

ABSTRACT

AN ASSESSMENT OF TREATMENT INTEGRITY IN TEACHER IMPLEMENTED INTERVENTIONS IN ELEMENTARY SCHOOL CLASSROOMS

The purpose of this study was to investigate the effects of treatment integrity feedback and student performance feedback on the degree with which teachers implement prereferral interventions as planned in the general education setting. Four teacher-student pairs from a local school district participated in this study. Consent was obtained from participating teachers, parents, and students. The researcher conducted the consultation with the teachers to develop academic interventions and monitored the interventions during the study. Three of the four teachers maintained high levels of integrity throughout the study. The fourth teacher's implementation rate dropped to 0% after a few weeks and did not increase immediately after the teacher was given graphs depicting the teacher's implementation rate and student's current progress. Therefore, the hypothesis that teachers would increase treatment implementation integrity when provided with implementation rate and student progress data was not supported. Implications for consultation and intervention design are discussed.

Karla Spain
August 2005