete the attached Consent Form, and return it in the reply paid envelope. Watinee will then contact you by phone to arrange a time convenient to you for an interview prior to the professional development program.

**Further information**

If you would like further information please contact Associate Professor Michael Arthur-Kelly, Faculty of Education, The University of Newcastle, University Drive Callaghan NSW 2308, Phone: (02) 4921 6284, EMAIL: Michael.Arthur-Kelly@newcastle.edu.au

Thank you for considering this invitation.

Yours sincerely,

A/Profs Michael Arthur-Kelly and Ian Dempsey     Miss Watinee Opartkiattikul
Supervisors       PhD student
2 September 2011

**Complaints about this research**

This project has been approved by the University's Human Research Ethics Committee, Approval No. H-2011-0229

Should you have concerns about your rights as a participant in this research, or you have a complaint about the manner in which the research is conducted, you may contact the researcher, Miss Watinee Opartkiattikul, 66+817210260 or A/Prof Yuwadee Wongkrajang, Mahidol University, 66+24665569, if an independent person is preferred, to the Human Research Ethics Officer, Research Office, The Chancellery, The University of Newcastle, University Drive Callaghan NSW 2308, telephone +61+ 249216333, email Human-Ethics@newcastle.edu.au
Consent Form for the Research Project

The implementation of a professional development program in Functional Behavioural Assessment (FBA) on selected elementary schools in Thailand.

School Principal

Watinee Opartkiattikul

Document Version 2 dated 2/09/11

Identify target students, Interview, School Background Information and Newsletter

I agree to participate in the above research project and give my consent freely.

I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained.

I understand I can withdraw from the project at any time and do not have to give any reason for withdrawing.

I consent to participating in an interview and having it recorded.

I am aware I will be able to review, edit or erase the transcribed interview records.

I understand that my personal information will remain confidential to the researchers

I have had the opportunity to have questions answered to my satisfaction.

I consent to participating in the research project.

Print Name:__________________________________________________________

Signature:____________________________________Date: ___________________________

Contact number:_________________________________________________________
เอกสารชี้แจงข้อมูลสำหรับโครงการวิจัย:

การศึกษาผลของการอบรมเชิงปฏิบัติการพัฒนาครูเรื่องกระบวนการวิเคราะห์พฤติกรรม (FBA: Functional Behavioural Assessment) ในโรงเรียนระดับประถมศึกษา กรุงเทพมหานคร

เอกสาร ครั้งที่ 2 วันที่ 2/09/11

การระบุนักเรียนกรณีศึกษา การสัมภาษณ์ การให้ข้อมูลพื้นฐานของโรงเรียน และ การขอжалวนนายแจ้งผู้ปกครอง

เรียน ท่านผู้อำนวยการ

จดหมายฉบับนี้ส่งมาเพื่อเรียนเชิญท่านเข้าร่วมโครงการวิจัยภายใต้หัวข้อที่ระบุไว้ด้านบนซึ่งก้าวหน้าอย่างรวดเร็ว

โดยผู้วิจัยเป็นผู้ประสานงานและเริ่มดำเนินการในแบบของการวิจัยครั้งนี้ ให้ท่านทราบว่าท่านมีสิทธิ์ที่จะเข้าร่วมโครงการวิจัยหรือไม่ ที่จะเข้าร่วมโครงการวิจัยหรือไม่ ท่านมีสิทธิ์ที่จะเข้าร่วมหรือไม่ ท่านสามารถไม่เข้าร่วมได้โดยไม่ต้องแจ้งให้ทราบก่อนหน้านี้

วัตถุประสงค์ของการวิจัย

โครงการวิจัยมีวัตถุประสงค์เพื่อศึกษาและพัฒนากระบวนการวิเคราะห์พฤติกรรม (FBA: Functional Behavioural Assessment) ที่ครูจะใช้ในการวิเคราะห์และประเมินพฤติกรรมของนักเรียนที่มีปัญหาในการเรียนรู้ นักเรียนและสอนเพื่อการจัดการพฤติกรรมของนักเรียน

ผู้เข้าร่วมโครงการวิจัย

ผู้เข้าร่วมโครงการ ผู้ช่วยผู้อำนวยการ (ฝ่ายกิจการนักเรียน) ครูแผนมา ผู้ช่วยครูแผนมา และครูประจำชั้น จะได้รับการอบรมในหลักการและทรัพยากรของโครงการ

ทางเลือกของท่าน

ท่านมีสิทธิ์ที่จะเข้าร่วมโครงการวิจัยได้ หรือไม่ ท่านสามารถตัดสินใจได้โดยไม่ต้องแจ้งให้ทราบก่อนหน้านี้

การมีส่วนร่วมของครูและนักเรียนในโครงการของท่าน

ครูประจำชั้น

ครูประจำชั้นจะได้รับการอบรมในการวิเคราะห์พฤติกรรมและจัดการพฤติกรรมของนักเรียน รวมถึงการจัดการพฤติกรรมของนักเรียนในชั้นเรียน

ผู้ช่วยผู้อำนวยการ (ฝ่ายกิจการนักเรียน) / ครูแนะแนว
บุคคลากรฝ่ายบริหาร หรือ ครูแนะแนว จำนวน 2 ท่านจะได้รับเชิญให้เข้าร่วมการสัมภาษณ์เป็นการส่วนตัวกับผู้วิจัยและทำการบันทึกเสียง รกและหลังการเข้าร่วมการอบรมครั้งนี้ โดยการสัมภาษณ์นั้นจะสอบถามเกี่ยวกับการรับรู้ในวิธีการจัดการพฤติกรรมในชั้นเรียนและการสนับสนุนครูเหล่านี้ รวมถึงความคิดเห็นของท่านเกี่ยวกับการอบรมพัฒนาครูในโรงเรียน การสัมภาษณ์นี้จะดำเนินการตามวันเวลาและสถานที่ที่ท่านสะดวก การสัมภาษณ์อาจใช้เวลาประมาณ 30 นาที。

การสัมภาษณ์นักเรียนเพื่อนำเสนอในการวิจัย

ก่อนเริ่มโครงการวิจัยนี้ท่านจะได้รับผู้วิจัยและผู้วิเคราะห์พฤติกรรมในโรงเรียนแจ้งข้อมูลเกี่ยวกับการวิจัย และจะให้ทำการสัมภาษณ์สั้นๆเพื่อความประสงค์การวิจัยและจะจัดการเรียนการสอนสำหรับโครงการวิจัย

การสัมภาษณ์

ท่านจะได้รับเชิญให้เข้าร่วมการสัมภาษณ์เป็นการส่วนตัวกับผู้วิจัยและทำการบันทึกเสียง การสัมภาษณ์นั้นจะสอบถามเกี่ยวกับการรับรู้ในวิธีการจัดการพฤติกรรมในชั้นเรียนและการสนับสนุนครูเหล่านี้ รวมถึงความคิดเห็นของท่านเกี่ยวกับการอบรมพัฒนาครูในโรงเรียน การสัมภาษณ์นี้จะดำเนินการตามวันเวลาและสถานที่ที่ท่านสะดวก การสัมภาษณ์อาจใช้เวลาประมาณ 30 นาที.

การให้ข้อมูลพื้นฐานของโรงเรียน

เพื่อยังทำให้โครงการวิจัยมีประสิทธิภาพมากขึ้น ผู้วิจัยขอความช่วยเหลือจากท่านในการให้ข้อมูลพื้นฐานของโรงเรียน เช่น เอกสารเกี่ยวกับนโยบายของโรงเรียน เอกสารเหตุผลกับข้อมูลทางสถิติของโรงเรียนที่มีผลต่อสภาพแวดล้อมทั่วไปในโรงเรียน การวิจัยประจำวันของครูและนักเรียน เป็นต้น.

การออกจดหมายแจ้งผู้ปกครอง

ก่อนเริ่มโครงการวิจัยนี้ผู้วิจัยจะขอความร่วมมือจากท่านในการออกจดหมายแจ้งให้ผู้ปกครองของนักเรียนในโรงเรียนทราบถึงการทำงานของโครงการวิจัยดังนี้ คุณสมบัติของผู้เข้าร่วมโครงการวิจัยได้:

ทั้งนี้เมื่อสิ้นสุดโครงการวิจัยแล้ว โรงเรียนของท่านจะได้รับค่าค่าตอบแทนในการร่วมมือตามที่ได้รับแจ้งจากการทำงานของโครงการวิจัย

ความเสี่ยงและประโยชน์ในการเข้าร่วมโครงการวิจัย

การเข้าร่วมโครงการวิจัยนี้ไม่มีความเสี่ยงในการเข้าร่วมโครงการวิจัย

ความลับและความเป็นส่วนตัว

ข้อมูลที่ได้รับจากการสัมภาษณ์และการสังเกตจะไม่ระบุชื่อท่าน

ความมั่นใจในการทำงานและการตัดสินใจเพื่อจะไม่มีการข้ามอิงผู้เข้าร่วมโครงการวิจัยต่างใดใด ยังไงไปกว่านั้น ข้อมูลใดๆ...
ที่ผู้วิจัยทำการรวบรวมข้อมูลทั้งหมดจะถูกเก็บรักษาอย่างปลอดภัย ที่ศูนย์เพื่อการศึกษาพิเศษและการศึกษาคนพิการ มหาวิทยาลัยนิวคาสเซิล เป็นระยะเวลา 7 ปี โดยผู้วิจัยและอาจารย์ที่ปรึกษาวิจัยเท่านั้นที่สามารถเข้าถึงข้อมูลได้ นอกจากนี้แล้ว ท่านสามารถที่จะขออ่าน ฟัง ทบทวน แก้ไข หรือลบข้อความในบทสัมภาษณ์ และจากแถบบันทึกเสียงที่ท่านให้สัมภาษณ์ได้

การเก็บรวบรวมข้อมูล
ข้อมูลที่ได้จะถูกนำไปเป็นส่วนหนึ่งของวิทยานิพนธ์ในการศึกษาระดับปริญญาเอกของนางสาววาทินี โอภาสเกียรติกุล ขอความเกียรติคุณ
โดยอาจารย์และนักศึกษาที่จะเข้าร่วมโครงการ ท่านสามารถขออ่าน ฟัง ทบทวน แก้ไข หรือลบข้อความในบทสัมภาษณ์ และจากแถบบันทึกเสียงที่ท่านให้สัมภาษณ์ได้

การรายงานผล
ผลการรายงานและการวิจัยจะถูกเสนอให้แก่ผู้เข้าร่วมโครงการ แต่ไม่เป็นการระบุชื่อผู้เข้าร่วมโครงการ

สิ่งที่ท่านต้องทำในการเข้าร่วมโครงการ
กรุณาอ่านเอกสารชี้แจงข้อมูลสำหรับผู้เข้าร่วมโครงการและทำความเข้าใจก่อนการเข้าร่วม

ข้อมูลเพิ่มเติม
ถ้าท่านมีความประสงค์ที่จะขอติดต่อเพิ่มเติมเกี่ยวกับการวิจัย โปรดติดต่อ รองศาสตราจารย์ไมเคิล อาเธอร์เคลลี ภาควิชาครุศาสตร์ คณะศึกษาศาสตร์และศิลปะ มหาวิทยาลัยนิวคาสเซิล รัฐนิวเซาเวลส์ ประเทศออสเตรเลีย รหัสไปรษณีย์ 2308 โทรศัพท์ +61 2 4921 6284 อีเมล Michael.Arthur-Kelly@newcastle.edu.au

ขอขอบพระคุณสำหรับการพิจารณาคัดเลือกเข้าร่วมโครงการนี้

2 กันยายน 2554

โครงการวิจัยได้รับการอนุมัติโดยคณะกรรมการจริยธรรมมนุษย์ของมหาวิทยาลัย หมายเลขอนุมัติ H-2011-0229
หากท่านมีข้อสงสัยเกี่ยวกับการวิจัย กรุณาติดต่อ

รองศาสตราจารย์

โทรศัพท์ 081 7210260

อีเมล

Human-Ethics@newcastle.edu.au

โครงการได้รับการสนับสนุนโดยคณะกรรมการจริยธรรมมนุษย์ของมหาวิทยาลัย หมายเลข H-2011-0230
หนังสือให้ความยินยอมเข้าร่วมโครงการวิจัย
การศึกษาผลของการอบรมเชิงปฏิบัติการพัฒนาครูเรื่องกระบวนการวิเคราะห์พฤติกรรม (FBA: Functional Behaviour Assessment) ในโรงเรียนระดับประถมศึกษา กรุงเทพมหานคร
นางสาว วาทินี โอภาสเกียรติกุล

ผู้อานวยการ
เอกสารครั้งที่ 2 วันที่ 02/08/11

ข้าพเจ้ายินดีและยินยอมที่จะเข้าร่วมโครงการวิจัยที่ระบุไว้ด้านบน

ข้าพเจ้าเข้าใจในแนวการดำเนินการวิจัยตามที่ระบุไว้ในเอกสารแนบที่แนบมา

ข้าพเจ้าทราบแล้วว่าข้าพเจ้าสามารถถอนตัวจากการวิจัยเมื่อใดก็ได้โดยไม่ต้องให้เหตุผลใดๆ

ข้าพเจ้ายินดีที่จะเข้าร่วมในการสัมภาษณ์เดี่ยว และอนุญาตให้มีการบันทึกเสียง

ข้าพเจ้าสามารถที่จะตรวจสอบบันทึกเสียง แก้ไข และลบข้อมูลที่ถูกบันทึกของข้าพเจ้าได้

ข้าพเจ้าเข้าใจว่ายุทธวิธีจะเก็บรักษาข้อมูลส่วนตัวของข้าพเจ้าไว้เป็นความลับ

ข้าพเจ้าสามารถที่จะเลือกตอบคำถามตามที่ข้าพเจ้าพึงพอใจ

ข้าพเจ้ายินดีที่จะเข้าร่วมโครงการวิจัยนี้

ชื่อ - สกุล .................................................................................................................................
ลายมือชื่อ ............................................................................................................................
วันที่.................................. ด.ศ. ................................
เบอร์โทรศัพท์ติดต่อ.............................................................................................................................
Appendix 5:

Interview protocols for classroom teachers

(English/Thai version)
Interview Section A: Classroom teachers

Interview Questions

1. How would you describe students with behaviour problem in your classroom?

2. In your opinion, why does this behaviour problem happen?

3. How do you normally deal with those students in your class?

4. How can you ensure that the students in your class behave appropriately?

5. How would you describe yourself when dealing with a student’s behaviour problem?

6. How do your school staff get involved in this situation?

7. Any other comments you would like to tell?

Interview Section B: Classroom teachers

Interview Questions

1. How would you describe yourself before and after the professional development program when dealing with the student with behaviour problems?

2. How would you describe your experiences when implementing FBA processes with the student?

3. Can you tell me about how you managed the time needed to conduct the FBA?

4. What are the significant factors that could help you to deal with children with behaviour problem successfully / unsuccessfully?

5. In your opinion, what is useful / not useful about the professional development program?

6. Any other comments you would like to tell?
แบบสัมภาษณ์  Section A: ครูประจำชั้น

หัวข้อ: ประสบการณ์ของครูในการจัดการพฤติกรรมกับนักเรียนที่มีปัญหาทางพฤติกรรมในชั้นเรียน

คำถาม

1. กรุณาอธิบายพฤติกรรมของนักเรียนที่มีปัญหาทางพฤติกรรมในชั้นเรียนของคุณครู

2. ในความคิดเห็นของคุณครู เพราะเหตุใดพฤติกรรมเหล่านี้จึงเกิดขึ้น

3. ปกติคุณครูมีวิธีจัดการกับนักเรียนเหล่านี้อย่างไรในชั้นเรียน โปรดยกตัวอย่าง

4. คุณครูมีวิธีวัดได้อย่างไรว่านักเรียนในชั้นเรียนนั้นมีพฤติกรรมที่พึงประสงค์

5. คุณครูรู้สึกอย่างไรในเวลาที่คุณครูต้องจัดการกับนักเรียนที่มีปัญหาทางพฤติกรรม

6. โรงเรียนหรือคุณครูท่านอื่นมีส่วนเกี่ยวข้องกับการจัดการพฤติกรรมนี้หรือมีส่วนร่วมอย่างไร

7. คุณครูมีข้อเสนอแนะหรือความคิดเห็นเพิ่มเติมหรือไม่ อย่างไร

แบบสัมภาษณ์  Section B: ครูประจำชั้น

หัวข้อ: ผลของการอบรมเชิงปฏิบัติการพัฒนาครู เรื่องการใช้การประเมินจุดมุ่งหมายของพฤติกรรม

คำถาม

1. ให้คุณครูเล่าถึงการจัดการพฤติกรรมของคุณครูกับนักเรียน ทั้งก่อน และหลังการอบรม อย่างเป็นอย่างไรบ้าง

2. ให้คุณครูเล่าถึงประสบการณ์เกี่ยวกับการใช้แบบประเมินและกระบวนการ FBA กับนักเรียนในชั้นเรียนนั้นเป็นอย่างไรบ้าง

3. คุณครูรู้สึกอย่างไรในตอนนี้ เมื่อต้องจัดการกับนักเรียนที่มีปัญหาทางพฤติกรรม

4. อะไรบ้างคือปัจจัยที่สำคัญในการเข้าใจคุณครูที่จะจัดการกับพฤติกรรมนี้ให้พึงประสงค์ได้ประสบความสำเร็จ หรือไม่ประสบความสำเร็จ

5. ในความคิดเห็นของคุณครู ที่เป็นประโยชน์ หรือไม่เป็นประโยชน์ในการอบรมพัฒนาครูในนี้ เพราะเหตุใด

6. คุณครูมีข้อเสนอแนะหรือความคิดเห็นเพิ่มเติมหรือไม่ อย่างไร
Appendix 6:

Interview protocols for senior school members
(English/Thai version)
Interview Section A: School Principal and Assistant Principal / Teacher Counsellor

Interview Questions

1. How would your school describe the situation of student’s behaviour problem?
2. Can you describe how students with behaviour support needs are seen in your school?
3. In your opinion, why do these behaviour problems happen?
4. What are the current needs of classroom teachers in terms of dealing with the students with behaviour problems?
5. How do your school or other staff get involved in this situation to help the classroom teachers?
6. What sort of supports do you believe are important to help classroom teachers dealing with students with behaviour problem?
7. Any other comments you would like to tell?

