



## Faculty Publications

---

2009-03-01

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

Darlene Anderson  
darlene\_anderson@byu.edu

Lynnette Christensen  
lynnette\_christensen@byu.edu

Paul Caldarella  
Paul\_Caldarella@byu.edu

Ben Young

K. Richard Young

*See next page for additional authors*

Follow this and additional works at: <https://scholarsarchive.byu.edu/facpub>



Part of the [Teacher Education and Professional Development Commons](#)

## Original Publication Citation

APBS Conference, Jacksonville, FL. (March 29)

---

## BYU ScholarsArchive Citation

Anderson, Darlene; Christensen, Lynnette; Caldarella, Paul; Young, Ben; Young, K. Richard; and Adams, Michael, "Encouraging School Planner Use to Improve the Academic Performance of Secondary Students" (2009). *Faculty Publications*. 1255.

<https://scholarsarchive.byu.edu/facpub/1255>

This Presentation is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Faculty Publications by an authorized administrator of BYU ScholarsArchive. For more information, please contact [ellen\\_amatangelo@byu.edu](mailto:ellen_amatangelo@byu.edu).

---

**Authors**

Darlene Anderson, Lynnette Christensen, Paul Caldarella, Ben Young, K. Richard Young, and Michael Adams

# ENCOURAGING SCHOOL PLANNER USE TO IMPROVE THE ACADEMIC PERFORMANCE OF SECONDARY STUDENTS



POSITIVE BEHAVIOR SUPPORT INITIATIVE

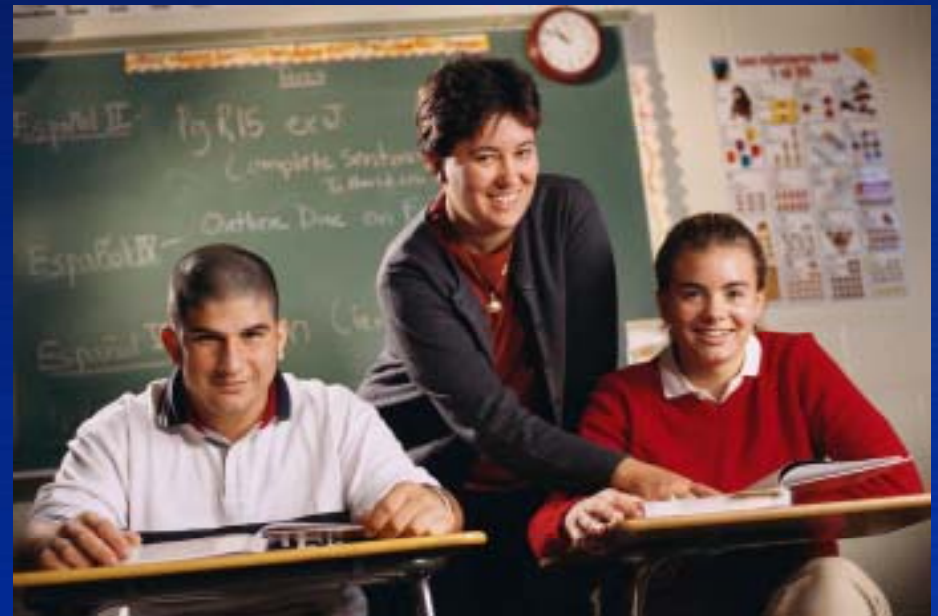
*Walk the Peaceable Walk*

Darlene Anderson, Mike Adams,  
Lynnette Christensen, Paul Caldarella,  
Ben Young, & K. Richard Young



“Learning to be organized is a process, a skill that needs to be taught, practiced, and honed.”

(Goldberg & Zwiebel, 2005)





# Purposes of the School Planner

- Time Management
- Assignment Tracking
- Assignment and Homework Completion



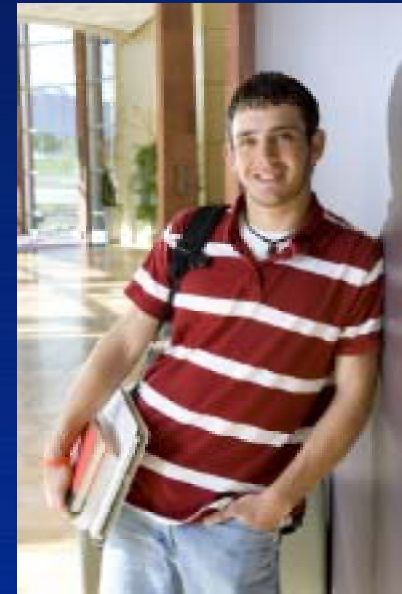


# Previous Planner Findings

Self graphing and planner use improved *homework completion* for:

- Average students with homework problems
- Students with disabilities with and without homework problems

(Bryan & Sullivan-Burstein, 1998)







# Additional Research

Students learn important new skills when reinforced for using the planner correctly.

