EFFECTS OF AN ORGANIZATION-TRAINING PACKAGE CONSISTING OF PROMPTING, PREPARATION-TRAINING, SELF-MONITORING, AND REWARDS ON THE DAILY CLASS READINESS AND HOMEWORK COMPLETION OF MIDDLE SCHOOL STUDENTS WITH SEVERE EMOTIONAL DISTURBANCE

A Thesis

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By

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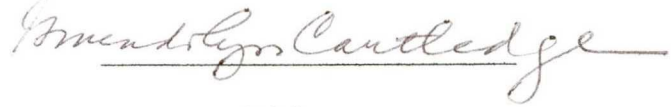

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ABSTRACT

The purpose of this study was to assess the effects of an organization treatment package combining preparation-training, prompting, self-monitoring, and rewards on the daily classroom readiness skills and homework completion of middle-school students with SED. Data were collected in both the special and general education classrooms for the 6th-, 7th-, and 8th-grade targeted students. The participants involved 5 males and 1 female who were targeted because of their poor organization skills and low homework completion. A multiple baseline across subjects research design was used to measure the behavior change from baseline to intervention. Students were taught by the classroom teacher what they were to have daily for classroom preparedness, how to organize these materials, and how to monitor their preparedness and organization behavior. Students received rewards for displaying the taught behaviors. Data were collected for 13 weeks. Research findings revealed a functional relationship between the treatment package and an increase in classroom preparedness for all students in both settings. Although the students made substantial progress, the one area of continued need was homework completion.

Dedicated to my wife Jenny and my

children Jake and Janie Lee for giving

me the time away from them to achieve

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Many students who have emotional and behavior disorders also have difficulties organizing their personal belongings. This disorganization causes them to lose assignments and supplies, and as a result, they are often unprepared for classes. This problem seems to increase as students progress to higher grade levels, perhaps due to the increased workloads encountered in higher grades. Organization deficiencies often contribute to school failure for these students (Deshler, Schumaker, & Lenz, 1984). The purpose of this study was to increase the students' organization by training them in specific organization skills. This study was a replication of a previous thesis by Marcia E. Leinweber at the Ohio State University in 1991. In that study, Marcia Leinweber taught students with learning disabilities to utilize certain organizational strategies and self-monitoring procedures to increase their preparedness for general education classes. This study employed many of the same procedures with one exception that the target population were students with serious emotional disturbance (SED) instead of learning disabilities (LD) as in the Leinweber study.

The target behaviors for this study were classroom preparedness and homework completion. Classroom preparedness grows in importance through the years in middle school into the high school. Students with disabilities often are not required to take much responsibility for their own organization at the elementary grades, but this is a major

expectation at the secondary level in general education classes. No longer, for example, is the homework compiled and placed in a notebook to be sent home to the parents. In preparation for the high school grades, explicit organization training needs to be provided at least by the middle grades. Organizing material often requires new skills that need to be taught to middle school students (Leinweber, 1991).

It was hypothesized that the introduction of an organization-training package would create a behavior change that would increase the students' preparedness and homework completion for the classroom environment. The first step to this organization-treatment package was a preparation training lesson taught to each group of students separately. The next step was to implement the notebooks, prompting, self-monitoring and rewards together as a complete treatment package.

Purpose of the Study

The purpose of this study was to study the effects of an organization-training package consisting of prompting, preparation training, self-monitoring, and rewards on the daily class readiness and homework completion of middle school students with SED.

Review of the Literature

Four areas of research related to this study were explored. The specific topics reviewed include; the characteristics of adolescent learners, both general and special education learners, characteristics of the middle school environment, the importance of classroom preparedness; and the specific interventions of preparation training, prompting, self-monitoring, rewards, and homework completion strategies.

Characteristics of Adolescent Learners

This section describes the general characteristics of both non-disabled middle school students as well as students who have behavior disabilities. Characteristics of students with ADHD (Attention-Deficit Hyperactivity Disorder) and Emotional Disturbance are discussed under the behavior disabilities section.

Adolescent Learners

Early adolescence extends from ages 10 to 14. Most middle school students are within this age range. Many physical and social changes occur during this unique time in a person's life. Intellectually, adolescence is the period when the individual becomes able to systematically formulate hypotheses or propositions, test them, and make rational evaluations (Britannica, 2005). All adolescents experience changes throughout puberty, although the timing and intensity does vary across individuals when dealing with this change (Heron & Harris, 2000). Adolescence is a time of discovery of ones self. Many adolescents experiment in risky behaviors such as alcohol or drugs during this time of their lives. Other issues that peers deal with during this stage of development are body image, identity, relationships with parents, peers, and sexuality (The Child and Family Organization of Canada, 2000). Patrikakou (2004) offers that the increase of academic demands as well as the complex school structure makes it difficult for adolescents to succeed in school. In the education environment, consistency and structure are key components to success for all middle school students. Mercer and Mercer (2001) stated that *the likelihood of power struggles and defiance of authority is greater with adolescents. Thus, both teacher and student must function in a structured environment in which expectations (rules), consequences, and routines have been established clearly* (p.204). At this stage of learning, most general education students have a clear

understanding on how to be organized and how to maintain a notebook with supplies and materials.

Characteristics of Adolescent Students with Behavior Disabilities

Serious Emotional Disturbance is an area of disability that is not easily diagnosed or defined for many reasons. Some of the reasons for the confusion of diagnosis and definition are due to this disorder being a social construct; all children will behave inappropriately at times (Heward, 2000). Heward also discusses how difficult it is to specify a definitive for this disability when the expectations and norms for appropriate behavior are so different across ethnic and cultural groups. Students with this diagnosis usually have other disabilities such as mental retardation or a learning disability making it difficult to determine which diagnosis is causing undesirable behaviors (Heward, 2000). Most students who fall within this category of a behavior, or emotional disorder, usually have similar characteristics. Kauffman (2001) lists these individuals as being socially withdrawn, aggressive, typically experience academic failure, socially rejected, and have difficulties maintaining friendships. Having a history of behaviors is one of the criteria for placement of services under IDEA. In all there are five criteria for placement under this disability through the Individuals with Disabilities Education Act section 121a.5. IDEA uses the following to define *seriously emotionally disturbed*:

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

a) An inability to learn which cannot be explained by

intellectual, sensory, or health factors;

b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

c) Inappropriate types of behavior or feelings under normal circumstances;

d) A general, pervasive mood of unhappiness or depression; or

e) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes children who are schizophrenic [or autistic.1]. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed. (45 C.F.R. 121a.5[b][8][1978])

There are many categories of disabilities that fall under the condition of having an emotional or behavior disorder. According to the Diagnostic and Statistical Manual of Mental Disorders, 4th edition, Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder, and Conduct Disorders are all disability categories that fall under Disruptive Behavior Disorders. The disabilities discussed in this section are specific to the disabilities of the students in the study. Those disabilities are ADHD and Serious Emotional Disturbance. Each disability will be described in a separate section to keep a clear definition of each.

Attention-Deficit Hyperactivity Disorder (ADHD) and Conduct Disorders are the more common disability categories that qualify students for SED within the category of disruptive behavior disorders in the DSM-4th edition. ADHD is a combination of an

inability to attend to a task and high rates of purposeless movement (Heward, 2000). Children with ADHD often have difficulties with following directions, adapting to change, maintaining goal-directed behavior, describing past behavior, and responding with flexibility (Bicard & Neef, 2002). Newer research on this disability has shown that impulsivity plays a major role in the diagnosis of ADHD (American Psychiatric Association, 2000). A core deficit of ADHD that underlies academic underachievement as well as behavioral and social difficulties is impulsivity (Neef et al., 2005). The most widely used and effective interventions for ADHD include stimulant medication, behavioral interventions, or both, which reduce undesirable behaviors and enhance academic performance (Ervin, DuPaul, Kern,and Friman, 1998).

Wagner (2004) researched the outcomes of youths with SED in secondary school settings and found that these students usually do worse than most students with disabilities in general education settings. Most of her research was from the National Longitudinal Transition Study (NLTS) done in 2001. One interesting finding from her study was that teachers rated students with SED very poorly when it came to completing homework on time, taking part in group discussions in class, and staying focused on in-class work. She also found that this category of students have the highest rate of absenteeism than any other disability category.

Many students diagnosed with SED may have more than one disability such as ADHD and Oppositional Defiant Disorder. Students with SED may be taught in general education classrooms with support from intervention specialists. A common characteristic of adolescence is the increasing importance and influence of the peer group.

Middle School Definition

Changing schools often brings anxiety related to the immediate change of peer groups and environments. It is important that students transition into schools that accommodate the needs of young adolescents. The National Middle School Association stated in their Research Summary #1(1996) that middle schools have made deliberate attempts to provide structures, such as teaming to create smaller groups to foster caring relationships. This section will review the rationale for the need for middle level education and how this level is unique from the other two education levels of elementary and high school.

Heron and Harris (2001) found that *the junior high school movement of the late 1920's and early 1930's was previously the most focused attempt to create distinctive schooling for the middle grades* (p. 417). This concept did not seem to fulfill its purpose due to the many social and physical changes that occur with this age group, 10 to 14-year-olds. Junior high schools were designed more after high schools than elementary schools. This concept added the competition aspect of keeping up with other peers, but left out the acceptance piece that is needed with this age group. According to Swaim (2004), one of the fundamental principles of the middle school movement was to provide an environment that nurtures and guides adolescents as they mature. Middle schools also embraced the need for diversity within this new educational environment. As these students mature physically and emotionally, they become more independent within their environments. Students need as many opportunities to practice independence as possible to be prepared for a high school.

Importance of Classroom Preparedness

Classroom preparation is important to the success of students in a middle school environment. Several traits make up classroom preparedness that contributes to school success. The importance, definition, and the effects on performance will be reviewed in the following section.

Importance. Being prepared for any task is essential to the success of any working environment. Students especially need to be prepared for the responsibilities placed upon them in the middle school environment. Among these changes, students must transition to multiple classes during the school day and present themselves prepared for each class. Students must be prepared with their materials for multiple classes. This takes organization, preparation, and time management to be successful in this new system of learning. Kauffman (2001) presents a list developed by Kerr and Zigmond (1986) of the skills that teachers considered critical for success in regular classrooms. The list included organization, on task behaviors, and independent study skills. Many students with ADHD or other emotional disturbances, struggle to maintain behaviors throughout a whole academic period. Bicard and Neef (2002) did a study on strategic verses tactical instruction on adaptation to changing contingencies with children with ADHD. In their study they used tactical instructions to specify an exact pattern of responding which would allow the most reinforcers with a certain schedule effect. They also used strategic instructions which defined two ways that reinforcers could be earned and then allowed the students the choice of which pattern would earn them the most rewards. Each session consisted of contingency learning and contingency testing. In both the learning and testing phase, the students had opportunities to earn reward through either the tactical or

strategic methods; depending on which schedule was chosen by the researchers. The results of this study showed that tactical instruction produced behavior that was insensitive to change in obtained reinforcement compared to strategic instruction. This study also found that it is important to consider the different types of instructions used to establish instructional control when dealing with students with ADHD. They also suggest future studies to be done to focus on target behaviors within the natural classroom environment.

Definition. Leinweber, (1991), defined preparedness according to the behavioral definition of classroom survival skills provided by Schaeffer, Zigmond, Kerr, and Farra (1990). According to these authors, high school survival meant as going to class every day, arriving at school on time, bringing pencils, paper, and books to class, turning in work on time, talking to teachers without back talk, and reading and following directions. Essentially, students needed to have their required materials and display the appropriate task-related social behaviors.

Effective inclusion practices. Students with behavior problems tend to have poor school outcomes. Kauffman (2001) presents an interview with school principal Ford who discusses how at-risk students tend to fill voids of inadequacies with negative attention seeking behaviors as part of a natural tendency to want to be accepted in some way. Negative attention-seeking behaviors usually lead to consequences that affect daily participation in the classroom. Unpreparedness may be an attention-seeking ploy. With the inclusion movement there has been a greater push to integrate students with SED in general education classrooms. There is evidence of successful inclusion of these students through curricular and structural modifications. Inclusion has allowed many students

who have disabilities to be able to work along side their non-disabled peers. For example Reiber & McLaughlin (2004) studied strategies for including ADHD students and found that classroom structure, curricular and teaching modifications, peer intervention, token economies, and self-management were all effective tools. Their research also found that token economies usually were a presentation or removal of a tangible reward contingent upon the presentation of a target behavior. In their research, Reiber and McLaughlin found that for token economies to be successful they must be linked with praise for specific target behaviors; whether they are desirable or undesirable behaviors. They also found that token economies are useful for impulsive students because they offer tangible reasons to act appropriately. In their research, Reiber and McLaughlin also found that self-management strategies were effective with students with ADHD especially with improving classroom behavior. They defined self-monitoring as students evaluating their own behavior and then providing the appropriate consequences after the behavior is emitted. Reiber and McLaughlin also state the importance of training students to self-monitor so that there is accuracy within the recording procedure. One suggestion given was to pair self-monitoring with periodic teacher observation. Another key finding from their research was that even though these interventions were effective, what was effective with one student was not necessarily effective with other students. The concept of individualized modifications and interventions are still very important.

