Texas Juvenile Justice Department
RESEARCH AGREEMENT

THIS IS AN AGREEMENT between the State of Texas represented by and through the **Texas Juvenile Justice Department** hereinafter called the "**Department**", and **Rachel Lively/Texas Woman's University** hereinafter called the "**Researcher**".

WHEREAS, the Researcher has submitted a written request and research proposal to the Department dated 7/28/2015 (signed) 9/1/2015 (submitted to TJJD) and

WHEREAS, the Department has determined that the written request and research proposal clearly specify the information and/or data sought and the research, evaluative, or statistical purposes for which the information and/or data will be used; and

WHEREAS, the Researcher is a person or entity authorized in Texas Family Code Section 58.0072 which may be granted access to juvenile justice information for research and statistical purposes;

The Department and the Researcher make the following agreements:

I.
Purpose.

The purpose of this Agreement is to delineate the terms and conditions of an authorized disclosure of confidential juvenile justice information collected and maintained for statistical and research purposes by the Texas Juvenile Justice Department pursuant to Texas Family Code Section 58.0072, in response to a request from **Rachel Lively/Texas Woman's University.**

II.
Confidentiality.

The Researcher hereby acknowledges the confidential nature of the information disclosed and agrees to hold and comply with each and every restriction and obligation set forth herein. The Researcher further acknowledges and agrees that the disclosure of information by the Department does not constitute a waiver of any applicable provisions or exceptions to disclosure under Chapter 58 of the Texas Family Code or Chapter 552 of the Government Code, the Public Information Act.

III.
Scope of Department's Release

The Department will supply to the Researcher the following items *All necessary data will be gathered by the researcher using the TJJD SAS Reports Index.*

SAS Report – Facility Specific Information - Secure Locations – Gainesville – Custom Report – Variables: Name/Age/Special Education

IV.
Statement of Data Security

The Researcher shall provide to the Department, in a separate written statement, a description of the administrative and physical precautions that will be taken to securely protect any data deemed confidential pursuant to this Agreement and applicable law. The Statement of Data Security is attached hereto and incorporated by reference as Attachment 1: EXHIBIT A.

V.
Obligations and General Responsibilities of the Researcher

5.1 The Researcher shall:

5.1.2 Use the information and/or data provided only for the research, evaluative or statistical purposes described in the written request and research proposal incorporated herein by reference as Attachment 2: Application for Expedited and Full Review;

5.1.3 Limit access to the information and/or data to those employees or associates of the Researcher or Texas Woman's University whose responsibilities cannot be accomplished without such access;

5.1.4 Replace any and all identifying information of any record subject with an alphanumeric or other appropriate code;

5.1.5 Immediately notify the Department of any material changes in the purposes or objectives of its proposed research or in the manner in which the information and/or data will be used;

5.1.6 Prohibit the disclosure of data in any form which identifies an individual, if applicable; and

5.1.7 Prohibit the disclosure, access, distribution, review, copying or duplication of information or data provided other than for the stated research, evaluative, or statistical purpose;

5.1.8 Secure a written agreement that contains a provision that restricts removal and portability of information and/or data by a student, faculty member, employee or associate after his or her affiliation, association or employment with an authorized entity, college or university has ended;

5.1.9 Provide a draft copy of the research report, article or publication prior to dissemination; and

5.1.10 Destroy any and all data files when the stated research, evaluative, or statistical purpose has been completed.

5.2 The Researcher shall not:

5.2.1 Disclose any of the information and/or data in a form which is identifiable to an individual in any project report or in any other manner whatsoever; and

5.2.2 Make copies of any of the information and or data provided other than that necessary for research, evaluative, or statistical purposes or directly or indirectly transfer, disseminate or disclose data files, electronic data, physical records or copies of any information to any person, firm, other business or governmental entity for any purpose without the Department's prior written consent;

5.3 In the event the Researcher deems it necessary, for the purposes consistent with this Agreement, to disclose the information and/or data to any other person or entity, including but not limited to student researchers, associates, collaborators, and/or subcontractors, the Researcher shall:

5.3.1 Secure the written agreement of any such person or entity to comply with all terms of this Agreement as if they were named herein;

5.3.2 Submit such written agreement to the Department with a request for its written consent;

5.3.3 Prohibit disclosure of any of the information and/or data until the Department has provided such written consent;

5.3.4 Notify the Department immediately upon discovery of any unauthorized use or disclosure or of any other breach of this Agreement by the Researcher's associates, collaborators, subcontractors or other persons, and will cooperate with the Department to regain possession and/or prevent its further unauthorized use or disclosure; and

5.3.5 Notify the Department immediately of any modification to the parties, providers or subcontractors using the data for the stated research project.