Interview Section B: School Principal and Assistant Principal / Teacher Counsellor

Interview Questions

1. How would you describe the classroom teachers and (the student) before and after professional development program?
2. How do you see about this professional development program to your school?
3. How do your school or other staffs get involved in this situation to help the classroom teachers?
4. In your opinion, what is useful / not useful about the professional development program?
5. In your opinion, what are still the current needs of classroom teachers in terms of dealing with the students with behaviour problems?
6. Any other comments you would like to tell?
SECTION A: แบบสัมภาษณ์ผู้อำนวยการ และผู้ช่วยผู้อำนวยการ(ฝ่ายกิจการนักเรียน)/ครูแนะแนว

คำถาม
1. ท่านสามารถอธิบายถึงสภาพของนักเรียนที่มีปัญหาทางพฤติกรรมในชั้นเรียนในโรงเรียนท่านได้อย่างไรบ้าง
2. ท่านคิดว่าโรงเรียนของท่านมองนักเรียนที่มีปัญหาทางพฤติกรรมอย่างไร
3. ในความคิดเห็นของท่าน เพราะเหตุใดพฤติกรรมเหล่านี้จึงเกิดขึ้น
4. ท่านคิดว่าโรงเรียนควรตัดการหรือปัญหาของครูประจำชั้นในปัจจุบันต่อการจัดการพฤติกรรมของนักเรียนที่มีปัญหาทางพฤติกรรม
5. โรงเรียนหรือคุณครูท่านอื่นมีส่วนเกี่ยวข้องในการช่วยครูประจำชั้นอย่างไรบ้าง
6. โรงเรียนหรือคุณครูท่านที่ส่งเสริมการจัดการพฤติกรรมของนักเรียนที่มีปัญหาทางพฤติกรรมอย่างไรบ้าง
7. ท่านมีข้อเสนอแนะหรือความคิดเห็นเพิ่มเติมหรือไม่ อย่างไร

SECTION B: แบบสัมภาษณ์ผู้อำนวยการ และผู้ช่วยผู้อำนวยการ(ฝ่ายกิจการนักเรียน)/ครูแนะแนว

คำถาม
1. ท่านเห็นว่าการจัดการพฤติกรรมของครูประจำชั้นกับนักเรียนที่มีปัญหาทางพฤติกรรมก่อน และหลังการอบรมเป็นอย่างไรบ้าง
2. ท่านคิดว่าการอบรมพัฒนาครั้งนี้เป็นอย่างไรบ้างในโรงเรียนของท่าน
3. โรงเรียนหรือคุณครูท่านที่ส่งเสริมการจัดการพฤติกรรมของนักเรียนที่มีปัญหาทางพฤติกรรมอย่างไรบ้าง
4. ในความคิดเห็นของท่าน สิ่งใดที่เป็นประโยชน์ หรือไม่เป็นประโยชน์ในการอบรมพัฒนาครั้งนี้
5. ในความคิดเห็นของท่าน อะไรที่เป็นปัญหาหรือความต้องการของครูประจำชั้นในการจัดการพฤติกรรมกับนักเรียนที่มีปัญหาทางพฤติกรรมในชั้นเรียนบ้าง และเพราะเหตุใดจึงคิดเช่นนั้น
6. ท่านมีข้อเสนอแนะหรือความคิดเห็นเพิ่มเติมหรือไม่ อย่างไร
Appendix 7:
Focus group interview protocol (English/Thai version)
Focus group interview Protocol: Classroom teachers

Interview Questions

1. What are the significant supports in implementing FBA process in a classroom?

2. What are the significant issues in implementing FBA process in a classroom?

3. What are still the current needs in terms of dealing with the students with behaviour problems?

4. What is your opinion about this professional development program to your school?

5. Any other comments you would like to tell?
Appendix 8:
Observational protocols
(English/Thai version)
The Implementation of a Professional Development Program in Functional Behavioural Assessment (FBA) on Selected Elementary Schools in Thailand.

Observation

Research Team

Miss Watinee Opartkiattikul
Associate Professor Michael Arthur-Kelly
Associate Professor Ian Dempsey

Contact details

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EMAIL: c3066722@uon.edu.au
This comprehensive system of observation consists of three protocols:

- Specific Classroom Observational Rating Scales
- Whole Classroom Observation (Descriptive notes)
- Time sampling

<table>
<thead>
<tr>
<th>Rating Scales</th>
<th>Descriptive notes</th>
<th>Time sampling</th>
</tr>
</thead>
<tbody>
<tr>
<td>- On a rating scales sheet, mark a slash on the scale of each item.</td>
<td>- On a descriptive note, write down notes under specific focused area during the lesson.</td>
<td>- On a coding sheet, mark a slash per interval during the lesson.</td>
</tr>
<tr>
<td>- Please complete this sheet at the end of the lesson.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Categories of observed items with definitions**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Item</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>Occurrence</td>
<td>The behaviour displays at the end of the interval</td>
</tr>
<tr>
<td>N</td>
<td>Non-occurrence</td>
<td>The behaviour does not display at the end of the interval</td>
</tr>
<tr>
<td>P</td>
<td>Preventative</td>
<td>A teacher provides information to the target student about expected behaviour such as reminders.</td>
</tr>
<tr>
<td>R</td>
<td>Positive Reinforcement</td>
<td>A teacher provides positive feedback on positive behaviour to the target student such as recognition and praise.</td>
</tr>
<tr>
<td>C</td>
<td>Correction</td>
<td>A teacher addresses target behaviour such as prompts, redirection, warning the target behaviour and delivery of negative consequence.</td>
</tr>
<tr>
<td>S</td>
<td>Supervision</td>
<td>A teacher moves around, look at work or scan the classroom</td>
</tr>
<tr>
<td>N</td>
<td>No interaction</td>
<td>A teacher has no interaction or ignores to the target behaviour.</td>
</tr>
</tbody>
</table>
Specific Classroom Observational Rating Scales

Date:…………………….                       Time start…………..Time stop…………. Setting: ………………………
Observer……………………….. Number of the students…………. Target student……………………………………
Teacher………………………………

Please complete this form at the end of the hour.

<table>
<thead>
<tr>
<th>Areas of observation</th>
<th>1 rarely</th>
<th>2 sometimes</th>
<th>3 often</th>
<th>4 consistently</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Whole classroom management approaches</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 The teacher uses preventative strategies for classroom management in this class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 The teacher uses specific intervention strategies for other students when disrupt learning activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 The majority of students engage in class activities appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Target student and Teacher behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 The teacher uses pre-planned assessment with the target student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 The teacher uses preventative strategies for the target student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 The teacher uses intervention strategies with the target student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 The target student engages in class activities appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Using FBA protocols in the classroom</td>
<td>(Please specify times used by teacher)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The teacher used the following tools;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 A-B-C Chart</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 Scatter plot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Other observational measures (e.g. Event recording)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Notes :
Whole Classroom observation (Descriptive notes)

Date………………………. Time start……………… Time stop………………
Setting…………………… Observer………………………Number of students………………
Teacher……………………

<table>
<thead>
<tr>
<th>Points to observe</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 1. Classroom schedule | \- routines in class  
\- lesson transitions  
\- visual timetable |
| 2. Classroom organization | \- physical arrangement  
\- classroom aesthetics  
\- arrangement, labeled and accessible of resources, storage and facilities |
| 3. Classroom activities | \- Child directed?  
\- Teaching strategies  
\- Whole class/individual / small group activities |
| 4. Curriculum | \- content  
\- objectives  
\- assessment  
\- lesson for children with special need? |
| 5. Communicative process | \- Teacher->Student  
\- Student --> Student  
\- Written Communication  
\- Non-verbal Communication |
| 6. General comments | |
## Time Sampling

Date:…………………….. Time Start:……………. Time end:…………….
Observer:…………………….. Teacher:……………….Student:……………………..

**Target Behaviour:**

**Positive Behaviour:**

**Coding:** Please mark a slash on code at the end of each 5minutes interval

<table>
<thead>
<tr>
<th>Interval</th>
<th>Student Target behaviour*</th>
<th>Student Positive behaviour *</th>
<th>Teacher action for target behaviour**</th>
<th>Notes/ other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
<td></td>
<td></td>
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<tr>
<td>8'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
<td></td>
<td></td>
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<tr>
<td>14'</td>
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<td>O N P R C S N</td>
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<td>16'</td>
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<td>O N P R C S N</td>
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<tr>
<td>18'</td>
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<td>O N P R C S N</td>
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<td>20'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
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<tr>
<td>21'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
<td></td>
<td></td>
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<tr>
<td>22'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
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<tr>
<td>24'</td>
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<td>42'</td>
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<td>46'</td>
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<td>50'</td>
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<td>54'</td>
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<td>56'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
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<tr>
<td>58'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
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<td></td>
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<tr>
<td>60'</td>
<td>O N O N</td>
<td>O N P R C S N</td>
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</tbody>
</table>
Summary:
Total observation intervals ………………………

<table>
<thead>
<tr>
<th></th>
<th>Number of intervals</th>
<th>Percentages of intervals</th>
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<tbody>
<tr>
<td>Student target behaviour</td>
<td></td>
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<tr>
<td>Occurrence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonoccurrence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student positive behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occurrence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonoccurrence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher actions</td>
<td></td>
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</tr>
<tr>
<td>Preventative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive reinforcement</td>
<td></td>
<td></td>
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<tr>
<td>Correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td></td>
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</tbody>
</table>

Adapted from Colvin, Flannery, Sugai & Monegan (2009)
การศึกษาผลของการอบรมเชิงปฏิบัติการพัฒนาครูเรื่องกระบวนการวิเคราะห์พฤติกรรม (FBA: Functional Behavioural Assessment) ในโรงเรียนระดับประถมศึกษา กรุงเทพมหานคร

การสรุปเกี่ยวกับในชั้นเรียน

คณะผู้วิจัย

นางสาววาทินี โอภาสเกียรติกุล
รองศาสตราจารย์ไมเคิล อาเธอร์-เคลลี
รองศาสตราจารย์เอียน เดมซี

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Fax: +61 2 4921 6939
หรือ
โทรศัพท์: 081 721 0260
อีเมล: c3066722@uon.edu.au
แบบสังเกตมีประกอบด้วย:

- แบบสังเกตชั่วเรียน (Rating Scales)
- แบบสังเกตชั่วเรียน (แบบจดบันทึก)
- แบบสังเกตแบบสุ่มเวลา (Time sampling)

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Item</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>เกิด</td>
<td>เมื่อสิ้นสุดช่วงเวลา พบว่าพฤติกรรมนี้เกิดขึ้น</td>
</tr>
<tr>
<td>N</td>
<td>ไม่เกิด</td>
<td>เมื่อสิ้นสุดช่วงเวลา ไม่พบว่าพฤติกรรมนี้เกิดขึ้น</td>
</tr>
<tr>
<td>P</td>
<td>ก่อนปรับพฤติกรรม</td>
<td>คุณครูชี้แจงพฤติกรรมที่พึงประสงค์หรือให้คำเตือนกับนักเรียนกรณีศึกษา</td>
</tr>
<tr>
<td>R</td>
<td>เสริมแรงบวก</td>
<td>คุณครูชื่นชม หรือให้กำลังใจ หรือเสริมแรงเชิงบวกแก่พฤติกรรมเชิงบวกของนักเรียนกรณีศึกษา</td>
</tr>
<tr>
<td>C</td>
<td>ปรับพฤติกรรม</td>
<td>คุณครูสั่งให้ผู้เรียนที่ไม่พึงประสงค์ โดยการกล่าวเตือน เปลี่ยนความสนใจของนักเรียน หรือ ให้จัดการกับพฤติกรรมด้วยวิธีเชิงลบ</td>
</tr>
<tr>
<td>S</td>
<td>ดูแลสอดส่อง</td>
<td>คุณครูดูแลนักเรียนสอดคล้องหรือให้คำเตือนกับพฤติกรรมไม่พึงประสงค์</td>
</tr>
<tr>
<td>N</td>
<td>ไม่มีปฏิสัมพันธ์</td>
<td>คุณครูไม่มีปฏิสัมพันธ์ตอบโต้หรือเพิกเฉยกับพฤติกรรมไม่พึงประสงค์</td>
</tr>
</tbody>
</table>
แบบสังเกตในชั้นเรียนแบบเจาะจงด้วย Rating Scales

วันที่: .................................. เวลาเริ่ม: .................................. เวลาเสร็จสิ้น: ..................................
สถานที่: ...................................
ผู้สังเกต: .................................. จำนวนนักเรียนในชั้น: .................................. นักเรียนกรณีศึกษา: 
ครูผู้สอน: ..................................

กรุณากรอกแบบสังเกตนี้เพื่อส่งผลการเรียนการสอน

<table>
<thead>
<tr>
<th>สิ่งที่สังเกต</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>บันทึกเพิ่มเติม</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. เทคนิคและวิธีการจัดการชั้นเรียน</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 ครูใช้เทคนิคต่างๆเพื่อป้องกันไม่ให้เกิดพฤติกรรมที่ไม่พึงประสงค์ในชั้นเรียน</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1.2 ครูใช้เทคนิคหรือวิธีการต่างๆเพื่อจัดการกับพฤติกรรมที่ไม่พึงประสงค์เมื่อมีนักเรียนก่อกวนในชั้นเรียน</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1.3 นักเรียนส่วนใหญ่มีส่วนร่วมกับกิจกรรมในชั้นเรียนอย่างเหมาะสม</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. นักเรียนกรณีศึกษาและพฤติกรรมของครู</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>2.1 ครูใช้แบบประเมินที่เตรียมมากับนักเรียนกรณีศึกษา</td>
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<td>2.2 ครูใช้เทคนิคต่างๆเพื่อป้องกันนักเรียนกรณีศึกษาเพื่อป้องกันไม่ให้เกิดพฤติกรรมที่ไม่พึงประสงค์</td>
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<td></td>
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<tr>
<td>2.3 ครูใช้เทคนิคหรือวิธีการต่างๆเพื่อป้องกันพฤติกรรมที่ไม่พึงประสงค์กับนักเรียนกรณีศึกษา</td>
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<td>2.4 นักเรียนกรณีศึกษามีส่วนร่วมกับกิจกรรมในชั้นเรียนอย่างเหมาะสม</td>
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</tr>
<tr>
<td>3. การใช้ FBA ในชั้นเรียน</td>
<td>(กรุณาระบุเวลาที่ครูใช้เทคนิคหรือวิธีการเหล่านี้)</td>
<td></td>
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</tr>
<tr>
<td>3.1 A-B-C</td>
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</tr>
<tr>
<td>3.2 Scatter plot</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>3.3 แบบสังเกตอื่นๆ (เช่น Event recording)</td>
<td></td>
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</table>

บันทึก:
แบบสังเกตในชั้นเรียนด้วยการทำบันทึก
วันที่............................................ เวลาเริ่ม.................................................... สถานที่...........................................................
ผู้สังเกต.................................................. จำนวนนักเรียนในชั้น.......................... ครูผู้สอน..............................................

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พฤติกรรมที่เหมาะสม…………………………………………………………………………………………………………………………………………………………
การให้รหัส : กรุณาทำเครื่องหมาย / บนรหัส เมื่อสิ้นสุดทุกๆ 5 นาที
ช่วงเวลา  พฤติกรรมเป้าหมายของนักเรียน*  พฤติกรรมที่เหมาะสมของนักเรียน*  พฤติกรรมของครูผู้สอนพฤติกรรมเป้าหมายที่ถูกต้อง**  บันทึก / อื่นๆ

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*สำหรับพฤติกรรมเป้าหมายและพฤติกรรมเหมาะสมของนักเรียน; O = ได้, N= ไม่ได้.
**สำหรับพฤติกรรมของครูต่อพฤติกรรมเป้าหมายที่เกิดขึ้น; P = ก่อนปรับพฤติกรรม, R= การเสริมแรง, C= ปรับพฤติกรรม, S = ดูแลสอดส่อง, N = ไม่มีปฏิสัมพันธ์

สรุป: จำนวนช่วงเวลาการสังเกตทั้งหมด ........................................

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Adapted from Colvin, Flannery, Sugai & Monegan (2009)
Appendix 9:
Field note recording form (English/Thai version)
Field notes (School Background Information)

Researcher: Watinee Opartkiattikut

Setting: ............................................................................................... Observer: ...........................................
Date / Time: ........................................................................

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Adapted from Creswell (2007)
แบบบันทึกภาคสนาม (ข้อมูลพื้นฐานของโรงเรียน)

ผู้วิจัย: วาทินี โอภาสเกียรติกุล

สถานที่: 
ผู้สังเกต: 
วันที่: 
เวลา: 
บันทึกข้อมูลทั่วไป ความคิดเห็น

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Adapted from Creswell (2007)
Appendix 10:
Thai version of SDQ for teachers
การศึกษาผลของการอบรมเชิงปฏิบัติการพัฒนาครูเรื่องกระบวนการวิเคราะห์พฤติกรรม (FBA: Functional Behavioural Assessment) ในโรงเรียนระดับประถมศึกษา กรุงเทพมหานคร

การคัดกรอง: The Strengths and Difficulties Questionnaire (SDQ)*

คณะผู้วิจัย
นางสาววาทินี โอภาสเกียรติกุล
รองศาสตราจารย์ไมเคิล อาเธอร์-เคลลี
รองศาสตราจารย์เอียน เดมซี

สถานที่ติดต่อ
นางสาววาทินี โอภาสเกียรติกุล
Centre for Special Education and Disability Studies
School of Education
Faculty of Education and Arts
The University of Newcastle NSW 2308
Phone: +61 2 4921 6285
Fax: +61 2 4921 6939

โทรศัพท์: 081 721 0260
อีเมล: c3066722@uon.edu.au

แบบประเมินคุณภาพชีวิตเด็กที่มีปัญหาพฤติกรรมที่ร้ายแรง (SDQ)

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<td>ตื่นสูงสุดในบางสถานการณ์</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>19.</td>
<td>ถูกเด็กคนอื่นแก่งล้างหรือร่างกาย</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>20.</td>
<td>มีกิจกรรมที่เด็กอื่น ( ห่วงแม่ ครู เด็กอื่น )</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>21.</td>
<td>ดีก่อนทำ</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>22.</td>
<td>ขนาดของที่บ้าน ที่โรงเรียนหรือที่อื่น</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>23.</td>
<td>ถ้าคุณรู้ที่อยู่ได้กินอะไรกันกับเด็กอื่น</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>24.</td>
<td>มีความกล้าหาญทางใจ ทางกล้าทางกาย</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>25.</td>
<td>มีความมีความสามารถทางอารมณ์และความรู้</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(โปรดเลือกหนึ่งเท่านั้น)
โดยรวมคุณดีใจว่าตั้งมีปัญหาในด้านอารมณ์ ด้านสมรรถ ด้านพฤติกรรม หรือความสามารถเข้ากับผู้อื่นด้านใดด้านหนึ่ง หรือไม่

<table>
<thead>
<tr>
<th>ไม่มี</th>
<th>มีปัญหา</th>
<th>มีปัญหา</th>
<th>มีปัญหา</th>
</tr>
</thead>
<tbody>
<tr>
<td>ปัญหา</td>
<td>เล็กน้อย</td>
<td>ข้อจดแจง</td>
<td>อย่างรุนแรง</td>
</tr>
</tbody>
</table>

ถ้าคุณตอบ “มีปัญหา.....” โปรดตอบข้อ 1) - 4) ต่อไปนี้ด้วย

1) ปัญหาที่มี เกิดขึ้นมากน้อยเพียงใด

<table>
<thead>
<tr>
<th>น้อยกว่า 1 เดือน</th>
<th>1 - 5 เดือน</th>
<th>6 - 12 เดือน</th>
<th>มากกว่า 1 ปี</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) เครียดหรือหงุดหงิดหรือไม่เคยใจกับปัญหาที่มีหรือไม่

<table>
<thead>
<tr>
<th>ไม่เลย</th>
<th>เล็กน้อย</th>
<th>ค่อนข้างมาก</th>
<th>มากที่สุด</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3) ปัญหาที่มี ระบบริติการประจำวันของเด็กในด้านต่างๆ ต่อไปนี้หรือไม่

<table>
<thead>
<tr>
<th>participation</th>
<th>เล็กน้อย</th>
<th>ค่อนข้างมาก</th>
<th>มากที่สุด</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4) ปัญหาที่มี ทำให้คุณรู้สึกเขินเสียดีคิดความอยู่มุขจากเร็วไม่

<table>
<thead>
<tr>
<th>ไม่เลย</th>
<th>เล็กน้อย</th>
<th>ค่อนข้างมาก</th>
<th>มากที่สุด</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ในแต่ละสภาวะเด็กควรเป็นอยู่ดีดูด้วยดีเล็กเล็กที่สุด ( โปรดระบุ ) ................................................................. ช่วยให้ ได้

ลากรับ..................................................... วันที่ ........................................

