The Effects of the Skills for School Success Curriculum Upon the Mainstream Academic Performance of Special Education Students

Jennifer Fabricant

Follow this and additional works at: https://scholarworks.wmich.edu/masters_theses

Part of the Curriculum and Instruction Commons, and the Special Education and Teaching Commons

Recommended Citation
THE EFFECTS OF THE SKILLS FOR SCHOOL SUCCESS CURRICULUM
UPON THE MAINSTREAM ACADEMIC PERFORMANCE OF
SPECIAL EDUCATION STUDENTS

by

Jennifer Fabricant

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Specialist in Education
Department of Psychology

Western Michigan University
Kalamazoo, Michigan
April 1994
THE EFFECTS OF THE SKILLS FOR SCHOOL SUCCESS PROGRAM
UPON THE MAINSTREAM ACADEMIC PERFORMANCE OF
SPECIAL EDUCATION STUDENTS

Jennifer Fabricant, Ed.S.
Western Michigan University, 1994

Since the implementation of PL 94-142, the Education for All Handicapped Children Act, over 4 million students have been identified as exceptional (Higgins, 1976). Of these children, 4.41% are placed in general education classrooms for at least part of their school day. The prior research evaluating the effectiveness of general education classroom placement has centered around instructional techniques. This study examined a different aspect of general education placement: study skills. The present study employed a multiple baseline across subjects experimental design to evaluate the effectiveness of the "Skills for School Success" program. The subjects were two students identified by their school referral teams as Emotionally Impaired and two students identified as Learning Disabled. Two subjects were eliminated due to a high number of absences, low reading ability, and a participating teacher's voluntary withdrawal from the study. The results indicate that the Skills for School Success program may be a viable method of assisting special education students in improving their mainstream academic performance.
ACKNOWLEDGEMENTS

I wish to express my gratitude to my fiancee and best friend, David Manson, for his support and confidence.

My deepest appreciation is also extended to my advisor, Dr. Howard Farris, for his patience, support, and endless efforts on my behalf.

Nancy Lindahl who introduced me to the Skills for School Success program and inspired this project.

Special thanks also need to be given to Dr. Michael Bahr, Dr. Richard Mallot, Dr. William Redmon, and Dr. Wayne Fuqua who have helped me to evaluate this project and examine its effectiveness in numerous ways. Additionally, they have all taught me the art of writing; re-writing, and more re-writing.

I would also like to express my gratitude to Margie McGlinchey for all of her support and for helping me to find a location in which I could carry out this study.

Additionally, I want to thank the participating students and school staff for all of their hard work and effort.

Jennifer Fabricant
# TABLE OF CONTENTS

ACKNOWLEDGEMENTS .......................................................................................................................... ii

LIST OF TABLES ........................................................................................................................................ v

LIST OF FIGURES ....................................................................................................................................... vi

CHAPTER

I. INTRODUCTION ........................................................................................................................................ 1

II. METHOD ...................................................................................................................................................... 8

Subjects ....................................................................................................................................................... 8

Setting ........................................................................................................................................................ 9

Apparatus and Materials ........................................................................................................................... 11

Independent Variable ................................................................................................................................ 11

Dependent Variables ................................................................................................................................... 13

General Procedures ..................................................................................................................................... 15

Experimental Conditions ............................................................................................................................ 16

Experimental Design .................................................................................................................................... 16

III. RESULTS ................................................................................................................................................. 18

Subject Performance ...................................................................................................................................... 18

IV. DISCUSSION AND RECOMMENDATIONS ........................................................................................... 26

APPENDICES .................................................................................................................................................. 31

A. Participation Consent Forms .................................................................................................................. 32

B. Pre-/Posttests ........................................................................................................................................... 35

C. Sample Lesson ......................................................................................................................................... 46

D. Teacher Rating Scale ............................................................................................................................... 49

iii
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Sample Scripts for Lessons 1 and 2</td>
<td>51</td>
</tr>
<tr>
<td>F. Research Protocol Clearance Form</td>
<td>54</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>56</td>
</tr>
</tbody>
</table>
LIST OF TABLES

1. Overall Phase Performance........................................... 21
LIST OF FIGURES

1. Students' Weekly Mainstream Grades.......................... 20
2. Number of Skills for School Success Lessons Completed Per Week.......................................................... 34
CHAPTER I

INTRODUCTION

The right to a free and appropriate education for handicapped children has been guaranteed judicially by the cases of the Pennsylvania Association of Retarded Citizens v. the State of Pennsylvania and Mills v. The Board of Education (Higgins, 1976). The standards and stipulations by which schools are to provide an education to their handicapped students are clearly laid out in Public Law 94-142, otherwise known as the Education for All Handicapped Children Act (Higgins, 1976). This law mandates a number of requirements that must be adhered to by both state and local governments. One such requirement is that all handicapped children receive an appropriate education in the least restrictive environment (LRE) (Hallahan, Kauffman, Lloyd, & McKinney, 1988). Hallahan and Kauffman (1991) write that this is usually interpreted to mean that the child should be segregated from normal classmates and separated from home, family, and community as little as possible. Throughout this thesis the term LRE will refer to this definition.

The concept of mainstreaming has been developed in an attempt to meet the LRE mandate. The basic definition of mainstreaming is the integration of handicapped students into general education classes (Hallahan & Kauffman, 1991). There are many different models of integration that range from having the exceptional child completely
immersed in general education to having the child enrolled in only
one general education class per marking period (Adamson & Van Etten,
1972; Hammil & Wiederholt, 1972; Lilly, 1971; Prehm, 1974). Over 4
million students have been identified as exceptional, two-thirds of
which are served in general education, mainstream classrooms
(Hallahan & Kauffman, 1991). These mainstreaming programs are de­
dsigned for mildly handicapped students and offer resource rooms or
special class support services. One-fourth of all handicapped stu­
dents are placed in separate special classes and are occasionally
integrated into the mainstream (Hallahan & Kauffman, 1991). Indivi­
dual school districts select or develop the program that is most
appropriate for their needs.

The ability of mainstreaming to meet the demands of the LRE
mandate has recently been challenged by the Regular Education Initi­
ative (REI) movement. The advocates of REI propose that mildly to
moderately handicapped children can receive all their educational
needs in the general classroom (Hallahan & Kauffman, 1991). They do
not need to be pulled out of general classes and placed into resource
rooms or special classrooms (Lloyd, 1988). The claims of the REI
movement have led to much debate and its future is still unclear.
Regardless of which method, mainstreaming or REI, is determined to be
the most appropriate method of satisfying the LRE mandate, the 4.41%
of school children identified as mildly handicapped will continue to
be placed in general education classrooms for at least part of their
school days (Hallahan & Kauffman, 1991).