VI.
Department's Right to Monitor Research Activities

The Researcher further agrees that the Department has the right, at any time, to monitor, audit, and/or review the activities and policies of the **Rachel Lively/Texas Woman's University** (or any person or entity granted access to information and/or data under Section 5.3, above) in order to assure compliance with this Agreement. The Department reserves the right to review the Researcher's work, including but not limited to project findings and reports, prior to dissemination or publication.

VII.
Department's Right to Terminate

In the event the Researcher fails to comply with any term of this Agreement, the Department shall have the right to take such actions, as it deems appropriate including termination of this Agreement. If the Department terminates this Agreement, the Researcher (or any person or entity granted access to the information and/or data) shall return all information and/or data to the Department including all originals, copies, extracts, or other forms and/or formats. The confidentiality provisions contained herein shall survive upon termination of the Agreement.

VIII.
Hold Harmless

To the extent permitted by the Constitution and the laws of the state of Texas, the Researcher shall indemnify, defend, protect, and hold harmless the Department or any of its employees from any legal actions, claims, damages, or other liability arising as a result of disclosure by the Researcher of any information received pursuant to this Agreement or for acts by the Researcher which are libelous or slanderous or violate a right of confidentiality.

The Department makes no representations or warranties, express or implied, as to the accuracy and completeness of the information disclosed. The Researcher acknowledges and agrees that the Department shall not be responsible for the Researcher's reliance on the information and/or data provided.

IX.
Governing Law and Sanctions

This Agreement is being executed, delivered and performed in the State of Texas. The laws of the State of Texas shall govern the validity, construction, enforcement, and interpretation of this Agreement. In any legal action arising from this Agreement, the laws of the State of Texas shall apply and venue shall be in Travis County, Texas.

The Researcher further acknowledges and agrees that failure to comply with the terms of this Agreement, including any misuse or wrongful disclosure, may result in administrative or legal action and may subject the Researcher to civil or criminal penalties imposed by state or federal law.

X.
General.

This document constitutes the complete and final agreement between the Department and the Researcher. Any other oral or written agreements between the parties concerning the subject matter of this Agreement are of no force or effect after the effective date of this Agreement. No modifications or amendments to this Agreement are effective unless they are made in writing, signed by all parties, and expressly made a part of this Agreement. Neither this Agreement nor any duties or obligations herein shall be assignable by the Researcher without express, prior written approval from Department.

The parties hereto in their capacities as stated affix their signatures and bind themselves to the terms of this Agreement.

THE STATE OF TEXAS, Acting By and Through the Texas Juvenile Justice Department:

By: _____ Date: 10/14/15

David Reilly
Executive Director

The Researcher:

By: _____ Date 9.1.15

Rachel Lively/Texas Woman's University

EXHIBIT A

Statement of Data Security

The Researcher and University shall take the following administrative and physical precautions to securely protect any information or data collected under this Agreement or otherwise deemed confidential pursuant to this Agreement, federal law, or the laws of the State of Texas:

The following information is taken from the researcher's IRB Application as detailed on page 7.

- Written information collected for research purposes only will not be linked to identifying information.
- Identifying information from any of the participants will be kept separately from the forms on which they record their responses.
- Records will be linked to individuals only through a unique identifier and the information used to link records with identifying information will be kept in a securely locking filing cabinet located behind three locked doors. The researcher is the only individual with a key to the locking filing cabinet.
- References to names or other identifying information will be eliminated from any written transcript in preparation for data analysis.
- All documents will be securely shredded at the conclusion of the study. In accordance with Texas Juvenile Justice Department policy, all identifiable information will be placed in secure (locked) shedding bins. Shedding bins are removed from the building and shredded by an agency approved shredding company.

This Statement of Data Security is a binding part of the Research Agreement. The Researcher's or University's failure to comply with the precautions described herein may constitute a breach or default under the Research Agreement and entitle TJJD to seek any remedies for breach or default available under the Research Agreement or other law.

Researcher

Rachel Lively – Teacher/District ESL Coordinator
Printed Name and Title

9.1.15
Date

Texas Woman's University Institutional Review Board

Application for Expedited and Full Review

For office use only:

Protocol #: _____

Name of Principal Investigator (PI): Rachel Lively Phone: 940-372-3165

Status: ☐ faculty ☒ student ☐ staff ☐ other : _____ E-mail: lively.r@gmail.com

Department: Teacher Education/Special Education

Colleague ID# (this is the 7-digit # on your ID): 0578971

Title of Study: The Effects of Self-Monitoring on On-Task Behavior on Students with ADHD in a Secure Juvenile Facility

If the PI is a student, provide the following information for the faculty advisor:

Name of advisor: Dr. Diane Myers E-mail: dmyers1@twu.edu

TWU Department: Teacher Education/Special Education

Estimated beginning date of study: 8/24/2015 Estimated duration of study 11/20/2015

Campus (Denton, Dallas, or Houston) Denton Level of review: ☐ expedited ☒ full

Type of Project : (check all that apply) ☐ thesis ☒ professional paper ☐ dissertation ☐ class project ☐ faculty research ☐ pilot ☐ other ____

Has project has been submitted for funding (internal or external)? ☐ yes ☒ no
If yes, funding source: _____

Signatures:

Principal Investigator (PI): Signature certifies that the investigator has primary responsibility for all aspects of the research project.

