

## Content Validation

Content validity is a term typically used in the development of scales measuring latent variables and is defined as the degree to which items in a scale measure the construct of interest (O’Leary-Kelly & Vokurka, 1998). Although there are no content validity measures for case vignette or script development, content validity indexes (CVIs) are recommended when evaluating features of vignettes and simulated cases used in teaching and research (Randhawa et al., 2015; Rodrigues et al., 2017; St. Marie et al., 2020). Dimensions rated in CVIs can include but are not limited to the plausibility of scenarios, clarity of information, and relevance of information to constructs of interest (Randhawa et al., 2015; St. Marie et al., 2020).

First, initial case scripts addressing all questions on the CFI-I were created by the first author from content and case studies found in Connors and Capell’s (2020) *Multiculturalism and Diversity in Applied Behavior Analysis*. Initial case scripts were reviewed by dissertation committee members. Next, the three identified experts with experience in culturally responsive practices and assessment used a three-point CVI scale (1 = *Not at all True*, 2 = *Somewhat True*, 3 = *Very True*) to rate case scripts (Randhawa et al., 2015). Experts rated each script for clarity (defined as containing information that is understandable), relevance (defined as containing information relevant to the questions of the CFI-I), and completeness (defined as containing sufficient information to address each question of the CFI-I). A rating of 1 indicated that the case script was not clear or did not contain appropriate or enough information to address the questions on the CFI-I. A rating of 3 indicated that the script was clear and contained appropriate and enough information to address each question on the CFI-I. A CVI score for each script was calculated by averaging the ratings for clarity, relevance, and completeness (St. Marie et al., 2020). Guidelines established by Rodrigues and colleagues (2017) were used to interpret CVI

scores: 0.80 to 1.0 indicate acceptable content validity and scores below 0.80 indicate need for revisions. Experts rated each case script at a 1.0, indicating acceptable content validity across domains.

### **Additional Results from the Social Validity Measure**

Following training, 83% of participants in the BST group reported that they “Agreed” that they were “knowledgeable about the intervention procedures for this tool” (Item 6). However, only 43% of participants in the self-training group indicated that they felt knowledgeable about intervention procedures for the tool, despite 87% reporting that they “understood the procedures of the tool” (Item 25). In addition, 65% of participants in the self-training condition reported that they felt they would require additional professional development to use the CFI-I, whereas only 17% of participants in the BST group felt they would require additional training to use the CFI-I.

Additional items on the URP-IR (Briesch et al., 2013) asked participants to report on their perception of the CFI-I. On average participants in the BST condition “Somewhat Agreed” that the CFI-I acceptable ( $M = 4.85$ ;  $SD = 1.06$ ) and “Agreed” it would be feasible to deliver ( $M = 5.16$ ;  $SD = 0.91$ ). In comparison, participants in the self-training condition also “Somewhat Agreed” that the CFI-I was acceptable ( $M = 4.71$ ;  $SD = 0.99$ ) but only “Somewhat Agreed” that it would be feasible to deliver ( $M = 4.79$ ;  $SD = 0.95$ ). While 91% of participants in BST training indicated that they would be interested in using the CFI-I in their practice, whereas 83% of those in the self-training indicated they would be interested in using it in the future.

| Cultural Formulation Interview- Informant Version adapted for schools                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction for the Informant</b>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                  |
| <i>I would like to understand the problems [student] is experiencing so that I can help you and him/her more effectively. I want to know about your experience and ideas. I will ask some questions about what is going on and how you and [student] are dealing with it. There are no right or wrong answers.</i>                             |                                                                                                                                                                                                  |
| <b>Relationship to the Student</b>                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                  |
| 1                                                                                                                                                                                                                                                                                                                                              | How would you describe your relationship to the student?                                                                                                                                         |
| <b>Cultural Definitions of the Problem</b>                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                  |
| 2                                                                                                                                                                                                                                                                                                                                              | People often understand problems in their own way, which may be similar or different from how people who work in schools might describe the problem. How would you describe [student's] problem? |
| 3                                                                                                                                                                                                                                                                                                                                              | Sometimes people have different ways of describing the problem to family, friends, or others in their community. How would you describe [student's] problem to them?                             |
| 4                                                                                                                                                                                                                                                                                                                                              | What troubles you most about [student's] [problem]?                                                                                                                                              |
| <b>Cultural Perceptions of Cause, Context, &amp; Support</b>                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                  |
| Causes                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                  |
| 5                                                                                                                                                                                                                                                                                                                                              | Why do you think this is happening to [student]? What do you think are the causes of his/her [problem]?                                                                                          |
| 6                                                                                                                                                                                                                                                                                                                                              | What do others in [student's] family, his/her friends, or others in the community think is causing [student's] [problem]?                                                                        |
| Stressors and Supports                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                  |
| 7                                                                                                                                                                                                                                                                                                                                              | Are there any kinds of supports that make his/her [problem] better, such as from family, friends, or others?                                                                                     |
| 8                                                                                                                                                                                                                                                                                                                                              | Are there any kinds of stresses that make his/her [problem] worse, such as difficulties with money, or family problems?                                                                          |
| Role of Cultural Identity                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                  |
| <i>Sometimes, aspects of people's background or identity can make the [problem] better or worse. By background or identity, I mean, for example, the communities you belong to, the languages you speak, where you or your family are from, your race or ethnic background, your gender or sexual orientation, and your faith or religion.</i> |                                                                                                                                                                                                  |
| 9                                                                                                                                                                                                                                                                                                                                              | For you, what are the most important aspects of [student's] background or identity?                                                                                                              |
| 10                                                                                                                                                                                                                                                                                                                                             | Are there any aspects of [student's] background or identity that make a difference to his/her [problem]?                                                                                         |
| 11                                                                                                                                                                                                                                                                                                                                             | Are there any aspects of [student's] background or identity that are causing other concerns or difficulties for him/her?                                                                         |
| <b>Cultural Factors Affecting Self-Coping and Past Help Seeking</b>                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                  |
| Self-Coping                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                  |