Much of the research evaluating the effectiveness of general
classroom placement on the academic achievement of exceptional children has been invalidated due to methodological flaws. These include such things as the use of inappropriate curricula as independent variables and poor randomization of subjects (Madden & Slavin, 1983). The few valid studies, such as Calhoun and Elliot (1977) and Leinhardt (1980), indicate that when individualized instruction is used, rather than the normal regular education instructional methods, mainstreaming results in an increase in the academic performance of mildly handicapped children. Rosenshine (1983) also reports that teaching techniques, such as using small steps and repeated practice, lead to increased academic performance for exceptional children. Efficacy studies of mainstreaming on academic performance were emphasized between 1950 and 1980 (Hallahan & Kauffman, 1991). These studies found that, for the most part, two methods, individualized instruction and effective teaching practices, result in increased academic performance of mildly handicapped children. Thus far, the strategies evaluated have focused specifically upon instruction. But, what if academic performance could be improved in other ways? It may be time for researchers to determine what other skills are necessary to obtain academic success.

Colvin and Gleason (1989) surveyed school psychologists in Oregon and found that 92% of those questioned perceived that deficits in study skills significantly contribute to problems of Learning Disabled and Behavioral Disordered students. Other researchers have also documented the deficiency of study skills in the mildly handicapped (Alley, Deshler, & Warner, 1979; Torgeson, 1982). It would
appear that many professionals in the field of education think that study skills are related to academic success. Thus, it would appear that the concept of study skills warrants investigation. What is needed first is an understanding of what study skills are. Gleason, Colvin, and Archer (1991) defined study skills as the systematic procedures students initiate to complete such complex tasks as taking notes, reading textbooks, and studying for a test. In the remainder of this project, the term "study skills" will refer to this definition.

Many different study skills programs have been designed as intervention techniques for mildly handicapped children (Hoover, 1989; Scruggs & Mastropiere, 1992). A large portion of these have been developed for older students in high school or college, and they often have unclear findings or a lack of data that supports their effectiveness. However, at least one program has been well designed and well researched. It is the Strategies Intervention Model developed by Torgeson and Wong (1986). The results of this program exemplify the marked academic gains that can be achieved when a well-designed program is implemented. This program was designed to teach secondary school, mildly handicapped students how to learn rather than teach a specific curriculum content (Deshler & Schumaker, 1986). The implementation involves three strands, each of which includes strategies for facilitating the acquisition of specific skills, such as acquiring information from written material, and is taught in the mainstream classroom. The strategies are introduced to the students in a sequence of steps. The first is a diagnostic test in which the
instructor determines if the student knows the strategy to be taught. If not, the instructor describes and models it. Next, the student engages in verbal rehearsal of the strategy, practices it to a criteria determined by the instructor, and finally is administered a posttest to ensure mastery. These strategies have been tested over a 7-year period. In all of the studies of this program, once a strategy had been taught, the students demonstrated marked gains (Deshler & Schumaker, 1986).

The Strategies Intervention Model exemplifies the effectiveness of teaching learning strategies to the mildly handicapped. However, this may not be enough to lead to academic success in mainstreaming programs. Other researchers have demonstrated that school survival skills of going to class every day and arriving on time, and organizational skills, such as keeping assignment calendars and organizing notebooks, are also factors in the success of mainstream children (Gleason et al., 1991; Schaffer, Zigmond, Kerr, & Farra, 1990).

Gleason et al. (1991) have developed a study skills program which uses techniques similar to those used by Deshler, Schumaker, and Ellis (1986), includes all of the factors mentioned above, and is designed for elementary, not secondary, students. It has been entitled Skills for School Success. The program targets grades 3 through 6 and older, mildly handicapped children. Specific textbooks have been designed for each grade level that, beginning with level four, systematically build upon skills previously taught. Within each level, study skills are presented in five individual strands. The first one teaches school behavior and organizational skills, the
second instructs on learning strategies, and the third teaches students to utilize textbooks efficiently. The fourth involves reading, interpreting and analyzing graphics, and the last strand has been designed to instruct students on reference skills. Teachers can present all strands in consecutive order or teach just one. The program offers two methods of instruction. One involves step-by-step general teaching procedures and the other utilizes a scripted teaching technique similar to that of Direct Instruction materials. Four months of instruction are required to implement all strands per level. One level is taught each year. Thus, level one would be taught in first grade, level two in second, and so on.

The field testing of this curriculum extended over a 7-year period, from 1984-1991 (Gleason et al., 1991). Within this time, the program was implemented and evaluated in a small study. Then it was revised, implemented, and evaluated again in a larger study involving several different schools and different grade levels. The schools, located in Arizona and Washington, consisted of over 10,000 regular education, special education, and Chapter 1 students. In addition, a control school which did not receive the program, was also involved to help validate the results. The children were posttested at the end of each strategy trial with a curriculum-based assessment measure. Only academic strategies that all students mastered at a .05 level of statistical significance or lower were retained. The purpose of the field test was to validate the curriculum, and it succeeded by demonstrating that the strategies successfully taught the desired skills to the students. It was not intended to be a research
study.

As a result of the process used to evaluate Skills for School Success, some questions remain unanswered. For example, this program has never been evaluated on its ability to increase the academic performance of mainstreamed mildly handicapped children. Although the authors have programmed for the generalization of skills from the curriculum to the classroom using two techniques, the first of which Stokes and Baer (1977) term programming common stimuli and the second Deshler and Schumaker (1986) call Orientation, the generalization of these skills from special classrooms or resource rooms to general education classrooms has yet to be examined. Finally, although a control group was involved in the initial evaluation, pretest measures may be a more appropriate method of demonstrating mastery of skills.

In summary, pre- and posttest curriculum-based measures were used to determine individual skills mastery. The program was taught in a special education classroom, and its effects within the mainstream were evaluated using measures such as class grades, the number of assignments completed, and attendance. Lastly, generalization of these skills to the mainstream classes were examined through the use of a weekly rating scale which focused on the basic classroom skills emphasized in the program.
CHAPTER II

METHOD

Subjects

Four male sixth grade, special education students participated in the investigation. All of these children were identified as Learning Disabled or Emotionally Impaired by their school referral teams. The children spent the majority of their day in special education classrooms, but each was mainstreamed for at least one core curriculum class. Before this study began, parent or guardians were contacted, briefed on what the study entailed, and asked to sign a participation consent form (see Appendix A).

Prior to this study, all subjects had been administered intelligence and reading comprehension ability tests as part of their school's special education referral process. The following results were obtained by the experimenter: Subject 1 earned an IQ score of 82, which is in the Low Average range, and was comprehending text at approximately a second grade level. Subject 2 obtained an IQ score of 74, Borderline range, and comprehended text at about a mid-second grade level. Subject 3 earned an IQ of 99, Average range, and his reading comprehension was at almost a fourth grade level. Finally, Subject 4 obtained an IQ score of 69, which is in the Intellectually Deficient range, and was also comprehending text at a fourth grade
level. It should be noted that the examiner who evaluated Subject 4 reported that his IQ score was probably an underestimate of his abilities.

Setting

The investigation took place in a mid-sized, urban, Midwest public school where children were taught the Skills for School Success program in their special-education classrooms. The experimenter entered the classroom at the same time every day and worked individually with each student at a table in the back of the room. The time was pre-arranged by the experimenter and the teacher so that it did not interfere with teacher instruction. Thus, if not working with the experimenter, the students would be working on independent seat work. In this manner, the remainder of the class was able to maintain its normal routine. The subjects were required to bring a pencil and their notebooks. All other materials were provided by the experimenter. It is important to note that instruction occurred in the special education classroom because the investigation is examining the effect of training in this environment upon mainstream classroom performance.