โปรดระบุความเสียหายกับเด็ก ( ครูประจำชั้นอื่นๆ ) .................................................................

โปรดตรวจสอบชื่อครูประจำชั้นและลงนามบนบุคคลของ
ขอคุณที่ให้ความร่วมมือในการกรอกแบบประเมินนี้

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Appendix 11:
Ethics approval from Human Research Ethic Committees
HUMAN RESEARCH ETHICS COMMITTEE
Notification of Expedited Approval

To Chief Investigator or Project Supervisor: Associate Professor Michael Arthur-Kelly
Cc Co-investigators / Research Students: Associate Professor Ian Dempsey
Miss Watinee Opartkiattikul
Re Protocol: The impact of a professional development program in Functional Behaviour Assessment (FBA) on selected elementary schools in Thailand.

Date: 07-Sep-2011
Reference No: H-2011-0229
Date of Initial Approval: 06-Sep-2011

Thank you for your Response to Conditional Approval submission to the Human Research Ethics Committee (HREC) seeking approval in relation to the above protocol.

Your submission was considered under Expedited review by the Chair/Deputy Chair.

I am pleased to advise that the decision on your submission is Approved effective 06-Sep-2011.
In approving this protocol, the Human Research Ethics Committee (HREC) is of the opinion that the project complies with the provisions contained in the National Statement on Ethical Conduct in Human Research, 2007, and the requirements within this University relating to human research.

Approval will remain valid subject to the submission, and satisfactory assessment, of annual progress reports. If the approval of an External HREC has been "noted" the approval period is as determined by that HREC.

The full Committee will be asked to ratify this decision at its next scheduled meeting. A formal Certificate of Approval will be available upon request. Your approval number is H-2011-0229.

If the research requires the use of an Information Statement, ensure this number is inserted at the relevant point in the Complaints paragraph prior to distribution to potential participants You may then proceed with the research.

Conditions of Approval

This approval has been granted subject to you complying with the requirements for Monitoring of Progress, Reporting of Adverse Events, and Variations to the Approved Protocol as detailed below.

PLEASE NOTE:
In the case where the HREC has "noted" the approval of an External HREC, progress reports and reports of adverse events are to be submitted to the External HREC only. In the case of Variations to the approved protocol, or a Renewal of approval, you will apply to the External HREC for approval in the first instance and then Register that approval with the University's HREC.

• Monitoring of Progress
Other than above, the University is obliged to monitor the progress of research projects
involving human participants to ensure that they are conducted according to the protocol as approved by the HREC. A progress report is required on an annual basis. Continuation of your HREC approval for this project is conditional upon receipt, and satisfactory assessment, of annual progress reports. You will be advised when a report is due.

• Reporting of Adverse Events

1. It is the responsibility of the person first named on this Approval Advice to report adverse events.
2. Adverse events, however minor, must be recorded by the investigator as observed by the investigator or as volunteered by a participant in the research. Full details are to be documented, whether or not the investigator, or his/her deputies, consider the event to be related to the research substance or procedure.
3. Serious or unforeseen adverse events that occur during the research or within six (6) months of completion of the research, must be reported by the person first named on the Approval Advice to the (HREC) by way of the Adverse Event Report form within 72 hours of the occurrence of the event or the investigator receiving advice of the event.
4. Serious adverse events are defined as:
   ◦ Causing death, life threatening or serious disability.
   ◦ Causing or prolonging hospitalisation.
   ◦ Overdoses, cancers, congenital abnormalities, tissue damage, whether or not they are judged to be caused by the investigational agent or procedure.
   ◦ Causing psycho-social and/or financial harm. This covers everything from perceived invasion of privacy, breach of confidentiality, or the diminution of social reputation, to the creation of psychological fears and trauma.
   ◦ Any other event which might affect the continued ethical acceptability of the project.
5. Reports of adverse events must include:
   ◦ Participant's study identification number;
   ◦ date of birth;
   ◦ date of entry into the study;
   ◦ treatment arm (if applicable);
   ◦ date of event;
   ◦ details of event;
   ◦ the investigator's opinion as to whether the event is related to the research procedures; and
   ◦ action taken in response to the event.
6. Adverse events which do not fall within the definition of serious or unexpected, including those reported from other sites involved in the research, are to be reported in detail at the time of the annual progress report to the HREC.

• Variations to approved protocol

If you wish to change, or deviate from, the approved protocol, you will need to submit an Application for Variation to Approved Human Research. Variations may include, but are not limited to, changes or additions to investigators, study design, study population, number of participants, methods of recruitment, or participant information/consent documentation. Variations must be approved by the (HREC) before they are implemented except when Registering an approval of a variation from an external HREC which has been designated the lead HREC, in which case you may proceed as soon as you receive an acknowledgement of your Registration.

Linkage of ethics approval to a new Grant

HREC approvals cannot be assigned to a new grant or award (ie those that were not identified on the application for ethics approval) without confirmation of the approval from the Human Research Ethics Officer on behalf of the HREC.
Best wishes for a successful project.

Professor Alison Ferguson
**Chair, Human Research Ethics Committee**

*For communications and enquiries:*
**Human Research Ethics Administration**

Research Services  
Research Integrity Unit  
HA148, Hunter Building  
The University of Newcastle  
Callaghan NSW 2308  
T +61 2 492 18999  
F +61 2 492 17164  
[Human-Ethics@newcastle.edu.au](mailto:Human-Ethics@newcastle.edu.au)
Appendix 12:
Agreement letter for translation for Ethics Committee
7th September, 2011

Secretary
Human Ethics Committee
The University of Newcastle
University Drive, Callaghan NSW, 2308

Dear Secretary,

My name is Dalisa Pausakd. I am a PhD student in Management in the Faculty of Business and Law at the University of Newcastle. I have teaching experiences in a primary school in Thailand for several years. I am fluent in both English and Thai Languages. At the request of Associate Professors Michael Arthur-Kelly and Ian Dempsey, I did the double translation of Thai instruments and other documentation presented in the appendices of Miss Watinee Opartkiattikul’s application for Ethics Approval for Research involving Humans. I confirm that the Thai translations of the English versions of these instruments and documents are more than 90 percent accurate. Apart from undertaking this review, I am not involved in the research being conducted by Miss Watinee Opartkiattikul and have no other involvement with Associate Professors Michael Arthur-Kelly and Ian Dempsey.

Should you wish to discuss any aspect of this letter please do not hesitate to contact me either by phone or email.

Yours sincerely,

Dalisa Punsakd
Appendix 13:
Inter-observer training results
Inter observer agreement result

Inter- observer 1:

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Agree + Disagree</th>
<th>Percent agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>55</td>
<td>20</td>
<td>75</td>
<td>73.33%</td>
</tr>
<tr>
<td>Session 2</td>
<td>67</td>
<td>8</td>
<td>75</td>
<td>89.33%</td>
</tr>
<tr>
<td>Session 3</td>
<td>71</td>
<td>4</td>
<td>75</td>
<td>94.67%</td>
</tr>
<tr>
<td>Session 4</td>
<td>72</td>
<td>3</td>
<td>75</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td><strong>Average Percent Agreement</strong></td>
<td></td>
<td></td>
<td><strong>88.33%</strong></td>
</tr>
</tbody>
</table>

Inter- observer 2:

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Agree + Disagree</th>
<th>Percent agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>68</td>
<td>7</td>
<td>75</td>
<td>90.67%</td>
</tr>
<tr>
<td>Session 2</td>
<td>70</td>
<td>5</td>
<td>75</td>
<td>93.33%</td>
</tr>
<tr>
<td>Session 3</td>
<td>73</td>
<td>2</td>
<td>75</td>
<td>97.33%</td>
</tr>
<tr>
<td></td>
<td><strong>Average Percent Agreement</strong></td>
<td></td>
<td></td>
<td><strong>93.78%</strong></td>
</tr>
</tbody>
</table>

Notes:

1. **Agree** = the number of the code which were recorded by two observers.
2. **Disagree** = the number of the code which were recorded by only one of the observers while another didn’t.
3. **Percent agreement** = \( \frac{Agreements}{(Agreements + Disagreements)} \times 100 \)
Appendix 14:

Inter-coder agreement results
## Inter-coder agreement result

<table>
<thead>
<tr>
<th>Code</th>
<th>Agree</th>
<th>Disagree</th>
<th>Code Total</th>
<th>Percent Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme 1: Factors of successful implementation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cooperation from parent</td>
<td>10</td>
<td>1</td>
<td>11</td>
<td>90.91</td>
</tr>
<tr>
<td>communication with parents</td>
<td>9</td>
<td>1</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>cooperation from other staff</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>85.71</td>
</tr>
<tr>
<td>teacher factor</td>
<td>10</td>
<td>2</td>
<td>11</td>
<td>90.91</td>
</tr>
<tr>
<td>training factor</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td><strong>Theme 2: Issues in implementing FBA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>insufficient support from parent</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>100</td>
</tr>
<tr>
<td>issue from open plan classroom</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>overcome the issue</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>time management</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>workload</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td><strong>Theme 3: PD in FBA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefit from PD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>guide process</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>new technique</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>85.71</td>
</tr>
<tr>
<td>real practice</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>83.33</td>
</tr>
<tr>
<td>sharing information</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>expanding the outcome to others</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>suggestion to PD</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td><strong>Theme 4: Teacher's concerns and suggestion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>continuing support and practice</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>83.33</td>
</tr>
<tr>
<td>support needs from school</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>teacher's ability</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>91</td>
<td>13</td>
<td>105</td>
<td>86.67</td>
</tr>
</tbody>
</table>

1. **Agree** = the number of the coded segments which were applied by the same code between 2 coders
2. **Disagree** = the number of the coded segments which were applied by the different codes or only one of the coders coded it while another didn’t.
3. **Code total** = Agree + Disagree
4. **Percent Agreement** = (Agree/Code Total) *100

Appendix 15:
Example of analysis work using NVivo10
Example of nodes at class level

- Behaviour management with Target student
- Approaches to social behavior problems
- PES process and RSP implementation
- Identify student with BP
- Parent involvement
- Techniques for behaviour problems of target student
- Classroom information
- Classroom management
- Number of students
- Number of students with special needs
- Observation topics
- Understanding and Attitude
- Leaving when confronting target student
- Themes of behavior problems
- Understanding of behavior problems
- Understanding of student with special needs
- Whole class practice
- Approach to manage social inclusion in classroom
- Classroom activity
- Classroom routine
- "I" Timetable
- "L" Timetable
- Whole school practice

Example of nodes at school level

- Factor and Support for behaviour support and special education
- Issues in implementing behaviour support
- PD at FBA and RSP
- Banked time PD
- Suggestion to PD
- School information
- Behaviour support in schools
- Inclusive practice
- PD in school
- School curriculum
- School committees
- School meeting
- School philosophy
- Teacher issues and concerns
- Consistency of continuing support
- Needs of teachers to behaviour support
- Overturning
Example of case nodes in this study

Example of queries in this study
Appendix 16:
Matrix of cross school comparison by themes
# Cross school information comparison

<table>
<thead>
<tr>
<th>1. Description</th>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of school</strong></td>
<td>Alternative school</td>
<td>Public school</td>
</tr>
<tr>
<td><strong>Education service program</strong></td>
<td>Pre-Kindergarten – Grade 6</td>
<td>Kindergarten – Grade 6</td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Basic Education Curriculum 2008</td>
<td>Basic Education Curriculum 2008</td>
</tr>
<tr>
<td><strong>Teaching and learning</strong></td>
<td>Project approach</td>
<td>Child centre</td>
</tr>
<tr>
<td><strong>School term</strong></td>
<td>3 Trimesters/ year</td>
<td>2 Semester/ year</td>
</tr>
<tr>
<td><strong>Student – Teacher ratio</strong></td>
<td>1:10</td>
<td>1:20</td>
</tr>
<tr>
<td><strong>School size</strong></td>
<td>Medium</td>
<td>Large</td>
</tr>
<tr>
<td><strong>Enrolling process</strong></td>
<td>Interviews by the school leadership team</td>
<td>Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Socio-cultural factor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family background</strong></td>
<td>- Living with parent</td>
</tr>
<tr>
<td></td>
<td>- Medium class family</td>
</tr>
<tr>
<td><strong>Surrounding community</strong></td>
<td>- Urban community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. School structure and systems</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School leadership team</strong></td>
<td>1 School Chairman</td>
</tr>
<tr>
<td></td>
<td>1 School Principal</td>
</tr>
<tr>
<td></td>
<td>1 School Manager</td>
</tr>
<tr>
<td></td>
<td>2 Head teachers</td>
</tr>
<tr>
<td></td>
<td>1 School Principal</td>
</tr>
<tr>
<td></td>
<td>2 Assistant principal</td>
</tr>
<tr>
<td><strong>Professional development in school</strong></td>
<td>- In-service training</td>
</tr>
<tr>
<td></td>
<td>- Teachers’ excursions</td>
</tr>
<tr>
<td></td>
<td>- Off-site training</td>
</tr>
<tr>
<td></td>
<td>- In-service training</td>
</tr>
<tr>
<td></td>
<td>- Extensive external training</td>
</tr>
<tr>
<td><strong>Mentoring and coaching</strong></td>
<td>- 3 times per trimester</td>
</tr>
<tr>
<td></td>
<td>- 2 time per semester</td>
</tr>
<tr>
<td><strong>Behaviour support for whole classroom</strong></td>
<td>- Banned any kind of corporal punishment</td>
</tr>
<tr>
<td></td>
<td>- Negotiation of using corporal punishment</td>
</tr>
<tr>
<td><strong>Assistance for student with behaviour support needs</strong></td>
<td>- dealing with the students</td>
</tr>
<tr>
<td></td>
<td>- discuss further with teacher buddy and team</td>
</tr>
<tr>
<td></td>
<td>- if fail, discuss with parent and head teachers</td>
</tr>
<tr>
<td></td>
<td>- dealing with the students</td>
</tr>
<tr>
<td></td>
<td>- discuss further with counseling teachers</td>
</tr>
<tr>
<td></td>
<td>- if fail, discuss with parent to refer to future external assistance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. School culture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication culture</strong></td>
<td>- school – teachers: meeting, informal and formal discussion</td>
</tr>
<tr>
<td></td>
<td>- teachers- parent: parenting individual meeting every trimester and informal discussion</td>
</tr>
<tr>
<td></td>
<td>- school – teachers: most formal meeting</td>
</tr>
<tr>
<td></td>
<td>- teacher-parent: parenting whole meeting once a year and informal discussion</td>
</tr>
<tr>
<td><strong>An open-plan classroom</strong></td>
<td>- learn to live harmony</td>
</tr>
<tr>
<td></td>
<td>- teachers learn from other classroom</td>
</tr>
<tr>
<td></td>
<td>- students learn to live and adjust to any distraction</td>
</tr>
<tr>
<td></td>
<td>- due to external training, teachers was insufficient sometimes</td>
</tr>
<tr>
<td><strong>Substitute teaching</strong></td>
<td>-</td>
</tr>
</tbody>
</table>
## Cross school comparison by themes

<table>
<thead>
<tr>
<th>Theme</th>
<th>School A</th>
<th>School A and B</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Issues in implementation</td>
<td>Repetitive paperwork</td>
<td>Workload and time management</td>
<td>Extra duty and outside PD</td>
</tr>
<tr>
<td></td>
<td>Conflicts with few parents</td>
<td>Parent involvement</td>
<td>Less support from most of the parents</td>
</tr>
<tr>
<td></td>
<td>Classroom physical arrangement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Support factors</td>
<td>Correct understanding with target students</td>
<td>Teacher factor (Attitude and consistency)</td>
<td>Coaching during the PD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooperation with other school staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support from parents</td>
<td></td>
</tr>
<tr>
<td>3. Professional development program</td>
<td>New experience</td>
<td>Benefits</td>
<td>Practice experiences</td>
</tr>
<tr>
<td></td>
<td>Transfer to other teachers in schools</td>
<td>- new knowledge and techniques</td>
<td>Academic sharing and learning from other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- clearer process to deal with target students</td>
<td>schools</td>
</tr>
<tr>
<td></td>
<td><strong>Suggestions:</strong></td>
<td></td>
<td>Increasing interaction among the teachers</td>
</tr>
<tr>
<td></td>
<td>- providing this PD in the early stage of school year</td>
<td></td>
<td><strong>Suggestions:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- preferring this small group size</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Offering this PD to other groups of schools</td>
</tr>
<tr>
<td>4. Concerns and suggestions for behaviour support systems</td>
<td>The need for special education teachers and school support</td>
<td>The consistency of continuing support for the target students</td>
<td>The prevalence of teachers’ resistance to inclusion</td>
</tr>
<tr>
<td></td>
<td>A high rate of turnover</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 17:
Summary of SDQ scores for the target students
## Summary of SDQ scores for the target students