(Konold, Miller, & Konold, 2004)





# Pilot Study and Follow-Up

## Pilot Study

- Three classrooms of 7<sup>th</sup> or 8<sup>th</sup> grade students in their student advisory groups
- Two low achieving students in each classroom

## Follow-Up

- Three low achieving students paired with three high achieving students in a 9<sup>th</sup> grade math class





## Pilot Study

The goal was to increase assignment turn-in and improve grades as a result of using the school planner and applying organizational skills.



# Participants & Setting

## **Class-wide**

42 students

## **Individual**

6 students

## **Student Advisory Classrooms**

- Approximately 20 students
- Classes held 4 days per week and approximately 35 minutes in length
- Students taught organizational and other study skills, and provided time to complete homework



# Setting

550 students

Caucasian 85%

Hispanic 11%

Other 4%

Low SES 38%

ELL 5%





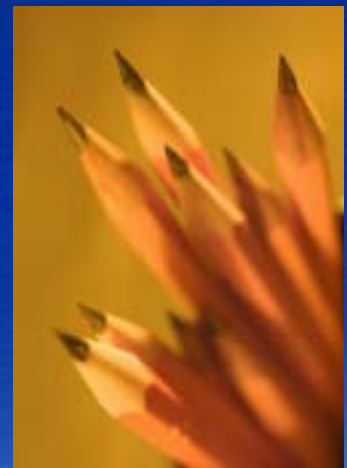
## Planner Intervention

- Four 15-20 minute lessons in student advisory classes
- Four follow-up “booster” lessons
- Positive reinforcement in student advisory classes
- Individual contracting with individual students
- Treatment Fidelity



# Lesson Objectives

- Time Organization: Planner Use
- Materials Organization: Using a Binder
- Goal Setting & Graphing
- Requesting Help from Teachers





# Instruction in Three Student Advisory Classes '07-08

Teacher	Term	Students	Start	Finish
1	2nd	12	11/05	1/10
2	3rd	14	1/18	2/5
3	3rd & 4th	16	2/29	5/2