Principal Investigator — Date: 7/28/15

Faculty Research Advisor (for student research only): Signature certifies that the faculty member has read, reviewed, and approved the content of the application and is responsible for the supervision of this research study.

Faculty Research Advisor — Date: 7/28/15

Academic Administrator: Signature certifies that the administrator has read, reviewed, and approved the content of the application.

Academic Administrator (Department Chair, Program Director, or Associate Dean) — Date: 7/28/015

METHODOLOGY

Please refer to instructions when completing this form. The application must be typed using a font no smaller than 11-point.

1. Describe the purpose of study, including research questions and/or hypotheses.

While ADHD is prevalent among students in juvenile justice facilities, little research exists on the use of self-monitoring with this population. Much of the limited research regarding students in secure facilities focuses on academic interventions in reading and math, little research exists on the use of self-monitoring with this population. Can self-monitoring improve on-task behavior in students in a secure juvenile facility? The proposed study will illustrate the effects of a self-monitoring intervention on the on-task behavior of students with ADHD in a secure juvenile facility. The hypothesis is that the introduction of self-monitoring techniques will increase on-task behavior of students with ADHD in a secure juvenile facility. Furthermore, self-monitoring techniques will continue without the need for auditory prompting. Results of this study will expand the literature on ADHD by suggesting self-monitoring as a potential intervention to reduce the symptoms of ADHD. In addition, this study differs from previous studies evaluating self-monitoring on students with ADHD by targeting students in secure juvenile facilities.

2. Participant Information:

a. Description of participants in study:

Five adjudicated high school students will participate in the study. The north Texas juvenile justice facility's school includes approximately 256 male students in grades nine through twelve. The school's population is 42% Hispanic, 38% African American, 19% Caucasian, >1% Native American, and >1% other. Approximately 10% of the population is Limited English Proficient (LEP) and 34% of the population receives special education services. Core-curriculum, general education class sizes range from 12 to 18 students with one certified teacher of record providing instruction. To be eligible for the study, students must (a) fall within the 14.0-18.5 year-old age range, (b) receive special education services for ADHD, and (c) have a documented history of inattention, impulsivity, and hyperactivity. The diagnostician will compile a list of students that meet the stated eligibility criteria. Using this list, the diagnostician, assistant principal, and behavior coach select five students assigned to the designated English class. Each of the five students is in different class periods. If more than one student from each class period meets eligibility criteria, the selection team will use the total number of behavior reports issued during that class for off-task behavior.

b. Approximate number of participants: 5

c. Vulnerable populations as participants (check all that apply):

Prisoners ..... ☒
Pregnant women ..... ☐
Fetuses / neonates ..... ☐
Minors ..... ☒

NOTE: Researchers must comply with the federal mandate to report child abuse. See instructions for details.

d. Age (or age range) of participants: 14.0-18.5

Provide the rationale for inclusion/exclusion on the basis of age:

The location of the proposed study provides educational services to students between 14.0 and 18.11 years of age. In order to ensure a student is present throughout the study, student over 18.5 are excluded.

e. Sex of participants ..... ☒Male ☐ Female ☐ Both

Provide the rationale for inclusion/exclusion on the basis of sex:

The location of the student only houses male offenders.

f. Participants will be excluded based on ethnicity: ..... ☐Yes ☒ No

If yes, provide a description of the exclusion criteria and the rationale for using these criteria:

g. List and provide rationale for any other inclusion/exclusion criteria:

To be eligible for the study, students must (a) fall within the 14.0-18.5 year-old age range, (b) receive special education services for ADHD, and (c) have a documented history of inattention, impulsivity, and hyperactivity. Participants will be excluded if they are unable to attend regularly scheduled classes due to an increased security placement and/or if facility/placement transfer is less than six months from the study start date.

3. Describe the participant recruitment process in detail. Make sure that you attach any recruitment materials or scripts in the attachment section.

Participants will be recruited from a designated general education English I-IV classroom located in a secure juvenile facility in North Texas. The diagnostician will compile a list of students that meet the stated eligibility criteria. Using this list, the diagnostician, assistant principal, and behavior coach select five students assigned to the designated English class. Each of the five students is in different class periods. If more than one student from each class period meets eligibility criteria, the selection team will use the total number of behavior reports issued during that class for off-task behavior. The special education clerk will send a parental consent letter to parents/guardians of potential participants. If parental consent is given, the researcher will gain written assent from participating students. (The parental consent form is attached.)

