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

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



POSITIVE BEHAVIOR SUPPORT INITIATIVE

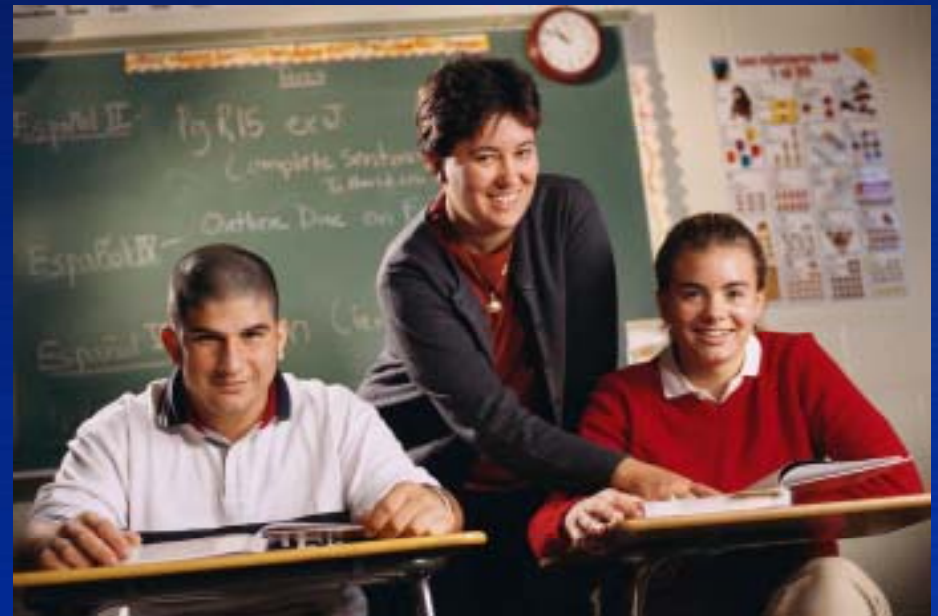
Walk the Peaceable Walk

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



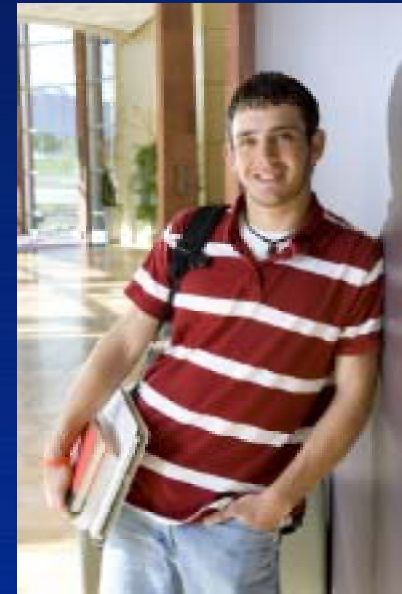


Previous Planner Findings

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 7th or 8th 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 9th 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