### - SCHOOL A

#### Classroom 1

**Student name:** Tom  
**Teacher name:** Miss Tracy

<table>
<thead>
<tr>
<th>Items</th>
<th>SDQ Scores</th>
<th>Banding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct Problems</td>
<td>2</td>
<td>Normal</td>
</tr>
<tr>
<td>Inattention-Hyperactivity</td>
<td>9</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td>1</td>
<td>Normal</td>
</tr>
<tr>
<td>Peer problems</td>
<td>6</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Prosocial Behaviour</td>
<td>2</td>
<td>Abnormal</td>
</tr>
</tbody>
</table>

**Total difficulties score:** 18  
**Banding:** Abnormal

#### Classroom 2

**Student name:** Joe  
**Teacher name:** Miss Amy

<table>
<thead>
<tr>
<th>Items</th>
<th>SDQ Scores</th>
<th>Banding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct Problems</td>
<td>6</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Inattention-Hyperactivity</td>
<td>10</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td>0</td>
<td>Normal</td>
</tr>
<tr>
<td>Peer problems</td>
<td>4</td>
<td>Normal</td>
</tr>
<tr>
<td>Prosocial Behaviour</td>
<td>3</td>
<td>Abnormal</td>
</tr>
</tbody>
</table>

**Total difficulties score:** 20  
**Banding:** Abnormal

#### Classroom 3

**Student name:** Pete  
**Teacher name:** Miss Penny

<table>
<thead>
<tr>
<th>Items</th>
<th>SDQ Scores</th>
<th>Banding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct Problems</td>
<td>2</td>
<td>Normal</td>
</tr>
<tr>
<td>Inattention-Hyperactivity</td>
<td>8</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td>5</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Peer problems</td>
<td>7</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Prosocial Behaviour</td>
<td>5</td>
<td>Normal</td>
</tr>
</tbody>
</table>

**Total difficulties score:** 22  
**Banding:** Abnormal
### Classroom 4

**Student name:** Rick  
**Teacher name:** Miss Fiona

<table>
<thead>
<tr>
<th>Items</th>
<th>SDQ Scores</th>
<th>Banding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct Problems</td>
<td>3</td>
<td>Normal</td>
</tr>
<tr>
<td>Inattention-Hyperactivity</td>
<td>8</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td>1</td>
<td>Normal</td>
</tr>
<tr>
<td>Peer problems</td>
<td>2</td>
<td>Normal</td>
</tr>
<tr>
<td>Prosocial Behaviour</td>
<td>2</td>
<td>Abnormal</td>
</tr>
<tr>
<td><strong>Total difficulties score</strong></td>
<td><strong>14</strong></td>
<td><strong>Borderline</strong></td>
</tr>
</tbody>
</table>

### Classroom 5

**Student name:** Tony  
**Teacher name:** Miss Kate

<table>
<thead>
<tr>
<th>Items</th>
<th>SDQ Scores</th>
<th>Banding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct Problems</td>
<td>3</td>
<td>Normal</td>
</tr>
<tr>
<td>Inattention-Hyperactivity</td>
<td>5</td>
<td>Normal</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td>5</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Peer problems</td>
<td>7</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Prosocial Behaviour</td>
<td>2</td>
<td>Abnormal</td>
</tr>
<tr>
<td><strong>Total difficulties score</strong></td>
<td><strong>20</strong></td>
<td><strong>Abnormal</strong></td>
</tr>
</tbody>
</table>
- SCHOOL B

Classroom 6

**Student name:** Nathan  **Teacher name:** Miss Natalie

<table>
<thead>
<tr>
<th>Items</th>
<th>SDQ Scores</th>
<th>Banding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct Problems</td>
<td>8</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Inattention-Hyperactivity</td>
<td>10</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td>5</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Peer problems</td>
<td>5</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Prosocial Behaviour</td>
<td>5</td>
<td>Normal</td>
</tr>
</tbody>
</table>

**Total difficulties score** 28  **Abnormal**

Classroom 7

**Student name:** Dave  **Teacher name:** Miss Dari

<table>
<thead>
<tr>
<th>Items</th>
<th>SDQ Scores</th>
<th>Banding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct Problems</td>
<td>10</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Inattention-Hyperactivity</td>
<td>10</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td>2</td>
<td>Normal</td>
</tr>
<tr>
<td>Peer problems</td>
<td>3</td>
<td>Normal</td>
</tr>
<tr>
<td>Prosocial Behaviour</td>
<td>1</td>
<td>Abnormal</td>
</tr>
</tbody>
</table>

**Total difficulties score** 25  **Abnormal**

Classroom 8

**Student name:** Ben  **Teacher name:** Mrs. Anna

<table>
<thead>
<tr>
<th>Items</th>
<th>SDQ Scores</th>
<th>Banding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct Problems</td>
<td>2</td>
<td>Normal</td>
</tr>
<tr>
<td>Inattention-Hyperactivity</td>
<td>8</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td>4</td>
<td>Borderline</td>
</tr>
<tr>
<td>Peer problems</td>
<td>2</td>
<td>Normal</td>
</tr>
<tr>
<td>Prosocial Behaviour</td>
<td>2</td>
<td>Abnormal</td>
</tr>
</tbody>
</table>

**Total difficulties score** 16  **Abnormal**
**Classroom 9**  
**Student name:** Timtam  
**Teacher name:** Miss Tina

<table>
<thead>
<tr>
<th>Items</th>
<th>SDQ Scores</th>
<th>Banding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct Problems</td>
<td>6</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Inattention-Hyperactivity</td>
<td>8</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Emotional Symptoms</td>
<td>3</td>
<td>Normal</td>
</tr>
<tr>
<td>Peer problems</td>
<td>5</td>
<td>Abnormal</td>
</tr>
<tr>
<td>Prosocial Behaviour</td>
<td>3</td>
<td>Abnormal</td>
</tr>
<tr>
<td><strong>Total difficulties score</strong></td>
<td><strong>22</strong></td>
<td><strong>Abnormal</strong></td>
</tr>
</tbody>
</table>
Appendix 18:
School documentation for School A*

* School documents used in this study contain a number of identified names related to each school. To protect privacy, this appendix includes some examples of school information extracted from the school documents.
School A

การบริหารของโรงเรียน

๑…………………………..
ปัจจุบันดํารงตําแหน่งประธานกรรมการบริหารโรงเรียน

๒…………………………..
ปัจจุบันดํารงตําแหน่งเป็นผู้รับใบอนุญาต ผู้จัดการโรงเรียน

๓…………………………..
ปัจจุบันดํารงตําแหน่งเป็นผู้อํานวยการโรงเรียน

๔…………………………..
ปัจจุบันดํารงตําแหน่งหัวหน้าแผนกปฐมวัย

๕…………………………..
ปัจจุบันดํารงตําแหน่งหัวหน้าแผนกประถมศึกษา

วิสัยทัศน์
เป็น คู่คิดในการจัดการศึกษาที่แท้ เพื่อสร้างดิจิทัลให้เกิดกิจการสู่สังคมสู่สู่องค์รวม ใช้ปัญญาพัฒนาชีวิต
สร้างสรรค์คิดแบบมีเด็กที่เป็นคนพึ่งพิงผู้มีคุณค่า ใช้การจัดกระบวนการเรียนรู้อย่างมีความสุขทั้งในจิตใจ
บนความพอเพียงสู่ระดับสากล ด้วยบุคลากรตูฏสุขภาพมืออาชีพ

พันธกิจ

สำหรับการศึกษาของเรา
พัฒนารูปแบบการจัดกิจกรรมการเรียนการสอนที่เสริมสร้างความเป็นมนุษย์ที่สมบูรณ์
สนับสนุนการมีส่วนร่วมในการพัฒนาหลักสูตร และการจัดการเรียนรู้ที่พันธมิตรทั้งที่รับการเปลี่ยนแปลง
ตลอดจนส่งเสริมการพัฒนาการเรียนรู้อย่างต่อเนื่อง

สำหรับองค์กรของเรา
พัฒนาระบบงาน ระบบสื่อสารให้มีประสิทธิภาพแนวทางแห่งการมีส่วนร่วมในการบริหาร
จัดการตามหลักธรรมาภิบาล และพัฒนาโรงเรียนให้เป็นองค์กรแห่งการเรียนรู้
มีความพร้อมด้านเทคโนโลยีสารสนเทศและการสื่อสาร

สำหรับบุคคลของเรา
พัฒนาบุคคลากรให้มีปัญญาทั่วถึงทางโลกและทางธรรม เพื่อสามารถดำรงชีวิตอย่างพอเพียง
มีทักษะในการทำงานในหน้าที่ของตน และการทำงานร่วมกันต้องมีคุณค่าได้อย่างมีประสิทธิภาพและมีความสุข
ข้อมูลพื้นฐานของครอบครัวนักเรียน

ผู้ปกครองส่วนใหญ่จบการศึกษาระดับปริญญาตรี และมีอาชีพหลักคือเจ้าของกิจการและรับจ้าง
ส่วนใหญ่เป็นผู้ประกอบการสุทธา ฐานะทางเศรษฐกิจ/รายได้เฉลี่ยต่อครอบครัวต่อปี 800,000 - 1,200,000 บาท
จานวนคนเฉลี่ยต่อครอบครัว 3 - 5 คน

หลักสูตรการเรียนการสอนของโรงเรียน

คณะครูของโรงเรียนจัดทำขึ้นเองเพื่อให้เหมาะสมกับผู้เรียนในแต่ละระดับชั้น  นอกจากนี้
โรงเรียนได้นำเทคโนโลยีทางศึกษาใหม่ๆ มาใช้ในกระบวนการเรียนการสอน เช่น Project Approach
(กระบวนการเรียนการสอนแบบโครงการ) Whole Language (เรียนภาษาแบบองค์รวม) Child Center
(กระบวนการเรียนการสอนที่มีผู้เรียนเป็นศูนย์กลาง) และ Media Literacy
(กระบวนการเรียนรู้ที่เน้นทั้งพริ้นท์และรู้ทั้งสื่อต่างๆ)

หลักฐาปราบรมศึกษา

โรงเรียนที่มีการจัดที่เน้นการเรียนรู้ที่หลากหลายเป็นฐานหลักของโรงเรียน เช่น
การจัดการศึกษาในชั้นประถมศึกษาของโรงเรียนใช้หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551
ซึ่งเป็นหลักสูตรแกนกลางของประเทศเป็นกรอบและทิศทางในการจัดทำหลักสูตรของโรงเรียน
และเครื่องมือที่ใช้ในการจัดการเรียนรู้เพื่อพัฒนาเด็กและเยาวชนไทยทุกคนในระดับการศึกษาขั้นพื้นฐานให้มีคุณภาพ
ด้านความรู้และทักษะที่เป็นสิ่งสำคัญในการเข้าสู่ชีวิตในสังคมที่มีความเปลี่ยนแปลงและหลากหลายรูปที่พัฒนาตาม
ตามยังต้องเน้นตลอดชีวิต

มีการจัดการเรียนรู้ที่เน้นผู้เรียนเป็นสำคัญ ให้กระบวนการเรียนรู้ที่หลากหลายเป็นเครื่องมือที่จะ
นําพาตนเองไปสู่ทักษะที่เป็นประโยชน์ให้เป็นทักษะที่สำคัญ อาทิ กระบวนการเรียนรู้แบบบูรณาการ กระบวนการสร้างความรู้
กระบวนการเรียนรู้จากประสบการณ์จริง กระบวนการจัดการ กระบวนการคิดอย่างมีวิจารญาณ ความพร้อมใจเข้าสู่สถานการณ์ การแก้ปัญหาและการประยุกต์ใช้ความรู้ให้ยิ่งก้าวและแก้ปัญหา
ตลอดจากการนั้นในกระบวนการอธิบายของชีวิต ซึ่งส่งเสริมและพัฒนาทักษะทางอิสระแบบ
องค์รวมในการเรียนรู้ที่ผู้เรียนเป็นผู้ลงปฏิบัติ ในการแสวงหาความรู้ภายใต้บรรยากาศที่เป็น
และเยี่ยงทุนต่อการเรียนรู้

หลักการ

การจัดทำหลักสูตรเพื่อจัดกระบวนการเรียนรู้มีหลักการพื้นฐานในการจัดทำดังต่อไปนี้

1. การพัฒนาคุณภาพของมนุษย์เพื่อสร้างทักษะชีวิต ประกอบด้วย 4 มิติ คือทางร่างกาย ทางสังคม
ทางจิตใจ (อารมณ์) และทางปัญญา โดยนั้นการเรียนรู้เป็นกระบวนการตลอดชีวิต
และรวมถึงกิจวัตรบุญบ çıkmaองค์รวม ประกอบด้วยคุณธรรม

2. การจัดกระบวนการเรียนรู้ให้เหมาะสมกับความสนใจ ความเหมาะสมกับวัยเป็นรายบุคคล รายกลุ่ม
เน้นการพัฒนาทักษะกระบวนการเรียนรู้ที่มีประโยชน์

ผู้เรียนเป็นผู้ตัดสินกระบวนการเรียนรู้ผ่านการสืบค้น วิเคราะห์ สังเคราะห์ และสรุปผลความรู้นั้นด้วยตนเอง
๓. ส่งเสริมบรรยากาศที่เอื้อต่อการเรียนรู้ อบอุ่น และเอื้ออภิปรญะเป็นสังคมแห่งการเรียนรู้ภายใต้การมีส่วนร่วมของทุกคน

จุดหมาย
หลักสูตรประถมศึกษาโรงเรียนพุทธศักราช ๒๕๕๑ มุ่งพัฒนาผู้เรียนโดยให้มีมนุษยธรรมที่สมบูรณ์เป็นคนดี มีปัญญา มีความสุข มีคุณภาพชีวิตที่ดี มีความเป็นไทย มีคณวิจารณ์การศึกษาต่อ และประกอบอาชีพจึงกำหนดเป็นจุดหมาย เพื่อให้เกิดกับผู้เรียนเมื่อจบการศึกษาขั้นพื้นฐาน ดังนี้

๑. มีคุณธรรม จริยธรรม และค่านิยมที่พึงประสงค์ เกี่ยวกับค่านิยมของตนเอง มีวัฒนธรรมและปฏิบัติฐานตามหลักธรรมของทุกศาสนาหรือศาสนาที่ตนเองถือไว้และหลักปรัชญาของเศรษฐกิจพอเพียงเป็นแนวทางในการดำเนินชีวิต
๒. มีความรู้อันเป็นสากล และมีความสามารถในการสื่อสาร การคิด การแก้ปัญหา การใช้เทคโนโลยีและมีทักษะชีวิต
๓. มีสุขภาพกายและสุขภาพจิตที่ดี มีสุขอนุรักษ์และรักการออกกำลังกาย
๔. มีความรักษาชาติ มีจิตสำนึกและความเป็นพลเมืองไทยและพลโลก ดื้อเมื่อในวิถีชีวิตและ การปกครองจะสามารถประชารัฐโดยมีพระมหากษัตริย์ทรงเป็นประมุข
๕. มีจิตสำนึกในการอนุรักษ์วัฒนธรรมและภูมิปัญญาไทย การอนุรักษ์และพัฒนาสิ่งแวดล้อม มีจิตสาธารณะที่มุ่งท่องประโยชน์และสร้างสิ่งที่ดีงามในสังคม และอยู่ร่วมกันในสังคมอย่างมีความสุข

คุณลักษณะอันพึงประสงค์
หลักสูตรแกนกลางการศึกษาขั้นพื้นฐานพุทธศักราช ๒๕๕๑ มุ่งพัฒนาผู้เรียนให้มีคุณลักษณะอันพึงประสงค์ เพื่อให้สามารถอยู่ร่วมกับผู้อื่นในสังคมได้อย่างมีความสุขในฐานะเป็นพลเมืองไทยและพลโลก ดังนี้

๑. รักชาติ ศาสน์ กษัตริย์
๒. ซื่อสัตย์สุจริต
๓. มีวินัย
๔. ใฝ่เรียนรู้
๕. อยู่อย่างพอเพียง
๖. มุ่งมั่นในการทำงาน
๗. รักความเป็นไทย
๘. มีจิตสาธารณะ

สาระการเรียนรู้
สาระการเรียนรู้ประกอบด้วย องค์ความรู้ พัฒนาการกระบวนการเรียนรู้และคุณลักษณะอันพึงประสงค์ซึ่งกำหนดให้ผู้เรียนทุกคนในระดับการศึกษาขั้นพื้นฐานจำเป็นต้องเรียนรู้ โดยแบ่งเป็น ๘ กลุ่มสาระการเรียนรู้ ดังนี้

กลุ่มคณิตศาสตร์: การนำความรู้ทั่วไป และกระบวนการคิดและสื่อสารไปใช้ในการแก้ปัญหา
สาระการเรียนรู้ในกลุ่มคณิตศาสตร์ มีเนื้อหาที่เกี่ยวกับการคิดการทำงานและการสร้างสรรค์
วิทยาศาสตร์: การนำความรู้และกระบวนการทางวิทยาศาสตร์ไปใช้ในการศึกษา หันศึกษาความรู้และแก้ปัญหาอย่างเป็นระบบ  การคิดอย่างเป็นเหตุเป็นผล การคิดวิเคราะห์ สร้างสรรค์และจิตวิทยาศาสตร์

ภาษาไทย: ความรู้ทักษะและวัฒนธรรมการใช้ภาษาเพื่อการสื่อสาร การคิดวิเคราะห์การสร้างสรรค์ การจิตวิทยาศาสตร์

อุปถัมภ์ภาษาไทยและภูมิใจในภาษาประจำชาติ

สังคมศึกษา ศาสนาและวัฒนธรรม: การอยู่ร่วมกันในสังคมไทยและสังคมโลกอย่างสันติสุข การเป็นพลเมืองดี สร้างประชากรที่มีคุณค่าของประเทศ และส่งเสริมคุณค่าและความรักชาติ และภูมิใจในความเป็นไทย

ศิลปะ: ความรู้และทักษะในการคิดริเริ่ม จินตนาการ สร้างสรรค์งานศิลปะสุนทรียภาพและการเห็นคุณค่าทางศิลปะ

การงานอาชีพและเทคโนโลยี: ความรู้ทักษะและเจตคติในการทำงาน การจัดการการดำรงชีวิต การประกอบอาชีพและการใช้เทคโนโลยี

ภาษาต่างประเทศ: ความรู้ทักษะและเจตคติในการคิดริเริ่ม จินตนาการ สร้างสรรค์งานศิลปะสุนทรียภาพและการเห็นคุณค่าทางศิลปะ