4. Research Procedures:

a. Describe in detail the research procedures:

The current study will use a multiple baseline design across subjects to determine if there is a functional relationship between self-monitoring and the on-task behavior of students with ADHD. On-task behavior occurs when a student is doing any or all of the following: (a) sitting in his seat, (b) facing the teacher if the teacher is speaking, (c) directing his attention to an object or area of the room indicated by the teacher, (d) looking at work on his desk, (e) quiet unless asking a relevant question or responding to a teacher question, and (f) following classroom expectations (i.e., keeping his hands to himself and on his own materials, raising his hand to

contribute to the class or answer a question, and taking out needed materials and assignments as directed). Non-examples of on-task behavior include sleeping, talking to peers unless directed to do so by the teacher, looking at the clock or other unrelated material for >5 s, and talking to himself. Prior to the implementation of the intervention, the classroom teacher involved in the study will receive a 1-hr training on the implementation and rationale for the intervention. The training session will take place at 11:00 A.M. on October 9, 2015. During the session, the principal investigator will discuss the operational definition of on-task behavior, demonstrate examples and non-examples of on-task behavior, and provide the teacher with copies of all training material, self-monitoring sheets, and online tools needed for implementation of the intervention. The classroom teacher will train the participants during their regularly scheduled English class period. Student training will last 55-min. During the teacher-led training, the teacher will discuss the definition of on-task behavior, demonstrate examples and non-examples of on-task behavior, and provide students with a self-monitoring sheet. The teacher will introduce the auditory prompts to the class, explaining that when students hear the prompt, they are to assess their behavior in accordance with the previously defined description of on-task behavior. Students will use the self-monitoring sheet to record "+" if they are on-task and "-" if not on-task. The students will practice self-monitoring before the end of the training session. Selected participants will be current students assigned to the designated general education English I-IV class in the secure facility.

Two observers will record the intervals of on-task behavior as defined above. Both observers are current employees of the secure juvenile facility and completed all training required by agency policy. The researcher will conduct two 1-hr training sessions with the observers. Session 1 will take place on October 8, 2015 at 9:15 A.M. The second session will take place at the same time on the following day. The training will involve the implementation and rationale for the intervention. The researcher will discuss the operational definition of on-task behavior, demonstrate examples and non-examples of on-task behavior, and provide data collection sheets. During the second training, observers will practice recording the target behavior in a predetermined classroom. Observers must achieve 95% accuracy during the practice observations before collecting data for the actual study. Interobserver agreement will take place for 100% of the observational sessions for all students. Two trained observers will independently collect data. The researcher will determine the percentage of agreement by dividing the number of agreements by the number of agreements added to the number of disagreements and multiplying the result by 100. If the agreement percentage falls below 80%, observer retraining will occur. Observers will collect baseline and intervention data for all students during each student's 55-min English period using 10 s whole interval recording; data collectors will mark "+" if the student is on-task for the duration of a 10 s interval and "-" if the participant is not on-task at any point during the interval. The principal investigator will compute the percentage of on-task behavior of each student by dividing the total number of intervals into the number of intervals in which the student displayed on-task behavior as previously defined and multiplying by 100. In order to support conclusions concerning the connection between the intervention and the outcome of the study, the principal investigator will monitor intervention and procedural fidelity. The principal instigator will calculate procedural fidelity using a checklist and collect data during the teacher-led training session of self-monitoring to determine if the teacher performed each step (i.e., providing a rationale for the intervention, demonstrating examples and non-examples of the target behavior, and defining the target behavior as given by the researcher). The principal instigator will also calculate intervention fidelity by conducting randomized fidelity checks during each phase of the intervention and will determine fidelity by dividing the number of procedures completed by the number of procedures possible and multiplying by 100. Observations will take place five days a week during five different English class periods. All five participants will commit to one 55-

min training session taking place during the participants' regular English class periods. Each participant will also commit to 30 class periods/days of self-monitoring from baseline (October 13, 2015) to the conclusion of phase five (November 23, 2015) plus two additional class periods/days for follow-up probes (December 4 and 11) where the participants are observed but not prompted. Based on the each participant's class schedule, class period commitment will fall during one of the following time sets: (AM) 7:20-8:15, 8:25-9:20, 9:30-10:25, 10:35-11:30, and (PM) 1:05-2:00.

