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# Encouraging School Planner Use to Improve the Academic Performance of Secondary Students



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## Abstract

- Previous research has suggested that planner use can improve homework completion for students who fail to turn in their assignments
- The study's first phase examined the effects of planner use and materials organization on the grades of 7<sup>th</sup> and 8<sup>th</sup> grade students in student advisory classes
- The second phase investigated the effects of planner use and a peer-mediated self-management procedure on the grades of low-achieving students enrolled in a 9<sup>th</sup> grade algebra class
- Current results suggest that students who are capable but low-achieving may simply lack the organizational skills to turn assignments in on time

## Research Aim

To improve students' time management, homework completion, and academic grades as a result of using the planner and applying organizational skills

## Independent Variable

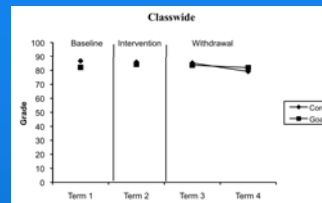
- Phase One – Planner Intervention
  - Four 15-20 minutes across three time periods
  - Lessons delivered classwide
  - Four follow-up "booster" lessons
  - Positive reinforcement in student advisory classes
  - Individual contracting with individual students
  - Staggered intervention over time
- Phase Two – Peer Mediated Self-Management
  - One hour of initial training with low-achieving student and high achieving peer
  - Students fill out self-management cards daily
  - Daily points recorded and tallied
  - Token reinforcement

## Participants & Setting

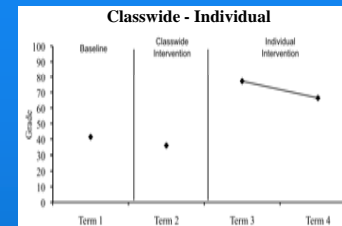
- Phase One
  - Classwide Intervention - Forty-two 7<sup>th</sup> or 8<sup>th</sup> grade students in 3 advisory classrooms; approximately 20 students participating from each class
  - Individualized Intervention - Two students in each advisory classroom received intensive intervention including 1:1 adult support and behavior contracting at least two times per week
- Phase Two
  - Three Caucasian males in 8<sup>th</sup> or 9<sup>th</sup> grade, capable of doing the work but receiving D's and F's in math class
  - Selected for participation by their teacher
- School
  - Located in rural community of approximately 12,000 residents
  - Low SES < 40%
  - ELL - 5%
  - Caucasian - 85%
  - Hispanic - 11%
  - Other - 4%

## Results & Discussion

### Phase One

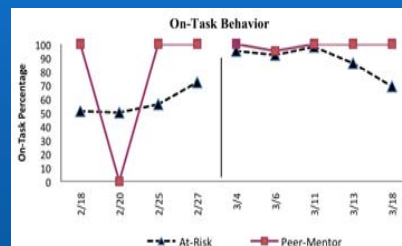


The Classwide Intervention didn't appear to help students over the long term, but may have prevented a decline in performance

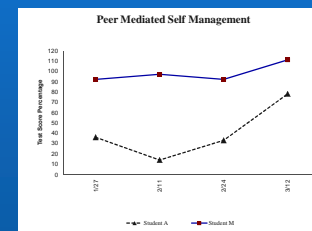


Low-achieving students who received the Individualized Intervention experienced improved outcomes

### Phase Two



Differences in the on-task behavior of the two students were less noticeable following intervention



Differences in the test scores of the low-achieving student (Student A) and the high-achieving peer (Student M) significantly decreased following the implementation of the self-management intervention

## Data Sources

- Phase One
  - Periodic Access to Academic Grades
  - Written Narratives
- Phase Two
  - Self-Management Card
  - Daily Access to Teacher's Grade Book Retrieved Online
  - Student Assignments
  - School Planner
  - Teacher's Behavior Ratings

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