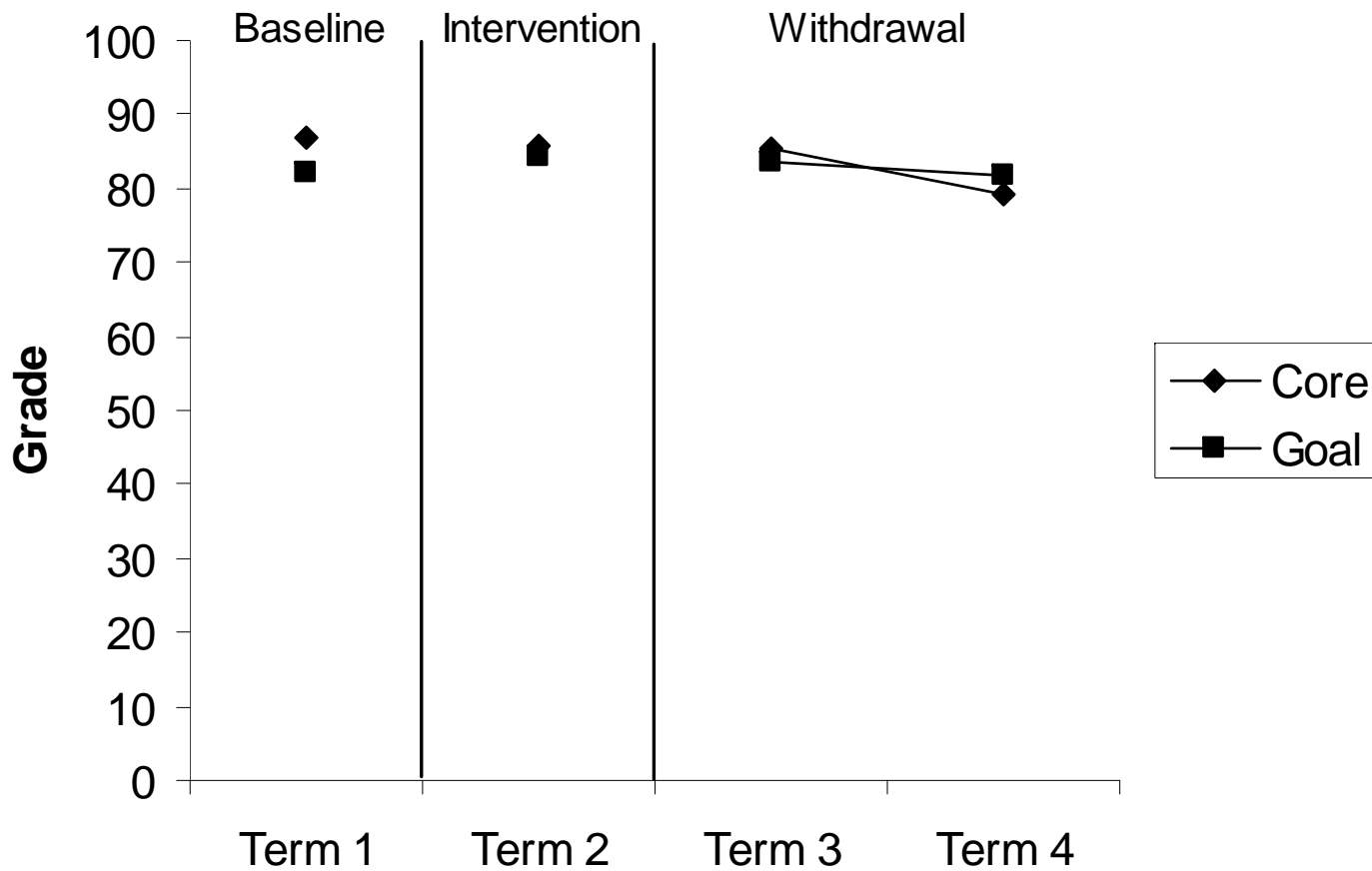
## Selection of Goal Class

- Students targeted a “core” academic class
- Grades tracked prior to and following planner instruction





### Classwide





## Class-wide Data: Summary

The class-wide intervention didn't appear to help students over the long term, but may have prevented a decline in academic performance.





## Class-wide Data: Limitations

- Data represent only students who chose a goal class
- Have “snapshots” of grades every week during intervention phase, but lack equivalent data for students during the baseline phase, except for one class
- Variability of the time the intervention was implemented in each classroom was not controlled



## Class-wide Data: Implications

May be best to:

- Implement the intervention over a longer period
- Provide more booster lessons
- Reinforce students more frequently
- Gather weekly or biweekly “snapshots” of all students’ performance during baseline
- Involve core teachers in the intervention