The examiner gave each student a pretest prior to the start of each strand and taught the strand using the script located in the curriculum's teacher guide. The skills taught in the first strand include: using appropriate classroom behavior, organizing and using notebooks, calendar skills, homework preparation strategies, organizing assignments on paper, organizing desks, and strategies to use
when taking true-false tests. Upon completion of the unit, the subjects were required to take a posttest to determine if the skills taught were mastered. The posttest was identical to the pretest and consisted of the same 10 questions, 4 of which were direct measures of performance. These questions evaluated a subject's ability to use a calendar, set up a paper heading, and respond to a true-false question. The remaining items required a written description of how a skill should be used. All subjects completed the first strand. Copies of all tests are located in Appendix B.

The second strand of the program attempts to teach the following skills: strategies for following and understanding directions, a strategy for memorizing information, a strategy for answering chapter questions, proofreading for errors, a strategy for previewing and then reading a textbook chapter, and different methods of taking notes. All subjects were given a pretest for this unit prior to its start. However, due to the time restraints of this study, no subject was able to complete this unit. Additionally, the experimenter errored and did not administer the posttest to determine how many, if any of the skills that had been taught were mastered. The pre-post-test for this strand is also located in Appendix B.

Other areas of the investigation occurred in the subject's mainstream classes. Here, the general education teachers were required to complete rating scales based on observed student performance. The investigator also observed the students in this environment to spot check the accuracy of the teacher rating scale reports.
Apparatus and Materials

The materials used to teach the study skills are entitled Skills for School Success (Archer & Gleason, 1991). The children used the level four curriculum as recommended by Dr. Anita Archer (personal communication, October, 1992), one of the program's developers. Dr. Archer advocated the use of the fourth grade materials because they most appropriately match the skill level of the children participating in the investigation. Sample lessons for this material are included in Appendix C.

The curriculum required the students to use and maintain an organized notebook and assignment calendar. These were provided by the experimenter. A copy of the weekly rating scale, which the mainstream teachers were asked to complete, is included in Appendix D.

Independent Variable

The independent variable is the teaching of the Skills for School Success program. It was implemented once relative stability had been established within the baseline phase. Prior to this time, none of the subjects had been exposed to this program. The experimenter began implementation by teaching the first subject the first and second lessons of the program. The materials required these lessons to be taught together. Once a subject had been exposed to the independent variable, he was taught one lesson per day, 5 days a week, until the study was completed. All subjects were exposed to
all lessons in sequential order. When the first subject had completed lesson 6, the second subject began lesson 1, and so on. Thus, all subjects began with lesson 1 and remained six lessons apart with the only exception due to absences.

The experimenter was the only person teaching these students the Skills for School Success program. Each lesson was approximately 20-30 minutes in length and was taught using the scripted format (see Appendix E). Due to these factors, the students were taught with uniform procedures with minimal variability.

This study slightly modified certain aspects of the Skill for School Success program. One such modification involved the underlying framework of the experiment. This study examined the effects that this program had on mainstream academic performance. Therefore, generalization to the general education setting is an important issue. Opportunities for generalization have been structured into the program by its authors. However, in order to increase the likelihood of generalization, the experimenter focused on generalization to the child's mainstream class. The experimenter reminded the child to put this specific class' assignments on his or her calendar. The experimenter also focused most examples, given throughout the lessons, on this subject so that the child could see the direct applicability of what he was learning.

Additionally, the script provided an opportunity for the teacher to reinforce the students for their work. This opportunity occurs at the end of each lesson. At this time, the experimenter awarded points to the students. They could earn a maximum of 5 points for
good behavior and 15 for completing the lesson with less than three errors. Each additional error resulted in the loss of one-half point. Thus, the student could obtain a maximum of 20 points per day. When the student had attained 300 points, he was given the opportunity to exchange them for a free meal at McDonalds or another award mutually agreed upon by the student and the experimenter. The experimenter and the students both kept records of the points and awards were given at the end of the appropriate lesson or at lunch time the next day.

Dependent Variables

Data were gathered throughout the investigation in both the special education and mainstream classrooms. Those involved in data collection include the mainstream teachers and the experimenter. The dependent variables are defined as follows.

Acquisition of skills: Prior to the teaching of each strand, the participating students took a pretest to determine which, if any, of the skills taught in the section were already in their repertoire. This allowed the experimenter to determine if altering these skills affected the students' academic performance. Following the last lesson of each section, the students completed a posttest on the material. The questions on the pretest and posttest evaluated the skills taught in that strand. The acquisition of a skill is defined as the student's ability to perform a skill correctly on a posttest that he was unable to perform accurately on the pretest. All tests were administered and scored in the special education classrooms by
the experimenter. The pretest and posttests are in Appendix B.

Grades: While grades are not the best quantitative indicator of performance, they are what schools use to determine the success of students. Therefore, grades were evaluated in this investigation. Two types of grades were examined. The first is weekly grades. These are the grades the mainstream teachers recorded on the weekly rating scales. They are based on the student's total classroom performance for the week, which included such things as class participation, test scores, following directions, homework completion, and behaving appropriately. The second type of grade was the report card grade. The report card grade is defined as the grade the mainstream teacher submitted to the school administration. This was based on the student's performance on all tasks throughout the 6-week marking period in the mainstream classroom.

As in most evaluation systems, an A+ is the highest and an F denotes failure. The teacher determined what grade a student received based on his or her own student success criteria. The experimenter collected the weekly grades, included in the rating scale, every Friday. The experimenter also obtained the report card grades from the teachers at the conclusion of each marking period.

Weekly rating scale: The weekly rating scale is a Likert scale in which the mainstream teacher circled the appropriate level of a participating student's performance in relation to a given criteria. Each participant was only mainstreamed with one general education teacher. Thus, this teacher was the one to complete the scale each week. Each criterion is assigned a point value ranging from 1 to 5.
These values were summed each week and a continuous record was kept throughout the investigation. A copy of the scale is located in Appendix D. The teacher completed the scale and the experimenter collected it each Friday of the investigation. This scale was used as a subjective measure in an attempt to determine if generalization occurred. Positive changes in the weekly points are assumed to be the result of generalization of the program materials to the class in which the scale was used.

Attendance: A student was considered to have attended a class when he or she was present for 35 minutes or more of a 45-minute class period. If the student was in the classroom for less than this time, or not at all, then he was considered absent for that class period. The mainstream and special education teachers recorded this information in their grade books. The experimenter also collected this information each Friday along with the other data. This particular datum helped determine the integrity of the investigation. If the treatment failed, it may not be because the program is ineffective but because the student was not in class.

General Procedures

Prior to the execution of this study, the experimenter introduced herself to the participating students at a class meeting. The experimenter briefly told the students about the Skills for School Success program and with their permission, she was going to teach it to each of them on an individual basis. At that time the students were told that records of their progress in this program, as well as
their performance in some of their general classes, would be kept by the experimenter. Each student was then given an assent form to be completed by them, and a consent form to be completed by their parents, and asked to return each to their teacher as soon as possible.