During baseline, students will participate in classroom activities per the daily classroom routine. Baseline data collected on all five participants will occur concurrently until a minimum of three data points are established in which the student engages in on-task behavior for a cumulative total of 45 min of the 55 min observation period. Baseline data collection will begin at 7:20 A.M. on October 13, 2015 in room 124 of the educational building. Once a stable baseline is established, the intervention will begin for the first randomly selected participant. Baseline data collection will continue for the other participants. During the staggered intervention phase, participants will experience a progressive reduction in self-monitoring cues as data collection progresses. When the first student's intervention data show a stabilized change in trend or level (across at least three data points), the intervention phase will begin for the second student. This pattern will repeat for the remaining students until all have received the intervention. For this study, the self-monitoring intervention consists of five phases. Each phase will use an online interval timer that provides an auditory cue for each set interval. During Phase 1, the auditory cue chimes every 3 min. When the participant hears the chime, he will record "+" or "-" on the self-monitoring sheet which asks the student "Was I on task" (there are 18 opportunities to record an answer on the self-monitoring sheet, which covers the duration of the 55 min observation period). The classroom teacher will provide participants with the self-monitoring sheets at the beginning of each class period. At the end of the period, the teacher will collect all self-monitoring sheets. At the end of each school day, the principal investigator will collect all self-monitoring sheets and observations forms from the classroom teacher and the two observers. Phase 1 intervals continue until data are stabilized for the first randomly selected participant. During Phase 2, the auditory cues decrease from 3 min intervals to 6 min intervals. Phases 3 and 4 further reduce the number of the auditory prompts provided to every 9 min in Phase 3 and every 12 min in Phase 4. After Phase 4 data collection is complete, the students will move into a follow-up phase, during which no auditory cues are present; however, students will have access to the self-monitoring sheet and data collection will continue. The decision to move a student from one phase to the next will be made according to baseline procedures; before moving to the next intervention phase, a student will engage in on-task behavior for a cumulative total of 45 min of the 55 min observation period. The researcher will use a follow-up questionnaire to assess the social validity of self-monitoring. All students and the classroom teacher will respond to the questionnaire upon completion of Phase 5. Participants will be asked whether self-monitoring was difficult or easy to use, if they started using self-monitoring in other classes, if grades improved, whether attitudes toward classwork changed, and if self-monitoring helped increase on-task behavior. Participants will be allowed to provide any additional comments pertaining to the study. Participants may also request the results of the study. Approximately one week after the completion of the study, participants will complete a similar questionnaire. The researcher will use this follow-up questionnaire in conjunction with follow-up probes of students' on-task behavior to assess the sustainability and maintenance of self-monitoring on on-task behavior on students with ADHD in secure facilities.

b. Is video recording a part of the study? ☐Yes ☒ No

With sound ☐ Without sound ☐

c. Is audio recording a part of the study? ☐Yes ☒ No
If you answered "yes" to question #4a or 4b, describe the purpose of the recording and who will have access to these recordings.

d. Is internet / email a part of the study? ☐Yes ☒ No
If you answered "yes" to question #4c, describe how the internet and/or email will be used.

5. What is the time commitment for the participants? Include the number of sessions, maximum time commitment per session, and the maximum cumulative time commitment.

All five participants will commit to one 55-min training session taking place during the participants' regular English class periods. Each participant will also commit to 30 class periods/days of self-monitoring from baseline (October 13, 2015) to the conclusion of phase five (November 23, 2015) plus two additional class periods/days for follow-up probes (December 4 and 11) where the participants are observed but not prompted. Based on the each participant's class schedule, class period/day commitment will fall during one of the following time sets: (AM) 7:20-8:15, 8:25-9:20, 9:30-10:25, 10:35-11:30, and (PM) 1:05-2:00.

6. Site / location of the study.

a. Will participants be affiliated with a specific non-TWU agency, institution, or organization? ☒ **Yes** ☐ **No**

If yes:

Name of the site(s)?

Gainesville State School – Texas Juvenile Justice Department

*Affiliation of the **principal investigator** to this site(s)?*

Employee – Teacher/Administrator
Principal investigator is not the teacher of record for any of the potential participants.

*Affiliation of the **participants** to this site(s)?*

Students (Incarcerated Youth)
Observers
Two observers will be current employees of the secure juvenile facility and complete all training required by agency policy. Observers will be employees assigned to education during the standard school day. The researcher will conduct two 1-hr training sessions with the observers.

Agency approval letters are required by the IRB before data can be collected at a site. If you answered "yes" to 6a, attach the signed agency approval letter on letterhead from each agency. If agency approval cannot be obtained prior to submitting the IRB application, explain here.

The agency (Texas Juvenile Justice Department) requires TWU IRB approval before granting approval.

b. Describe the setting of the study (i.e. physical location, surroundings, privacy aspects, etc.)

The study will take place in a single general education classroom in the Education Building of a North Texas secure juvenile facility. The English I-IV classroom is located on the first floor of the south hallway, room 124. There are four additional English I-IV/Speech classrooms and a student library on the same hall. Two trained observers, also facility employees, will collect data using forms without student names and other students, teachers, and correctional officers will not be informed about the process. The intervention implementation and data collection will take place in a single location throughout the duration of the study.

POTENTIAL RISKS AND PROTECTION OF PARTICIPANTS

7. Explain the potential risks to the human participants involved in this research. All risks must be identified and listed on the consent form (if applicable).