Intervention Strategies Included in the Organization-Training Package

This section will review the literature that deals with the intervention strategies used in the organization training package for this study. The organization-training package consisted of preparation training, prompting, self-monitoring, a reward system,

and homework maintenance. This section will define and provide a rationale for the use of these interventions from the literature that was researched.

Preparation training. Preparation training, or coaching (Heron & Harris, 2001), should be used when trying to better or refine a skill to be taught or for mastery of an older skill. Most students know what is needed to be prepared for class; they just don't make it a priority or think about it until it is too late. When looking at teaching a skill to a student, teachers must first form a task analysis of the skill to be taught. This allows the student to see the individual parts or supplies needed each day for his or her classes. The rationale for preparation training is maintenance of the behavior of being organized. Heron and Harris (2001) define maintenance of behavior when an *individual continues to perform the desired behavior after training has terminated* (p.224). Along with preparation training, rewarding is usually used to program maintenance.

Bicard and Neef (2002) found that when children were provided instruction they acquired tasks more quickly than when children learned through contingency shaping. This study also states that for generalization to occur there needs to be a link between the history of instruction and the contingencies desired by the researchers.

Another study done by Berg et al. (2000) showed how the exposure to material before an assessment would increase the likelihood of success on the assessments. The researchers used three different treatments as separate experiments to study how pre-session exposure to attention could increase the desired behavior from the subjects. In the first experiment they used contingent attention where the subject was given attention during work and play activities. The attention given to the subject reduced the

undesirable behavior down to 3% of the interval time as compared to 68% of the interval time during the escape condition. The second experiment used the choice of free time play verses alone play as the rewarding conditions. The sessions that were followed by the free time play decreased the problem behaviors to 5% where the sessions that were followed by extinction problem behavior occurred 58% of the interval time. The last experiment used a two choice model to determine if pre-session exposure would influence choice making. This experiment showed that what the subject was doing prior to testing did affect the choice making in each trial. Overall, each experiment showed how attention and pre-session variables can influence the results of changing problem behaviors. The researchers do state the issue of satiation within their study as a negative outcome of pre-testing instruction. Preparation training is effective when teaching a multitude of behaviors whether they be educational or behavioral.

Prompting. Prompting is the introduction of a response or the reminding to initiate a response. Prompting is used throughout applied behavioral analysis to produce maintenance of behaviors. Prompting comes in many different forms when dealing with changing behaviors. Prompts can be verbal, visual, mechanical, physical, or self-established. Reiber and McLaughlin (2004) stated that when a desired behavior is needed, post the behavior, define the behavior, and finally practice the behavior.

Ducharme and Holborn (1997) used prompts with preschool children with hearing impairments to get social skills to generalize with non-disabled peers. Researchers in this study used modeling as a physical prompt to increase the socialization of the subjects. This study had children whose hearing loss was measured at the moderate to severe range. Subjects were placed in a play setting where non-disabled peers and disabled

subjects were given the same task to follow. The target behaviors were direct functional skills that mirrored daily classroom activities needed to participate within this particular school. These tasks were attention to activity, cooperation with peers, sharing, and assisting. In the clinical setting where the behavior was taught, the subjects showed improvements with the use of prompting. Prompting was used as the primary initiator to prompt the correct behaviors then gradually reduced throughout the study to check for initiation of behaviors without prompting.

In a study done to increase the social skills of students with autism, Pierce and Schreibman (1997), used multiple peers, trained and untrained, to prompt subjects to respond socially to certain stimuli. Researchers found that utilizing multiple peer trainers, as prompts, helped to produce generalization of behaviors as well. Training took place in a non-academic setting for initiating peer related playtime activities. Peer interaction with the subjects during baseline was near zero percent. After the intervention with non-disabled peers prompting and initiating play, interactions with peers was near 100%. Prompting combined with modeling was effective in teaching appropriate social skills with this study. Prompting has been used in many behavioral studies to help change behavior; whether behaviors were positive or negative.

Self-Monitoring. Self-monitoring is the systematic observation of one's own behavior and the response that is given either to the occurrence or nonoccurrence of a target behavior (Cooper, Heron, & Heward, 1987). Many studies exist on how self-management, self-recording, or self-monitoring have changed long term outcomes of behavior. For example, in a study with young children with disabilities, Mithaug et al. (2003) observed that goal-setting, self-monitoring, self-evaluation, and self-reinforcement

combined in the same instructional intervention resulted in increased generalization in academic settings. Self-management has become an effective tool for improving classroom behavior. Teaching students to monitor their own behaviors teaches ownership as well as accountability. Vollmer et al. (1999) state that self-monitoring of behaviors helps to build a gap between short and long-term reinforcement.

Reiber and McLaughlin (2004) studied classroom interventions with students with ADHD and found contingency management correlated with behavioral responses and their consequences. Critchfield (1999) studied the effects of self-monitoring on daily workout sessions while swimming laps. The subjects were two middle-school-aged children ages eleven and twelve. During baseline, the students were told to just swim as many laps as they could but for the intervention students recorded the laps immediately after each lap. Self-recording led to higher levels of positive change in the swim practices. The researchers concluded that self-monitoring leads to reactive change in the recorded target behavior. Self-management is a useful tool for teachers to use when trying to change behavior, although, the key to its success lies within the accuracy of the recording (Reiber & McLaughlin, 2004). Self-management must be taught to insure that the individuals that are recording know how and what is to be recorded.

Rewarding. Reinforcement is a widely used throughout environments where behaviors need to be changed. There are many types of reinforcement that are used and systems of reinforcement that have been established throughout the years. Studies have shown that positive reinforcement does aid in the changing of behaviors. The type of reinforcement used in this study will be the focus of this section, which is a token system, or also known as a token economy system. Most token systems have three characteristics

that make them effective: (1) clearly stated target behaviors, (2) procedures for dispensing the tokens when the target behavior occurs, and (3) rules for the exchange of the token for some type of tangible reinforcement (Mercer & Mercer, 2001).

Studies sometimes use the absence of behavior as the mode for rewarding students. Jordon et al. (2003) stated that token economies have been effective in the past that reward the absence of a behavior. In this study, the researchers used work then play to get a student with autism to decrease inappropriate behaviors during work sessions. In other words, the student was rewarded for *not* exhibiting an undesired behavior. They combined a positive behavior plan with a token economy. When the student was appropriate, a token was given and play activities were initiated. The researchers found their intervention to be successful.

Students with ADHD need reward systems to close the gap between responses and consequences. Critchfield et al. (2001) state that students with ADHD need immediate reinforcers due to delayed reinforcers having too many competing reinforcers. Neef et al. (1993, 1994) obtained the same findings with students diagnosed as having a serious emotional disturbance. The researchers stated that delayed reinforcements created a bias toward response alternatives. When given time to think about the response, sometimes the target behavior gets lost in the thought process or competes with other stimuli.

The schedule of reinforcement is also important when initiating a reward system. If the rewards are given too often and on a consistent basis, subjects will become dependent on the reinforcement and may not be able to generalize behaviors. If

reinforcers are not given often enough and the subject does not understand for the reason why the reinforcement was given, the target behavior may not be emitted with any kind of consistency. Different schedules of reinforcement have been used in many studies and have proven to be effective. For example Neef et al. (2005) found that with students with ADHD reinforcement immediacy was most important while non-disabled students preferred the quality of the reinforcement. Another type of reinforcement example is contingent reinforcement. In a study done on peer-mediated reinforcement with prompting; researchers found that ADHD students completed more math problems when a peer reinforced their on-task performance (Flood, Wilder, Flood, & Masuda, 2002). Another area of reinforcement is that of the naturally occurring reinforer. This area was researched by Thomas and Iwata (2001) using adults with problem behaviors. In this particular study, researchers were weighing the differences between naturally occurring reinforcement with attention and escape conditions. In most cases in this study, the problem behaviors served as a source of attention seeking behaviors. Within the environment where this study took place, the subjects were getting attention for their problem behaviors. The researchers used a dense schedule of reinforcement of attention and escape to successfully reduce problem behaviors. Volkert et al. (2005) used three magnitudes of reinforcements to accomplish their goal of gaining functional analysis outcomes with autistic students. In this study the researchers used the length of time that the reinforcement was given as the intervention. The idea behind this study was to see if a subject was given a longer period of time to enjoy a reinforcement they might work harder to achieve the reinforcement. In their research, they stated findings on how reinforcement schedules should include parameters on reinforcement such as schedule,

delay, and quality.

Reinforcement systems have shown to be a motivating factor for the students. They also provide clear guidelines for how and when rewards will be given and allow the teacher or researcher the opportunity to provide praise for appropriate responses to a behavior.

Homework maintenance. Bryan and Burstein (2004), state in their article that there are two main components that contribute to homework problems with students with learning disabilities; the characteristics of the students, and teachers' deficits in making homework assignments. The student characteristics mentioned in this article are very typical of many middle school students. Some examples of these characteristics are poor motivation, short attention span, and lack of organization skills. The examples of teachers' deficits listed in this article are assigning material that is too difficult, and making sure that the students record assignments to be done correctly. Another finding from this study was how organization skills affect homework completion due to collecting and gathering assignments that are needed. Bryan and Burstein also state that as students get older, assignments get more difficult due to expected independence by the teachers giving out the homework assignments.

Thurman (1999) researched improving math homework with middle school students by involving parent participation through a telephone hotline system. In her study she noted that 60% of parents did not utilize a system designed to monitor their child's homework even though it was available to them. This research underscores the ongoing difficulties with linking the home environment with the school environment

when dealing with homework completion. The researcher states how the high level of variability within the treatment group caused insignificant statistics with this study.

Self-management and parent participation was used by Cancia, West, and Young (2004) to measure the completion of math homework by students with emotional and behavioral disorders. The researchers found that the students within this study were at risk for school failure due to their inabilities to remain attentive, complete task and assignments, and accomplish homework. The researchers taught the parents how to use self-management techniques to help their children complete homework and increase accuracy on homework assignments. All six middle school students increased their homework completion and accuracy through the intervention used by the researchers.

Summary of the Literature

The literature reviewed for this study was specific to the general characteristics of what is needed for students who struggle with being prepared for the academic environment in which they are educated. The target behavior for this study is preparedness. There are many sub skills within preparedness, which keeps special education students from being successful within general education classrooms. Other areas that needed to be reviewed were within these subcategories such as self-monitoring, rewarding, prompting, and homework completion.

Students emerging into adolescence deal with many changes physically and socially throughout the years, especially students who have special needs that limit their social skills. Many students with behavior or emotional issues struggle academically and socially throughout these years. Middle schools were designed to meet the needs of

adolescents preparing to become more independent adults.

Being prepared for school is a skill that is directly correlated to how successful one is in school. Preparation is a life skill used daily by most adults. The research literature indicates a close correlation between preparedness and success in the school environment. Research was used to show the importance and appropriateness of being prepared.

The fact that students can be taught to be prepared for class is clearly indicated in the research literature. Preparedness using prompting was important in the research due to the short attention span and competing contingencies when dealing with students with ADHD and behavior disorders. Prompting also was useful in combining it with the other interventions used such as self-monitoring and rewarding. Self-monitoring was proven to be a successful intervention tool for changing behaviors that were functionally appropriate to the academic setting. The research showed how self-monitoring helped to generalize behaviors from the clinical setting to other academic settings. The research also showed that rewards and reinforcement help to produce desired behaviors in academic settings. The research also showed that extrinsic reinforcers can be effective in motivating the students to display the desired behaviors. What is not entirely clear at this point is the combined use of these various techniques to increase the classroom preparedness of middle-school students with SED. That question is the focus of this study.

Research Questions

In this study the following research questions were to be answered pertaining to class preparedness and homework completion within general and special education classrooms.

1. What effect will an organization-training package consisting of instruction, prompting, self-monitoring, and rewards have on the level of preparedness in general education classes for middle-school students with SED?
2. What effect will an organization-training package consisting of instruction, prompting, self-monitoring, and rewards have on homework production in general education classes for middle-school students with SED?
3. What effect will an organization-training package consisting of instruction, prompting, self-monitoring, and rewards have on level of preparedness in a special education class for middle-school students with SED?
4. What effect will an organization-training package consisting of instruction, prompting, self-monitoring, and rewards have on homework production in a special education class for middle-school students with SED?
5. How will middle school students with SED rate an organization-training package consisting of instruction, prompting, self-monitoring and rewards?
6. How will general education teachers of middle school students with SED rate the effects of an organization-training package consisting of instruction, prompting, self-monitoring and rewards?

CHAPTER 2

METHOD

This chapter discusses the method in which this study was conducted. A description of the subjects, setting, experimenter and the developmental design variables is provided. The experimental design and the procedures used for setting up the organization training package consisting of prompting, preparation training, self-monitoring, and rewards are also discussed

Subjects

Six students with SED were targeted for this study: two sixth-grade males, two seventh-grade males, and two eighth-grade students; one male and one female. These students were chosen for this study because of their lack of organization skills and low homework completion.