การจัดกระบวนการเรียนรู้: มีการจัดกระบวนการเรียนรู้เป็น 3 วิธีดังนี้

1. การบูรณาการแบบโครงการ
   ใช้สาระหลัก ได้แก่ วิทยาศาสตร์ สุขศึกษา สังคมศึกษา ศาสนาและวัฒนธรรม การงานอาชีพและเทคโนโลยี (สาระอื่นๆ เป็นเครื่องมือในการเรียนรู้ เช่น ภาษาไทย คณิตศาสตร์ เป็นต้น)

2. การสอนตรง
   กลุ่มสาระการเรียนรู้ที่สอนตรง ได้แก่ คณิตศาสตร์ ภาษาไทย พลศึกษา ทัศนศิลป์ ดนตรีไทย ดนตรีสากล

3. การสอนทักษะชีวิต
   เรียนรู้จากกระบวนการเรียนรู้จากประสบการณ์จริง กระบวนการปฏิบัติในการดำเนินชีวิตประจำวัน ได้แก่ การปฏิบัติจริง ชุมชน ชีวิตประจำวัน การปฏิบัติตนต่อผู้อื่น การอยู่ร่วมกันในสังคม การปรับตัวให้เหมาะสมกับการเปลี่ยนแปลงของสังคมและสภาพแวดล้อม การจัดการปัญหาและความขัดแย้งต่างๆอย่างเหมาะสมและการเรียนรู้จากหลักการปฏิบัติที่นำไปสู่การตัดสินใจและคิดอย่างมีเหตุผล
ระบบการลงโทษนักเรียน

1. ให้ความสำคัญเรื่องการพูดคุยด้วยเหตุผล/การควบคุมอารมณ์
2. ไม่ลงโทษด้วยการตี/การทำร้ายร่างกาย/การใช้จาที่ไม่สุภาพ หยาบคาบ ไม่เหมาะสม
3. ให้ความสำคัญกับการเห็นแบบอย่างที่ดีจากเพื่อนๆ พี่น้อง/การเป็นแบบอย่างที่ดีของคุณครูเมื่อรับทราบข้อมูลครูประจุชั้นสอบถามข้อมูลเบื้องต้น/ปรึกษากาชาดหน้าแผนก

วิธีการ
1. ตักเตือน/พูดคุยด้วยเหตุผล
2. ทำข้อตกลง
3. งดสิ่งที่ชอบ
4. จำกัดเวลา-สถานที่ที่ไม่เวลา
5. จำกัดเวลา-สถานที่นอกเวลาเจ้าทุ่งปักทอง
6. หามาตรการร่วมกันระหว่างบ้าน-โรงเรียน

รายงานผู้บริการด้วยวิธีการ

ปรับเปลี่ยนวิธีการ

บันทึกเก็บข้อมูลเก็บเป็นงานวิจัย

หมายเหตุ การลงโทษนักเรียนให้พึงกระทำตามความเหมาะสม

1. ให้ความสำคัญเรื่องการพูดคุยด้วยเหตุผล/การควบคุมอารมณ์
2. ไม่ลงโทษด้วยการตี/การทำร้ายร่างกาย/การใช้ นอกจากไม่สุภาพ หยาบคาบ ไม่เหมาะสม
3. ให้ความสำคัญกับการเห็นแบบอย่างที่ดีจากเพื่อนๆ พี่น้อง/การเป็นแบบอย่างที่ดีของคุณครู
Appendix 19:
School documentation for School B*

* School documents used in this study contain a number of identified names related to each school. To protect privacy, this appendix includes some examples of school information extracted from the school documents.
School B

ข้อมูลด้านการบริหาร

๑. ผู้อำนวยการโรงเรียน .................................................................
๒. รองผู้อำนวยการโรงเรียน จำนวน ๒ คน
   ๒.๑ .................................................................
   ๒.๒ .................................................................

แผนภูมิโครงสร้างการบริหารงาน

![Diagram](image-url)
วิสัยทัศน์
โรงเรียนมุ่งพัฒนาการศึกษา โดยยึดคู่ขนานเป็นสำคัญ ด้วยกระบวนการวิจัยปฏิบัติการในชั้นเรียนและพัฒนาด้วยที่มีความต้องการพิเศษในการปฏิรูปการบริหารจัดการที่มุ่งสู่เกณฑ์มาตรฐาน และสืบสานมรดกไทย

พันธกิจ
๑. ส่งเสริมให้มีการบริหารจัดการในรูปแบบของคณะกรรมการที่มุ่งมั่นในกระบวนการวางแผนดำเนินการตรวจสอบและปรับปรุงพัฒนา
๒. พัฒนาคุณภาพครูและบุคลากรของโรงเรียนให้มีความสามารถในการศึกษาที่เน้นกระบวนการวิจัยปฏิบัติการในชั้นเรียน
๓. ส่งเสริมคุณธรรมจริยธรรมในโรงเรียนตามเกณฑ์มาตรฐานท้องถิ่น
๔. ส่งเสริมคุณภาพการพิเศษให้ได้พัฒนาตนเองเต็มศักยภาพ
๕. ส่งเสริมการใช้เทคโนโลยีเพื่อพัฒนาสื่อและนวัตกรรมการเรียนการสอน

ยุทธศาสตร์
๑. การพัฒนาระบบบริหารจัดการที่มุ่งผลสัมฤทธิ์
๒. การพัฒนาครูและบุคลากรในโรงเรียนตามเกณฑ์มาตรฐานวิชาชีพ
๓. ส่งเสริมคุณธรรมจริยธรรมในโรงเรียนตามเกณฑ์มาตรฐานท้องถิ่น
๔. การพัฒนาครูและบุคลากรให้มีความสามารถในการจัดการศึกษาในชั้นเรียนให้สามารถใช้ชีวิตในสังคมได้อย่างมีความสุข
๕. การใช้เทคโนโลยีเพื่อพัฒนาสื่อและนวัตกรรมการเรียนการสอน

ยุทธศาสตร์ในการพัฒนาคุณภาพการศึกษา
ยุทธศาสตร์ที่ ๑: การพัฒนาระบบบริหารการจัดการที่มุ่งผลสัมฤทธิ์
เป้าประสงค์
๑. เพื่อปรับปรุงประสิทธิภาพการบริหารของโรงเรียนให้ตอบสนองนโยบายการกระจายอำนาจ
๒. เพื่อส่งเสริมการมีส่วนร่วมในการจัดการศึกษาของคณะกรรมการสถานศึกษา
๓. เพื่อพัฒนาระบบการนิเทศติดตามและประเมินผลโครงการให้มีประสิทธิภาพสูงสุด
๔. เพื่อพัฒนาระบบข้อมูลสารสนเทศเพื่อการบริหารจัดการในโรงเรียนให้มีประสิทธิภาพสูงสุด

ยุทธศาสตร์ที่ ๒: การพัฒนาครูและบุคลากรในโรงเรียนตามเกณฑ์มาตรฐานวิชาชีพ
เป้าประสงค์
๑. เพื่อส่งเสริมและสนับสนุนให้ครูได้พัฒนาตนเองอย่างต่อเนื่องและเต็มศักยภาพ
๒. เพื่อส่งเสริมความก้าวหน้าในวิชาชีพครู
๓. เพื่อพัฒนาทักษะภาษาไทยของนักเรียนเป็นสัญญาในการจัดการเรียนการสอนที่เน้นกระบวนการวิจัยปฏิบัติการ
๔. เพื่อส่งเสริมให้ครูท้าทายปฏิบัติการในชั้นเรียนและเผยแพร่ผลงานวิจัยในเวทีระดับชาติ

ยุทธศาสตร์ที่ ๓ : ส่งเสริมคุณธรรมจริยธรรมและสืบสานมรดกทางวัฒนธรรมท้องถิ่น

เป้าประสงค์
๑. เพื่อจัดสภาพแวดล้อมของโรงเรียนให้เป็นแหล่งเรียนรู้ทางวัฒนธรรมท้องถิ่น
๒. เพื่อสนับสนุนให้ครูมีความสามารถในการจัดการเรียนการสอนที่ส่งเสริมคุณธรรมจริยธรรม
๓. เพื่อส่งเสริมคุณธรรมจริยธรรม จริยธรรม ระเบียบวินัย บนพื้นฐานประเพณีและวัฒนธรรมอันดีงามของไทย
๔. เพื่อส่งเสริมให้นักเรียนได้แสดงออกถึงความเป็นไทยผ่านกิจกรรมการเรียนการสอน

ยุทธศาสตร์ที่ ๔ : การพัฒนาผู้เรียนที่มีความต้องการพิเศษ

เป้าประสงค์
๑. เพื่อเพิ่มประสิทธิภาพในการพัฒนาการจัดการศึกษาสำหรับเด็กที่มีความต้องการพิเศษ
๒. เพื่อส่งเสริมใหุ้กิจกรรมการเรียนที่ตอบสนองความต้องการและความแตกต่างระหว่างบุคคล
๓. เพื่อส่งเสริมการมีส่วนร่วมในการพัฒนาผู้เรียนของผู้ปกครองและชุมชน

ยุทธศาสตร์ที่ ๔ : การใช้เทคโนโลยีเพื่อพัฒนาเสียงและนวัตกรรมการเรียนการสอน

เป้าประสงค์
๑. เพื่อจัดหาวัสดุอุปกรณ์และเทคโนโลยีที่ทันสมัยสำหรับการเรียนการสอน
๒. เพื่อพัฒนาครูให้สามารถใช้เทคโนโลยีเพื่อพัฒนาเสียงและนวัตกรรมการเรียนการสอน
๓. เพื่อส่งเสริมให้นักเรียนได้เข้าถึงข้อมูลข่าวสารเพื่อการเรียนรู้
๔. เพื่อส่งเสริมให้นักเรียนใช้เทคโนโลยีเพื่อการผลิตชิ้นงาน

สภาพชุมชนโดยรวม
ชุมชนของโรงเรียน เป็นชุมชนขนาดใหญ่มีผู้สูงอายุอยู่สูงกว่าครึ่งของสมาชิก ส่วนใหญ่จะเป็นผู้ที่ย้ายเข้ามาอาศัยจากต่างจังหวัด สถาปัตยกรรมบ้านบางหลัง ห้องชานออกมาห้องเดี่ยวนั้นตั้งอยู่ที่ทุ่งนา สภาพชุมชนวิถีการเกษตร ซึ่งมีการใช้เทคโนโลยีเพื่อให้การพัฒนาจากดั้งเดิมพื้นที่นั้น เมื่อส่งออกอย่างชัดเจน มีการพัฒนาการค้าขายที่มีรายได้สูงขึ้น ปัญหาที่พบคือการพนันของนักเรียน ขาดการจัดการศึกษา ระดับมัธยมศึกษาปีที่ ๒ นักเรียนบางส่วนที่มีปัญหาการศึกษา ออกไปทำงานบางส่วน เพราะสิ่งเหล่านี้ ทำให้การพัฒนาคุณภาพการเรียนการสอนที่จะสร้างสรรค์และนักเรียนจะได้รับการพัฒนาดีขึ้น แต่ยังมีการพนันของนักเรียน ไม่สามารถตัดสินใจว่าเป็นสิ่งที่ดีหรือไม่ นักเรียนบางส่วนที่มีปัญหาการศึกษา บางส่วนที่มีปัญหาทางสังคม นักเรียนที่มีปัญหาทางสังคม มีการมีอิสระตัวเองในการศึกษา สิ่งเหล่านี้ทำให้นักเรียนได้รับการพัฒนาดีขึ้น แต่ยังมีการพนันของนักเรียน ไม่สามารถตัดสินใจว่าเป็นสิ่งที่ดีหรือไม่ นักเรียนบางส่วนที่มีปัญหาทางสังคม นักเรียนที่มีปัญหาทางสังคม มีการมีอิสระตัวเองในการศึกษา ทำให้นักเรียนได้รับการพัฒนาดีขึ้น แต่ยังมีการพนันของนักเรียน ไม่สามารถตัดสินใจว่าเป็นสิ่งที่ดีหรือไม่ นักเรียนบางส่วนที่มีปัญหาทางสังคม นักเรียนที่มีปัญหาทางสังคม มีการมีอิสระตัวเองในการศึกษา ทำให้นักเรียนได้รับการพัฒนาดีขึ้น แต่ยังมีการพนันของนักเรียน ไม่สามารถตัดสินใจว่าเป็นสิ่งที่ดีหรือไม่ นักเรียนบางส่วนที่มีปัญหาทางสังคม นักเรียนที่มีปัญหาทางสังคม มีการมีอิสระตัวเองในการศึกษา ทำให้นักเรียนได้รับการพัฒนาดีขึ้น แต่ยังมีการพนันของนักเรียน ไม่สามารถตัดสินใจว่าเป็นสิ่งที่ดีหรือไม่ นักเรียนบางส่วนที่มีปัญหาทางสังคม นักเรียนที่มีปัญหาทางสังคม มีการมีอิสระตัวเองในการศึกษา ทำให้นักเรียนได้รับการพัฒนาดีขึ้น แต่ยังมีการพนันของนักเรียน ไม่สามารถตัดสินใจว่าเป็นสิ่งที่ดีหรือไม่ นักเรียนบางส่วนที่มีปัญหาทางสังคม นักเรียนที่มีปัญหาทางสังคม มีการมีอิสระตัวเองในการศึกษา ทำให้นักเรียนได้รับการพัฒนาดีขึ้น แต่ยังมีการพนันของนักเรียน ไม่สามารถตัดสินใจว่าเป็นสิ่งที่ดีหรือไม่ นักเรียนบางส่วนที่มีปัญหาทางสังคม นักเรียนที่มีปัญหาทางสังคม มีการมีอิสระตัวเองในการศึกษา ทำให้นักเรียนได้รับการพัฒนาดีขึ้น แต่ยังมีการพนันของนักเรียน ไม่สามารถตัดสินใจว่าเป็นสิ่งที่ดีหรือไม่ นักเรียนบางส่วนที่มีปัญหาทางสังคม นักเรียนที่มีปัญห
ผลสัมฤทธิ์ทางการเรียน จึงได้พยายามพัฒนาโรงเรียนในทุกๆด้าน เริ่มมีคู่กตอของระดับกลุ่มจบการศึกษา มหาชั้นเรียนทำให้ผลการเรียนในปีนี้ยังในระดับดีขึ้น

(ต่อไป) ผลการดำเนินงาน/โครงการของครู ในรอบปีที่ผ่านมา

| องค์ประกอบชั้น | การดำเนินงานของโรงเรียน | ผลที่เกิดจากการดำเนินงาน | ปัญญาหุลสุวรรณและแนวทางการแก้ไข
|----------------|---------------------------|---------------------------|------------------|
| ผู้บริหาร | ดำเนินการบริหารบุคคล ¹ มอบหมายงานให้ตรงตามความสามารถและความถนัด แบ่งงานออกเป็นฝ่ายตรงตามการบริหารจัดการ ² ส่งเสริมให้บุคลากรเข้าร่วมโครงการอบรม เพิ่มประสิทธิภาพ อบรมและการทำงาน พัฒนาตนเองตามตำแหน่ง สนับสนุนบุคลากรศึกษาต่อให้มีพัฒนาการสูงขึ้น และส่งเสริมให้ทำงานจริงในการเมื่อวันก่อน ³ สำเร็จตามแผนพัฒนาการ เข้าร่วมพัฒนาพื้นที่ | ¹ ครูมีมุขมั่นคงปริญญาโทเพิ่มขึ้น 5 คน รวมทั้งสิ้น 16 คน ² ครูได้พัฒนาตนเอง เข้าร่วมพัฒนาครูชั้นนำ จำนวน 8 คน รวมทั้งสิ้น 10 คน ³ ครูได้รับรางวัลครูดีเด่นในระดับเขตบางกอกน้อย จำนวน 2 คน | - ผู้บริหารให้ความร่วมมือในการพัฒนาการศึกษาของโรงเรียน - ครูมีการร่วมมือในการส่งเสริมการพัฒนาของนักเรียน - ครูมีการให้การช่วยเหลือผู้ปกครอง
| ครู | จัดโครงการการเข้าบ้านนักเรียน บันทึกข้อมูลนักเรียน วิเคราะห์นักเรียนค่านิยมพื้นฐาน - สุขภาพจิตจิต จิตอารมณ์ ความเป็นอยู่ ข้อมูลผู้ปกครอง เศรษฐกิจ และความต้องการของนักเรียนและผู้ปกครอง เพื่อให้การช่วยเหลือ เช่น สนับสนุนการเรียน ช่วยเหลือนักเรียนที่ประสบปัญหาทางการเรียน ให้ศูนย์บริการการเรียน ต่อไปยังหน่วยงานที่เกี่ยวข้อง | ¹ ครูมีการช่วยเหลือผู้ปกครอง จำนวน 5 คน รวมทั้งสิ้น 16 คน ² ครูมีการร่วมมือในการส่งเสริมการศึกษาของโรงเรียน ³ ครูมีการสื่อสารร่วมกัน | - ผู้บริหารให้ความร่วมมือในการพัฒนาการศึกษาของโรงเรียน - ครูมีการร่วมมือในการส่งเสริมการศึกษาของโรงเรียน - ครูมีการสื่อสารร่วมกัน
| นักเรียน | มีการจัดโครงการที่ช่วยลงถูกต้องให้นักเรียนมีคุณธรรม จริยธรรม เช่น โครงการวิถีพุทธ โครงการวิถีจริยธรรม โครงการวิถีจริยธรรม การส่งเสริมค่านิยมของโรงเรียนและมีคุณธรรม จริยธรรม | - นักเรียนได้เข้าร่วมกิจกรรมในวันสำคัญติดต่อกัน 100 วัน - นักเรียนมีส่วนร่วมในการมีการพัฒนาคุณธรรม มีจริยธรรม จริยธรรม สามารถด้วยมีจิตใจที่ดี สามารถมีคุณธรรมที่ดี | - นักเรียนมีคุณธรรมที่ดี รักษาความสะอาด รักษาสิ่งแวดล้อม รักษาสิ่งแวดล้อม รักษาสิ่งแวดล้อม รักษาสิ่งแวดล้อม
Appendix 20:
Thai version of the participant manual for a professional development program in FBA
โครงการอบรมพัฒนาวิชาชีพครูอย่างต่อเนื่อง
ภายใต้บริบทด้านการเรียนและทักษะสังคมของนักเรียนเด็ก
กระบวนการฟังก์ชันบอยวิทยา (Functional Behaviour Assessment)

THE UNIVERSITY OF NEWCASTLE AUSTRALIA

New South Wales Government
คุณนำ

อันเป็นต่อการสู่ผู้มีอัธยาศัย คู่มือนี้ถูกเริ่มพัฒนาขึ้นโดย รศ.ดร.ไมเคิล อาร์เธอร์-เคลลี่ และทีมคณะ เพื่อใช้เป็นสื่อในการอบรมครูและบุคลากรโรงเรียนต่างๆ ในรัฐนิวซีแลนด์ ประเทศออสเตรเลีย ซึ่งเป็นหนึ่งในโครงการ The Stronger Together ของ NSW Department of Ageing, Disability and Homecare (DADHC)