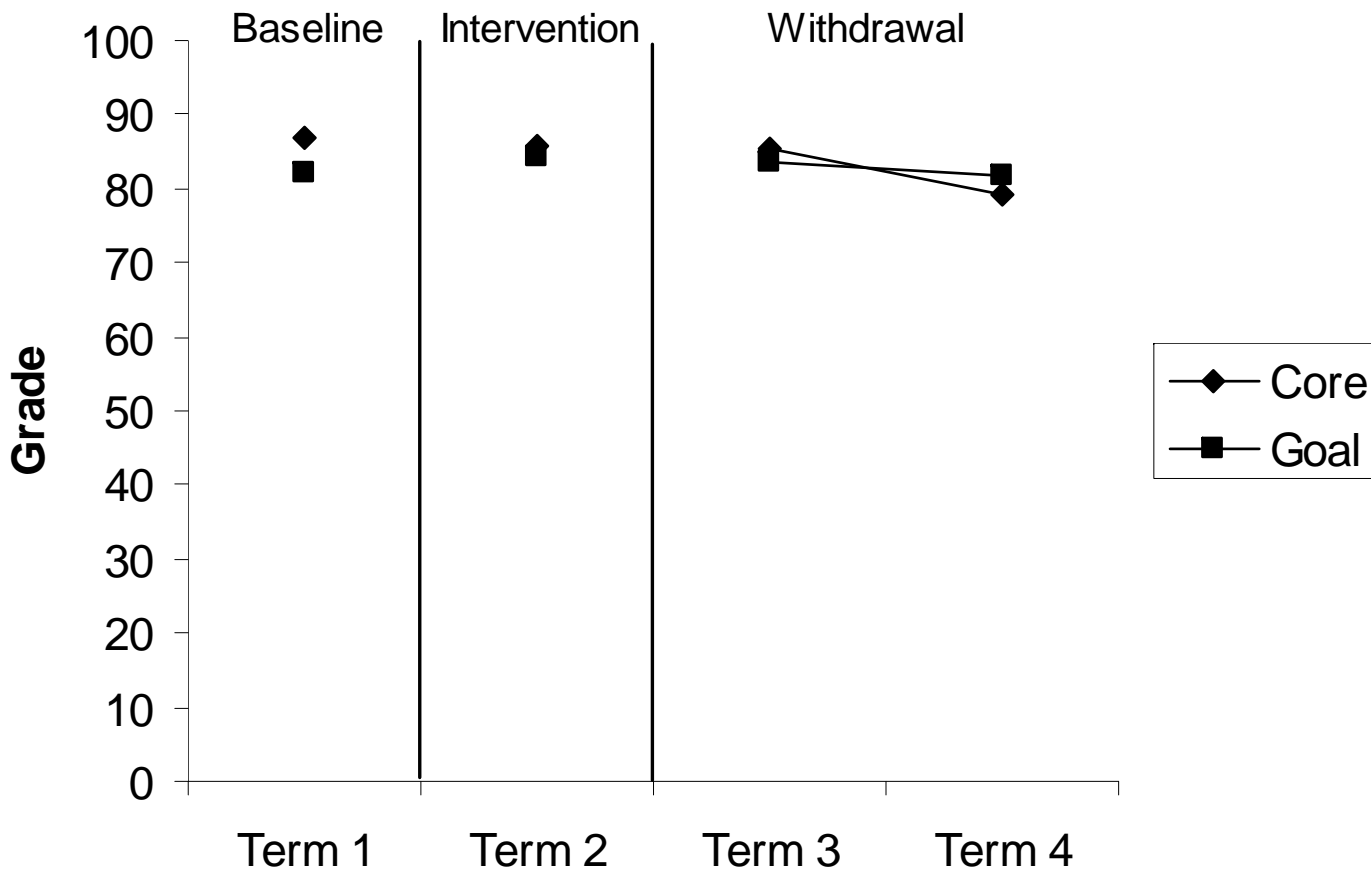
Selection of Goal Class

- 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

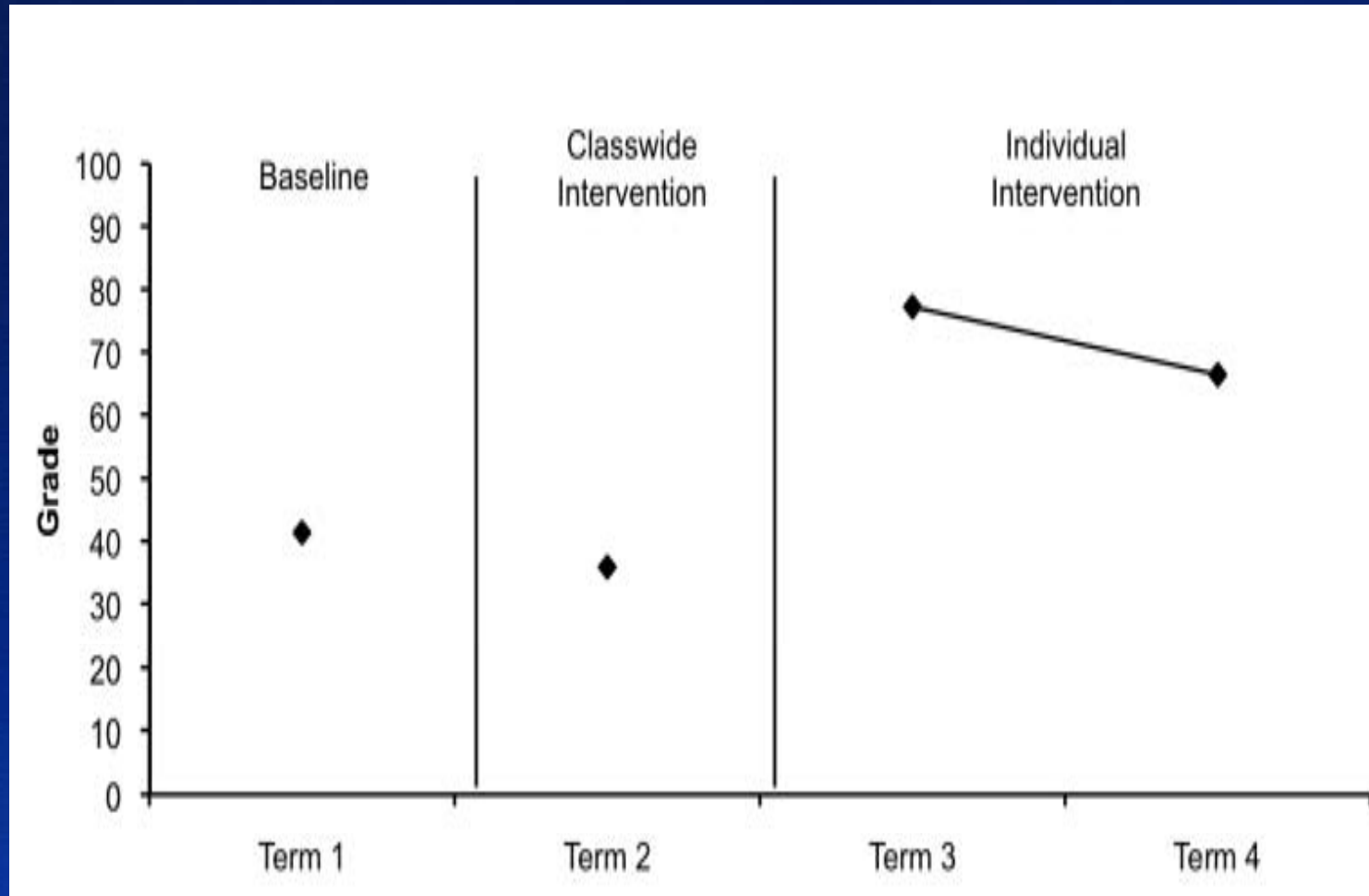


Individual Student Data

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

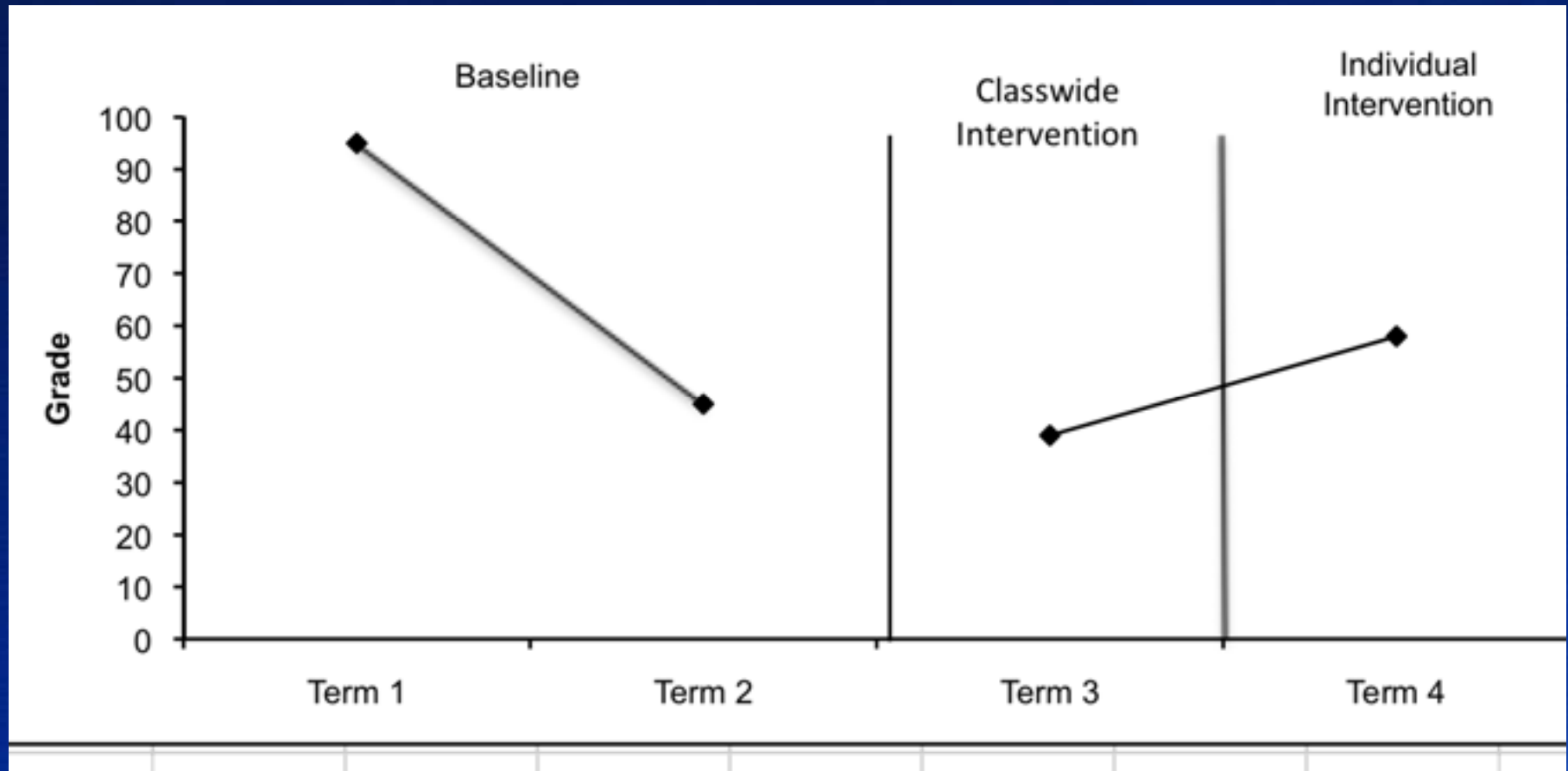


Individual Intervention





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
- 8th and 9th 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
Assignment and due date written on planner and card				
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