The sixth-grade students were assigned to general education classrooms for two periods per day and two special education classes for their academic courses. Student 6.1 is a Caucasian male age 11, who comes from middle to upper socioeconomic background. He has a younger brother and splits time during the week with his mother and father who live in separate homes. The second sixth-grade student, Student 6.2 is a Caucasian male age 11, who comes from middle to upper socio-economic background.

He lives with his mother and father. He has an older brother who is three years older and lives in the same home.

The seventh-grade students were assigned to two regular education classes, science and history, and had math and language arts within the special education classroom. The first seventh-grade student, Student 7.1, is a 12-years-old Caucasian boy. He lives with his mother and father and a younger brother. He comes from an upper socioeconomic background. The second seventh-grade male, 7.2, is a 12-year-old Caucasian who lives with his mother and older brother. He comes from a lower to middle socioeconomic background.

The first eighth-grade student, Student 8.1, is an African American male who is 14-years of age and comes from a low socioeconomic background. He lives with his mother and little sister. He participates in a general education class for health. He takes a model math class and receives instruction in the SED resource room for all of his other classes. A model class at this middle school is defined as a general education classroom setting with two teachers instructing the class. One teacher is the general education teacher; the other is a special education teacher. The students within this class are a mix of special education students and general education students. The last student in the study, Student 8.2, is a 13-year-old Caucasian female who lives with her mother and older brother. She comes from a lower socioeconomic background; it is unclear why she is listed in school records as not receiving free or reduced lunch. She is currently in four general education classes and one model math class each day. She also receives one period per day as a supplemental period to work on specific issues with homework completion. Table 1 gives the demographic information for students in this study.

Table 1:

Student Demographic Information

Student	Age in years	Gender	Grade	Race	Spec. Ed ID	Free Lunch	Reading *IRL
6.1	11	M	6	Caucasian	SED (ADHD, Depression)	No	4.1
6.2	11	M	6	Caucasian	SED (Bipolar)	No	5.6
7.1	12	M	7	Caucasian	SED (Depression, ADHD)	Yes	5.0
7.2	13	M	7	Caucasian	SED (ADHD)	No	3.8
8.1	14	M	8	African-American	SED (ODD, ADHD)	Yes	2.6
8.2	14	F	8	Caucasian	SED (ADHD)	No	5.5

*Independent Reading Level

Setting

The middle school where this study took place is in middle to upper income neighborhood. This neighborhood is a suburb of Columbus, and is steadily growing. The school district that this school is in has three other middle schools, and three high schools. This study was conducted in a middle school that has an enrollment of 921 students from families of all socioeconomic levels. The racial composition of this school is Caucasian (75.1%), African-American (17%), Asian (2.6%), Mixed Race (4.1%), Hispanic (0.77%), and Other (0.04%). The general education classes in the sixth grade ranged from 28 to 30 students per classroom. These classes were team taught by a general education teacher and a special education teacher/aide. The general education classes in the seventh-grade ranged from 25-29 students per classroom. These classes were taught by a regular education teacher and assisted by a special education teacher/aide. The eighth-grade classes were also taught by a general education teacher and assisted by a special education teacher/aide. The special education classes, or SED unit, contained one special education teacher and one aide. There were from 6-10 students in the unit for each period of the day. Students were assigned to the SED/special education classroom by

grade level. While the sixth-grade students were in the SED unit the seventh and eighth-grade students were attending their general education class. This permitted the researcher to introduce the treatment to one grade level at a time. During the preparation training, the classroom aides assisted the teacher in training the students and collecting data. Following training, students were expected to use the organization skills in their general and special education classes.

Experimenter

The experimenter received his Bachelor of Science degree in education from Abilene Christian University in 1996. He has been teaching in a middle school special education classroom for students with emotional disabilities for the past four years for the Westerville City Schools. He is currently pursuing his master's degree in special education.

Dependent Variables

The dependent variable, students' preparedness for class, was defined as having the appropriate materials and assignments that each student would need for a specific class during the student's academic day. Each student was to have a 3-ring binder, pen or pencil, paper, textbook, and homework. A pencil pouch with other important supplies such as tape and colored pencils were also a part of the binder but were not counted as needed supplies for this study. All assignments and handouts were organized by the student. Within each subject section, the student had a table of contents of assignments, quizzes, and tests. This binder was used in both general education classes as well as the special education resource room.

Completed homework assignments were defined as a given assignment that was completed with at least 80% accuracy and was turned in the class period that the teacher designated for its submission. The experimenter felt that the students should produce homework that was at least at a B grade level or better, for it to be counted as complete. A homework assignment was not counted as completed if the score was less than 80% accurate or if it had been handed in late. All homework assignments must have had the appropriate heading with the assignment name on the top line in the middle of the page,

as well as the student's name and date in the upper right hand corner of the page.

Appropriate supplies were defined as having the three ring binder with pencils, paper, homework folder and textbook. The student also needed to have the appropriate books needed for their classes. Students were not given credit for being prepared for class if any of the items listed above were not within their possession as they entered their general or special education classroom.

Independent Variables

The independent variable in this study was the organization training consisting of instructions, prompting, self-monitoring, and rewards. This was introduced as a treatment package to each of the three groups of students. Each group was introduced to the treatment package in isolation of the other groups using a training script. (Appendix C)

Interobserver Agreement

Interobserver agreement was maintained by using an occurrence agreement format. This means that each day the special education teacher or aide filled out a checklist for each student that had the necessary items for class each day, including homework. Twice a week, the general education teacher also filled out the same checklist for each student. These two checklists were compared for accuracy between observers. Accuracy between the two observers needed to be 100%. If this accuracy level was not met between observers, another day was added where both the special education teacher/aide and the general education teacher completed checklists. If accuracy continued to not meet 100% when checking against the two lists, both observers reviewed checklist procedures with the experimenter.

Treatment Integrity

Treatment integrity was monitored by having an outside observer complete the same checklist used by the experimenters throughout the study. A checklist was completed for each step of the study. One was completed for the introduction of the treatment package, where the observer made sure that each step of the treatment package was explained in detail by following the designed script word for word, making sure that

nothing was missed during the instruction. A checklist was also completed each week during the intervention of all three grade levels to make sure that the experimenters were prompting each student when they were designed to prompt the students. Another checklist was completed to make sure the experimenters rewarded the students as designed. These checklists were completed not only for treatment integrity, but also to make sure that no steps in the experimental process of this study were missed.

Materials

Three ring binder- this could be any type of binder that had three rings that close tightly so that paper and supplies cannot fall out of the binder accidentally.

Section dividers- these were used to separate materials from each class.

Pencil Pouch- this had an attachment so that it may be clipped into the three ring binder. It had a pencil, pen, red pen, colored pencils, highlighter, and tape.

Homework folder- a folder that has two pockets and the capability to be clipped inside the three ring binder. Each night this folder was sent home with the student with any homework that may need to be completed.

Self-Monitoring card- this was a small card that has a list of materials that each student will need each day. Listed on the card was: pencil/pen, paper, binder, textbook, and homework. Beside the homework, a line was provided to place the score given for that day's homework. Only 80% or better was counted as completed homework.

Experimental Design

The experimental design chosen for this study was a multiple baseline across participants. Each grade level was introduced to the independent variable separately from the other grade levels. In the multiple baseline design, several subjects receive the same intervention in the same setting, but the intervention is initiated at different times (Cooper, Heron & Heward, 1987). Over a period of weeks, baseline data was collected for all students in the study. Once a steady state of responding was achieved, intervention began with the sixth-grade students while the other groups remained in baseline. When a steady rate of responding occurred within the first group of participants, the second group, the seventh-graders, were introduced to the intervention.

The last group, the eighth-graders, remained in baseline until a steady rate of responding occurred within the seventh-grade group. As soon as that occurred, the eighth-grade students were also introduced to the intervention. At that time, all three groups of students were working within the treatment package.

Procedures

The experimental conditions in this study consisted of baseline and a treatment package of prompting, preparation training with self-monitoring, and contingency rewards given for achieving daily goals. Students in the 6th grade were introduced to the experimental conditions by first going through baseline and then being introduced to the treatment package. The 7th grade students were introduced to the same independent variables as the 6th grade students and in the same order. The introduction of the treatment package began with the 7th grade after it was determined that generalization of behaviors had not occurred across grade levels. The same process of introducing the treatment package was taken with the 8th grade as well. After making sure that behaviors had not crossed grade levels, the 8th grade also began the treatment package.

Baseline

Baseline was collected for all three groups of students in the special education classroom and a general education classroom. This was collected in a Geography class for the 6th grade, a History class for the 7th grade, and a Science class for the 8th grade. Behaviors that were measured during baseline were homework completion and supplies in hand before class begins. These behaviors were measured on an occurrence or nonoccurrence scale for being prepared for class. This means that each time the students went to their classrooms where the target behavior was being measured, the experimenter checked to see if the students had their materials. This data was collected using a checklist. Baseline was checked in both the special education classroom as well as the general education classroom. The people responsible for measuring these behaviors each day were the general education teachers and a special education staff member. Measurements were taken at the beginning of each class session. The students were not informed that data was being collected each day. Nor did the teachers/staff members interact with the students as these behaviors were being measured. The tool used to

record these measurements were checklists that had a box to check for each item the students were supposed to have. There was also a line to check for homework completed as well (Appendix B). The teacher and special education teacher/aide both had a checklist to fill out for the students. Data was collected daily to record what supplies were being brought to class and to see if homework was being completed. The data was kept as frequency counts that were later turned into percentages for evaluation purposes. Homework was recorded as completed on time only if the grade given on that assignment was 80% or better. Not only was data collected in the general education classes, but also in the SED resource room. This data was collected the first period that the students had in the special education classroom each day. The same data was collected for the periods that the students were in the special education room as was collected in the general education classes.

Pre-Intervention Training

Treatment was introduced as a treatment package including instructions on how to be more organized, prompting, a self-monitoring system, and contingent rewards. The basis of this treatment package was to focus on the self-monitoring cards that the students carried with them daily to help remind them what they needed to take to class with them each day. The following paragraphs explain each part of the treatment package in detail.

Instruction was given through a scripted format to teach the specific system of using an organized notebook to be more prepared for class (Appendix C). This lesson was given in the special education classroom to each grade level at separate times of the day. The instruction was given to the 6th grade first, about six to eight days after baseline had begun. Once the 6th grade had been using the treatment package for at least eight days, the 7th grade was given the instruction lesson. After the 7th grade had been using the treatment package for at least eight days, the 8th grade was given the instruction lesson. A guided note format (Appendix D) was used to make sure the students were following along with how they were to use the notebook and self-monitoring card. This script included the different parts of the notebooks and how each section should be organized. Not only did the script explain what needed to be in the notebook, it also gave examples of what was not to be in the notebook. The script also included how the

homework folder was to be used to transport work from school to home and back to school. Another part of the script explained how to use the self-monitoring cards that went with the students each day, to help remind them of what they needed to take to class with them. The script also defined which classes the notebook needed to be taken to each day. While the experimenter was teaching the lesson on how to use the specific tools of this study, an observer monitored the experimenter to make sure that all parts of the script were covered in the lesson. This was done by using a checklist of the lesson script. This lesson took two class sessions over consecutive school days. After the lessons were complete, the observer and experimenter met to make sure that all parts of the script were covered completely.

Prompting was done on a daily basis to increase the opportunities to become more organized. Prompting was introduced to the 6th grade on the day after the students complete the lesson on how to use the notebooks. The same presentation schedule was for 7th and 8th graders; that is they were prompted the day after completing the instruction lesson. Prompting was done before the students left to go to their classes. (This may have been a general education class that they were going to or it may have been the special education class.) The students were prompted for both classes that were evaluated for this study. Prompting was done by simply asking the students if they had their materials for their classes. The self-monitoring card (Appendix F) was to be referenced in the prompt. Prompting was given daily to the 6th grade until the 7th grade students began their intervention. At that point, the 6th grade was only prompted every other day. The 7th grade was prompted everyday, just as the 6th graders were when they began their intervention. Once the 8th grade was placed in the intervention phase of the study, the 7th grade was then prompted every other day, and the 6th grade was prompted only once a week. Now that all three grade levels were into intervention, a poster (Appendix G) was hung in the special education classroom that served as a visual prompt. One week after the 8th grade began their intervention, the 6th grade was no longer being prompted to use their self-monitoring cards. At that time the 7th grade prompting was reduced to only once a week, and the 8th grade was prompted every other day. After another week had passed, the 8th grade was reduced to only being prompted

once a week while the 7th grade was not prompted at all to use the self-monitoring cards. At the beginning of the next week, all three grade levels were no longer being prompted to use the self-monitoring cards. The following table outlines how this weekly schedule worked. (The 6th grade began intervention at the beginning of the third week of the study. Table 2 gives the prompting schedule, which began the third week of the study.)