คู่มือนี้ได้รับอนุญาติและนำผู้มีอัธยาศัยและปรับปรุงเนื้อหาต่างๆ ให้เข้ากับบริบทของประเทศไทยและครูประจำชั้นพื้นฐานในระดับชั้นประถมศึกษา

คู่มือการอบรมนี้ถูกใช้ในโครงการอบรมพัฒนาวิชาชีพครูอย่างต่อเนื่องซึ่งเป็นส่วนหนึ่งของงานวิจัยของผู้วิจัย นางสาววาทินี โอภาสเกียรติกุล นักศึกษาปริญญาเอก มหาวิทยาลัยนิวคลาสเซิล ประเทศออสเตรเลีย โดยอยู่ภายใต้การดูแลของ รศ.ดร.ไมเคิล อาร์เธอร์-เคลลี่ และ รศ.ดร.เอียน เด็มซี

จุดมุ่งหมายของโครงการนี้คือการให้การอบรมเชิงปฏิบัติการอย่างต่อเนื่องและขั้นตอนแก่ครูเพื่อสามารถนำไปปฏิบัติได้จริงในการป้องกันและช่วยเหลือนักเรียนที่มีความต้องการพิเศษในชั้นเรียนอย่างต่อเนื่อง

ปัจจุบันมีผู้เข้าอบรมโครงการนี้ได้เป็นอย่างยิ่งที่ผู้เข้าอบรมขอให้ความรู้ของโครงการนี้ได้แก่

- สร้างความเข้าใจชีวิตของนักเรียนที่มีความต้องการพิเศษในการเรียนรู้
- สร้างความเข้าใจทั่วถึงการพัฒนาพฤติกรรมในชั้นเรียน
- สร้างการใช้เครื่องมือต่างๆในการช่วยเหลือนักเรียนที่มีความต้องการพิเศษในการเรียนรู้

ผู้วิจัยหวังเป็นอย่างยิ่งว่าผู้เข้าอบรมโครงการนี้จะได้ยินจากการอบรมของ

วาทินี โอภาสเกียรติกุล

ผู้วิจัย

สิงหาคม 2554
สารบัญ

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วันที่ 1 : รอบเข้า
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Slide 1: เป้าหมายของโปรแกรม

ความคาดหวังของการอบรมครั้งนี้: ผู้เข้าอบรม

เนื่องจากจะสรุปข้อมูลที่จำเป็นเกี่ยวกับการเตรียมความพร้อม ตลอดจนการทำขั้นตอนแรกที่เน้นไปที่การเตรียมความพร้อมและอุปกรณ์ที่มีอยู่ให้

ระบายความที่จะยกซ้ายที่การสิ้นสุดในการเตรียมความพร้อม

ส่งเสริมให้การทำเป็นการสิ้นสุด การสินค้าและอุปกรณ์ที่มีอยู่ให้

นำแบบฝึกซ้อมที่สร้างที่ตอบโจทย์เรื่องนี้ไปใช้ในการเตรียมความพร้อมและปฏิบัติจริงกับ

การสัมที่เป็นการสัมที่สำคัญที่มีอยู่เรื่องที่มีความต้องการการสัมที่สำคัญที่มีอยู่

Slide 2: สิ่งที่ไม่ใช่เป้าหมายของโปรแกรม

การอบรมครั้งนี้ไม่ใช่:

- สูตรสำเร็จของโปรแกรมตามที่กำหนด เพื่อสร้างความสัมพันธ์ที่ขั้นสูง
- การอบรมแบบผู้เข้าอบรมไม่มีส่วนร่วม
- เทคโนโลยีการพัฒนา แต่ไม่ใช้หลักฐานที่มีอยู่

บนที่เพิ่มเติม
Slide 3: ภาพรวมของโปรแกรม : วันที่ 1

เนื้อหาการอบรม: วันที่ 1

- เก้าเหลี่ยมและปากจุ้นหน้า
- การประเมินก่อนอบรม
- วิธีการบูรณาการกิจกรรมในที่พักรับผู้ดูแล
- กระบวนการในเวลาพิเศษ (Functional Behavioural Assessment)
  - แบบฟอร์ม ABC
  - แบบฟอร์มภาพ Scatertpict
  - แบบฟื้นฟูสุขภาพ Interviews

Slide 4: ภาพรวมของโปรแกรม : วันที่ 2

เนื้อหาการอบรม: วันที่ 2

- พนักงาน เบื้องต้นการวิเคราะห์พฤติกรรม (FBA)
- การทดสอบด้าน (Hypothesis)
- การสร้างแผน (Goals)
- เทคนิคการจัดการพฤติกรรมที่ไม่พึงประสงค์ (Intervention strategies)
Slide 5: ภาพรวมของโปรแกรม : วันที่ 3

เนื้อหาภาพรวม : วันที่ 3

• ความคิดเห็นหลักจากการสื่อสารสำหรับพฤติกรรมเปลี่ยน
• ทริบุตรี ศูนย์จริยธรรม ไชยธรรมนายความคิดหลัก
• แบบปฏิทินสำหรับการจัดกิจกรรม
• จุดเน้นของภาพรวมจากงานวิชาชีพของผู้ผลิต
• เครื่องมือและเครื่องมือสำหรับการติดตาม
• การประเมินการทำงาน

Slide 6: กิจกรรมเชิงปฏิบัติการที่ 1

กิจกรรมเชิงปฏิบัติการที่ 1

• มองถึงMarginsในชีวิตโดยที่ตั้งความชัดเจนด้วยการประเมิน
• ด้านหลักการ มีที่ประกอบด้วยความคิดเห็นสำหรับพฤติกรรมกฎหมายที่มีอยู่ในสังคมด้วยการประเมินสิ่งเหล่านี้ที่จะ
• ทักษะพื้นฐานของกิจกรรมในอื่น ๆ ที่เรียนรู้เป็นที่
Slide 7: กิจกรรมเชิงปฏิบัติการที่ 2

- เกี่ยวกับความที่เป็นไปอยู่ตามความส่งเสริมและป้องกันพฤติกรรมที่ไม่เหมาะสมของบุคคลนั้นๆ เพื่อที่จะให้เกิดการเรียนรู้และมีความสุขได้อย่างไรบ้าง?

Slide 8: แนวนำเสนอแนวคิดหลัก

- แนวนำเสนอแนวความคิดหลัก

โครงการพัฒนาบริการวิชาชีพอย่างยั่งยืน ๕
Slide 9: การสร้างความสัมพันธ์ด้านภาษาที่เกี่ยวข้อง ครอบครัวและเพื่อนร่วมงาน

Slide 10: การจัดสัมผัสวลวลลงที่เกี่ยวข้อง
Slide 12: แนวทางการส่งเสริมทักษะทางด้านสังคมและอารมณ์

Slide 13: สรุปกระบวนการความคิดหลัก ในระดับที่ 1- ระดับที่ 3
พักรรับประทานอาหารกลางวัน
วันที่ 1 : ระบบยา
(2 ชั่วโมง)
Slide 13: แผนช่วยเหลือเฉพาะบุคคล

Slide 14: ความหมายของพฤติกรรมที่ต้องการการช่วยเหลือ
Slide 15: องค์ประกอบสำคัญของแผนการส่งเสริมพฤติกรรมเชิงบวก

- เน้นความสำคัญของครอบครัว (Family focused)
- เน้นทักษะและคุณค่าของนักเรียน (Skills and strengths based)
- การป้องกัน (Preventive)
- เสริมบวก (Positive)
- เน้นการเรียนรู้ (Individualized)
- การร่วมมือ (Collaborative)
- ตั้งองค์กรที่มั่นคงของพฤติกรรมที่มีประสิทธิภาพเพื่อปกป้องและพัฒนาทักษะการเรียนรู้และการสังคมของนักเรียน

Slide 16: แผนข่ายทะลือเฉพาะบุคคล

- แผนการช่วยเหลือเฉพาะบุคคล (Intensive Individualised Interventions)

โครงการพัฒนาบุคลากรวิชาชีพองค์กรเรือน ๑๑
Slide 17: บริบทของพฤติกรรมที่ด้อยการความช่วยเหลือ

- บริบท (Context) – ปัจจัยต่างๆ ที่อาจส่งผลให้พฤติกรรมไม่พึงประสงค์
- ปัจจัยที่ควรพิจารณาได้แก่:
  - การจัดการประสานงานภายใน
  - จำนวนคนและลักษณะบุคลิคิวต
  - ความต้องการของผู้DSA
  - ประเภทของกิจกรรม

Slide 18: ลักษณะของพฤติกรรมที่ด้อยการความช่วยเหลือ

- ลักษณะ (Form) – พฤติกรรมนี้มีลักษณะเป็นอย่างไร
- ปัจจัยที่ควรพิจารณาได้แก่:
  - ความสามารถในการสื่อสารและความสามารถของบุเรงนนท์ดำเนินการครบถ้วน
  - ความต้องการของผู้ดูแล
  - ความสามารถในการใช้ประโยชน์จากพฤติกรรมในกระบวนการที่ไม่พึงประสงค์
slide 19: วัตถุประสงค์ของพฤติกรรมที่ต้องการความช่วยเหลือ

Slide 20: กระบวนการวิเคราะห์พฤติกรรม (FBA)
Slide 21: ความหมายของ FBA

Slide 22: หลักสำคัญของ FBA
Slide 23: การทำกรณีศึกษา
ชั่วที่ 1: การเก็บรวบรวมข้อมูลพื้นฐาน

Slide 24: ชั่วที่ 2: การระบบคุณค่าการเป้าหมาย
Slide 25: ขั้นที่ 2: การระบุพฤติกรรมเป้าหมาย (ต่อ)

ขั้นที่ 2: ระบุพฤติกรรมเป้าหมาย(ต่อ)

- เลือกค่าตามผลพฤติกรรมเป้าหมายในตาราง และลองดูภาพใหญ่เพื่อสุ่มจุดที่
- ทบทวนวิธีการหาค่าอย่างตามที่เห็น จะต้องทำอย่างไร และสามารถปรับปรุงได้
- สิ่งนี้ได้อาจไม่ใช่?
- ดังนี้เมื่อว่าขั้นตอน (ขั้นตอนพื้นฐาน) ที่จะสามารถทำได้ตามเกณฑ์ของพฤติกรรมเป้าหมาย
  ในแผนผัง 4 หลักจากภายในห้อง

Slide 26: ขั้นที่ 3: การเก็บข้อมูลเฉพาะเพื่อไปในตารางแผนช่วยเหลือ

ขั้นที่ 3: เก็บข้อมูลเฉพาะเพื่อไปในตารางแผนช่วยเหลือ

- การเก็บข้อมูลทางตรง (Direct methods)
  - แนวโน้ม ABC
  - แนวโน้มแบบราวการ (Scatterplots)
  - แนวโน้มแบบรูปหนังสือกิจกรรม (Anecdotal) และแบบเดี่ยวแบบอื่นๆ
- การเก็บข้อมูลทางอ้อม (Indirect methods)
  - การสัมภาษณ์ผู้ปกครอง
  - การสัมภาษณ์ผู้ที่เกี่ยวข้อง
Slide 27: วิธีเก็บข้อมูลทางตรง : แบบฟอร์ม ABC
## แบบสังเกต ABC

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<th>เหตุการณ์หลังเกิด (Consequence)</th>
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Slide 28: วิธีเก็บข้อมูลทางตรง: ตารางบินทึ่ก Scatterplots
ตารางประมาณ (Scatterplot)

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Slide 29: วิธีเก็บข้อมูลทางย่อ: การสัมภาษณ์ท่าไข้

Slide 30: การนำไปใช้จริงในชั้นเรียน
สิ้นสุดการอบรม : วันที่ 1
วันที่ 2 : รอบเช้า
Slide 1: จุดมุ่งหมายของการอบรมวันนี้

ความคาดหวังของการอบรมวันนี้: สำหรับผู้อบรม

เนื่องด้วยการอบรม ผู้เข้าอบรมสามารถ:

- จัดเตรียมการลงทุนในกระบวนการ FBA ได้
- สร้างเส้นทางที่จะประสบการทำงานในฟิลด์ที่เกี่ยวข้องของนักเรียนได้
- สร้างเป้าหมายในขณะที่จะเกิดขึ้นการมีส่วนร่วมทางด้านของนักเรียนที่มี
- สร้างแผนการลงทุนในฟิลด์ที่เกิดขึ้นการมีส่วนร่วมทางด้านของนักเรียนที่มี
- ทบทวนข้อมูลและทักษะการลงทุนในฟิลด์ที่เกิดขึ้นการมีส่วนร่วมทางด้านของนักเรียนที่มี
- ทบทวนข้อมูลและทักษะการลงทุนในฟิลด์ที่เกิดขึ้นการมีส่วนร่วมทางด้านของนักเรียนที่มี

Slide 2: ประเด็นที่นำเสนอ

ประเด็นที่นำเสนอจาก Email

บันทึกเพิ่มเติม

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Slide 3: ขั้นที่ 4: การแปลผลข้อมูลโดยใช้แบบฟอร์มสรุปประเด็นสำคัญ

Slide 4: กิจกรรมเชิงปฏิบัติการ: แบบสรุปข้อมูลที่ได้
## แบบ สรุปข้อมูลที่ได้

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<th>ไปถึง</th>
<th>ผลิตภัณฑ์เป้าหมาย</th>
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**จุดหมายหมาย**
เมื่อผลิตภัณฑ์ของผลิตภัณฑ์ | ผลิตภัณฑ์เป้าหมาย | ผลิตภัณฑ์เป้าหมาย | ผลิตภัณฑ์เป้าหมาย | ผลิตภัณฑ์เป้าหมาย | ผลิตภัณฑ์เป้าหมาย | ผลิตภัณฑ์เป้าหมาย | ผลิตภัณฑ์เป้าหมาย | ปรับปรุงหลัก หรือ ข้อมูลหลัก |
แบบ สรุปข้อมูลที่ได้

ชื่อ .................................................. วันที่ ........................................ ผลลัพธ์รวมเป้าหมาย ........................................

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<th>สรุปข้อมูลพื้นฐาน</th>
<th>การจำแนกประเภท ABC</th>
<th>การจำแนกโดยใช้ ตาราง Scatterplot</th>
<th>การสัมภาษณ์</th>
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Slide 5 : ขั้นที่ 5 การออกแบบแผนส่งเสริมพฤติกรรมที่เหมาะสม

Slide 6 : กิจกรรมเชิงปฏิบัติการ: การตั้งสมมติฐานและเป้าหมาย
ตารางวางแผนส่งเสริมพฤติกรรมที่เหมาะสม

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<th>พฤติกรรมปลายทาง</th>
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**สมมติฐาน**
เมื่อ **x** เกิดขึ้น (บริบท) พฤติกรรม **y** (สิ่งผลต่าง) จะลดลงอย่างมากเพื่อจะคือ **z** (ผลลัพธ์)

**เป้าหมายหลัก**

**การป้องกันและหลีกปฏิบัติท่าไป**
- ความเสี่ยงพัฒนาถึงความต้องการ
- สภาพแวดล้อมที่เสี่ยงนำมาซึ่ง
- การตอบสนองทางการตัดสินใจ

**แนวข้อเหตุผลควบคุม**
- ความมั่นคงของวิชาชีพ
- การเตรียมวิชาชีพ
- การเตรียมสิ่งที่มี
- การเตรียมสิ่งต่างๆ
- การเตรียมสิ่งที่มี

**การทำงาน**
- การจัดการกับการส่งเสริม
- การจัดการกับการส่งเสริม
- การจัดการกับการส่งเสริม
- การจัดการกับการส่งเสริม

**เทคนิคต่างๆ**
- การจัดการกับการส่งเสริม
- การจัดการกับการส่งเสริม
- การจัดการกับการส่งเสริม
- การจัดการกับการส่งเสริม
Slide 7: ขั้นที่ 5: การออกแบบแผนสร้างสมบัติการเข้าบก

Slide 8: กิจกรรมเชิงปฏิบัติการ (ต่อ)
Slide 9: ชั้นที่ 5: การออกแบบแผนสำหรับการเรียนรู้

Slide 10: การจัดการกับปัญหาภายนอก
การจัดการกับปัญหาภัยยา

การจัดการกับปัญหาภัยยา (Setting Events)

- เมื่อเกิดเหตุการณ์ที่เป็นปัญหาภัยยาจะต้องมีการจัดการเพื่อป้องกันหรือแก้ไข
- ผู้ที่เกี่ยวข้องในองค์กรที่มีการจัดการของปัญหาภัยยาจะต้องมีการจัดการเพื่อป้องกันหรือแก้ไข
- ผู้ที่เกี่ยวข้องในองค์กรที่มีการจัดการของปัญหาภัยยาจะต้องมีการจัดการเพื่อป้องกันหรือแก้ไข

Adapted from material at http://www.flu.gov.
พักรับประทานอาหารกลางวัน
วันที่ 2: รอบบ่าย
Slide 12: การปรับเหตุการณ์ก่อนเกิดพฤติกรรม

การปรับเปลี่ยนเหตุการณ์ก่อนเกิดพฤติกรรม (Antecedent)

- เหตุการณ์ก่อนเกิดพฤติกรรม คือเรื่องราวเกี่ยวกับเหตุการณ์ที่เกิดขึ้นก่อนที่พฤติกรรมจะเกิดขึ้น
- ข้อดี:
  - พฤติกรรมมีความเกี่ยวข้องอย่างมากกับชีวิตประจำวัน (อาทิเช่น อาหาร นอน หรือ วิทยาการ)
  - พฤติกรรมมีความเกี่ยวข้องกับความต้องการ (สองหลัก สามหลัก สองหลักที่เกี่ยวข้องต่างๆ)
- ข้อเสีย:
  - อาจทำให้เกิดความสับสน  - การเปลี่ยนแปลงมีควมจำเป็นจะต้องใช้เวลาอย่างมาก
  - ความสัมพันธ์ที่แน่นอน  - การเปลี่ยนแปลงของการจัดการกับความต้องการของบุคคล
  - การเปลี่ยนแปลงของการจัดการกับความต้องการของบุคคล

Slide 13: การปรับเหตุการณ์ก่อนเกิดพฤติกรรม

การปรับเปลี่ยนเหตุการณ์ก่อนเกิดพฤติกรรม (Antecedent)

เหตุการณ์ส่วน:

- เพื่อ/ที่จุดความต้องการ
- ปัจจัยการสนับสนุนในการเลือกหรือสัมผัสกับสิ่งต่างๆอย่างเหมาะสม
- ตอบสนองการจัดการหรือจัดการที่มีประสิทธิภาพเพื่อให้ความต้องการของบุคคล
- ปรับพฤติกรรมหรือพฤติกรรมนักเรียนให้สอดคล้องกับความต้องการของบุคคล
- ให้การส่งเสริมให้เห็นว่า  - การออกแบบ หรือ ความต้องการต่างๆ
- การสนับสนุนที่จำเป็นในการตัดสิน
Slide 14: การทดสอบด้วยพฤติกรรมที่เหมาะสม

Slide 15: การทดสอบด้วยพฤติกรรมที่เหมาะสม
Slide 16: การปรับเปลี่ยนพฤติกรรมหลังการเกิดพุทธกรรม

See seminal research by Carr & Dunne, 1966

Slide 17: การปรับเปลี่ยนพฤติกรรมหลังการเกิดพุทธกรรม

 Adapted from material at http://carrarl.ukc.edu

โครงการพัฒนามวลวิชาชีพข้องคณิตศาสตร์
Slide 18: กิจกรรมบทบาท

- บทบาทผู้ที่สื่อสารที่ทำให้เกิดเรื่องใดเรื่องหนึ่ง หรือไม่เกิดที่นักเรียนที่มีอัตราค่าที่
  นักเรียนที่มีค่าการจดจำ
  - การพิจารณารายยา (โดย 11)
  - เกจูเตอร์ออฟไลน์คอมพิวเตอร์ (โดย 13)
  - การจำแนกกลุ่มด้วยความต้องการที่เหมาะสม (โดย 15)
  - บทบาทผู้จัดการกลุ่มคอมพิวเตอร์ (โดย 17)

- บทบาทผู้สื่อสารหรือผู้สื่อสารเป็นภูมิที่จะต้องการนักเรียน
  ของหัวข้อและหน่วยความของเอ้า พร้อมทั้งการปรับคุณภาพของหัวข้อตามความ
  เหมาะสม

Slide 19: การเพิ่มประสิทธิภาพการเรียน

- การสอนโดยตรง (Direct Instruction)
  - การสอนโดยตรง (Direct Instruction)
  - การจัดการเรียนรู้โดยตรง (Direct Instruction)
  - การจัดการเรียนรู้โดยตรง (Direct Instruction)

- การจัดการเรียนรู้โดยตรง (Direct Instruction)
  - การจัดการเรียนรู้โดยตรง (Direct Instruction)
  - การจัดการเรียนรู้โดยตรง (Direct Instruction)
  - การจัดการเรียนรู้โดยตรง (Direct Instruction)
Slide 20: การเพิ่มประสิทธิภาพการเรียน

การเพิ่มประสิทธิภาพการเรียน

- เทคนิคต่างๆ
  - นำเสนอวิเคราะห์เป็นลำดับ โดยเริ่มจากส่วนต่ำสุด และสิ้นสุดในส่วนสูงสุด
  - ครูแสดงแผนการเรียนโดยใช้เส้น骡์ตรงของลำดับเรียนรู้
  - ชี้แจงแหล่งข้อมูลที่เป็นประโยชน์ในการเรียนรู้
  - เสริมเพิ่มเติมข้อมูลที่เกี่ยวข้องในแบบของแผนการเรียน
- ในบางกรณี รายละเอียดอาจเกี่ยวข้องอยู่ในส่วนต่ำสุด
  - 90% เป็นโอกาสให้รับความรู้โดยตรง
  - ในการเรียนรู้ ควรใช้การเรียนรู้ที่เป็นทั้งรูปแบบจดจำและกระบวนการ
  - การออกแบบคดีชีวิต

Slide 21: การเพิ่มทักษะการจัดการตัวเอง

การเพิ่มทักษะการจัดการตัวเอง (Self-management) ด้วยความสามารถการรู้รู้ติด (Metacognitive ability)

- จุดประสงค์หลัก เช่น การพัฒนาทักษะให้มีความสามารถในการวางแผน เดินแผน แล้วเก็บผล
  - วิเคราะห์
  - ควบคุมมือถือ
  - ควบคุมอารมณ์
  - ให้ข้อมูลข้อมูล
  - ตัวอย่างแผนการจัดการตัวเอง
  - ต้องการผลที่ต้องการ
  - ต้องการผลที่ต้องการ
  - ต้องการผลที่ต้องการ

โครงการพัฒนาทักษะวิชาชีพองค์กรเรื่อง ๔๐
Slide 22: สร้างเสริมทักษะการสื่อสาร โดยใช้การสื่อสารทางเลือก (AAC: Argumentative alternative communication)

Slide 23: สร้างเสริมทักษะการสื่อสาร โดยใช้การสื่อสารทางเลือก (AAC: Argumentative alternative communication)
Slide 24: เทคนิคการสอนนักเรียนที่มีสติสั่น (ADHD)

Slide 25: เทคนิคการสอนนักเรียนที่มีภาวะออทิซึม (ASD)

โครงการพัฒนาบุคลิคิตรวัทการศึกษา 42
Slide 26: เทคนิคการสอนนักเรียนที่มีภาวะออทิสติก (ASD)

- การเลือกตัวเลือกแบบภาพ (Visual choice boards)
  - เบื้องต้นตัวเลือก 2 แบบ ดังนี้ ปฏิบัติการ A หรือ B ต่อไปชุดภาพที่มีความแตกต่าง
  - แต่ละเรื่องตัวเลือกต่างกันและบางทีอาจเป็นข้อ A หรือ B หรือ C
  - ต้องให้เด็กเห็นถึงการตัดสินใจที่มีการตัดใจให้เด็กต้องการและต้องให้เด็กเห็นถึงการตัด
  - ตัดใจให้เด็กเห็น:
  - First then, one more turn

Slide 27: เทคนิคอื่นๆ

- เทคนิคอื่นๆ
  - มีความสามารถในการสื่อสารที่ไม่ได้รู้สึกได้ดีโดยที่น่าจะเป็น
  - ที่จะเห็นได้ชัดเจน
  - การแสดงออกต่อผู้ใหญ่
  - การใช้ภาษาที่ชัดเจนของเด็ก
  - การมีทักษะที่ดีในการสื่อสารแก่ผู้ใหญ่
  - การมีทักษะในการรับฟังที่ดี
  - การมีทักษะในการสื่อสารกับผู้ใหญ่
  - การมีทักษะในการสื่อสารกับคนอื่น
  - อื่นๆ?
Slide 28: กิจกรรมเชิงปฏิบัติการ (การวางแผน)

<table>
<thead>
<tr>
<th>แผนการเชิงปฏิบัติการ</th>
<th>บรรยายและความเฉพาะเจาะจง</th>
<th>เทคนิคการจัดการ</th>
<th>การเรียนรู้ที่เกี่ยวกับผลการจัดการ</th>
<th>ข้อมูลคอมพิวเตอร์</th>
<th>เทคนิคการจัดการ</th>
<th>ผลการจัดการแผนงาน</th>
<th>เทคนิคการจัดการ</th>
<th>ผลการจัดการแผนงาน</th>
</tr>
</thead>
<tbody>
<tr>
<td>การกำหนดจุดมุ่งหมาย</td>
<td>ผู้จัดการงาน</td>
<td>การตัดสินใจ</td>
<td>การติดต่อ</td>
<td>การแก้ปัญหา</td>
<td>การจัดการ</td>
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<td>การตัดสินใจ</td>
<td>การติดต่อ</td>
<td>การแก้ปัญหา</td>
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<td>การตัดสินใจ</td>
<td>การติดต่อ</td>
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<td>การจัดการ</td>
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<tr>
<td>การกำหนดจุดมุ่งหมาย</td>
<td>ผู้จัดการงาน</td>
<td>การตัดสินใจ</td>
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<td>การแก้ปัญหา</td>
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<td>การกำหนดจุดมุ่งหมาย</td>
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<td>การตัดสินใจ</td>
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<td>การจัดการ</td>
<td>การจัดการ</td>
<td>การจัดการ</td>
</tr>
</tbody>
</table>

Slide 29: กิจกรรมเชิงปฏิบัติการ (การวางแผน)

- ในชูที่อยู่ของท่านใน ชุดเหมาะสมประกอบวิทยาลัยหรือการสุขท่าน สามารถใช้ชุดหรือชุดของอุปกรณ์ที่ใช้ในการสอน ตามที่ได้รับจากผู้สอน ผู้จัดการงานสามารถจัดการในแบบแผนงานได้ ซึ่งมีอยู่ในแผนการสุขท่าน เช่น การจัดการเรียนรู้}

โครงการพัฒนาบ่มวิชาศึกษำสำเร็จ ม. 44
Slide 30: ขั้นที่ 6: การทําแบบฟอร์มเทคนิคที่ใช้และการติดตามผล

ชั้นที่ 6: ระบบเทคนิคที่เจาะจง และบันทึกในแบบฟอร์ม ติดตามผล
<table>
<thead>
<tr>
<th>เทคนิค</th>
<th>เลขที่</th>
<th>ชื่อเรื่อง</th>
<th>ผู้รับผิดชอบ</th>
<th>สื่อการเรียนรู้</th>
<th>แหล่งเรียนรู้</th>
</tr>
</thead>
<tbody>
<tr>
<td>เทคนิค 1</td>
<td>รูปที่เริ่มต้น:</td>
<td>รูปที่สิ้นสุด:</td>
<td>เทคนิค 2</td>
<td>รูปที่เริ่มต้น:</td>
<td>รูปที่สิ้นสุด:</td>
</tr>
<tr>
<td>เทคนิค 3</td>
<td>รูปที่เริ่มต้น:</td>
<td>รูปที่สิ้นสุด:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Slide 31: สู่การปฏิบัติจริงในขั้นเรียน

การนำไปใช้งานในขั้นเรียนของท่าน

- การเตรียมตัวในการเรียนรู้ การทำความเข้าใจ
- แสวงหาข้อมูลเกี่ยวกับทักษะการเรียนรู้ที่ดีที่สุดในขั้นเรียน
- พัฒนาสิ่งแวดล้อมและการเรียนรู้ที่เหมาะสม
- สร้างขั้นตอนในการเรียนรู้ การเรียนรู้ที่มีประสิทธิภาพ
- และสร้างการเรียนรู้ที่มีคุณภาพและการเรียนรู้ที่มีประสิทธิภาพ
- ปรับปรุงการเรียนรู้ที่มีคุณภาพและการเรียนรู้ที่มีประสิทธิภาพ
สันสุตการอบรม : วันที่ 2
วันที่ 3 : รอบเช้า
Slide 1: จุดมุ่งหมายของการอบรมวันนี้

ความคาดหวังของการอบรมครั้งนี้: ผู้เข้าอบรม

- แบ่งทีกเพิ่มเติม

Slide 2: ประเด็นที่นำเสนอ

ประเด็นที่นำเสนอจาก Email

- แบ่งทีกเพิ่มเติม
Slide 3: บททบทวนรูปแบบความคิดหลัก

Slide 4: ปัจจัยด้านควบคุมร่างกาย ชุมชน และวัฒนธรรม
Slide 5: ปัจจัยด้านครอบครัว ชุมชน และวัฒนธรรม (ต่อ)

- เศรษฐกิจและนันทนาการให้ระบบวัฒนธรรมสามารถในการด้วยตัว
- ขั้นสะดวกของการของครอบครัวในแผนของงาน
- สนับสนุนให้ระบบวัฒนธรรมมีส่วนร่วมหลักในการพัฒนานโยบายการจ้าง
- แผนด้านการเรียนรู้การเปลี่ยนแปลงของงาน
- แนวร่วมแผนที่มีการดาบถึงปัจจัยด้านครอบครัวและการอื่นๆ

ข้อมูลจาก www.csefsl.ulc.edu

Slide 6: กิจกรรมเชิงปฏิบัติการ

- กิจกรรมเชิงปฏิบัติการ
- กลุ่มของกลุ่ม
- ถูกจัดเรียงตามศักยภาพหรือคุณสมบัติของบุคคลพิการจิตวิทยาของข้าพเจ้าและ
- แผนแม่บทวิเคราะห์ของข้าพเจ้าร่วมกับผู้ที่มีข้อมูล
- เทคโนโลยีของข้าพเจ้าที่มีข้อมูล
- มี influence ค่าบริการที่ไม่ได้รับ
- ระบุแปลงตำแหน่งที่มีข้อมูลที่มีข้อมูลในโลก
- เลือกย้ายกลุ่มออกโดยผู้ที่มีข้อมูลใกล้เคียง
Slide 7: กรอบแนวความคิดหลัก

บั้นที่ก่อพื้นที่

Slide 8: กิจกรรมเชิงปฏิบัติการ

บั้นที่ก่อพื้นที่

โครงการพัฒนาและวิชาชีพครูแห่งศูนย์เรียน ณ 53
Slide 9: โครงแนวความคิดหลัก

Slide 10: แบบตรวจสอบการปฏิบัติการ
Slide 11: การแสดงผลงานของแต่ละกลุ่ม

บันทึกเพิ่มเติม

การแสดงภาพจากกลุ่มต่างๆ

- ใช้เวลามีในการพิจารณาข้อระดับต่างๆที่แต่ละกลุ่มนำมาเสนอ
  ก่อนให้ประชาชนพิจารณา

โครงสร้างที่มาจากวิชาการอย่างหนึ่ง
พักรับประทานอาหารกลางวัน
วันที่ 3 : รอบบ่าย
Slide 12: แผนช่วยเหลือลูกเดือน

แนวช่วยเหลือลูกเดือน

หากนักเรียนเกิดวาระต่างๆหรือผู้ยืน จงทำอย่างไร?

Slide 13: แผนช่วยเหลือลูกเดือน

แนวช่วยเหลือลูกเดือน

องค์ประกอบหลักและข้อกำหนด:

แผนผังแสดงเรื่องสำคัญที่ควรดำเนินไป:
  ผู้รับผิดชอบ
  ตัวอย่างเช่น:
  การเรียนรู้ความปลอดภัยของนักเรียน
  ความปลอดภัยของเรื่องนี้ วิธีการปฏิบัติ
  ระบบการตรวจสอบในแต่ละการดำเนินการ
  กระบวนการทำงานในกรณีที่เกิดขึ้น
  กระบวนการติดตามผล
Slide 14: การประเมินหลักการอบรม

- เปิดโอกาสให้ท่านได้ประเมินทักษะ ความรู้ และความสามารถของผู้เข้าร่วมการอบรมทั้งหมด วิธี โดยการออกแบบฟอร์มการประเมินหลักการอบรมที่แจกให้

Slide 15: วางแผนและสร้างเครื่องขยายเพื่ออนาคต

- ทำอย่างไรให้เครื่องขยายสามารถใช้งานในระยะยาวของก่อนได้รับประโยชน์จากการอบรมออนไลน์
- ทำอย่างไรให้ผู้ใช้ได้รับประโยชน์จากการอบรมที่จบสิ้น?
- มีการอธิบายเกี่ยวกับการใช้งานเพื่อการพยาบาลหรืออบรมที่เกี่ยวข้อง?
- มีการอธิบายเกี่ยวกับการใช้งานเพื่อการพยาบาลหรืออบรมที่เกี่ยวข้อง?
- ดูข้อมูล โปรดอ้างอิงที่ สำนักงานสมัคร http://www.tuuna.com/latestprojects.html

โครงการพัฒนาบุคลิกวิชาชีพผู้ช่วยเรื่อง ๑ ๙
Slide 16: การประเมินภาระงาน

รายการประเมินภาระงาน

- การประเมินภาระงานครั้งนี้
สิ้นสุดการอบรม: วันที่ 3
ภาคผนวก

1. เทคนิคเบื้องต้นและวิธีป้องกันการเกิดพฤติกรรมที่ไม่พึงประสงค์: การสร้างความสัมพันธ์เชิงบวกกับนักเรียน ครอบครัว และเพื่อนร่วมงาน

2. เทคนิคเบื้องต้นและวิธีป้องกันการเกิดพฤติกรรมที่ไม่พึงประสงค์: การสร้างสิ่งแวดล้อมที่เอื้ออำนวย

3. เทคนิคเบื้องต้นและวิธีป้องกันการเกิดพฤติกรรมที่ไม่พึงประสงค์: การสร้างทักษะทางด้านสังคมและอารมณ์

4. แบบสหรูป่องмуฉุกลดฐานของนักเรียน

5. แบบสังเกต ABC

6. ตารางประเมิน (Scatterplot)

7. แบบสัมภาษณ์ (Functional Behavioural Assessment Interview Form)

8. แบบสูตรปองมุลที่ได้

9. ตารางวางแผนการสริสวาระพฤติกรรมเชิงบวก

10. แบบฟอร์มเทคนิคที่ใช้และการติดตามผล

11. แบบตรวจสอบการปฏิบัติการ

12. การพูดคุยเรื่องพฤติกรรมของนักเรียนกับผู้ปกครอง
เทคนิคเบื้องต้นและวิธีป้องกันการเกิดพฤติกรรมที่ไม่พึงประสงค์: การสร้างความสัมพันธ์เชิงบวกกับนักเรียน ครูบุคคล และเพื่อนร่วมงาน