Experimental Conditions

Baseline: Once all consent and assent forms had been returned, the experimenter began collecting baseline data. The data included weekly and report card grades that were assigned by the students' mainstream teachers in their general education class. Also, these teachers began completing a weekly rating scale that measured basic areas of classroom performance (see Appendix D). The grades, rating scales, and records of students' attendance in their mainstream classes were collected by the experimenter at the end of each week throughout the baseline period. The experimenter continued gathering these data until the study was completed.

Experimental Design

The design used in this study was a multiple-baseline across subjects (Kazdin, 1982). The intervention was introduced to the subjects at various points in time, as previously mentioned.

Multiple-baseline designs generally show the effectiveness of the applied intervention by demonstrating marked change in the baselines of subjects when the intervention is introduced (Kazdin, 1982). Since this intervention involved acquisition of a skill, the experimenter expected a delay in the effect of the program. Therefore,
this design included an acquisition period between the baseline and the intervention phases. This period provided the subjects the necessary time to master a minimal amount of material likely required to produce a change. An example of the multiple-baseline design that was used in this study is located in Appendix E.

The baseline phase continued until the subjects' grades appeared stable. At this point, the acquisition phase began. This period remained in effect until a change in grades, from the baseline levels, occurred for 2 consecutive weeks. Then, the intervention phase began. The intervention phase remained in effect until the end of the study.
CHAPTER III

RESULTS

Subject Performance

The experimenter experienced some difficulty in collecting data for two of the participants; Subjects 1 and 2.

Subject 1's general education teacher voluntarily withdrew from the last 3 weeks of the study. Furthermore, during a mainstream classroom observation, the experimenter observed Subject 1 coloring in the back of the room while the teacher taught a lesson to the rest of the class. The student's desk was removed from the others and was faced away from the teacher. When the teacher had finished delivering instruction, she came and checked on Subject 1's progress and complimented him on his drawing. Subject 1 also reported that he was never given any homework from this teacher and therefore never had an opportunity to use many of the skills taught in the study. Due to this observation and student report, this experimenter questions the treatment integrity for this subject in the general education setting.

Subject 1 also had difficulty comprehending much of the Skills for School Success materials. The experimenter often had to leave the scripted instruction format and further explain many of the directions and activities that the student was required to understand.
and perform. The difficulties that this subject had are consistent with his comprehension ability score previously reported. He scored at approximately the second grade level in the area of reading comprehension. Throughout this study, the experimenter used level 4 materials which are appropriate for a fourth grade reader. Thus, the material may have been too difficult for this student. Due to the forementioned lack of treatment integrity and the low skills that this student demonstrated, the experimenter determined that Subject 1's data are suspect and therefore were removed from further analysis.

Subject 2 was not present throughout much of the study due to a large number of absences. This subject missed 25 days of intervention. He missed so much of his general education class that his teacher did not give him a report card grade for the last marking period of school. Even when he was in school, he often did not make it to his mainstream class due to behavioral difficulties. The experimenter was only able to collect two data points during intervention for this subject. For this reason, Subject 2 was also eliminated from further analysis.

Figure 1 shows the extent to which Skills for School Success generalized to the mainstream class for each of the remaining two subjects. Generalization is demonstrated by an increase in a subject's mainstream weekly grade. It is assumed that a grade improves as the subject learns helpful study strategies and skills.

Data for Subject 3 revealed a relatively stable baseline and a marked improvement in his weekly grades with the implementation of
Figure 1. Students' Weekly Mainstream Grades.
the program. During the acquisition and intervention periods, his grades improved steadily from Cs to B or B-/A+s. Subject 4 also demonstrated academic improvement during intervention. In baseline, his grades were at the B to B- level. As he progressed through the school year, his grades steadily improved. During acquisition, grades went from B- to Bs or B or B+s and then to B+ or A-s during the final, intervention phase.

Table 1 summarizes the overall performance of each subject across phases. It shows the average weekly grades, average weekly rating scale points, absences, and report card grades for each subject per phase.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Baseline</th>
<th>Acquisition</th>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>xWG</td>
<td>xWRSP</td>
<td>Abs</td>
</tr>
<tr>
<td>Subject 3</td>
<td>C+</td>
<td>12.5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>RCG = (+)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject 4</td>
<td>B</td>
<td>15.25</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>RCG = (B)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1
Overall Phase Performance

xWG = Mean Weekly Grade
xWRSP = Mean of Weekly Rating Scale Points
Abs = Absences
RCG = Report Card Grade

Subjects 3 and 4 both demonstrated a steady increase in both weekly rating scale points and weekly grades as they progressed
through each phase. Subject 3's weekly grades increased from a C+ in baseline to a B- in acquisition and then to a B+ during intervention. His average weekly rating scale points went from 12.5 to 15 to 18.4. Subject 4's weekly grades improved more slowly. He earned B averages in both the baseline and acquisition periods and then increased to a B+ or A- in the intervention phase. His average weekly rating scale points also increased at a moderate rate. They increased from 15.25 to 17 then to 17.3 points.

The report card grades also indicate that the subjects made academic gains as they progressed through the school year and the Skills for School Success program. Subject 3 was on a report card check system while Subject 4 was graded on the more traditional A-F scale. It is interesting to note that the mainstream teacher for Subject 3 assigned his weekly grades using the A-F system. Although the report card grading systems varied, valuable information can be obtained from both.

It is difficult to determine if the intervention had an effect on the mainstream performance of Subject 3. Prior to intervention, his overall mainstream grade was +s, or an indicator of strength which is the highest mark one can obtain in this grading system. At the conclusion of the study his grades remained at this high level. This ceiling effect hinders any conclusions about the data because it is impossible to determine if any academic improvement occurred.

Subject 4's grades did not increase from the third to the fourth marking periods. However, he began acquisition during the middle of the fourth marking period and was only exposed to the intervention
for 3 weeks. Even if his grades had improved significantly during intervention, it would not affect his overall marking period performance. For this reason, it is probably more informative to examine this subject's weekly grades instead of his report card grades.

The Skills for School Success program is divided into five parts or units that the authors call strands. Prior to the start of each strand, the subjects were administered a pretest of the materials that would be taught. At the conclusion of the last lesson in each strand, the subjects took a posttest that was identical to the pretest. Therefore, mastery was measured at the completion of each strand. Subjects 3 and 4 both obtained scores of 27% correct on the pretest for strand 1. On the posttest, these subjects scored 93% and 100% respectively. Thus, these students mastered the skills presented in this strand. Although all subjects were administered the pretest for strand 2, none were able to complete this strand due to time limitations. There was also an experimenter error in that the posttest was not administered to determine what aspects of the second unit the subjects had mastered. Thus, mastery of strand 2 cannot be determined.

Despite this oversight the data reveal some important information. All of the subjects mastered at least 90% of the information presented in strand 1. This demonstrates that the students did learn the material as presented.

Figure 2 shows the number of lessons completed by each student per week. Subject 3 was able to complete 33 lessons over a 7-week period and Subject 4 completed 28 in just 5 weeks. Even though the
No. of Lessons

Figure 2. Number of Skills for School Success Lessons Completed Per Week.
subjects completed various numbers of lessons, there is no evidence to show that the differences in number of lessons completed had a substantial impact on the study.