Table 2

Prompting Schedule Chart

	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
6th Grade	Daily	Daily	Every other day	Every other day	Once a week ***	Once a week	Not at all	Not at all	Not at all	Not at all	Not at all
7th Grade	Base-line	Base-line/instruction	Daily	Daily	Every other day	Every other day	Once a week	Once a week	Not at all	Not at all	Not at all
8th Grade	Base-line	Base-line	Base-line	Base-line/instruction	Daily ***	Daily	Every other day	Every other day	Once a week	Once a week	Not at all

***A visual prompt (Appendix G) was hung in the special education classroom during the seventh week of the study. The visual prompt was in a poster format that reminded the students to check their cards.

Prompting was also being checked by an observer to make sure that the experimenter was using the prompts with each grade level as the set schedule states. This was done by using a checklist that was completed for each group twice a week throughout the study. The observers were trained on what prompts should be used and when the prompts should be given. The observer recorded to whom the prompts were given during each recording period.

This study used a small card (Appendix F) that listed the items needed each day to be prepared for class as a self-monitoring system. The students were taught how to use the notebook and what items they would need to have with them to be prepared for class. Part of this list of items was a self-monitoring card. The card was a laminated index card that had all the appropriate items for this study typed on the card. They were taped to the inside top left corner of each student's front cover of the binder. The inside was chosen

so that the students in the study were not embarrassed by their peers for needing this card to be organized. The students were rewarded for maintaining and using their cards throughout the study. The experimenter checked each student's binder daily during the first two weeks of the intervention phase for each group. After that period of time, the experimenter did random daily checks to reinforce the use of the cards. Students were given rewards for maintaining their cards in the appropriate place, top left hand corner of the front cover, of the binders. An observer monitored the experimenter each day during the first week of intervention to make sure the experimenter checked each student's notebook for the self-monitoring card. This was done by the use of a checklist that had each student on the list and a different list was formed for each grade level.

Students were rewarded for making progress with their organization skills as well as being prepared for class. Rewards were given on the same schedule as the prompting schedule. Students were rewarded daily as soon as they entered into the intervention and then, slowly reduced to no rewards at all. This schedule was given everyday for the first two weeks of intervention. After that, the rewards were given on an every other day schedule for the following two week schedule. After that cycle of rewarding, the students were then placed on a once a week schedule of being rewarded. The last phase of the rewarding schedule consisted of no rewards being given at all. Students received tokens that could be exchanged for different items in the classroom store. Some of these items included snacks, pencils, pens, soft drinks, coupons for computer time, coupons for library time, coupons for game time with peers, and candy. Tokens that were given to students would not be taken away for misbehavior. Once a student earned a token, it was his/hers to use as they wish. Students were to use their tokens the day they were received in order to avoid losing tokens and the opportunity to obtain rewards.

Social Validity

Social validation is an important issue for special education teachers when merging general and special education conditions (Kauffman, 2001). Schwartz and Baer (as cited by Kaufman, 2001) stated three criteria that need to be observed with research when looking at social validity. One is making sure that the significant problem/issues

are being addressed. The issue of not being prepared for class could result in failing that class. This in itself is a socially valid concept. The second criteria that needs to be looked at is the intervention procedures and if they are acceptable for the people in the study. In this study, students in middle school special education classes needed specific training on being more prepared for a general education setting. Self-monitoring is important for regulating both academic and social behaviors. The third criterion that needed to be observed was to see if the outcomes of the intervention are satisfactory; or was the intervention successful. This was measured by a set of questionnaires that were given to not only the students involved, but also the teachers that were a part of the study. The questionnaires were given at the end of the study, when all three groups of students completed all parts of the intervention. Student questionnaires (Appendix H) were given to the subjects in this study through an interview process where the questions were read to the subjects and they responded on each questionnaire independently. Subjects handed in the questionnaires unanimously through an envelope left in the interview room as they completed the questionnaires. Questionnaires were also given to the classroom teachers (Appendix I) and recorded by the researcher in this study. Each questionnaire consisted of questions that fit the criteria for increasing validity of questionnaires (Schwartz & Baer, 1991). These criteria for good questions consist of questions that have a wide variation in range of response, specific periods of time related to the study, specific to the topic of discussion, address all pertinent dimensions, anonymous completion, and free of contingencies. The data from these questionnaires were used to see how satisfied the consumers were of the intervention. It was also could be used for future studies to be

able to see what changes could be made and to possibly be able to prevent some problems before they may occur

CHAPTER 3

RESULTS

The purpose of this study was to study the effects of an organization training package consisting of prompting, self monitoring, and a rewards system on the daily readiness and homework completion of middle school students with a Severe Emotional Disturbance.

The results of this study were taken from data that was collected over 40 days throughout the months of April, May, and June in 2004. Baseline and the intervention phases of this study were collected over 60 sessions throughout this study. A session was defined as one class period, whether it was a special education class or a general education class. The only time data were not recorded for a student was when he or she was absent from school or not allowed to participate in a class for behavior reasons. Data points were not connected at times of students absences. Of the nine students that were targeted for this study, only six participated in the intervention phase of the study. One student was terminated from the study because of an exclusion from school. The other two students that were excluded from the study were maintaining a high level of organization as determined from an analysis of baseline data.

The following is a basic description of the phases and then a detailed description of each student as they went through the study.

Baseline

Data were collected for nine students within the SED unit resource room that were lacking in organization skills and homework completion. Students were not aware that data were being collected on how well they were prepared for class each day. Data were collected by a special education teacher or aide that was already working with each student in their classes. Data were taken from one special education class and one general education class.

Intervention

The intervention that was implemented for this study was introduced as a treatment package. The elements of this treatment package are outlined below.

Instruction- Students were instructed on how to use a notebook through a script that was designed to be taught as a lesson that the students could interact with.

Prompting- Prompting occurred on a thinning schedule that is described in detail in the Prompting Schedule Chart in Chapter 2.

Self-Monitoring- The students were taught how to self-monitor through a simple card that was placed on their notebook to use as a checklist of the items they may need in their classes each day.

Rewards- Students were rewarded for having the materials needed for their classes through a token system that was used on a daily basis.

Social Validity

Social validity was measured by two surveys that were given at the end of the study. One was given to the students that were in the study and the other was for the

general education teachers that taught the students in this study. The surveys were brief interviews that are described in detail in Chapter 2 in the social validity section.

Student 6.1

Baseline

Figure 1 shows that student 6.1 was bringing on average three items (60% preparedness) to class each day in his general education class and averaging 3.5 items a day (70% preparedness) in his special education class. He would bring random items such as magazines, books, and toys to class instead of the material he would need. He usually would have his binder, paper, and textbook each day for his classes. The materials he did not have most often, were his pencil and homework. During baseline, Student 6.1 had a total of 34 items missing for 25 general education class sessions. Of the 34 items missing six were homework assignments. This means Student 6.1 was submitting 76% of the assigned homework and that homework made up 18% of the missing items in the general education classroom. In the special education classroom during baseline, Student 6.1 had a total of 35 items missing for 25 class sessions. Of the 35 items missing 14 were homework assignments. This means Student 6.1 was submitting 44% of the assigned homework and that homework made up 40% of the missing items in the general education classroom. The times he did have his homework it was not counted due to incompleteness or not being at an 80% or higher accuracy level. His general education class and special education class were almost identical with his materials that he was or wasn't bringing to class. This student struggled with his general education class because it was the first class of the day for him. His special education

class was later in the day, but he seemed to produce the same level of materials for that class as well.

Intervention

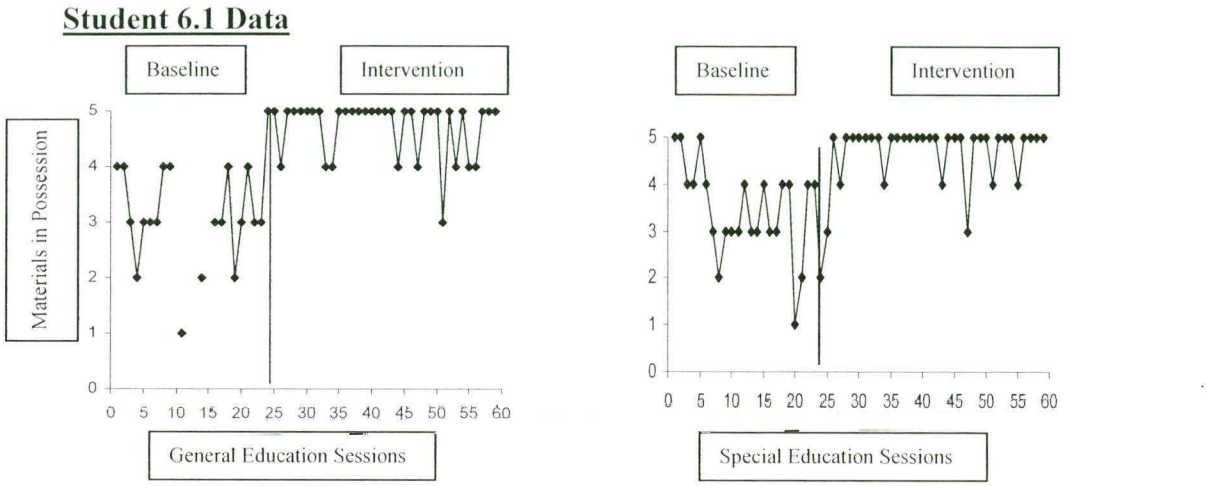
During the intervention phase of this study, student 6.1 did very well. Figure 1 shows that his materials in possession increased immediately once the intervention phase started. Both in the special education class (94% preparedness) and general education class (90 % preparedness) he was bringing most all of his materials each session. During the intervention phase, Student 6.1 had a total of 10 items missing for 35 general education class sessions. Of the 10 items missing six were homework assignments. This means Student 6.1 was submitting 83% of the assigned homework and that homework made up 60% of the missing items in the general education classroom. In the special education classroom during baseline, Student 6.1 had a total of nine items missing for 35 class sessions. Of the nine items missing two were homework assignments. This means Student 6.1 was submitting 94% of the assigned homework and that homework made up 22% of the missing items in the general education classroom. His data show that he had all of his materials in his special education class more often than his general education class for this phase. This could have been due to less homework in one class than the other, or that he knew that he may have had a better chance of being rewarded in one class over the other.

Social Validity

On the survey that was completed by student 6.1 he answered the question of how this study helped him in any way by stating *a little bit with my social skills.* He felt that this study helped him to make new friends and that he would participate in another study

like this one if he were asked. No negative comments were made on his survey from this study.

Figure 1



Student 6.2

Baseline

Figure 2 shows that student 6.2 also struggled with having his material in both his special and general education classes. He averaged having 2.8 materials each day (56% preparedness) in his general education class and averaged 3.8 materials (76% preparedness) in his special education class each day. This student was in the same classes as student 6.1 where his general education class was his first academic class of the day. Having this class the first period apparently affected his lack of preparedness. His homework scores failed to meet the desired criterion and he frequently lost his paperwork and materials. During baseline, Student 6.2 had a total of 40 items missing for 25 general education class sessions. Of the 40 items missing nine were homework assignments. This means Student 6.2 was submitting 68% of the assigned homework and that

homework made up 23% of the missing items in the general education classroom. In the special education classroom during baseline, Student 6.2 had a total of 28 items missing for 25 class sessions. Of the 28 items missing 13 were homework assignments. This means Student 6.2 was submitting 48% of the assigned homework and that homework made up 46% of the missing items in the general education classroom. He had a binder but did not use it like it was designed to be used; it was used more like a junk drawer than an organization tool. Most of the work he handed in was not complete, but what he did submit was usually accurate. His general education class data were higher in this phase with homework because he kept most of his materials in that classroom. Another reason his scores were higher in this class was due to the help he received before the class began to complete the previous days homework. This help was during a supplemental class designed to provide additional support for his academic classes. The support he received in the resource class was usually one-on-one support by a special education teacher or aide.

Intervention

The intervention of the treatment package seemed to stabilize this student's ability to maintain his materials in his classes. Figure 2 shows that student 6.2 maintained all five items needed almost every session throughout the remainder of this study. In his general education class, he had on average 4.4 items (88% preparedness) and in his special education class he had on average 4.8 items (92% preparedness). Only eight sessions in both classes were below perfect for this student. The majority of these marks were a combination of both not completing homework and missing materials. During the intervention phase, Student 6.2 had a total of 12 items missing for 35 general education

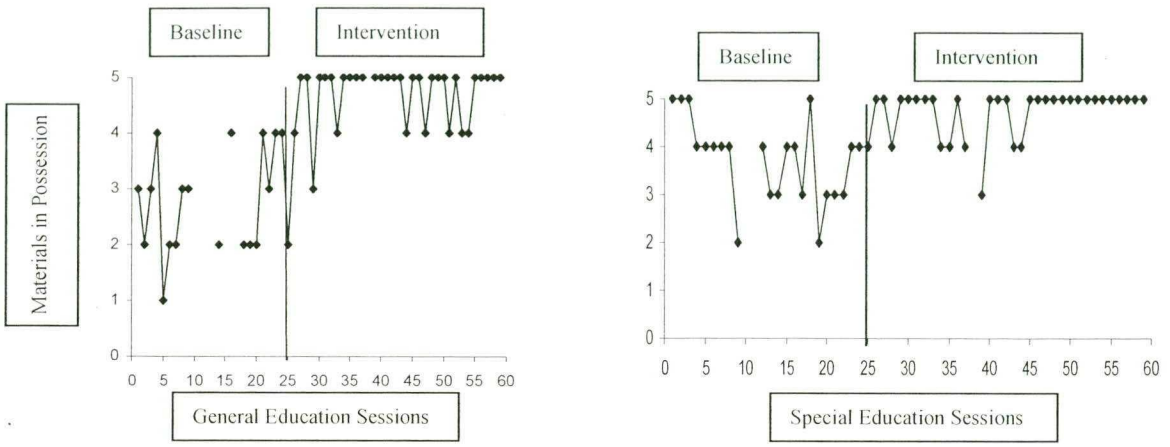
class sessions. Of the 12 items missing six were homework assignments. This means Student 6.2 was submitting 83% of the assigned homework and that homework made up 50% of the missing items in the general education classroom. In the special education classroom during baseline, Student 6.2 had a total of nine items missing for 35 class sessions. Of the nine items missing three were homework assignments. This means Student 6.2 was submitting 91% of the assigned homework and that homework made up 33% of the missing items in the general education classroom. Materials were not lost and in-class worksheets did not need to be duplicated daily as they had been during baseline. This student did very well in this study on organization and maintenance of materials. He continued to have difficulty in completing his homework assignments, although he did improve in this area.