RISK	STEPS TO MINIMIZE RISK
Loss of Confidentiality	Written information collected for research purposes only will not be linked to identifying information. Identifying information from any of the participants will be kept separately from the forms on which they record their responses. Records will be linked to individuals only through a unique identifier and the information used to link records with identifying information will be kept in a securely locking filing cabinet located behind three locked doors. The researcher is the only individual with a key to the locking filing cabinet. References to names or other identifying information will be eliminated from any written transcript in preparation for data analysis. All documents will be securely shredded at the conclusion of the study. In accordance with Texas Juvenile Justice Department policy, all identifiable information will be placed in secure (locked) shedding bins. Shedding bins are removed from the building and shredded on site by Iron Mountain®.
RISK	STEPS TO MINIMIZE RISK

Loss of Time	All observations and data collection take place during regularly scheduled school days and class periods. Participants may take breaks at any time or withdraw from the study without question or penalty. The researchers will make sure that participants, observers, and the classroom teacher are fully trained and prepared so that no additional time is taken from participants.
RISK	STEPS TO MINIMIZE RISK
Emotional Discomfort	Some students dislike being observed. Employees with whom the participants are familiar will conduct all observations and data collection. Participants may take breaks at any time or withdraw from the study without question or penalty. Written information collected for research purposes only will not become part of participants' educational records.
RISK	STEPS TO MINIMIZE RISK
Coercion	Participation is strictly voluntary. The principal investigator is not the teacher of record for any of the participants. Participants may take breaks or withdraw from the study at any time without question or penalty. Participants will not be academically penalized for declining research participation nor receive academic credit for participation. Participants will not receive any correctional consequences for declining research participation nor receive privileges for participation.

(Use continuation pages if necessary)

8. **Will participants be told about the intent of the study prior to participating? ..☒ Yes ☐ No**
   If "no," provide an explanation of why deception is necessary and the debriefing method to be used to fully inform the participants of the study's intent.

9. **Explain when and how the participants will be given the opportunity to ask questions.**

Parent permission/consent letters indicate that parents of participants have the opportunity to ask questions at any time during the study. Parents/Guardians will be given the opportunity to receive the results at the conclusion of the study by completing the results request section of the parental consent form. Contact information is provided in the consent letter: email and phone number. Participants have the opportunity to ask questions during the 55-min training session. The classroom teacher will provide a copy of a participant agreement form that addresses details about the study (i.e. the purpose of the study, rationale for the intervention, and intervention procedures). During the training session participants are given time to ask questions that the trainer will address at that time.

10. Identifiable Data

Outline the steps to ensure the confidentiality of identifiable data. Identifiable data includes documents, audio and video recordings, electronic data, and blood or other human specimens.

a. Explain what identifiable data, if any, will be collected.

Participant Information: Age, grade, and disability category will be collected.
Documents/Forms: Parent consent letters, student self-monitoring sheets, student/teacher surveys, and observation data forms will be collected throughout the study.

b. Where will identifiable data be stored? (Specify precise location, preferably in a locked file cabinet with limited access.)

All identifiable information will be stored in a located filing cabinet behind three locking doors. Only the researcher has access to the locking filing cabinet. A confidentiality notice will be placed on the cabinet.

c. Give the date that identifiable data will be destroyed (mm/dd/yy). If identifiable data will be stored for an indefinite period of time, please explain.

12/31/2015

d. Identify specific ways that identifiable data will be destroyed at the end of this period of time.

In accordance with Texas Juvenile Justice Department policy, all identifiable information will be placed in secure (locked) shedding bins. Shedding bins are removed from the building and shredded on site by Iron Mountain®.

e. Because the academic component of TWU is classified as a non-covered HIPAA entity, identifiable health or health-related data cannot be transmitted electronically. You must be able to answer "no" to at least one of the following questions in order for your study to be approved.

Does this research involve health or health-related data? ..... ☐ Yes ☒ No
If yes, are the data identifiable? ..... ☐ Yes ☒ No
If yes, will data be transmitted electronically? ..... ☐ Yes ☒ No

BENEFITS/REMUNERATION

11. **What will the participant receive for taking part in the study** (*i.e., financial remuneration, free services, access to information, and access to an intervention)*? *If there are none, state below that there are no direct benefits to the participant.*

Participants gain access to an intervention that may improve academic performance and on-task behavior.

12. **What are the generalizable benefits of this study? *(e.g., contribution to knowledge in field).***

The results of this study will contribute to the body of knowledge concerning the education in juvenile justice. Another benefit includes assisting administrators to develop a curriculum designed for students in the juvenile justice system. Special education professionals can use the results of this study to better serve students with Attention Deficit/Hyperactivity Disorder and provide professional development opportunities to educational personnel.

13. **Explain when and how the participants will be provided with the results of the study.**

The researcher will provide a written summary of results to those who request it in their consent form. The special education clerk will mail a summary of the results to parents/guardians that completed the results request section of the parental consent form.

INFORMED CONSENT PROCEDURES

14. Written Informed Consent

a. Explain the PROCESS you will use to obtain informed consent.