What is interesting to note about this graph is that the subjects had all completed lessons 1-13 by the end of their first 2 weeks, which is the acquisition period. As previously noted, the mainstream grades for subjects 3 and 4 improved immediately following the acquisition period. Lessons 1-13 make up the first strand of the Skills for School Success program. Thus, lesson 13 or the completion of the entire strand had a positive effect on the mainstream performance of these subjects.
CHAPTER IV

DISCUSSION AND RECOMMENDATIONS

The purpose of this experiment was to determine if skills taught in one setting would generalize to another. More specifically, to see if study skills taught in special education classrooms would generalize to the students' mainstream environments. Generalization was initiated using two techniques, the first of which Stokes and Baer (1977) have termed programming common stimuli. This requires stimuli to be consistent across settings. The consistent stimuli used in this study was the textbook materials from the students' mainstream classrooms. The second technique is what Deshler and Schumaker (1986) call orientation, and it involves making students aware of the variety of contexts within which the newly learned strategy can be applied. This requirement was met through discussion between the experimenter and each student of how and when a strategy could be used in their mainstream class.

Generalization was indirectly evaluated by examining the subjects' weekly mainstream grades. The experimenter taught the subjects the Skills for School Success program in the back of their special education classrooms and hoped that the skills taught transferred to the mainstream environment. It is assumed that these skills resulted in improved academic performance. It is also assumed that improved performance resulted in improved weekly class grades.
Examination of students' weekly grades across time reveals possible positive effects. The weekly grades of subjects 3 and 4 improved from the baseline to the acquisition and then from the acquisition to the intervention phases. Thus, it is assumed that the Skills for School Success program had an effect upon the mainstream academic performance of these students.

Additional analysis of the data also reveal positive results. The general education teachers completed a weekly rating scale in which overall classroom skills were evaluated using a system that ranged from 1 (poor) to 5 (very good). The skills rated include the students' level of organization, accuracy of assignments, number of homework assignments completed and perceived extent of on-task performance. It is assumed that these are the skills that teachers look at when determining grades.

The average weekly rating scale points increased for all subjects within the first week of acquisition. Thus, their points increased immediately following exposure to the Skills for School Success program. Additionally, the students' weekly rating scale points continued to increase throughout the intervention phase. The subjects also demonstrated an increase in their average weekly grades that coincided with the increase in the average weekly rating scale points. This offers further support that there probably is a relationship between the rating scale and weekly grades. It also demonstrates that there is a possible relationship between exposure to the Skills for School Success program and increased mainstream academic performance.
In an effort to more accurately determine if the Skills for School Success program had an effect on mainstream academic performance, the experimenter attempted to determine whether or not generalization occurred.

The experimenter examined the subjects' pretest and posttest strand measures and notebooks. The pretest and posttest strand scores show that the subjects mastered the materials learned. All subjects scored 90% or higher on the one posttest administered. However, this only shows that the students had the skills, it does not show whether or not they generalized them.

The program required the subjects to carry a notebook at all times. Inside this notebook was a calendar in which the subjects were to record their homework assignments and due dates. The subjects were taught how to use the calendar and the experimenter checked the students' notebooks and calendars daily. Although the experimenter failed to record this data, her impressions are that Subject 1, as previously stated, was never given any homework and therefore never had any reason to use his calendar. Subject 2 was often absent and also had the habit of forgetting his notebook. Subjects 3 and 4 used their calendars appropriately and were rewarded for this with praise. The experimenter saw assignments written on their calendars at various times throughout the study. She also saw assignments crossed off as their due dates passed. Thus, Subjects 3 and 4 used their notebooks in the mainstream environments. Since this skill generalized to the mainstream, one can assume that others did and that the weekly grade increases are probably due to the
Skills for School Success program.

One last aspect of the data that needs to be discussed is the relationship between lessons taught per week and weekly grades. All of the students completed lessons 1-13 at the end of the second or beginning of the third week of exposure to the program. This means that they all completed the first strand of the Skills for School Success program prior to the first intervention data point. The mainstream grades for subjects 3 and 4 both improved with the onset of intervention. The completion of the first strand of the program coincided with this increase in mainstream academic performance. This is consistent with Deshler and Schumaker's (1986) findings. Once training of a strategy was implemented, the students showed marked gains. The first strand of Skills for School Success teaches organization and school behavior strategies. Mastery of these strategies may be related to the subjects increase in academic performance.

The results of this study show that the Skills for School Success program is probably related to increased mainstream academic performance. The data demonstrate that two of the subjects benefited from participating in this study. It appears that these students may have been able to generalize what they learned in their special education classrooms to their mainstream classes.

Further research should be conducted in order to answer the following concerns.

1. A study in which subjects complete all five strands of the curriculum should be carried out.
2. Reliability needs to be determined for the teachers' responses on the rating scales. This will also increase the integrity of the intervention.

3. An additional dependent variable that would measure the relationship between the material taught and its use or non-use in the generalized setting needs to be developed and used to further evaluate the generalizability of the Skills for School Success program.

4. More classroom observations should be done to better evaluate the integrity of the treatment.

5. Subjects' reading comprehension ability should become a factor in subject selection. The subjects whose skill levels matched those of the materials were more successful than the ones whose ability did not. This factor should be further examined.
APPENDICES
Appendix A

Participation Consent Forms
Dear Parent/Guardian,

I am asking permission for your son or daughter to participate in a research project involving a new program being used by your child's school called "Skills for School Success." The purpose of the research is to determine if this program is effective in improving the academic performance of special education students' in their mainstream classes.

Jennifer Fabricant, a graduate student in School Psychology from Western Michigan University, who is currently working with teachers and staff at Northeastern, would begin working with your youngster at the end of February and continue until the end of the school year. All activity will be supervised by your child's teacher. Your child will be taught individually for approximately 1/2 hour each day for five days a week. Participants are free to choose not to participate, with no negative effects, at any time. The youngsters may benefit from this program in various ways, including learning how to organize their assignments, learning test taking strategies, and receiving instruction on the correct way to use their textbook materials.

Because each student will receive individual instruction, I am asking your permission to use a portion of one of your child's scheduled classes for this instructional time. Every effort will be made to ensure that students do not miss any of a core class such as Math, English, Social Studies or Science. Missed class time will be compensated for through the use of one to one instruction between your child and his or her teacher during the shared class's normally scheduled time. Additionally, since I will be looking for changes in the students' regular education class grades, I am seeking your permission to have your youngster's teachers keep a record of your child's daily performance that will be available to me. Rest assured that all information will remain confidential with all names removed.

If you have any questions, please feel free to contact me at: 373-5926.

Sincerely,

Jennifer Fabricant

I give my permission for (youngster's name) to be taught the "Skills for School Success" program for approximately 1/2 hour per day, five days a week, as a part of their regular class schedule. I also give my permission for my youngster's teachers to share records of his or her daily performance with Jennifer Fabricant for the purpose of this research.