Social Validity

On the social validity survey completed by student 6.2, he stated the same answer for two of the questions on the survey. The first question asked some things that they enjoyed from being a part of this study, and the second asked how this project helped them in any way. The repeated answer for these questions was *it taught me how to be more organized.* This student did not know how to be more organized before this study. There were many days where this student would be in amazement that he could find worksheets in his binder, since he was now filing them in his notebook rather than throwing them in. This student felt that this study was *a challenge* to him.

Figure 2

Student 6.2 Data



Student 7.1

Baseline

Figure 3 shows the inconsistencies of student 7.1 during baseline in both the special and general education classrooms. This student seemed to have 3.8 items per day on average (76% preparedness) in the general education classroom and 3.3 items per day on average (66% preparedness) in the special education classroom during baseline. Unlike the other students in this study, this student seemed to have fewer materials in the special education class than in the general education class. He expressed a negative attitude toward the special education resource room and often acted out during these periods. He also showed little interest in being prepared in the special education room. On the other hand, a desire to be accepted by his general education peers seemed to motivate his general education preparedness for an average of four materials per day.

During baseline, Student 7.1 had a total of 37 items missing for 35 general education class sessions. Of the 37 items missing 13 were homework assignments. This means Student 7.1 was submitting 63% of the assigned homework and that homework made up 35% of the missing items in the general education classroom. In the special education classroom during baseline, Student 7.1 had a total of 55 items missing for 35 class sessions. Of the 55 items missing 14 were homework assignments. This means Student 7.1 was submitting 60% of the assigned homework and that homework made up 25% of the missing items in the general education classroom. This student struggled with homework completion. He received little to no support outside of school on his academic assignments. Once he was back in school, he did not like being helped by a "special education" teacher so he would say his work was done or that he didn't have any to do while he was in the resource room for support. This student rarely had his supplies as well. If he lost a pen or pencil, it would be days before he would get more supplies. He also resisted taking materials from his teachers because he didn't want them to think he needed their help. He was more receptive to receiving materials during the intervention phase.

Intervention

Figure 3 also shows that student 7.1 quickly increased his materials in possession when the intervention phase was put into place. By having the materials he needed without asking for them, student 7.1 did very well with his academics and preparedness. He had on average 4.6 items each day (92% preparedness) for his general education classes and 4.7 items each day on average (94% preparedness) for his special education classes. He was very competitive with this project amongst his peers. He also enjoyed

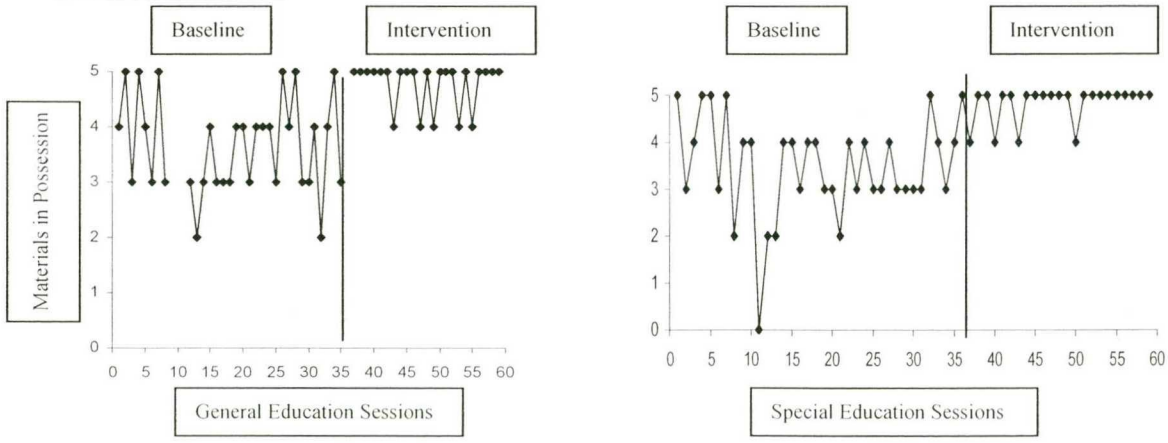
the rewards handed out for his participation in this project. During the intervention phase, Student 7.1 had a total of five items missing for 25 general education class sessions. Of the five items missing three were homework assignments. This means Student 7.1 was submitting 88% of the assigned homework and that homework made up 60% of the missing items in the general education classroom. In the special education classroom during baseline, Student 7.1 had a total of four items missing for 25 class sessions. Of the four items missing none of them were homework assignments. This means Student 7.1 was submitting 100% of the assigned homework and that homework made up none of the missing items in the general education classroom.

Social Validity

Student 7.1 stated in his survey that he enjoyed this study because he *got a new notebook to keep me more organized.* He did not like having to transfer papers to his notebook each day but did say that he would participate in this type of study again in the future. This student also stated that he felt that this study allowed him to do better in his classes as well as being able to find his papers more easily.

Figure 3

Student 7.1 Data



Student 7.2

Baseline

Figure 4 shows that student 7.2 was very sporadic in having his materials throughout baseline in both the special and general education class in this study. He was averaging 3.5 materials per day (70% preparedness) in his general education class and 3.8 items per day on average (76% preparedness) in his special education class. This student did not seem to realize that it might be important to have certain materials each day in his classes. Some days he would forget his textbook and pencil, other days it was his whole notebook. Not having his supplies seemed to draw some attention to him by his teachers. During baseline, Student 7.2 had a total of 50 items missing for 35 general education class sessions. Of the 50 items missing 13 were homework assignments. This means Student 7.2 was submitting 63% of the assigned homework and that homework made up 26% of the missing items in the general education classroom. In the special education classroom during baseline, Student 7.2 had a total of 41 items missing for 35 class sessions. Of the 41 items missing 19 were homework assignments. This means Student 7.2 was submitting 46% of the assigned homework and that homework made up 46% of the missing items in the general education classroom. Student 7.2 seemed to be drawn to this attention that he was getting for not being prepared because it allowed him some individual time with the teachers in his class. It also seemed that he would not ask a peer for assistance in this area, but would wait to make it an issue with his teacher. He rarely had his work done due to not doing homework or losing his assignments. He would lose worksheets and assignments that he would have completed the previous day. This

student also tended to throw worksheets and assignments into his books rather than in a binder.

Intervention

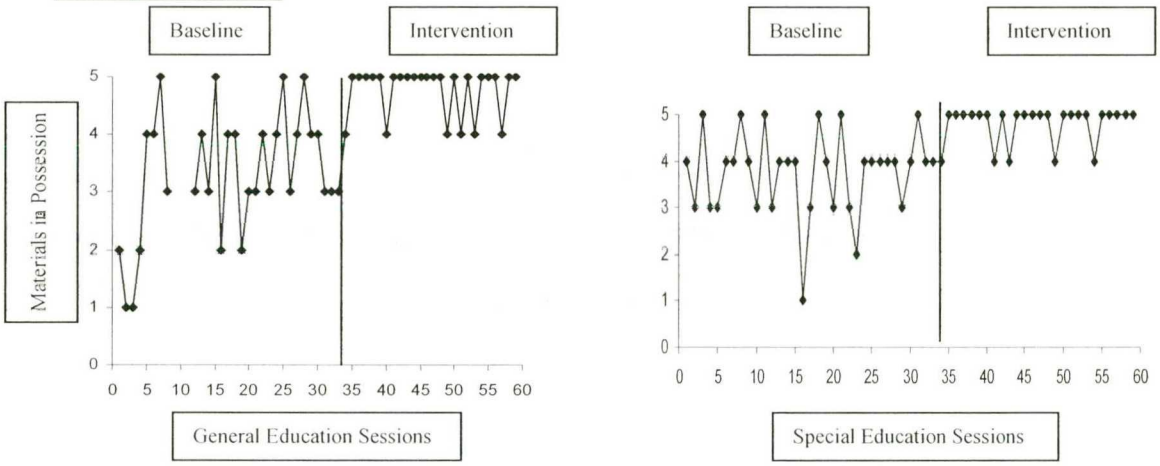
The intervention treatment package worked very well with this student. He immediately began to have all of his materials including his homework. Figure 4 shows that in his general education class on average he was bringing 4.6 items (92% preparedness) each day and on average 4.7 items per day (94% preparedness) in his special education class. Homework was the one area that continued to bring his score down to a four throughout the rest of the study in the general education classroom. During the intervention phase, Student 7.2 had a total of six items missing for 25 general education class sessions. Of the six items missing four were homework assignments. This means Student 7.2 was submitting 84% of the assigned homework and that homework made up 67% of the missing items in the general education classroom. In the special education classroom during baseline, Student 7.2 had a total of five items missing for 25 class sessions. Of the five items missing one of them was a homework assignment. This means Student 7.2 was submitting 96% of the assigned homework and that homework made up 20% of the missing items in the general education classroom. Even when the prompting was reduced, student 7.2 continued using his self-monitoring card daily. This student used the card more than the other students. He would go through a verbal check with his teachers before his morning classes. This student was aware of his organization difficulties and put forth considerable effort to improve. Although the reinforcement system was useful, he appeared to operate mostly through intrinsic motivation.

Social Validity

I am organized is the statement written by student 7.2 in answering what things of this study he enjoyed about being a part of this study. To reflect that, he also stated that this was the part of the study he did not like. He felt that it was difficult to be organized especially when there are people watching over your organization. He did state that one thing he would have changed about this study would be to organize things the way he would want them to be organized. He specifically wanted a homework folder for each subject so he wouldn't have to move papers from the homework section to each specific class section each morning. He also stated that this project helped him to have less trouble finding his papers.

Figure 4

Student 7.2 Data



Student 8.1

Baseline

Figure 5 shows that during baseline Student 8.1 really struggled with this area of being prepared for his academic classes. Most of this student's academic schooling,

since third grade, has been in special education classrooms with relatively little experience in inclusive settings. Problem behaviors centered on limited peer interaction skills. In the special education class on average this student had 4.3 materials per day (86% preparedness). General education class preparedness was even lower than the special education class. On average he had 3 materials per day (60% preparedness). He often came to class with only his book and a pencil. During baseline, Student 8.1 had a total of 64 items missing for 40 general education class sessions. Of the 64 items missing 22 were homework assignments. This means Student 8.1 was submitting 45% of the assigned homework and that homework made up 34% of the missing items in the general education classroom. In the special education classroom during baseline, Student 8.1 had a total of 38 items missing for 40 class sessions. Of the 38 items missing 16 were homework assignments. This means Student 8.1 was submitting 60% of the assigned homework and that homework made up 42% of the missing items in the general education classroom. His homework preparedness in the general education class was better than his special education class. Perhaps because students were required to state in front of class their homework grade and he wanted to avoid the peer embarrassment of having a poor grade.