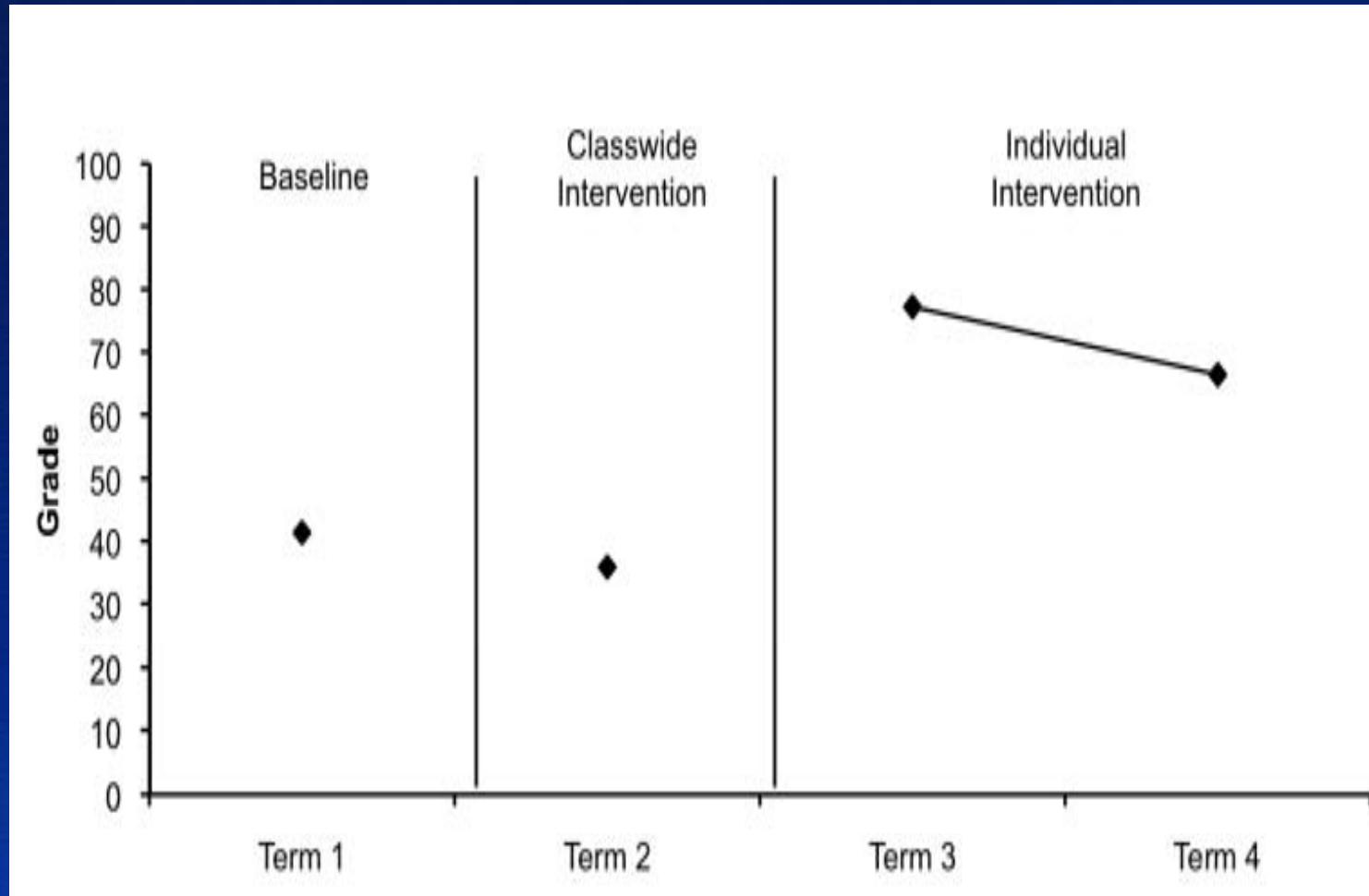
# Individual Student Data

Two students in each advisory classroom received intensive intervention including 1:1 adult support and behavior contracting at least two times per week