<table>
<thead>
<tr>
<th>ที่ไตรภูมิของการมีแนวทางและวิธีดำเนินกิจที่ทำให้เกิดใจได้แก่....</th>
<th>ไร</th>
<th>ต้องปฏิบัติต่อไป</th>
</tr>
</thead>
<tbody>
<tr>
<td>ให้ความสนใจกับเด็กนักเรียนเป็นเจ้าบุคคล</td>
<td></td>
<td></td>
</tr>
<tr>
<td>สิ่งปฏิสัมพันธ์เชิงบวกกับนักเรียน อาทิ การสำเร็จทางชีววิทยา และใช้อารมณ์เชิงบวกเป็นทางเลือกในการสื่อสารกับเด็กนักเรียน หรือใช้เวลาให้กับเด็กในกิจกรรมที่เขาชื่นชอบ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>รับฟังนักเรียนเมื่อพวกเขาทุกคนทั้งหมดและตอบคำถามพวกเขาอย่างเหมาะสม</td>
<td></td>
<td></td>
</tr>
<tr>
<td>รวมถึงความสนใจและสนับสนุนในการตอบสนองกับพฤติกรรมของนักเรียนให้ให้เหมือนทุกทุกครั้ง</td>
<td></td>
<td></td>
</tr>
<tr>
<td>สามารถจัดจัดอยู่พื้นฐานของนักเรียนแต่ละคน เช่น ความสนใจที่มี เช่นเพื่อนสนิท สิ่งแวดล้อมและชื่อมั่น ซึ่งสามารถตอบสนอง</td>
<td></td>
<td></td>
</tr>
<tr>
<td>พวกเขารักในการเข้าถึงวัฒนธรรมในครั้งนี้ได้เพื่อให้ไม่ให้สถานะในครั้งนี้ไม่ได้</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ให้กิจการเด็กที่ทุกคนจะมีรูปแบบ ฯลฯ วัฒนธรรม, ภาษา, และพยากรณ์ของ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>หากมีเด็กนักเรียนใดที่มีปัญหาและต้องการจะสุขสุขภายใต้เครื่องโยงการ ได้ใช้เวลาทำกับเด็กนักเรียนที่มีปัญหา</td>
<td></td>
<td></td>
</tr>
<tr>
<td>สามารถตัดคำสั่งที่ทำให้เกิดการมีรูปสัมพันธ์วัฒนธรรมร่วมกันได้จำแนกนักเรียน</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ให้ความรู้สึกเชิงบวกกับนักเรียนที่ทำให้สามารถกระตุ้นให้มีสัมผัสเส้นทางการที่จะปฏิบัติตามได้ พร้อมกับให้ความรู้สึกสำหรับทุกคนที่จะเข้าร่วมและปฏิบัติตาม</td>
<td></td>
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<tr>
<td>ส่งเสริมและสนับสนุนการมีส่วนร่วมของผู้ปกครองในโครงการนี้เสมอ</td>
<td></td>
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</tr>
<tr>
<td>หน้าที่สำคัญของครูของนักเรียน อาจหาได้ผ่านการทำอาชีพของความ</td>
<td></td>
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</tr>
<tr>
<td>สั่งการการส่งเสริมช่องทางการสื่อสารของนักเรียน</td>
<td></td>
<td></td>
</tr>
<tr>
<td>แนะนำแนวคิดและสื่อการต่างๆที่เหมาะสมกับการดำเนินงานหลักที่มี ปัญหาด้านอารมณ์และพฤติกรรมเกี่ยวกับพฤติกรรม</td>
<td></td>
<td></td>
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<tr>
<td>นัดหมายการพบปะกลุ่มครอบครัวตามความสะดวกและสถานที่ที่สะดวก โดยเน้น</td>
<td></td>
<td></td>
</tr>
<tr>
<td>กิจกรรมที่ทำให้ความสัมพันธ์และความเป็นส่วนหนึ่งต้องด้านอื่นและเด็ก</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

บันทุรกิจจาก [http://www.vanderbilt.edu/lefel](http://www.vanderbilt.edu/lefel)
เทคนิคเบื้องต้นและรีวิวปัญหาการเกิดพฤติกรรมที่ไม่พึงประสงค์: การสร้างสิ่งแวดล้อมที่เรียบร้อย

<table>
<thead>
<tr>
<th>ที่เรียบร้อยของเรามีแนวทางและวิธีดำเนินการที่ทำให้เกิดอะไรได้บ้าง...</th>
<th>ไร้ ต้องปฏิบัติต่อไป</th>
<th>ไร้ ต้องปฏิบัติต่อไป</th>
</tr>
</thead>
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<tr>
<td>มีการออกแบบและคำนวณโครงสร้างของอาคาร ที่มีวัสดุที่ปลอดภัยและมีความปลอดภัยที่สูง</td>
<td>เป็นการพิจารณาการจัดหาวัสดุที่มีความปลอดภัยและมีความปลอดภัยตามระเบียบกฎหมายที่มี</td>
<td>ไม่มีการจัดหาและจัดเตรียมวัสดุที่ปลอดภัย หรือวัสดุที่มีผลกระทบต่อสุขภาพของผู้ใช้งาน</td>
</tr>
<tr>
<td>มีการเตรียมพื้นที่สำหรับนักเรียนที่มีความปลอดภัย</td>
<td>มีการพิจารณาการจัดทำพื้นที่ที่มีความปลอดภัย</td>
<td>ไม่มีการจัดทำพื้นที่ที่มีความปลอดภัย</td>
</tr>
<tr>
<td>สิ่งแวดล้อมและอุปกรณ์ที่จัดไว้ ทั้งหมดมีการจัดเก็บที่เรียบร้อย ้และปลอดภัย</td>
<td>ไม่มีการจัดเก็บที่เรียบร้อย และปลอดภัย</td>
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</tr>
<tr>
<td>มีการเปลี่ยนความรู้หรือกิจกรรมที่เร้าอารมณ์ และให้คำแนะนำแก่นักเรียนที่ต้องแนะนำ และเป็นไปในทางเดียวกันทุกครั้ง</td>
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<tr>
<td>ออกแบบกิจกรรมที่สามารถให้นักเรียนได้สิ่งมีความร่วมมือ ทั้งนี้ การจัดทำแผนงานที่มีลูกมือของนักเรียนอยู่อย่างสม่ำเสมอ</td>
<td>ไม่มีการจัดทำกิจกรรมที่สามารถให้นักเรียนได้สิ่งมีความร่วมมือ ทั้งนี้ การจัดทำแผนงานที่มีลูกมือของนักเรียนอยู่อย่างสม่ำเสมอ</td>
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<td>สามารถจัดทำแผนและปฏิบัติตามกิจกรรมได้ตามหลักการของนักเรียน</td>
<td>ไม่สามารถจัดทำแผนและปฏิบัติตามกิจกรรมได้ตามหลักการของนักเรียน</td>
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</tr>
<tr>
<td>สามารถส่งเสริมและป้องกันการเกิดปัญหาความผิดของนักเรียนเริ่มต้น</td>
<td>ไม่สามารถส่งเสริมและป้องกันการเกิดปัญหาความผิดของนักเรียนเริ่มต้น</td>
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</tr>
<tr>
<td>คาดการณ์และคำแนะนำ และเปิดโอกาสให้นักเรียนตอบสนองและมีความร่วมมือ</td>
<td>ไม่คาดการณ์และคำแนะนำ และไม่เปิดโอกาสให้นักเรียนตอบสนองและมีความร่วมมือ</td>
<td>ไม่คาดการณ์และคำแนะนำ และไม่เปิดโอกาสให้นักเรียนตอบสนองและมีความร่วมมือ</td>
</tr>
<tr>
<td>นักเรียนปฏิบัติตามกฎระเบียบและยุติธรรมที่เหมาะสม รวมถึงส่งให้ นักเรียนเห็นว่ามีระเบียบที่เป็นเกียรติทางทางการศึกษาและพฤติกรรมไม่</td>
<td>นักเรียนปฏิบัติตามกฎระเบียบและยุติธรรมที่เหมาะสม รวมถึงส่งให้ นักเรียนเห็นว่ามีระเบียบที่เป็นเกียรติทางทางการศึกษาและพฤติกรรมไม่</td>
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บันทุบจาก http://www.nusarepublic.com/uncategorized

ภาคผนวก โครงการพัฒนาธุรกิจสหพันธ์ด้านเนื้อ
ภาคผนวก 3

เทคนิคเนื้อคัดและวิธีป้องกันการเกิดพฤติกรรมที่ไม่พึงประสงค์:
การจ้างเหมาทางด้านสิ่งแวดล้อมและอุทกวิศัย

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<th>ความสามารถทางร่างกาย</th>
<th>ความสามารถทางสติปัญญา</th>
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<th>ทักษะการเคลื่อนย้าย</th>
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ค่าความหมายของพฤติกรรมเป้าหมาย

| ภาคผนวก | โครงการพัฒนาบุตรวิชาศิลป์อย่างดีเนื่อง |
แบบสังเกต ABC

ชื่อ  
วันที่  
ผู้สังเกต  

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<th>เหตุการณ์หลังเกิดพฤติกรรม (Consequence)</th>
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ตารางภูมิศาสตร์ที่มีการลงพื้นที่

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ภาพแผนผัง 6

โครงการพัฒนาอุตสาหกรรมการเกษตรอย่างยั่งยืน ๑
ภาคผนวก 7
แบบฟอร์มรับฟัง (Functional Behavioural Assessment Interview Form)

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<th>ผู้สัมภาษณ์</th>
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<td>ตำแหน่ง</td>
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1. ผู้เรียนมีพฤติกรรมที่จำกัดห่วงและควรได้รับการดูแลเป็นพิเศษไม่ หากมี กรุณาอธิบาย

2. โดยปกติแล้วพฤติกรรมที่จำกัดห่วงเริ่มเข้ามาอย่างไร

3. ผู้เรียนมักจะแสดงพฤติกรรมที่จำกัดห่วงบ่อยเห็นเป็นพิเศษหรือเกิดขึ้นอย่างไรกับบุคคลใด

4. ผู้เรียนไม่ค่อยแสดงพฤติกรรมที่จำกัดห่วงกับบุคคลใดหรือเกิดขึ้นบ่อยกับบุคคลใด

5. สถานที่ใดที่ผู้เรียนพฤติกรรมนี้บ่อยที่สุดและน้อยที่สุด

6. ความถี่ของพฤติกรรมนี้วันละอย่างไร และพฤติกรรมนี้วันละอย่างไร (กิจวัตร, 3 หรือ 4 ครั้งต่อวัน ?)

7. เมื่อเกิดพฤติกรรมนี้ ผู้เรียนมีระยะเวลาง่ายทางกายกินเวลานี้

ภาคผนวก โครงการพัฒนาสมรรถภาพทางต่อเนื่อง ๑
8. ตัดสินใจระดับความรู้ของคุณพี่พี่จากระดับ 1 ถึง 5 ที่มีระดับความรู้นั้นเป็นอย่างไร (1=ต่ำ; 5=สูงมาก)


9. นักเรียนเลือกประโยคที่จะทำให้เกิดพฤติกรรมที่ไม่เหมาะสมขึ้น (เช่น นอนไม่หลับ, ไปหาภรรยาและกินก่อนนอน, ปิ้งย่างกันทุ่ง, หาที่อยู่ที่นอน, หาคู่รัก ราคะ)


10. ตัดสินใจว่าสิ่งใดควรจะทำให้เกิดพฤติกรรมที่ไม่เหมาะสมขึ้น โปรดอ่านรายละเอียด


11. เกิดพฤติกรรมนี้ มีสาเหตุจากสิ่งต่างๆ มากมายที่มักจะเกิดขึ้นได้หรือไม่ คืออะไร


12. หลังจากเกิดพฤติกรรมนี้แล้ว นักเรียนเปลี่ยนอย่างไรบ้างและมีสิ่งใดเกิดขึ้นบ้าง


13. ตัดสินใจว่ามันจะทำให้เกิดพฤติกรรมนี้เพื่ออะไรบ้าง


ค่าคะแนน


ตรวจสอบผลการเรียนวิชาพี่อย่างต่อเนื่อง


http://www.ais.org/coep และ http://www.vanderbilt.edu/coe/
แบบ สรุปข้อมูลที่ได้

ชื่อ ____________________________ วันที่ ____________________________ ผลการรวมเป้าหมาย

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ชื่อ………………………………………วันที่………………………………………เพศสุราปีกงาน………………

| ลำดับ | แผน | เบื้องต้น | ปรับปรุง | ผล | รวมผล | บรรณานุกรม | บรรณานุกรม
|-------|-----|-----------|--------|---|--------|-------------|-------------
|       |     |           |        |   |        |             |             |

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ภาคผนวก
โครงการพัฒนาอบรมวิชาชีพย่างต่อเนื่อง ๑
แบบฟอร์ม เทคนิคที่ใช้และการคิดตามผล

ชื่อ: ____________________________ วันที่: ____________ พฤศจิกายนปี__________

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### แนวทางการปฏิบัติการ

| ข้อ | ผลการเป้าหมาย | ผู้มีส่วนเกี่ยวข้อง | แหล่งข้อมูล
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<td>ข้อที่ 2</td>
<td>บูรณาการทรัพยากรบุคคล</td>
<td>ศูนย์自然而สุขภาพของบุคคล</td>
<td>หน่วยงานที่เกี่ยวข้อง</td>
</tr>
<tr>
<td>ข้อที่ 3</td>
<td>รักษาข้อมูลเป็นระลึก</td>
<td>- ระบบเก็บข้อมูล ABC</td>
<td>- ระบบติดตามผล</td>
</tr>
<tr>
<td>ข้อที่ 4</td>
<td>สอบถามข้อมูลผู้ป่วย</td>
<td>ใช้ข้อมูลที่ได้จากการสังเกตและการสื่อสารกับผู้ป่วย</td>
<td>หน่วยงานที่เกี่ยวข้อง</td>
</tr>
<tr>
<td>ข้อที่ 5</td>
<td>ติดตามผลการดำเนินการ</td>
<td>หน่วยงานที่เกี่ยวข้อง</td>
<td>แหล่งข้อมูลที่เกี่ยวข้อง</td>
</tr>
<tr>
<td>ข้อที่ 6</td>
<td>ควบคุมการปฏิบัติ</td>
<td>หน่วยงานที่เกี่ยวข้อง</td>
<td>แหล่งข้อมูลที่เกี่ยวข้อง</td>
</tr>
<tr>
<td>ข้อที่ 7</td>
<td>ประเมินผล</td>
<td>หน่วยงานที่เกี่ยวข้อง</td>
<td>แหล่งข้อมูลที่เกี่ยวข้อง</td>
</tr>
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### ข้อต้องปฏิบัติ

- ข้อที่ 1: เรียนรู้ข้อมูลขึ้นฐาน
- ข้อที่ 2: บูรณาการทรัพยากรบุคคล
- ข้อที่ 3: รักษาข้อมูลเป็นระลึก
- ข้อที่ 4: สอบถามข้อมูลผู้ป่วย
- ข้อที่ 5: ติดตามผลการดำเนินการ
- ข้อที่ 6: ควบคุมการปฏิบัติ
- ข้อที่ 7: ประเมินผล
การพัฒนาเครื่องมือพฤติกรรมของนักเรียนกับผู้ปกครอง

<table>
<thead>
<tr>
<th>สิ่งที่ควรปฏิบัติ</th>
<th>สิ่งที่ไม่ควรปฏิบัติ</th>
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</thead>
<tbody>
<tr>
<td>1. เรียนบทสนทนาด้วยการบอกความเป็นทั้งเสียงกับนักเรียน</td>
<td>1. เรียนบทสนทนาด้วยการบอกว่า “ตรวจสอบของท่านฝีมือความที่ไม่พึงประสงค์”</td>
</tr>
<tr>
<td>2. แจ้งผู้ปกครองทราบถึงเหตุผลของการพัฒนาอย่างนี้ให้นักเรียนช่วยเหลือนักเรียนด้วยกัน</td>
<td>2.บอกผู้ปกครองว่าขาดความรอบคอบและมุ่งมั่นของนักเรียนหรือผู้ที่ได้ผลจากที่นักเรียน</td>
</tr>
<tr>
<td>3. สอบถามผู้ปกครองว่ามีความเป็นทั้งเสียงหรือไม่</td>
<td>3.สอบถามผู้ปกครองว่าขาดความรอบคอบหรือไม่ อย่างไรก็ตามให้หาวิธีเป็นมาตรฐานของการเกิดพฤติกรรมที่ไม่พึงประสงค์</td>
</tr>
<tr>
<td>4. ถ้าเป็นไปได้ให้การสื่อสารให้กับผู้ปกครองถึงพฤติกรรมที่ไม่พึงประสงค์ของนักเรียนและให้การกระทำนี้มีการวางแผนสำหรับพฤติกรรมของนักเรียนแล้ว</td>
<td>4. แนะแนะนำผู้ปกครองจัดการกับสถานการณ์ที่ปาน</td>
</tr>
<tr>
<td>5. ถ้าเป็นไปได้ให้การสื่อสารกับผู้ปกครองถึงพฤติกรรมที่ไม่พึงประสงค์ของนักเรียน</td>
<td>5. ถ้าเป็นไปได้ให้การสื่อสารกับผู้ปกครองถึงพฤติกรรมที่ไม่พึงประสงค์ของนักเรียน</td>
</tr>
<tr>
<td>6. ให้ผู้ปกครองมีส่วนร่วมในการวางแผนสำหรับพฤติกรรมของนักเรียนและสามารถนำไปปฏิบัติได้กับนักเรียน</td>
<td>6. ให้ผู้ปกครองเข้ามีส่วนร่วมในการวางแผนสำหรับพฤติกรรมของนักเรียน</td>
</tr>
<tr>
<td>7. ชี้ให้ผู้ปกครองเห็นว่าความสำเร็จนั้นจะเกิดได้โดยขึ้นอยู่กับความร่วมมือที่มีส่วนร่วม ต่างกัน พร้อมทั้งขอความร่วมมือจากผู้ปกครอง</td>
<td>7. ไม่ต้องให้ความสำคัญของความร่วมมือของผู้ปกครองในการวางแผนสำหรับพฤติกรรมของนักเรียน</td>
</tr>
<tr>
<td>8. สอบถามให้ได้คือวิธีการวางแผนพฤติกรรม ที่จะช่วยสร้างเสริมทักษะทางด้านการสื่อสารในชั้นเรียน</td>
<td>ปรับปรุงจาก <a href="http://www.vanderbilt.edu/ocfe/">http://www.vanderbilt.edu/ocfe/</a> (the Center on the Social and Emotional Foundations for Early Learning, Vnderbilt University).</td>
</tr>
</tbody>
</table>

ภาคผนวก 12

อาจารย์ โคตรมาศ ชัยวันีย์ อาจารย์ติชัย
Cited and Follow-up sources


Center for Effective Collaboration and Practice at http://www.air.org/cecp (navigate to FBA Minicweb on left of home page to access useful resources).

Center on the Social and Emotional Foundations for Early learning at http://www.vanderbilt.edu/osaef/


Raising Children Network at http://raisingchildren.net.au/

Research and Training Centre on Family Support and Children’s Mental Health at http://www rtc.pdx.edu

Technical Assistance Center on Social Emotional Intervention for Young Children at http://www.challengingbehavior.org

The Program for Infant/Toddler Care website at http://www.pitc.org

Zero to Three website at http://www.zerosothree.org

Functional Behaviour Assessment


OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) at http://www.pbis.org

Rehabilitation Research and Training Centre on Positive Behavior Support at http://rtpcbs.tmihi.usf.edu/
Cited and follow-up sources

Family Supports

Social Supports including Social Stories
The Gray Center for Social Learning and Understanding at http://www.thegraycenter.org/

Center on the Social and Emotional Foundations for Early Learning at http://www.vanderbilt.edu/csefel/


Communication Supports including AAC
Center on the Social and Emotional Foundations for Early Learning at http://www.vanderbilt.edu/csefel/


For a range of additional websites in the area of positive behaviour supports go to the ECIPDP website at http://www.newcastle.edu.au/centre/sed/ecipdp/