Intervention

This organization skill was important to prepare Student 8.1 for high school next year. Once this treatment package was put into place, Student 8.1 began to show interest in his class preparedness and appeared excited to have a new notebook that was stocked full of supplies. Within five minutes of getting the notebook, he began organizing his papers within sections of his notebook. As seen in Figure 5, this student averaged 4.9

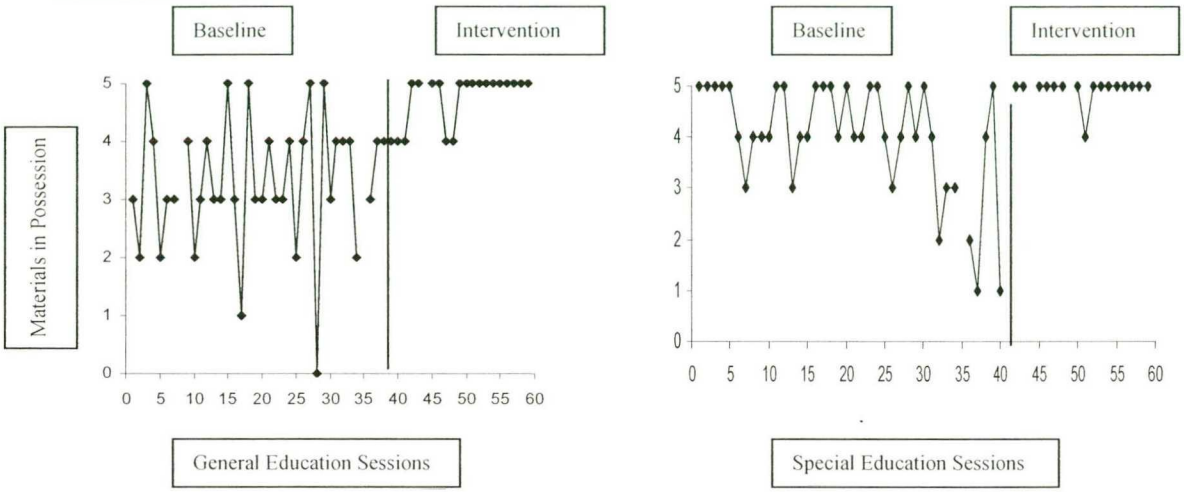
materials per day (98% preparedness) in his special education class and averaged 4.8 materials per day (96% preparedness) in his general education class. He only fell below the desired criterion three times in both classes combined. During the intervention phase, Student 8.1 had a total of two items missing for 20 general education class sessions. Of the two items missing two were homework assignments. This means Student 8.1 was submitting 90% of the assigned homework and that homework made up 100% of the missing items in the general education classroom. In the special education classroom during baseline, Student 8.1 had a total of one item missing for 20 class sessions. Of the one item missing, it was a homework assignment. This means Student 8.1 was submitting 95% of the assigned homework and that homework made up 100% of the missing items in the general education classroom. Student 8.1 responded positively to the treatment package. This student reviewed the self-monitoring check orally with an aide or teacher before leaving the resource room each morning.

Social Validity

Student 8.1 stated in his survey that he *enjoyed* being organized throughout this study. He also stated that he would be a part of a similar study again in the future and that he liked feeling a part of something special. His last comments on the study were that he *liked it a lot*.

Figure 5

Student 8.1 Data



Student 8.2

Baseline

Student 8.2 began this study only forgetting to bring a few items to her classes on a regular basis. Figure 6 shows she was averaging 4.5 items per day (90% preparedness) in her special education class and 4.7 items per day (94% preparedness) in her general education class. During baseline, Student 8.2 had a total of six items missing for 40 general education class sessions. Of the six items missing four were homework assignments. This means Student 8.2 was submitting 90% of the assigned homework and that homework made up 67% of the missing items in the general education classroom. In the special education classroom during baseline, Student 8.2 had a total of 16 items missing for 40 class sessions. Of the 16 items missing 16 were homework assignments. This means Student 8.2 was submitting 58% of the assigned homework and that

homework made up 100% of the missing items in the general education classroom. She was selected for this study due to difficulties in finding assignments.

Intervention

Student 8.2 had only difficulty with class preparedness during baseline. A few weeks prior to the intervention she began working in the office as a student helper one period per day. This was the first opportunity this student had to play an active role within her school. She found this job attractive and knew she had to perform well in her classes in order to keep this position. This experience probably accounts for the noticeable improvements in preparedness in the final weeks of baseline data. When the treatment package was introduced, Student 8.2 appeared excited about getting a new notebook and expressed that she thought it would help her. As Figure 6 shows, she averaged 5 items per day (100% preparedness) in her general education class and averaged 4.8 items per day (96% preparedness) in her special education class. During the intervention phase, Student 8.2 had a no items missing for 20 general education class sessions. This means Student 8.2 was submitting 100% of the assigned homework and that homework made up none of the missing items in the general education classroom. In the special education classroom during baseline, Student 8.2 had a total of four items missing for 20 class sessions. Of the four items missing four were homework assignments. This means Student 8.2 was submitting 80% of the assigned homework and that homework made up 100% of the missing items in the general education classroom. In both the general and special education classes, teachers observed that assignments were not lost, papers were handed in on time, and she kept her notes from her classes to

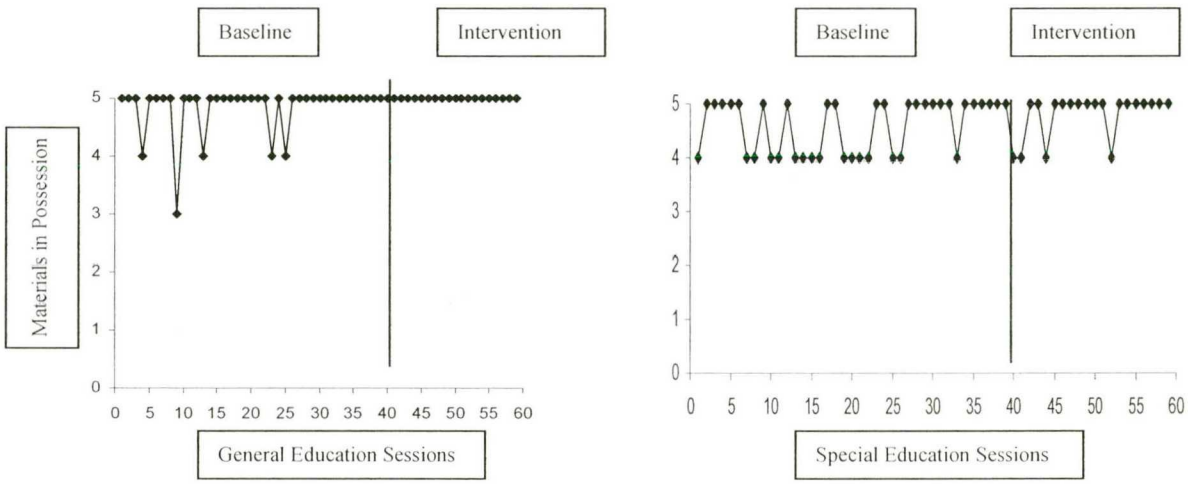
study for tests. Although improvement was noted in both settings, her progress was more pronounced and consistent in the general education class.

Social Validity

Student 8.2 noted in her survey that she enjoyed being a part of this study because she finally could find everything in her notebook. She also stated that she would be a part of a study like this one again in the future. No negative comments were made in her survey. She felt that this study helped her to *know how to be organized.* This student was the only student in the whole study to add additional comments onto the survey. Her comments were *Thanks Mr. Nickel.*

Figure 6

Student 8.2 Data



Reliability

Results were checked by the special education teacher, aides, and experimenter daily. The daily check sheets done by the teachers and aides were handed into the researcher daily. Each week all observers reviewed the prompting schedule and materials

that were being assessed for preparedness with the researcher. The special education teacher and aide had a 97% interobserver agreement. A reliability check was conducted twice per week by the general education teacher. This reliability check was to make sure the data were being recorded accurately. The agreement of this observation was 100%.

Conclusion

All students in this study showed increases in classroom preparedness in both environments where data was collected; special education and general classrooms. A functional relationship between the dependent and independent variables was noted for five of the six target students. Students were taught what materials were needed for class, and how to organize these materials for class. In addition to instructions, students received prompts and rewards for being successful. Sixth-grade students evidenced more dependence on the prompting than did the older students. Once the prompting was extinguished for the sixth-graders they both dropped in materials brought to class in both the special education and general education class. Students 6.1, 6.2, 7.2, and 8.1 responded best to the tangible rewards, while Students 7.1 and 8.2 seemed to be rewarded more through their personal accomplishments with being organized.

CHAPTER 4

DISCUSSION

This chapter will discuss the results of this study on teaching middle school emotionally disturbed students how to become more prepared for the organization skills needed to be successful in the classroom. This chapter will address the research questions listed in Chapter 1, specify the limitations of this study, and draw conclusions about the findings within this study. Finally, this chapter will look at how the information collected in this study can be used within the classroom as well as suggestions for future studies.

Limitations

This study should be viewed with the limitations of this study to be able to better understand the variables that stood in the way of progress in some areas.

Lack of research done with this population of students- This was the first limitation that was foreseen as being a limitation of the study from the beginning. The research literature documents relatively few studies with adolescents with behavior disorders. Even more sparse are studies with this population on developing class preparedness skills.

Nature of the Disability- The volatility of behaviors characterized of students with behavior disorders presents special challenges in trying to conduct a controlled study.

This is especially true with single subject designs where steady states of responding are required before proceeding to subsequent phases.

Schedule of the students in the study- All the students in this study were in the ED Unit at the same school. Many of the students in the study were higher functioning students within the Unit resource room. Frequently the investigator was forced to attend to multiple behavior issues with students outside this study. This diversion occasionally interfered with some of the monitoring, prompting, and rewarding of the students. The scheduling differences for students at multiple grade levels also presented special difficulties. The sixth-and seventh-grade students were in classes that were designed around teams. These teams could have flexible and often unpredictable schedules, making it difficult to monitor students across grade levels on the same day.

Length of study with concerns to the collection of data- This study utilized multiple baseline design, which required one set of students to be monitored with the intervention while keeping the other groups of students within baseline. Conducting this study near the end of the school year presented difficulties. If more time would have been available, some longer periods of data collection during intervention could have shown more stimulus control with eighth-grade students. Most of the social validity information was taken within the last few days of school when most students are excited and attracted to non-school activities. Some of the exit interviews could have been biased due to the fact that these students were just excited to have completed another year of school.

Baseline data- Baseline data was taken before spring break and the first intervention began when the students returned. The anticipation of spring break might have had more than a modest effect on the baseline data.

Discussion of Research Questions

1. What effect will an organization-training package consisting of instruction, prompting, self-monitoring, and rewards have on the level of preparedness in general education classes for middle-school students with SED? This treatment package had a direct impact on the students' level of preparedness in the general education classes. The main reason for this impact is that the students were given the materials needed to begin the study in a binder that was organized by the students with the assistance of the investigator. All the students had to do was to take the binder to class with them, along with the appropriate books needed for the classes. Interestingly, many students would still ask for pencils the first couple of days, not remembering that their binders had supplies in them. Some students continued to struggle with having the textbook with them on the appropriate days. This may be due to the teachers only requiring the students to have the textbooks in class only on certain days, not everyday.

2. What effect will an organization-training package consisting of instruction, prompting, self-monitoring, and rewards have on homework production in general education classes for middle-school students with SED? Homework was an issue throughout this study with most of the target students involved in this study. Homework was the one item missing on a consistent basis with a majority of the students in this study. Students would have their pencils, paper, binder, and textbook, but the homework was usually missing. A key factor to this is that the homework needed to be completed with at least an 80% accuracy rate. Many students would have the homework somewhat completed, or at least started, but usually not to the 80% accurate standard. Going into this study the investigators knew that this would be a difficult area for the students

involved. Some reasons for homework being such an issue with the students in this study primarily deal with competing circumstances. Once students get out of a controlled environment where there is little to no supervision, other stimuli such as television and video games take priority over homework. Another reason may be due to the lack of consequences for not completing homework from the parents. One thing that could be added to future studies could be some type of school to home communication check for nightly homework. Other things like placing higher reward values for homework completed at home could have increased homework production.

3. What effect will an organization-training package consisting of instruction, prompting, self-monitoring, and rewards have on the level of preparedness in a special education class for middle-school students with SED? Classroom preparedness in a special education classroom is usually not a concern with special education teacher due to the fact that these teachers are so accustomed to having supplies readily available to their students. This could be the reason some students struggle in regular education classes after transitioning from a special education resource room. Many students in this study had displayed dependence on the special education teacher to provide supplies and prepare them for class. This study did show a positive effect on students being prepared for class within the special education classroom. The students in this study actually showed to be more prepared in the special education classroom on a more consistent basis than in the regular education classroom. There was also the fact that the textbooks used within the special education classes were kept in the classrooms everyday rather than brought to class like in the other classrooms.

4. What effect will an organization-training package consisting of instruction, prompting, self-monitoring, and rewards have on homework production in a special education class for middle-school students with SED? Homework production increased in the special education classrooms with all the students involved in this study. Most of the work done in this study with these students was usually lost from one day to the next and never turned in for credit the next day. By being more organized, the students were able to improve their homework grades within the special education classroom. Most of the work in this room was also closely monitored by a staff member. Not as much independent work is done like in the general education classrooms. The other key factor in this area is that special education teachers usually do not assign as much homework within unit classrooms due to the work load given to students within the general education classes. Homework production did increase throughout this study. Although, the amount of work that was actually done at home and not in the resource room with the aide of the special education teacher or aide was relatively small. Homework completion, as defined in the study, was that the work had to be completed by the time the next class met, not at the beginning of the next day.