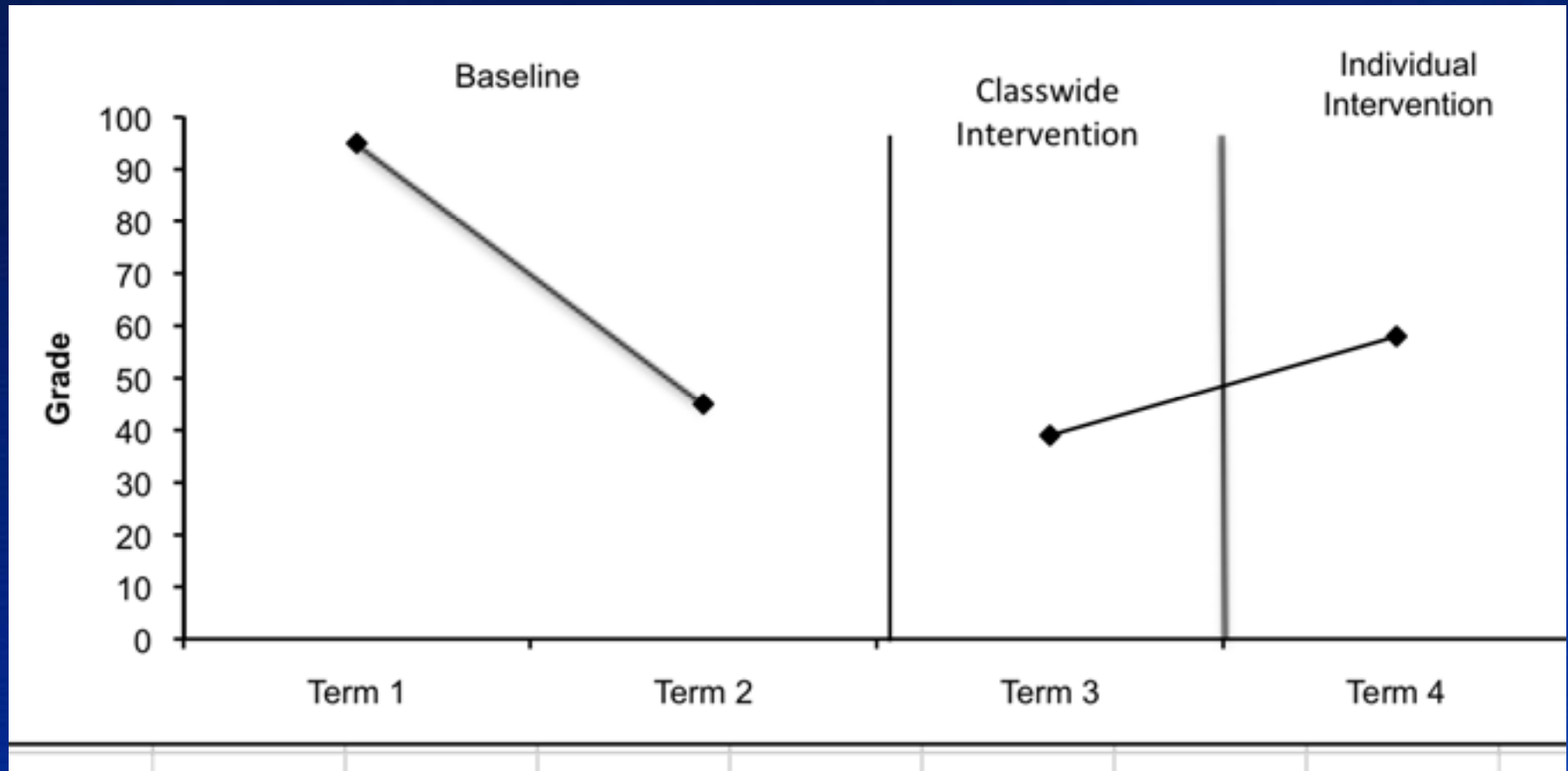


# Individual Intervention





# Individual Intervention





## Social Validity Data: Students

- The planner helped me organize and get better grades
- Using the binder helped me remember to do my homework and turn it in on time
- The assistance I received from teachers or volunteers at school helped me complete and turn in my assignments on time



# Social Validity Data: Teachers

- Teachers suggested communicating with parents more might have strengthened intervention effects





## Individual Student Data: Summary

- Grades in the goal class improved for five of the six students
- The student who did not improve received a passing grade in the goal class
- Social validity data suggested students liked the more intensive intervention and 1:1 adult support



## Individual Student Data: Limitations

- Non-continuous data were collected - thus no experimental control
- The number of meetings with students was limited to two times per week
- The school-year ended before the full effects of the individual intervention could be evaluated





## Individual Student Data: Implications

- Anecdotal data suggested students might have improved more if meetings with mentors had been more frequent
- Involving parents in the intervention would likely have strengthened its effects



## What We Learned

- Focus on at risk students
- Target one grade or subject area
- Treat as a secondary level intervention
- Include planner use as an outcome measure
- Increase the feasibility of providing 1:1 support to students



## Follow-Up

- The goal was to increase assignment turn-in and improve grades as a result of using the school planner and applying organizational skills.



## Participants

- 3 Caucasian males
- 8<sup>th</sup> and 9<sup>th</sup> graders
- Capable of doing the work
- Receiving D's and F's in algebra or geometry classes
- Selected for participation by their math teacher



## Intervention

- 1 hour of initial training in peer mediated self-management
- Students fill out self-management card daily
- Daily points are tallied and recorded on a master sheet for each team
- Token reinforcement



## Motivational Components

- Team Effort: Students succeed or fail as a team
- Positive Reinforcement delivered daily
- Peer-mediated self-management system
- Frequent communication between teacher and parents





## POSITIVE BEHAVIOR SUPPORT INITIATIVE

Name	Partner
Assignment	Date

	You	Partner	Teacher	Points
<b>Assignment and due date written on planner and card</b>				
Turned in Problem of the Day				
Completed Assignment				
Turned in Assignment on time				
Worked the whole Time				