|                                                                                                                                                           |                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                                                                                                                         | Sometimes people have various ways of dealing with problems like [PROBLEM].                                                                           |
| 2                                                                                                                                                         | What has [your family] done on [your] own to cope with [student's] [problem]?                                                                         |
| Past Help Seeking                                                                                                                                         |                                                                                                                                                       |
| 1                                                                                                                                                         | Often, people also look for help from many different sources, including different                                                                     |
| 3                                                                                                                                                         | kinds of doctors, helpers, or healers. In the past, what kinds of treatment, help, advice, or healing has [your family] sought for his/her [problem]? |
| Barriers                                                                                                                                                  |                                                                                                                                                       |
| 1                                                                                                                                                         | Has anything prevented [student] from getting the support he/she needs?                                                                               |
| 4                                                                                                                                                         |                                                                                                                                                       |
| <b>Cultural Factors Affecting Current Help Seeking</b>                                                                                                    |                                                                                                                                                       |
| Preferences                                                                                                                                               |                                                                                                                                                       |
| <i>Now let's talk about the help [student] needs.</i>                                                                                                     |                                                                                                                                                       |
| 1                                                                                                                                                         | What kinds of help would be most useful to him/her at this time for his/her                                                                           |
| 5                                                                                                                                                         | [problem]?                                                                                                                                            |
| 1                                                                                                                                                         | Are there other kinds of help that [your] family, friends, or other people have                                                                       |
| 6                                                                                                                                                         | suggested would be helpful for him/her now?                                                                                                           |
| School-Student Relationship                                                                                                                               |                                                                                                                                                       |
| <i>Sometimes people work in schools and families misunderstand each other because they come from different backgrounds or have different expectations</i> |                                                                                                                                                       |
| 1                                                                                                                                                         | Have you been concerned about this, and is there anything that                                                                                        |
| 7                                                                                                                                                         | we can do to provide [student] with the support he/she needs?                                                                                         |

### BST Integrity Checklist

| BST Integrity Checklist                                                                                                                                        |                   |        |        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------|--------|
| Participant:                                                                                                                                                   | Date of Training: | Rater: | Yes/No |
| <i>Explicit Instruction</i>                                                                                                                                    |                   |        |        |
| 1. The student investigator reviewed the CFI-I script with participants and defined each subscale.                                                             |                   |        |        |
| 2. The student investigator showed the participant the definitions of the 5 clinical behaviors outlined in the Clinical Competence: Quality Rating Scale.      |                   |        |        |
| 3. The student investigator provided at least 3 examples of each clinical skill to the participant.                                                            |                   |        |        |
| <i>Model</i>                                                                                                                                                   |                   |        |        |
| 4. The student investigator played video model of examples and nonexamples of quality use of clinical skills during administration of CFI-I.                   |                   |        |        |
| <i>Practice</i>                                                                                                                                                |                   |        |        |
| 5. The student investigator provided an opportunity for participant to administer CFI-I.                                                                       |                   |        |        |
| <i>Feedback</i>                                                                                                                                                |                   |        |        |
| 6. The student investigator provided feedback on adherence to method and quality of administration.                                                            |                   |        |        |
| 7. Feedback included positive explicit praise statements as well as information about items on the CFI-I that were missed, or clinical behavior not practiced. |                   |        |        |
| Total Number of Steps Implemented                                                                                                                              |                   |        | /7     |