5. How will middle school students with SED rate an organization-training package consisting of instruction, prompting, self-monitoring and rewards? When asked in the Student Survey (Appendix E) if they would do this type of study again, all of the students replied *yes*. Nearly all of the students liked that they could find things that they had done and indicated that they felt more organized. All of the students expressed that they felt this study helped them in different ways. Student 7.1 felt *this study allowed me to do better in classes*. Student 6.1 felt that this study helped him with his social

skills. He struggled with seeking help with his organization and found himself seeking help to organize his papers near the end of the day. Only two students marked down a comment on the one question that asked if there were anything that they did not like about this study. Both comments came from the seventh-graders. Student 7.1 stated that he didn't like transferring papers from his old notebook to the new one. Student 7.2 stated that he didn't like the fact that someone was making him become more organized.

6. How will general education teachers of middle school students with SED rate the effects of an organization-training package consisting of instruction, prompting, self-monitoring and rewards? The teacher feedback (Appendix F) from this study was encouraging. All three general education teachers rated this study very highly. All of the teachers stated that they felt this study helped the student to become more organized and more prepared for class. Also, all teachers reported they felt that the individual students' performance in their classes improved. The only negative feedback received from the teachers was that they felt the students were using external stimuli, such as the verbal prompts, more than the self-monitoring cards. One of the teachers also felt that the rewards were driving the behavior more than the initiative to do better for the sake of becoming a better student. All of the teachers stated that they would participate in another study done like this one.

Conclusion

This study shows that students with emotional and behavioral disorders can improve class preparedness by being taught specific organizational skills. It also supports previous research showing the beneficial effects of prompting, instruction, self-monitoring, and contingencies rewarding on desired behaviors. This study focused on

combining all of these interventions as a package to increase the likelihood of success with being prepared for the academic environment. There was a great need within the classroom where this study took place to increase organization skills with the targeted students. All of the students within this study had a history of poor organization skills to the point where their grades were suffering. With all of the students, homework was rarely ever done due to the issue of losing assignments or leaving them at home. Notebooks would be taken home, but due to the lack of organization, the students did not know where assignments were in the notebook. This population of students tends not to be self-directed and is easily distracted. All of the students but one, Student 8.2, on average, forgot to bring two items per day to class during baseline in both settings researched. In addition to homework; other missing items included small equipment like paper and pencils. Many days during baseline, some of the students would go to class with only a pencil or just a textbook. Daily classroom preparedness is a constant issue not only with many special education and at-risk students but also with general education students as a whole. Students needed to become aware of exactly what they needed for each class and also to understand that the preparedness process began long before they reached class. During baseline many students would wait until they arrived to class and then figured out what was needed for that class. This often led to frustration and negative behaviors, especially when the teacher did not allow the students to return to their locker for supplies.

Attitude also played a big role in the success and preparedness of the students. This was a reflection observation also noted by Marcia Leinweber (1991) who also found that students' attitudes played a key factor in classroom preparation. She stated that the

students' locus of control was an important factor to consider. The use of self-monitoring seemed to change the locus of control to be more internal than external. Students who are more successful in school tend to have an internal locus of control (Tomlinson, 1987). In this study, the classes that were chosen for each grade level were the high interest classes for each group of students. This is not to say that the students had a high locus of control to do well in these classes, but it was a key factor in choosing which classes would be used for data collection. The fact that the students had the material needed to be successful in their classes seemed to boost their attitude to do better. It also helped to avoid negative experiences that occurred when they failed to be prepared for class.

Whether classroom preparedness is a processing issue or a lack of knowledge on how to be prepared, students who were targeted for this study needed to be more prepared for class. At the end of this study, most all of the students increased their level of classroom preparedness by more than 20% from baseline. One student, Student 8.2, only increased by 10% in her classes from baseline to intervention, but this was due to her having a higher level of preparedness during baseline. Student 8.1 increased his level of preparedness 36% higher from baseline to intervention in his general education class and only 12% in the special education class. This again was due to an already high level of preparedness in the special education classroom.

The exit interview done with both the students and the teachers showed that all participants not only enjoyed being a part of the study but also felt that the study was functional to the need of the students. The students all felt that they became more organized and prepared for class. The teachers all felt that they saw improvement not

only in the preparedness of the students, but also in the academic performance of the students. The only negative outcome of this study is that the study was cut short due to the end of the school year. The study could have been more effective by showing whether or not the students continued to use the notebook system after the study had ended.

Implications for Classroom Practice

In many middle school classrooms, teachers work to establish classroom rules, expectations, and procedures. All of these things are necessary for students to succeed and be able to become more independent learners. Middle school teachers also have the responsibility of preparing their learners for high school. This requires the students to take on more responsibilities with the daily things such as organization of materials and upkeep of assignments. In this study the self monitoring cards were established along with prompting to support this idea. Many students with special needs, particularly behavior disorders, need explicit instruction on how to be organized and prepared for class. Messy notebooks and missing assignments are a key sign that students may not know how to be prepared for class. The lack of organization usually leads to frustration within the student and poor school performance.

Suggestions for Future Research

There are many areas of research that could follow this study of classroom preparedness. In addition to focusing on the organization of classroom material, future studies might attend to other areas of the students' lives such as lockers, book bags, and desks.

Another area that could be researched is the maintenance of this skill once it has been taught. Are students with behavior disorders able to maintain these skills independently without excessive prompting or reinforcing contingencies? What strategies could be put in place that would enable these skills to be maintained as well as generalize to other settings and areas in need of organization?

The last area that could be researched with this population of students would be to look specifically at homework completion. This continued to be an issue even near the end of the intervention phase of the study. This was the one variable that kept most of the six participants from having 100% of their supplies throughout the intervention. Researchers may study specific strategies that are most effective in increasing homework production. In addition to reinforcing contingencies researchers need also to consider students' skill to perform homework tasks as well as the conditions under which homework is assigned.

Summary

This study was designed as a partial reflection of a previous study (Leinweber, 1991) where middle school students were taught classroom preparedness through preparation training, self-monitoring, and peer assistance. The students in that study had learning disabilities and were not prepared for classes. As in the previous study (Leinweber, 1991), the students in this study also struggled with being prepared for classes daily. This study showed that through preparation training, prompting, rewards, and self-monitoring students with emotional disturbances can improve their level of classroom preparedness over a relatively short period of time. All of the students in this study improved their level of preparedness from baseline to the intervention in both the

special education and general education environments. Each variable of the organization training package contributed to make this study a success. The instruction phase helped the students to set value to their participation in this study and to show them how they were to be prepared for classes. The prompting phase was important to assure the intervention was established correctly. The self-monitoring cards were important to remind the students and create a sense of independence with being prepared for class, especially as prompting was reduced throughout the study. Finally, the reward system helped establish an extrinsic motivation for doing well within the study. It also helped to create a competitive edge within the students' independent grade levels. Overall this study was very helpful not only to the students but also to the experimenter. Seeing the other areas of need within classroom preparedness such as organization as a whole and individual need of certain students was a positive outcome from this study for the experimenter. A follow up study would be important to see whether or not the students involved continue to use the organization skills taught within this study.

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APPENDIX A

PARENT PERMISSION LETTER

Dear Parent,

I am a professor in the college of education at the Ohio State University. My master's student Eric Nickel and I are conducting a study in you child's classroom. The purpose of this study is to see if we can successfully implement a training to help you child become more organized. This study will begin at the beginning of March and continue through the end of April. This letter is to get your permission to have your child be a part of this study. When this study is complete, we will share all of the information that has been collected throughout the study for your child.

Please know that we will protect your child's confidentiality. Also know that your child will not miss any academic instruction as a result of participation in this study. Your child's name will not be used in this study and only the data collected from the study will be used in the project. If you have any questions or concerns about this project please call me at 292-7629. Possible benefits to this study include self management of materials, homework, and behavior. Please understand that your child will not be penalized in any way if you choose to not have them participate in the study. If at anytime you would like your child withdrawn from the study just let me know. We are going to implement these organization skills with all of our students so that there are not feelings of isolation or undue stress placed on individual students. The data from this study could show how the teaching of organization skills will improve students' success in everyday academic settings.

I have had a chance to ask questions and to obtain answers to my questions. I can contact the investigators at 797-6500. If I have questions about my rights as a research participant, I can call the Office of Research Risks Protections at 688-4792.

I have read this form or I have had it read to me. I sign it freely and voluntarily. A copy has been given to me.

Print the name of the participant:_____

Date:_____

Signed:_____

_____

(Parent or Guardian of Participant)

Signed:_____

(Principal Investigator)

APPENDIX B

TEACHER CHECKLIST (RECORDING FORM)

General Education Preparation Checklist Grade:

Session:	Student 1		Student 2		Student 3		Student 4	
Date:								
Pencil	Yes	No	Yes	No	Yes	No	Yes	No
Textbook	Yes	No	Yes	No	Yes	No	Yes	No
Binder	Yes	No	Yes	No	Yes	No	Yes	No
Paper	Yes	No	Yes	No	Yes	No	Yes	No
Homework	Yes	No	Yes	No	Yes	No	Yes	No
Name: **Comments:**								

Special Education Preparation Checklist Grade:

Session:	Student 1		Student 2		Student 3		Student 4	
Date:								
Pencil	Yes	No	Yes	No	Yes	No	Yes	No
Textbook	Yes	No	Yes	No	Yes	No	Yes	No
Binder	Yes	No	Yes	No	Yes	No	Yes	No
Paper	Yes	No	Yes	No	Yes	No	Yes	No
Homework	Yes	No	Yes	No	Yes	No	Yes	No
Name: **Comments:**								

APPENDIX C

TRAINING SCRIPT

Training Script

Trainer: For the past few weeks we have been monitoring you on how prepared you are for your classes. We were focusing our attention on whether or not you had the appropriate school supplies and your homework needed to be successful in your classes. From the data we collected, you can see that this is an area that we all need to work on. Today we are going to start working on specific ways that you can become more organized with you school supplies and homework needed for your individual classes. We all know what we need to take with us to our classes each day, but we sometimes forget those items. The goal of this activity is to teach each one of you to become more successful in your classes. It is difficult to be successful at anything if you are not prepared for the task. Can anyone name a job or profession that might be difficult to do without the appropriate tools to complete that job?

Student:

Trainer: (Clarify answers if needed) As you can see there are many jobs where people need specific tools to complete their jobs. As students, you too need specific tools to be more successful at your jobs. If we were to describe a student's responsibilities in the classroom, what would some of those be? What kinds of tools/supplies would a student need to be successful at their "job"?

Student:

Trainer: This activity will help us to list what you need to have with you in your classes, and to give you some tools to help you remember to take them with you. Let's start by listing some items that you need each day in your classes to be well prepared for class. What are some specific items each student needs to participate in class?

Student:

Trainer: (Clarify answers if needed) For the purpose of this study, we have narrowed down the items that you need each day in your classes. Those items are a pen or pencil, clean notebook paper, a binder to hold you items, a textbook, and homework. Can someone tell me why it is important to have these items each day in your classes?

Student:

Trainer: Now that we have defined what it is that we need to be successful in our classrooms, let's look at how we can utilize organization skills to help keep us on track. Organization is a tough thing to tackle. When you hear the word organized, what thoughts come to mind?

Student:

Trainer: Good! Did you ever stop to think about why some students are more organized than others? Some students have specific places for their supplies to go. They also almost never lose things such as pencils, paper, assignments, or their textbooks. The reason for this is that they are good organizers. We are going to put together a notebook that will help all of us become more organized. In this notebook, you will have a place for your pencils, paper, homework, and other supplies. We are going to put things together for you to make organization an easier task to accomplish. Each day we will have notebook checks to help us maintain organized notebooks. The first part of this lesson is going to be us putting together a notebook for each one of you. We will be asking you to follow strict guidelines with your notebooks. We want all of the notebooks to have the same structure. Each notebook will be set up so that you the student, a teacher, or your parents will know exactly where all the items within your notebook are at all times. You too will know where your items are at all times. Along with this notebook we will be teaching you how to self-monitor the items that we listed above, so that you have the materials you need to be successful in your classes. The self-monitoring cards will be the second part of this lesson. Has anyone here ever used a self-monitoring card or technique before? If so, what does it mean to self-monitor something?

Student:

Trainer: Self-monitoring is an individual's systematic observation of his or her own behaviors and the recording of the occurrence or nonoccurrence of a specific target behavior. We will be defining the target behavior as having the appropriate materials you need each day for class, including homework, in class each day. In basic terms, self-monitoring will be each student measuring whether or not they have their materials and homework for each class. For this activity we will be using a card that will be placed on the outside of your notebook. That card will have all five material items that you need to have with you each day. Your responsibility will be to use the card as a reminder to have your supplies with you each day. Some of you may be thinking, well how will a card remind me to be more organized? Well that is a good question, can any of think of how this card will help remind you to be more organized?