## Data Sources

- Self-management card
- Daily access to teacher's grade book retrieved online
- Student assignments
- Teacher's behavior ratings
- School Planner



# Experimental Design

- ABAB designs

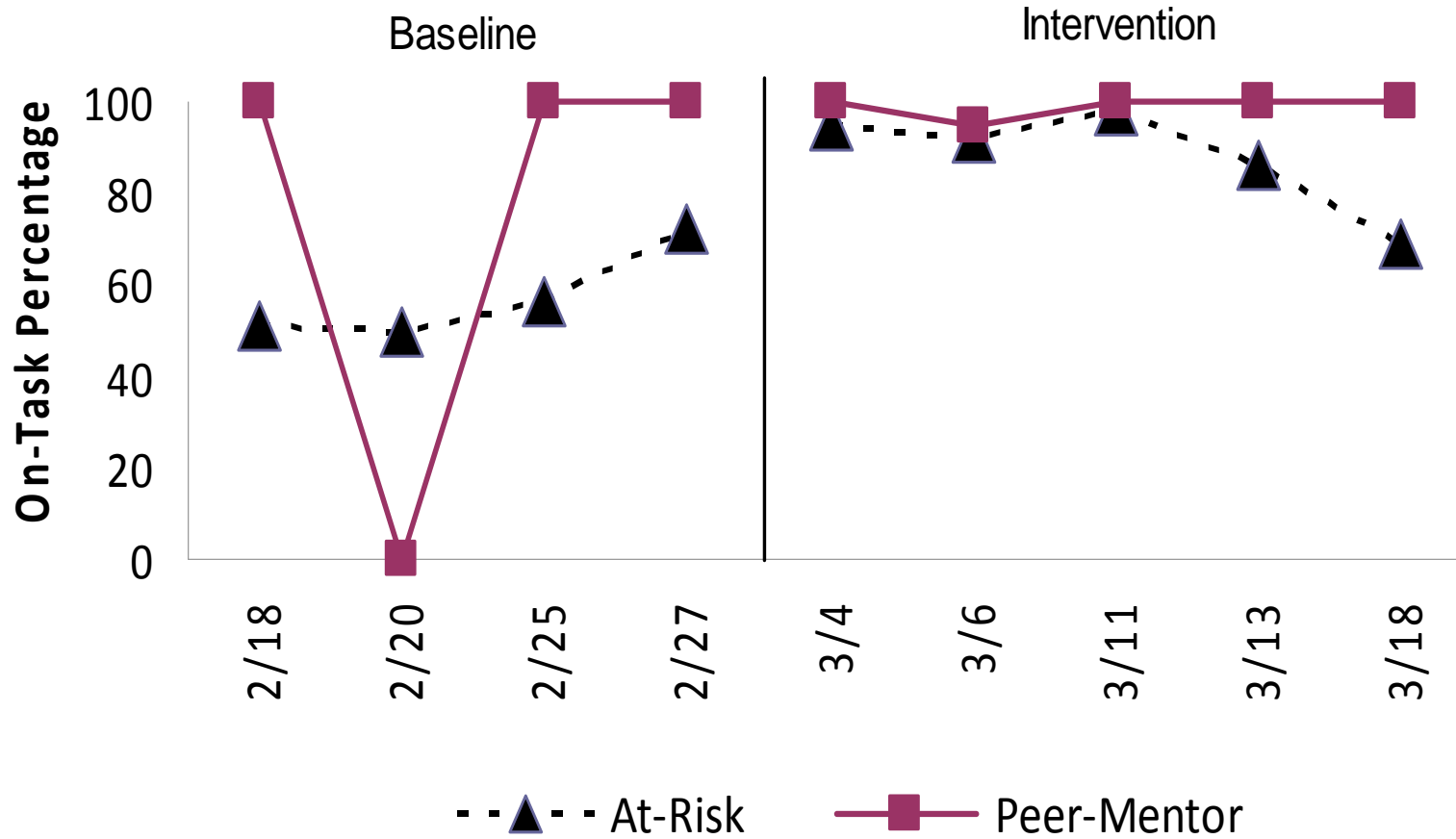


## Student Example: 4<sup>th</sup> Period Algebra

- Student receiving all D's and F's
- Teacher questioned whether he could do the work
- Student was frequently off task during independent work
- Intervention Start Date: March 4, 2009