Signature: Date: 

Please return the signed form, in the attached envelope, to your youngster's teacher.
Dear Student,

I am asking you to be a part of a research project involving a new program being used by your school called "Skills for School Success." I would like to see if this program will help you get better grades in your regular education classes.

The program would be taught for about 1/2 hour per day, five days a week, starting in January and continuing until the end of the school year. You may choose not to participate, if you wish, with no effect on your school grades. If you do choose to participate, you will be able to change your mind at any time during the semester.

If you do choose to be a part of the program, you will share a part of one of your classes for 1/2 hour each day. Your regular education teachers will also be asked to keep a record of how you are doing and share that with me.

No one else outside the school will know how you did in the program and no names will ever be used when writing about the study.

If you have any questions, please contact me at 373-5926.

Sincerely,

Ms. Fabricant

By signing my name below, I give permission to:
1. Be taught the "Skills for School Success" program
2. Use a part of one of my classes for about 1/2 hour per day
3. Have my teacher tell Ms. Fabricant my grades

Date____________________  Print Name_____________________
Sign Name_____________________________________________
Appendix B

Pre-/Posttests
STRAND #1
(SCHOOL BEHAVIORS & ORGANIZATIONAL SKILLS)

1. List three things you should do before class begins.

2. List three things you should do during class.

3. What should be in your notebook at all times?

4. Fill in the following assignments on the calendar (next page) on the correct days using the correct abbreviations.
   a. Science- page 265-study questions #1-4- due Friday, May 12th.
   b. Mathematics-page 224-even only-due on Tuesday May 23rd.
   c. Social Studies-page 108-study questions 1,3,5,7,9- due Wednesday, May 17th.

5. What is due on May 4th?

6. What are 3 things you should do before you leave school so that you can complete your homework?

7. What goes on the second line of a paper heading?

8. What are the three most important parts of how a homework assignment should look when it is turned in?
9. Name three important words to look for in a True/False question.

10. Only pigs have hoofs-True or False?
### Reference Sheet 2

#### May

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8 Math - p. 89</td>
<td>9 Rdg. - p. 86</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Write calendar entries below.

__________________________

__________________________

__________________________
STRAND #2
(LEARNING STRATEGIES)

1. Circle the following words that tell you what to do on a homework assignment.
   Read the words & definitions below. Draw a line from each word to its definition.

2. What are 4 steps you should use when completing assignments? (HINT: P.C.C.T.)

3. How should you memorize material?

4. What are the five steps you use when you WARM-UP to read a chapter?

5. Circle the above step that is most important.

6. What does the topic of a paragraph talk about?

7. What steps do you follow when you ACTIVELY READ? (HINT: RCRC)

8. Change the following questions into part of an answer.
   a. Where does an earthquake begin?
   b. List the effects of earthquakes.
   c. Name three major earthquake zones.
9. What are the 5 steps you should use to answer a chapter question?

10. Proofread this sentence and list the 4 mistakes:
    bill aand Ted both saw john jump over the carrs of his bike.

11. What words should you be careful of when you take a MULTIPLE-CHOICE TEST?

12. List 3 of the steps you should use to complete this kind of test:
1. Where is the table of contents located in a textbook? What information can you find in it?

2. Where is a glossary located? What information can you find in it?

3. Where is an index located? What information can you find in it?

4. Where could you look (in a book) to find out when it was published and by what company? Where would you look to find out who wrote the book?

5. If you were reading a textbook and you came across a word that you were unsure of its meaning, where in the book would you look to find out what the word means?

6. What does the letter p. stand for below?
   airplanes, p. 58, 60

7. Underline the words that you would use to answer the question with the index.
   What foods are eaten in Australia?
1. What type of graph is this?

2. How many more pounds of corn does the U.S. have than Russia?

3. What type of graphs are these?

4. At which store does fish cost more?
5. What type of graphs are these?

6. In which year was the temperature in February higher?

7. What is this called?

8. What are the lines going down the page called?

9. In 1980, which type of nut did Wayne spend the most $ on?

Wayne's Gourmet Nut Store – Money Spent from 1977 to 1986

<table>
<thead>
<tr>
<th>Year</th>
<th>Almonds</th>
<th>Flibri</th>
<th>Pecans</th>
<th>Pecan</th>
<th>Walnuts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977</td>
<td>$124</td>
<td>$ 9 35</td>
<td>$298</td>
<td>$ 77</td>
<td>$111</td>
</tr>
<tr>
<td>1978</td>
<td>$186</td>
<td>$12 40</td>
<td>$384</td>
<td>$246</td>
<td>$199</td>
</tr>
<tr>
<td>1979</td>
<td>$234</td>
<td>$14 25</td>
<td>$325</td>
<td>$320</td>
<td>$154</td>
</tr>
<tr>
<td>1980</td>
<td>$322</td>
<td>$15 00</td>
<td>$230</td>
<td>$183</td>
<td>$197</td>
</tr>
<tr>
<td>1981</td>
<td>$408</td>
<td>$14 36</td>
<td>$396</td>
<td>$339</td>
<td>$225</td>
</tr>
<tr>
<td>1982</td>
<td>$347</td>
<td>$18 95</td>
<td>$244</td>
<td>$218</td>
<td>$234</td>
</tr>
<tr>
<td>1983</td>
<td>$242</td>
<td>$ 8 50</td>
<td>$329</td>
<td>$270</td>
<td>$199</td>
</tr>
<tr>
<td>1984</td>
<td>$590</td>
<td>$13 00</td>
<td>$440</td>
<td>$322</td>
<td>$213</td>
</tr>
<tr>
<td>1985</td>
<td>$465</td>
<td>$24 95</td>
<td>$412</td>
<td>$244</td>
<td>$219</td>
</tr>
<tr>
<td>1986</td>
<td>$250</td>
<td>$15 40</td>
<td>$370</td>
<td>$225</td>
<td>$180</td>
</tr>
</tbody>
</table>
STRAND#5
(DICTIONARY SKILLS)

1. When using a dictionary, if you are at the letter j and looking for the letter f, you would go toward:
   a. the front  or b. the back  
   7

2. Circle the correct answer: In a dictionary, between what two GUIDE WORDS would you find the word summer?
   a. SPRAY-SPRING  b. SNEAKER=SNOOPY  
   c. SUM-SUNKEN  d. STRAP-STREAK

3. Read the definition and answer the questions below.
   rafter (raf' ter), A wooden or metal beam that supports a roof
   a. Where would you find a rafter in a house?
   b. What are the 2 things a rafter can be made of?