After the educational diagnostician, assistant principal, and behavior coach select participants based on the inclusion and exclusion criteria, the special education clerk will send a parental consent letter to parents/guardians of potential participants. Consent forms will be mailed to parents/guardians in sealed envelope with a return envelope and stamp included. If parental consent is given, the researcher will get written assent from participating students.

b. Unless there are unusual circumstances, investigators are required to document informed consent by obtaining the participant's signature (or the signature of their parent or guardian) on a written consent form. Explain when and how that signature will be obtained. Explain where the signed consent forms will be stored (specify precise location, preferably in a locked file cabinet with limited access), how long the signed consent forms will be kept, and identify specific ways that the signed consent forms will be destroyed at the end of this period. Note that a copy of the signed consent forms will need to be placed on file with the IRB when the study file is closed.

Parental consent forms will be mailed the week of September 28, 2015. Once written consent is granted, a copy of the parental consent form will be placed on file with the IRB. The original will be placed in a locked filing cabinet located behind three locked doors. The researcher is the only individual with access to the locked cabinet. All consent forms will be shredded on 12/31/15. In accordance with Texas Juvenile Justice Department policy, all identifiable information will be placed in secure (locked) shedding bins. Shedding bins are removed from the building and shredded on site by Iron Mountain®.

c. If you will not use a written consent form, provide a detailed rationale and explain how informed consent will be obtained

n/a

RESEARCH TEAM MEMBERS

15. Provide a list of all research team members other than the investigator and faculty advisor.

A current **human subjects** training certificate (less than 3 years old) must be on file for the investigator, advisor, and all research team members before an approval letter will be sent. These training certificates may be sent directly to the IRB separately or attached to this application in the attachment section. If a current training certificate is already on file with the IRB, there is no need to attach another copy.

Name TWU 7-digit Colleague ID # (if applicable) Email Address: TWU Department or Name of Other Institution Role on Project	

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Name TWU 7-digit Colleague ID # (if applicable) Email Address: TWU Department or Name of Other Institution Role on Project	

(Attach additional sheets if necessary)

ATTACHMENTS

16. List and describe all attachments (Include forms, scripts, flyers, consent forms, agency approval letters, human subjects training certificates, signed confidentiality agreement forms, referral lists, surveys, questionnaires, or any other instrument used in the study.) Attachments should be listed below in the same order in which they are attached.

Parent Consent to Participate in Research - A Parental Consent Form is a written document that explains to the parent/guardian of the potential participant the rationale and procedure of the study. The form also lists any risks and benefits associated with participation in the study.

CITI Training Form – Collaborative Institutional Training Initiative (CITI): Social & Behavioral Research – Basic/Refresher Curriculum Competition Report for Dr. Diane Myers and Rachel Lively

SUBMISSION INSTRUCTIONS

The application should be submitted to the appropriate campus IRB.

Denton and Dallas

Mail the signed original to the address below. If electronic submission is preferred, combine all parts of application into single .pdf document and email to irb@twu.edu. If the application is submitted electronically as a fully signed .pdf, the original copy is not required.

TWU's Office of Research & Sponsored Programs
Institutional Review Board
PO Box 425619
Denton, TX 76204-5619

Applications may also be hand delivered to the Denton campus ACT 7th floor or the Dallas campus Office of Research IHSD 8th floor.

Houston

All parts of the application (including the signed cover page and appendices in order) should be combined into one single .pdf or Word document and emailed to irb-houston@twu.edu. The original copy is not required. If you have any difficulty with preparing a .pdf file, please contact the Houston Office of Research via email for assistance.

RESPONSE TIMES

Upon receipt of the application, the investigator will receive an email notifying them that the application has been received, the level of review that the application has been assigned, and the protocol number that has been assigned. Applicants can expect to receive a response from the IRB regarding the review within three weeks for an expedited application and within two weeks from the date of the meeting for a full review application. Note that these times are estimates and additional time may be required during certain times of the academic calendar such as summer, semester breaks, and Holidays.

TEXAS WOMAN'S UNIVERSITY
PARENT CONSENT TO PARTICIPATE IN RESEARCH

Title: The Effects of Self-Monitoring on On-Task Behavior on Students with ADHD in a Secure Juvenile Facility

Investigator: Rachel Lively.....rachel.lively@tjjd.texas.gov 940/665/0701
Advisor: Diane Myers, PhD ..... dmyers1@twu.edu 940/898-2246

Explanation and Purpose of the Research

The purpose of the study is to find out the effects of self-monitoring on on-task on students with Attention Deficit/Hyperactivity Disorder (ADHD). Children who take part will gain access to an educational intervention tool that may improve their academic levels. The researcher also hopes to gain knowledge that may help other children learn more about how self-monitoring increases on-task behavior.