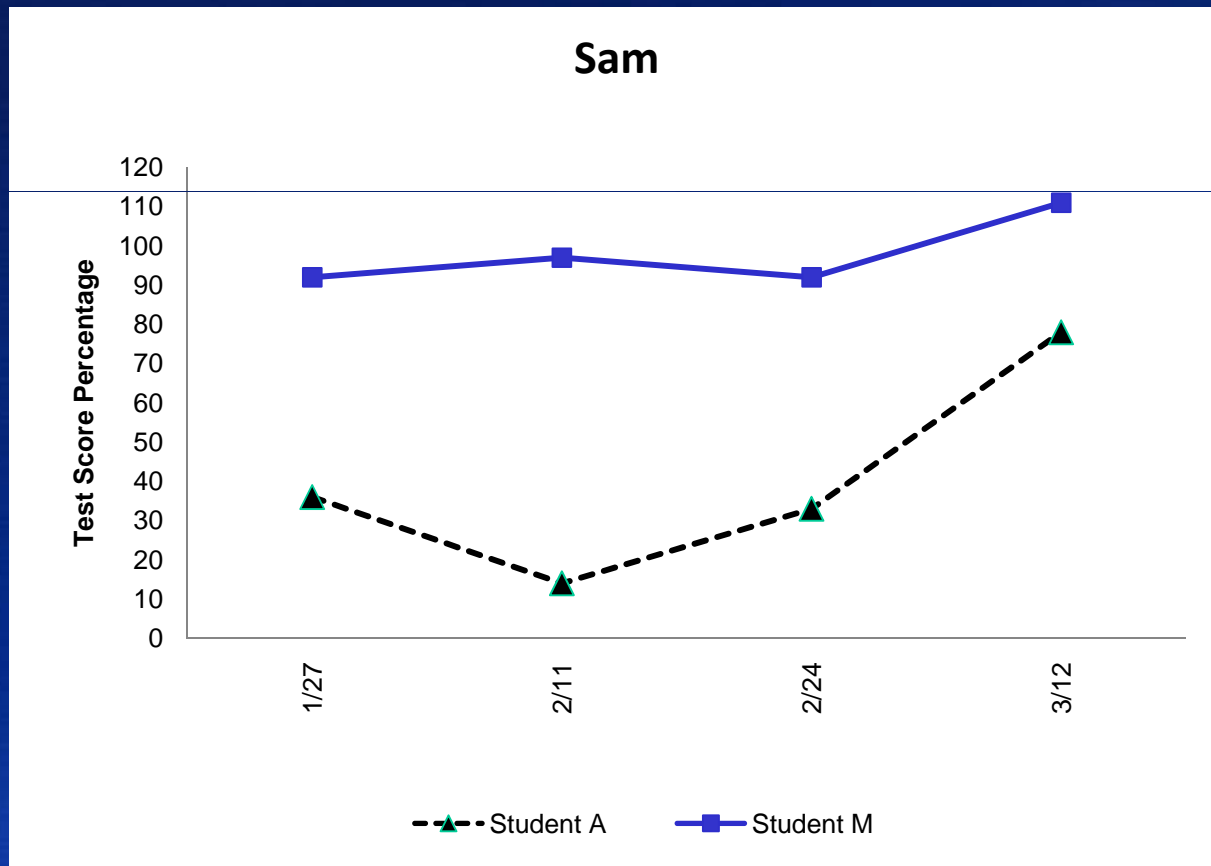


# On-Task Behavior





# Test Score Summary





## Sam's Improvement to Date

- Baseline grades (3<sup>rd</sup> term) - 52%
- Intervention grades (4<sup>th</sup> term) - 96%





## Final Points

- Students who are capable of achieving high grades may simply lack the organizational skills to turn assignments in on time
- Peer mediated self-management is a feasible means of providing low achieving students with intensive support





## POSITIVE BEHAVIOR SUPPORT INITIATIVE

<http://education.byu.edu/pbsi/>

Darlene\_Anderson@byu.edu

Paul\_Caldarella@byu.edu

Mike.Adams@nebo.edu

Lynnette\_Christensen@byu.edu

236 S 700 E  
Provo, UT 84606  
(801) 377-0560  
Fax (801) 377-0597  
byu.pbsi@gmail.com