4. Find the word MUDDLE on the next page. Write a sentence using the word MUDDLE.

5. Circle the correct answer. When the dictionary gives you 2 or more definitions, do you choose the correct on by:
   a. Replacing the unknown word in the sentence with each meaning and decide which one is correct.
      OR
   b. Use the first definition listed

5. If you wanted to know a lot of information about something, where would you look it up?
ad journ (a jurn'), verb 1 Set aside until a later time. The club members voted to adjourn the meeting until tomorrow. 2 Stop activity temporarily: The Supreme Court adjourned for the holidays. 3 Go from one place to another: After the conference they adjourned to a restaurant.

bind (bin' dirl. noun 1 Person or company that binds something, such as books. 2 Something that fastens or holds together. 3 Detachable cover to hold sheets of paper together. 4 Machine that cuts and ties together stalks of grain.

can dy tuft (kan' dy t饲料). noun Plant of the mustard family producing clusters of white, purple, or pink flowers.

del i cate (del' e katt. adjective 1 Peevish to the senses: dainty, mild, soft, delicate pastures, delicate colors. Lilies have a delicate fragrance. 2 Of fine texture, easily damaged; thin. The spider makes a delicate web. 3 Requiring care, precision, or tact: a delicate subject, a delicate relationship. 4 Responding rapidly to slight changes; fine, highly sensitive: a delicate violin, a delicate sense of smell. 5 Easily injured or sickly: As a habit, she had been weak and delicate at first. Delicate, noun. Delicate, noun.

du et duet (dyo' ekt. noun 1 Musical composition for two instruments or voices. 2 Two entertainers performing together.

eec cen tric (ek cen' triks. adjective 1 Not ordinary; unusual; strange, odd. We stared at the designer's eccentric fashions. noun 2 Person who behaves in a peculiar way: An eccentric behaves unpredictably. 3 Not having the same center: These are eccentric circles. 4 Not having a circular path: The planets have eccentric orbits around the sun. 5 Having an axis that is off center: an eccentric circle. Adverb. Eccentrically.

hoard (hoird. verb 1 Save by storing away: The wealthy families hoarded their money. noun 2 Items saved or stored away: Alicia has a hoard of nicknacks. noun. Hoard.

lus ter (lus' tar. noun 1 A shiny surface: the luster of gold. 2 Bright radiance: Her eyes had a luster of happiness. 3 Famous reputation, distinction, brilliance. Lena's exciting speeches added luster to her candidacy for mayor. 4 A gleaming, metallic, iridescent sheen on china or pottery. Adjective. Luster, noun. lustre.

ma geo ta (ma jen' ta. noun 1 A deep purplish-red color or dye. Adjective. Purplish-red.

mud die (mud' ail. verb 1 To make a mess or mix up. Don't muddle the directions! 2 Act or think in confusion, blunder: I muddled through my math homework. 3 Make confused or misunderstood. My mind was muddled from listening to all their explanations. Noun. 4 A confused mess, disorderly situation. Our play corn is always in a muddle. Adverb. Muddled, noun. Muddled.

nub bin (nub' bin. noun 1 An imperfect ear of Indian corn 2 Something small or undeveloped.

pal pi tat inc (pal' p i tat in' k, verb 1 Beat strongly and rapidly: I felt my heart palpitate when she ran skidded on the ice. 2 Quiver, shake with a trembling action. The dog palpitated at the sight of the cat. Adverb. Palpitate; Adverb. Palpitated, lamb.

par tride (par' trid). noun 1 Game birds related to the quail and pheasant of Europe, Asia, and Africa. 2 American game birds, such as the ruffed grous, quail, or bobwhite. noun plural. Partridge, partridge.

re cum bent (ri kum' bent. adjective Lying down, a reclining position, leaning against a surface. Adverb. Reclined, lying.

sig net (sig' nit. noun A seal or stamp having authority and used to stamp documents. The emperor used his signet to seal the command.

Appendix C

Sample Lesson
Strategy for Answering Chapter Questions

Lesson objective: Students will answer questions about the text by integrating reading and writing.

Student materials: Student Book pages 54 and 55

Sample question: "California trees are called evergreen because they stay green all year long."

Sample answer: "Yes, that's correct. Evergreen trees keep their leaves year-round, unlike deciduous trees which shed their leaves in the fall."

Suggested Teaching Procedure:
1. Read the question on page 54 and have students read along with you. Ensure students understand the context of the question and the text.
2. Have students read and discuss the question with a partner.
3. Ask students to answer the question using the correct format. Encourage them to use quotes from the text and their own words.
4. Review the answers as a class and provide feedback on their writing.

Answer Key for Lesson 30:
A. Yes, the entire forest is called the "California evergreen" because it contains these trees.
B. The lifestyle of the Native Americans is described as harsh and difficult.
C. The major types of forests are deciduous and coniferous.
D. The leaves on deciduous trees are flat, wide, and soft.
E. The forest in the San Francisco Bay Area is described as a temperate evergreen forest.
F. The changes in the size and shape of the leaves throughout the seasons are due to the availability of sunlight and water.

6. "Sample answer: The two main types of forests are deciduous and coniferous. It is worth noting that the word 'green' in the answer refers to the color of the leaves and not the trees themselves."
A Strategy for Answering Chapter Questions

**Step 1:** Read the chapter carefully.

**Step 2:** Circle the sentence into a chapter that talks about the topic. Use the headings and subheadings to help you find the section of the chapter that talks about the topic.

**Step 3:** Read the section of the chapter until you find the answer.

**Step 4:** Complete the answer.

**B Read the chapter paragraphs**

Forward

Imagine that the writer and you are in the same room, in the same house. As you read, you are seeing the same events as the writer. One sentence and the other is connected. These two are all connected in the same time and space, in the same environment.

**Forward:**

A good sentence is one which is not so free to be just a sentence. It is not just a single idea, but an idea that grows and develops. It is not just a single sentence, but a whole paragraph that is connected to the previous sentence. The sentence that follows is connected to the previous sentence. The sentence that follows is connected to the previous sentence.

**Consecutive Paragraphs**

A consecutive paragraph has a theme, a main idea, and a supporting idea. The main idea and supporting idea are connected, but they are not the same. The supporting idea is a detail, a fact, a quote, a description, or a comparison. The main idea is a summary of the supporting idea. The main idea is a summary of the supporting idea. The main idea is a summary of the supporting idea.

What are some examples of these ideas?

1. **What is it?**
2. **What is it made of?**
3. **What is it used for?**

Optional: Use the ideas in a sentence that talks about the theme. Use the ideas in a sentence that talks about the theme. Use the ideas in a sentence that talks about the theme.

1. **What is it?**
2. **What is it made of?**
3. **What is it used for?**

Optional: Use the ideas in a sentence that talks about the theme. Use the ideas in a sentence that talks about the theme. Use the ideas in a sentence that talks about the theme.
Appendix D

Teacher Rating Scale
WEEKLY RATING SCALE
Please circle the appropriate answer.

1. Overall, how organized was ____________ this week?
   not at all somewhat adequately well very well
   (1) (2) (3) (4) (5)

2. How many of his/her homework assignments were turned in?
   None 1 2-3 4 All
   (1) (2) (3) (4) (5)

3. How accurate were his/her assignments?
   Inaccurate somewhat moderately accurate very accurate
   (1) (2) (3) (4) (5)

4. How on task was ________ this week?
   not at all somewhat adequately well very well
   (1) (2) (3) (4) (5)

5. What is ________'s grade for this week?
Appendix E

Sample Scripts for Lessons 1 and 2
General Teaching Procedure

(NOTE: On the chalkboard, list the materials that will be needed in class.)