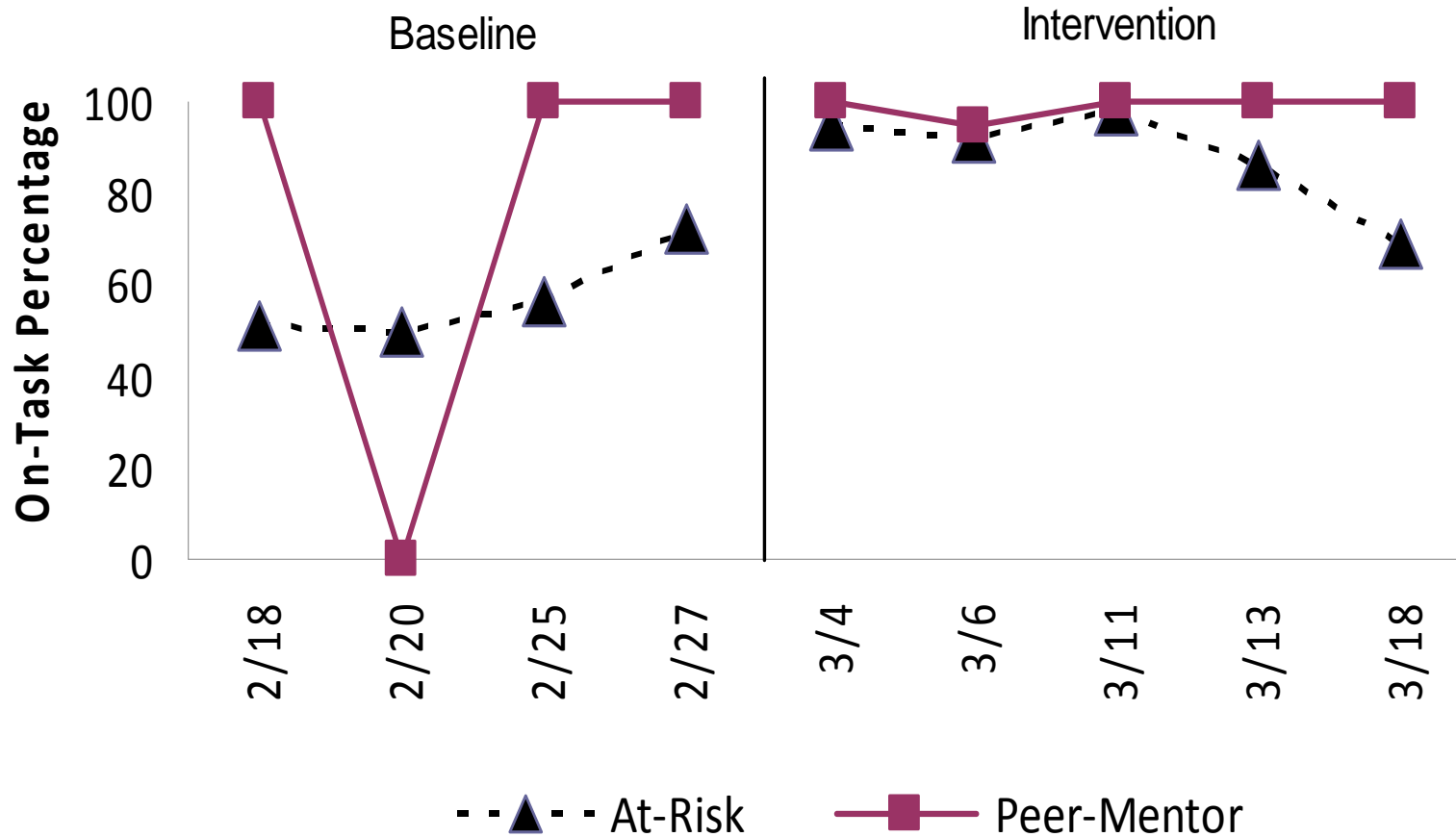


Student Example: 4th Period Algebra

- 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

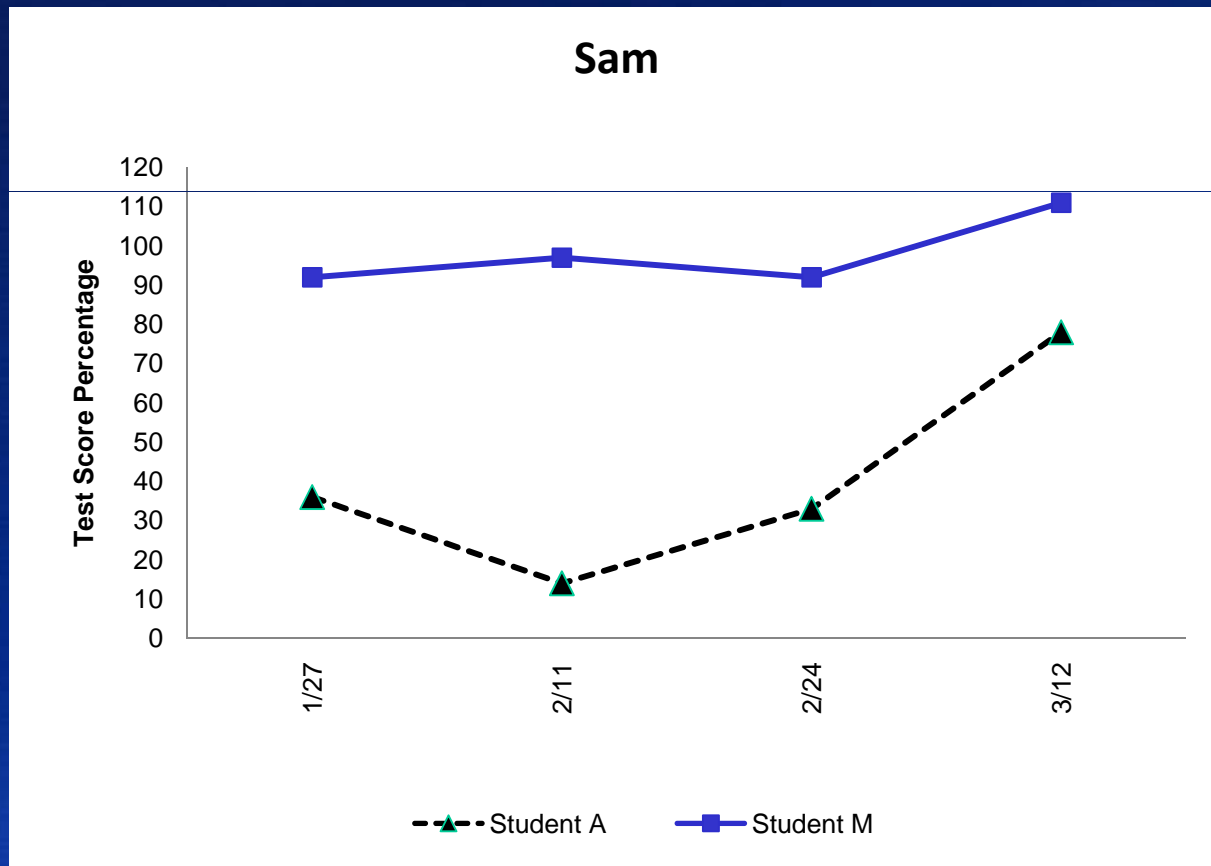


On-Task Behavior





Test Score Summary





Sam's Improvement to Date

- Baseline grades (3rd term) - 52%
- Intervention grades (4th 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

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