Description of Procedures

If you allow your child to take part, your child will be asked to use self-monitoring skills in conjunction with classroom assignments. The researcher will track student records and ask your child to do this activity daily. This activity will take place during English class, but will not interfere with academic instruction.

Potential Risks

The research is not expected to cause any harm or discomfort. Your child can quit at any time and your child's grade will not be affected if my child decides to stop taking part. Any information collected about your child will be held confidential unless otherwise required by law. Your child's identity will be coded, and all data will be kept in a secured location.

Participation and Benefits

You do not have to allow your child to be in this study. Your child can stop taking part at any time without giving any reason, and without penalty. You can ask to have the information related to your child removed from the research records or destroyed.

Questions Regarding the Study

If you have any questions about the research study you should ask the researchers; their phone numbers are at the top of this form. If you have questions about your rights as a parent in this research or the way this study has been conducted, you may contact the Texas Woman's University Office of Research and Sponsored Programs at 940-898-3378 or via e-mail at IRB@twu.edu.

_____ _____
Signature of Parent/Guardian of the Minor Participant Date

*I would like to receive the results of this study in the mail. YES NO
(circle selection)

_____ _____
Signature of Student Participant Date

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)

SOCIAL AND BEHAVIORAL RESPONSIBLE CONDUCT OF RESEARCH CURRICULUM COMPLETION REPORT

Printed on 07/13/2014

LEARNER	Diane Myers (ID: 4198944)
DEPARTMENT	Teacher Education
EMAIL	dmyers1@twu.edu
INSTITUTION	Texas Woman's University
EXPIRATION DATE	

SOCIAL AND BEHAVIORAL RESPONSIBLE CONDUCT OF RESEARCH : This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

COURSE/STAGE:	RCR/1
PASSED ON:	07/13/2014
REFERENCE ID:	13467878

REQUIRED MODULES	**DATE COMPLETED**	**SCORE**
Responsible Conduct of Research (RCR) Course Introduction	07/13/14	No Quiz
Research Misconduct (RCR-SBE)	07/13/14	5/5 (100%)
Data Management (RCR-SBE)	07/13/14	5/5 (100%)
Authorship (RCR-SBE)	07/13/14	5/5 (100%)
Peer Review (RCR-SBE)	07/13/14	5/5 (100%)
Mentoring (RCR-Interdisciplinary)	07/13/14	5/5 (100%)
Conflicts of Interest (RCR-SBE)	07/13/14	5/5 (100%)
Collaborative Research (RCR-SBE)	07/13/14	5/5 (100%)
ELECTIVE MODULES	**DATE COMPLETED**	**SCORE**
What Is Responsible Peer Review (RCR-SBE)	07/13/14	2/4 (50%)

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Progam course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COURSEWORK REQUIREMENTS REPORT*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Rachel Lively (ID: 4863595)
- **Email:** cabinet_mouse@twu.edu
- **Institution Affiliation:** Texas Woman's University (ID: 1959)
- **Institution Unit:** Special Education

- **Curriculum Group:** Social & Behavioral Research - Basic/Refresher
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** Choose this group to satisfy CITI training requirements for investigators and staff involved primarily in Social/Behavioral Research with human subjects.

- **Report ID:** 16217348
- **Completion Date:** 06/04/2015
- **Expiration Date:** 06/03/2018
- **Minimum Passing:** 80
- **Reported Score*:** 100

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Texas Woman's University Institutional Page (ID:14186)	06/02/15	No Quiz
Recognizing and Reporting Unanticipated Problems Involving Risks to Subjects or Others in Biomedical Research (ID:14777)	06/02/15	5/5 (100%)
Belmont Report and CITI Course Introduction (ID:1127)	06/03/15	3/3 (100%)
Students in Research (ID:1321)	06/03/15	10/10 (100%)
History and Ethical Principles - SBE (ID:490)	06/03/15	5/5 (100%)
Defining Research with Human Subjects - SBE (ID:491)	06/03/15	5/5 (100%)
The Federal Regulations - SBE (ID:502)	06/03/15	5/5 (100%)
Assessing Risk - SBE (ID:503)	06/03/15	5/5 (100%)
Informed Consent - SBE (ID:504)	06/03/15	5/5 (100%)
Privacy and Confidentiality - SBE (ID:505)	06/03/15	5/5 (100%)
Research with Prisoners - SBE (ID:506)	06/04/15	5/5 (100%)
Research with Children - SBE (ID:507)	06/04/15	5/5 (100%)
Research in Public Elementary and Secondary Schools - SBE (ID:508)	06/04/15	5/5 (100%)
International Research - SBE (ID:509)	06/04/15	5/5 (100%)
Internet-Based Research - SBE (ID:510)	06/04/15	5/5 (100%)
Vulnerable Subjects - Research Involving Workers/Employees (ID:483)	06/04/15	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects (ID:488)	06/04/15	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
Email: citisupport@miami.edu
Phone: 305-243-7970
Web: https://www.citiprogram.org