1. Students open to page 4 and read the question.
   Explain that these behaviors are important so that students can learn and the teacher can teach.
2. Students read the first guideline and copy the list of materials from the chalkboard.
3. Ask students why the first school behavior is important to the teacher, to other students, and to them.
4. Repeat the procedure for the remaining guidelines.
5. Review the four guidelines. Individual students repeat a before-class guideline.
6. Distribute Reproducible A. Tell students that, beginning today, you will be giving them feedback on their use of the guidelines.
7. (optional) Tell students you will be giving points or other awards for remembering what to do before class.
8. Distribute Reproducible B, Parent Letter. Take this letter home and explain to your parents the kinds of materials you will need to bring to class.

Answer Key for Lesson 1

1. (List of materials written on chalkboard)
2. No written responses
3. No written responses
4. No written responses

Scripted Teaching Procedure

(NOTE: On the chalkboard, list the materials that will be needed in class.)

1. Open your book to page 4—Read the question with me. What should I do before class begins? There are certain things you need to do before you come to the classroom to help you learn and to help your teacher teach.
2. Read guideline 1 with me. Bring the materials I need. Teachers expect you to bring your materials to class every day. You can’t do your best without them. On the chalkboard is a list of materials you will need in class. Read the list with me. —Write these materials under guideline 1. —If you didn’t bring your materials to class, how would that affect you, the student? —How would that affect other students? —How would that affect your teacher?
3. Read guideline 2 with me. Arrive on time. Why is it important not to be late to class? —How might being late affect other students in the class? —How might being late affect your teacher?
4. Let’s read guideline 3: Enter quietly and go to my desk. If your teacher is not busy when you enter the classroom, what could you say to him or her? —What should you do if your teacher is talking to another person or is busy with class preparation?
5. Let’s read the last guideline: Get ready for the first activity. What materials would you need on your desk? —What should you put away? —How does being ready for class help you? —How does being ready for class help other students? —How does being ready for class help your teacher?
6. Let’s repeat the Before-Class Guidelines. —These guidelines will help everyone in our class.
7. (Distribute Reproducible A.) Because these before-class behaviors are so important, you will be using this checklist to show how well you remember what to do before class.
8. (optional) Starting today, I will give you points or other awards for remembering what to do before class.
9. (Distribute Reproducible B, Parent Letter.) Take this letter home and explain to your parents the kinds of materials you will need to bring to class.

During-Class Guidelines

(NOTE: Lessons 1 and 2 should be taught on the first day of school.)

Lesson objective: Students will learn school behaviors that should be demonstrated during class. Students will tell why these school behaviors are important to their teacher, to their peers, and to them.

Teacher preparation:
• Write the rules for your classroom on the chalkboard or post them in the classroom.
• Duplicate a copy of Reproducible C for each student’s notebook.

Student materials:
• Student Book, page 5
• Reproducible C, page 150 (Teacher Guide)

Note to the teacher: On the first day of school, introduce the During-Class Guidelines. Again, stress the importance of the guidelines. As with the Before-Class Guidelines, immediately provide feedback on performance to reinforce good behavior exhibited during the first week of school and to firmly establish your expectations. A suggested feedback procedure is found on page 12.

General Teaching Procedure

(NOTE: Write your classroom rules on the chalkboard or post them in the classroom.)

1. Students open to page 5 and read the question.
   Explain that these behaviors are important so that students can learn and the teacher can teach.
2. Students read the first guideline and copy the classroom rules.
3. Ask students why the first school behavior is important to the teacher, to other students, and to them.
4. Repeat the procedure for the remaining guidelines.
5. Review the four guidelines. Ask students questions about the During-Class Guidelines.
6. Distribute Reproducible C. Explain that you will use this checklist to give students feedback on their class behaviors.
7. (optional) Tell students you will be giving points or other appropriate awards for performance of the during-class behaviors.

Answer Key for Lesson 2
1. (List of classroom rules written on chalkboard)
2. No written responses
3. No written responses
4. No written responses

Scripted Teaching Procedure

NOTE: Write your classroom rules on the chalkboard or post them in the classroom.

1. Open your book to page 5—Read the question with me. What should I do during class? We have already talked about what I expect you to do before class. There are also certain things that you need to do during class to help you learn and to help me teach.
2. Read guideline 1 with me. Follow the classroom rules. Why do you think it is important that we have classroom rules?—On the chalkboard is a list of rules that will be used in our class. Read the rules with me.—Write these rules under guideline 1.
3. Let's think about our rules. Read the first rule.—If you didn't follow this rule, how might it affect you?—How might it affect other students in the class?—How might it affect your teacher?—Discuss the remaining rules in the same way.
4. Read guideline 2 with me. Listen carefully. Read the next two lines.—One of the most important things you need to do in class is to listen carefully. I will give you assignments, tell you new information, and describe how to do new skills. To help you listen carefully, you should look directly at your teacher. When you are looking at someone, it is much easier to listen. You should also think about what your teacher is saying. What are two things that you can do to be sure that you are listening carefully?—If you do not listen carefully in class, how might that affect you?—How might that affect other students?—How might that affect your teacher?

5. Let's read guideline 3: Work during class. Read the next two sentences.—Teachers expect you to use your class time to complete your assignments. Why would it be important for you to work during class?
6. Read guideline 4 with me. Ask for help when I need it. Teachers want you to understand your assignments and how to do new skills. If you do not understand, you need to ask for help. Why is it important to ask your teacher questions when you do not understand something?
7. Let's talk about how to ask for help. Read the next three lines.—When you ask for help, begin by stating your question. Be specific. Don't say something like “I don't get it” or “I wasn't listening.” Tell your teacher exactly what you need to know. For example, say, “I tried the first problem, but I am not sure how to do this step. Would you please show me?” Why is it better to ask a specific question rather than something like “I don't get it”?—After you state your question, you should listen carefully to your teacher. What should you do to listen carefully?—It is also nice to thank your teacher for help.

8. (NOTE: You may have each student tell another student the answers to these questions. Study these guidelines for a moment so that you can answer some questions.—What is the first thing you need to do during class?—What rules will be used in this class?—What is the second thing you need to do during class?—What can you do to listen carefully?—What is the third thing you need to do during class?—What is the fourth thing you need to do during class?—What should you do when you ask for help?—These during-class behaviors will help everyone in our class.

9. (Distribute Reproducible C) We are going to use this checklist to see if you are remembering the During-Class Guidelines.
10. (optional) Starting today, I will give you points or other awards for remembering what to do during class. Raise your hand if you are going to remember the During-Class Guidelines.

Skill Checklist: Using the Before-Class and During-Class Checklists

No Student Book page accompanies this activity. The activity that follows is intended as a model. Use this activity format as often as possible during the first two weeks of school and periodically throughout the year.
Appendix F

Research Protocol Clearance Form
Date: January 22, 1993

To: Jennifer Fabricant

From: M. Michele Burnette, Chair

Re: HSIRB Project Number 93-01-09

This letter will serve as confirmation that your research protocol, "The effects of the "Skills for School Success" curriculum upon the mainstream academic performance of emotionally impaired children" has been approved after full review by the HSIRB. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the approval application.

You must seek reapproval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: January 22, 1994

xc: Farris, PSY
BIBLIOGRAPHY


