IRB Synopsis of Proposal

A Comparison of Video Self-Modeling and Video Priming to Increase Appropriate Behaviors In A Student with FXS

1. The participant for this study is a nine-year-old male with Fragile X Syndrome that is enrolled in public school in Austin, Texas.
2. This student was chosen as a potential subject because of specific behaviors he displays in public situations and his disability. A letter of consent will be given to the potential participant’s parents by the researcher. The letter of consent will include information such as purpose of the study, definitions of terminology and potential risks and benefits. A copy of the signed consent letter will be given to the parents. The researcher and researcher’s professor will have access to the original consent letter.
3. Description of study design:

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| Design: | This study will be an alternating treatments design comparing video self-modeling and video priming across natural environment settings. |
| Purpose: | The purpose of this study is to compare video self-modeling and video priming to increase appropriate behavior (listening to adult, hands to self, quiet voice) in natural environment settings in a nine-year-old male with FXS. |
| Interventions: | The video priming intervention will include a video of clips of the natural environment setting without the student present. The video will show all steps of tasks related to that specific environment. This video will be shown to the student by the researcher right before entering that specific setting. There will be no researcher commenting during the video. One video per setting will be shown.  The video self-modeling intervention will include a video of the student himself engaged in appropriate behavior in each of the settings. One video per setting will be shown right before going into the designated setting. The video will be approximately five minutes in length. Each session will include a teacher-student discussion after the video, along with positive reinforcement.  Both interventions will include positive reinforcement in the form of verbal praise by the researcher during sessions at a variable ratio to be determined after adequate baseline data is collected. The interventions will be alternated each session until a clear successful intervention is determined. |
| Procedures: | The researcher will take the student to at least two of three natural environment settings (a pizza restaurant, a bowling alley, and Target) per session. During baseline, the researcher will record frequency and duration data on appropriate (listening to adult, hands to self, quiet voice) and inappropriate behaviors (hitting, yelling/ verbal defiance at adult, crying/tantrumming). Baseline will continue until a minimum of three data points are collected, and a stable baseline has occurred. After baseline, intervention by alternating treatments will begin. Data collection procedures will continue. Reliability data will be obtained for a minimum of 30% of sessions. If a clear functional relationship between one intervention and the target behaviors exists, then the other intervention will be discontinued. At least two maintenance and generalization probes across people and settings will be conducted. Intervention will take place for a minimum of one month, with a minimum of two sessions per week. |

1. No study is without risk. However, the risks for this study are relatively low. Because a study of this type has not been conducted before on individuals with FXS in the natural environment, there is a possibility that neither intervention will be effective in reducing inappropriate behaviors. Another potential risk is that the family may feel uncomfortable about having their child videotaped. Also, the family may feel uncomfortable with intervention taking place in public settings. Because of these possible risks, the discontinuation of the intervention may occur at any time.
2. If for any reason these interventions demonstrate ineffectiveness, they will be terminated. Confidentiality will be maintained throughout this study. Only my professor, the second observer needed for reliability data and myself (the researcher) will have access to any information, including data and consent form, for this study. The second observer chosen for reliability data will sign a confidentiality notice. If there is a possibility of publication of this study, the participant will be de-identified. All data will be kept in a locked cabinet in the researcher’s home. Copies of treatment will be given to parents at their request. All videos will be destroyed upon completion of intervention.
3. There are several possible benefits to be gained by conducting this study. There is a possibility that the participant’s behavior will improve greatly throughout a variety of public settings. This will benefit the child as well as the rest of the family members, because the quality of family outings will improve. Also, there is a possibility that appropriate behaviors will generalize to other environments and people, such as the school setting and outings with peers. Another benefit is the extension of research on young males with FXS. This study may inspire other researchers to expand or replicate this design to help other families affecting by FXS.
4. There will be no compensation to be offered to the participant.
5. This study’s benefits far outweigh the potential risks.
6. No approval letters are needed for this study.
7. I am a graduate student at Texas State University. I am currently enrolled in the Single Subject Design course taught by Dr. Amanda Boutot. I created this proposal in hopes of carrying out research for this course’s requirements.
8. My professor has approved this study. Please see attached approval note.
9. This proposed study has not been reviewed by another IRB committee.
10. The parents of the participant, my professor and myself will have access to the results of this study. If the results are published, all participant information will be de-identified.