Student:

Trainer: A card can help you be more organized by providing you a visual reminder of what items you need to have with you each day to be more organized. Sometimes you get busy and you don't think to grab your book, or your homework assignment. This card will help remind you of all of the things you need. This is what the cards will look like. (Show students an example of this card) Each one of you will be monitored each day by a staff member to see if you have these supplies with you in your classes. A staff member will be filling out a check sheet of the items listed on your cards. For you to get a check for each item on your card, you must have each item with you at the beginning of

each class. As you can see, homework is also a part of your supply list. Not only do we expect you to have your homework ready to turn in, we are also going to expect that it is done correctly. This means that you will need to have at least 80% of the homework done correctly to be able to earn your check for that spot on your card. Now you may be thinking, what have I gotten myself into. Well that brings us up to the good part of this project, the rewards. For each day that you have all five of the items on your list in your classes, you will have a chance to earn a token that you can turn in once you get back into our classroom. You may turn your token in for a reward from the reward closet. Some days all participants who have tokens will be allowed to earn a reward and some days there will be drawings for those people who have tokens. Bottom line, you need to try and have all of the items on your card each class period. This way you can be assured of a chance to earn a reward.

APPENDIX D

GUIDED NOTES FOR TRAINING SCRIPT LESSON

Organization Notebook Lesson
Guided Notes

1. One job that may be difficult to do without having the appropriate tools would be

_____.

2. A responsibility of a student while he/she is in a classroom would be to

_____, which would require such tools/materials as

a _____ or a _____.

3. Some specific tools students need to be successful in the classroom every day

would be a _____ and a _____.

4. It is important to have certain tools for the classroom because it helps the student

to be _____ for class.

5. When you hear the word organized, what are some words that come to your mind?

_____

6. Self-Monitoring means that you have to self- _____ information

about a behavior that you may want to improve or stop doing.

7. How can a card with certain words listed on it help us to remember to have our

supplies with us? _____

8. Some things that I am still a little unclear about with this lesson are

_____.

APPENDIX E

TRAINING SCRIPT CHECKLIST

Training Script Checklist

Paragraph 1

_____ All students present for lesson
_____ Stated goal "to teach each student to become more successful in classes"
_____ Asked first question "Name a job where tools are needed"
_____ Clarified answers (if needed)

Paragraph 2

_____ Allow students time to clarify specific jobs students have
_____ Asked question "What kinds of tools do students need"
_____ Clarify answers (if needed)

Paragraph 3 & 4

_____ Ask question "What are specific tools needed everyday in classes?"
_____ Ask question "Why is it important to have these items?"

Paragraph 5.

_____ Ask question "What does organization mean to you?"

Paragraph 6

_____ Describe notebook in detail including what will be in the notebook.
_____ Introduce Self-Monitoring
_____ Ask question "What does it mean to self-monitor?"
_____ Clarify answers (if needed)

Paragraph 7

_____ Explain purpose of self-monitoring cards
_____ Show an example of the cards
_____ Ask question "How will card help you become more organized?"
_____ Clarify answers (if needed)

Paragraph 8

_____ Explain study and how students are to be observed and where
_____ Explain homework and supplies
_____ Rewards
_____ Clarify any questions (if needed)

APPENDIX F

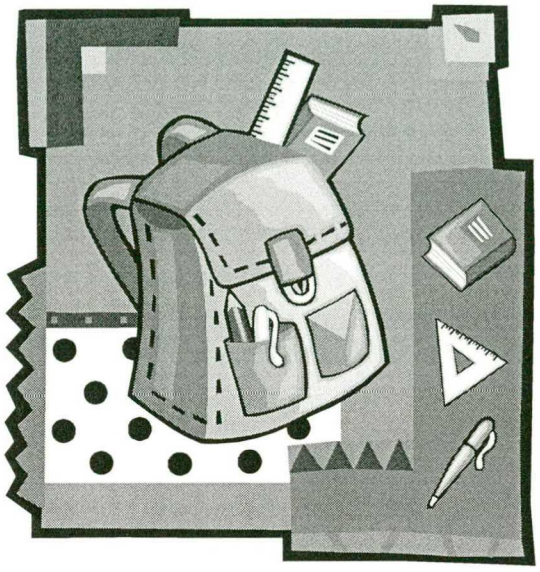
SELF-MONITORING CARD

Self Monitoring Card

*Notebook
*Pencil/Pen
*Paper
*Textbook
*Homework

APPENDIX G

PROMPTING POSTER



Did you forget something?

- Pencil
- Paper
- Notebook
- Textbook
- Homework

APPENDIX H

STUDENT QUESTIONNAIRE

Student Survey

Some things that I enjoyed about being a part of this project are…

Some things that I did not like about being a part of this project are…

What things would you like to change about this project?

Would you do it again, if you were asked?

Do you think this project helped you in any way?

Additional Comments:

APPENDIX I

TEACHER QUESTIONNAIRE

Teacher Survey

Please respond to the following questions using the rating scale below:

0 – Strongly Disagree 1 – Disagree 2 – Agree 3 – Strongly Agree

_____1. Do you feel this study helped your students become more organized?

_____2. Do you feel that the student's academic performance improved from being a part of this study?

_____3. Do you feel that the self-monitoring cards helped the students to be more organized?

_____4. Would you use similar materials to help other students to become more organized?

_____5. Do you feel that you were able to play an active role in this study?

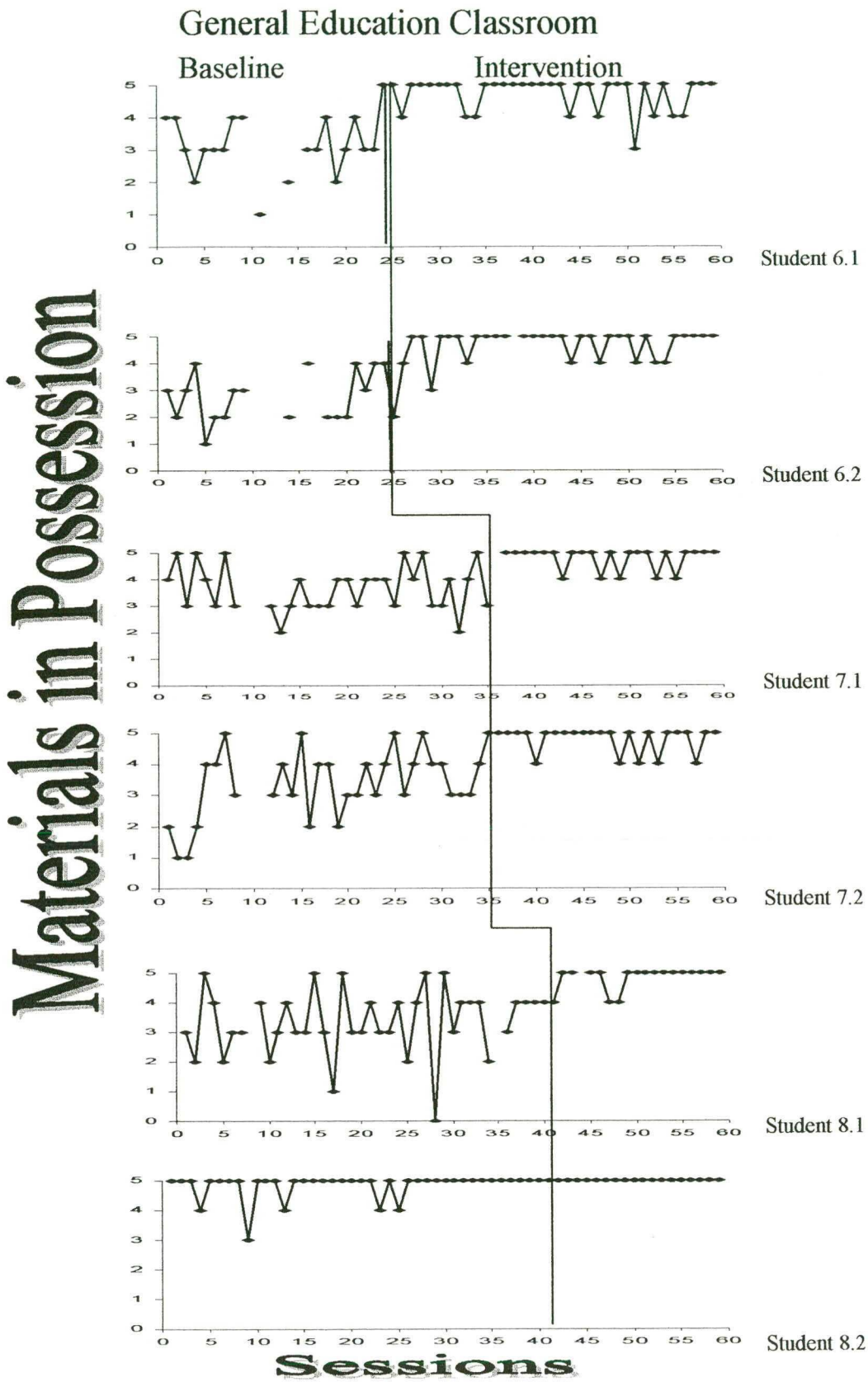
_____6. Would you recommend this type of treatment package to other teachers who struggle with disorganized students?

_____7. Would you allow other studies like this to be done within your classroom in the future?

Additional comments:

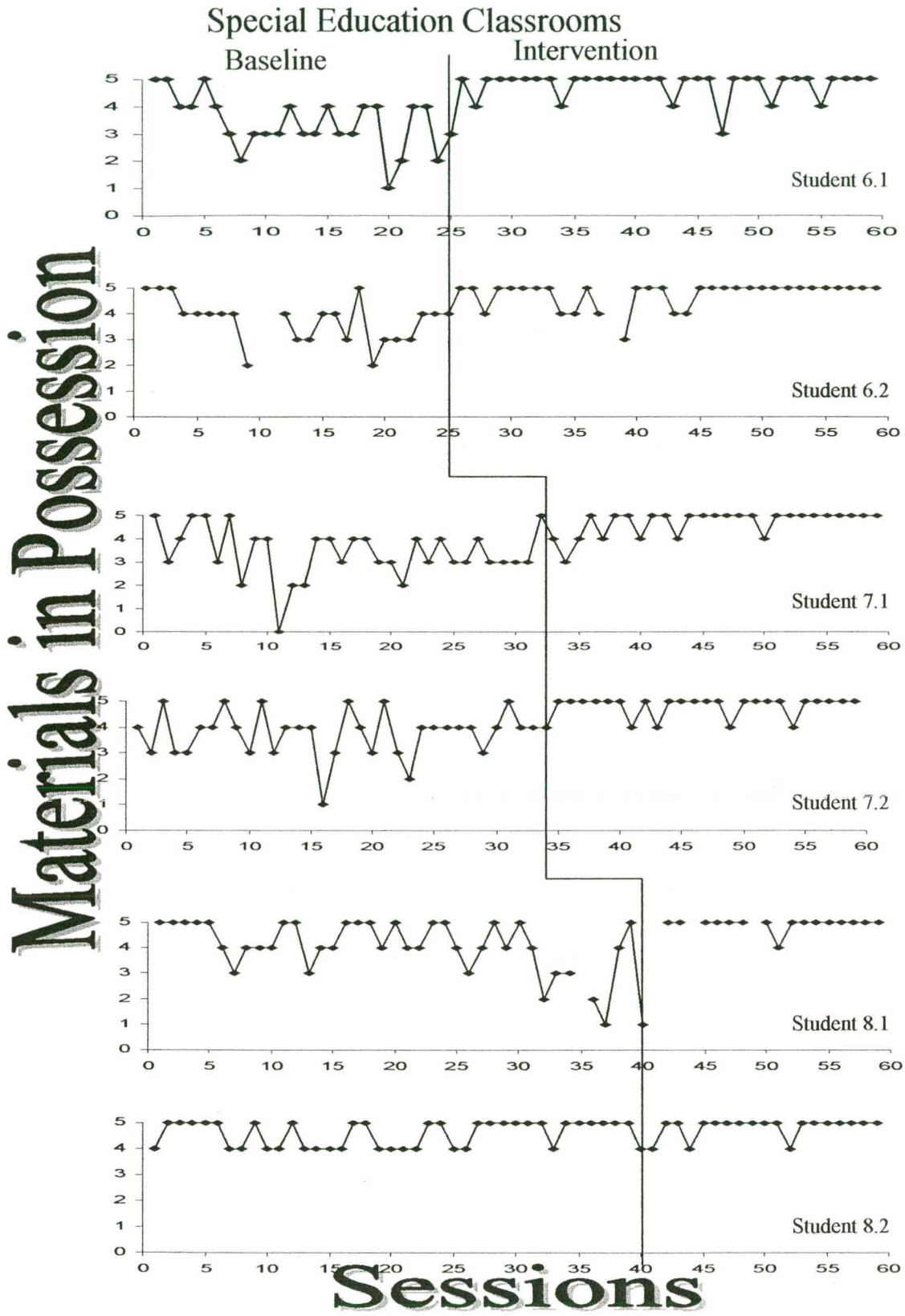
APPENDIX J

GENERAL EDUCATION MULTIPLE BASELINE GRAPH


General Education Classroom
Baseline
Intervention
Materials in Possession
Student 6.1
Student 6.2
Student 7.1
Student 7.2
Student 8.1
Student 8.2
Sessions

APPENDIX K

SPECIAL EDUCATION MULTIPLE BASELINE GRAPH


Special Education Classrooms
Baseline
Intervention
Student 6.1
Student 6.2
Student 7.1
Student 7.2
Student 8.1
Student 8.2
Materials in Possession
Sessions