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

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“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

<table>
<thead>
<tr>
<th>Class-wide</th>
<th>Student Advisory Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>42 students</td>
<td>Approximately 20 students</td>
</tr>
<tr>
<td></td>
<td>Classes held 4 days per week and approximately 35 minutes in length</td>
</tr>
<tr>
<td></td>
<td>Students taught organizational and other study skills, and provided time to complete homework</td>
</tr>
</tbody>
</table>

### Individual

- 6 students
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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Term</th>
<th>Students</th>
<th>Start</th>
<th>Finish</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2nd</td>
<td>12</td>
<td>11/05</td>
<td>1/10</td>
</tr>
<tr>
<td>2</td>
<td>3rd</td>
<td>14</td>
<td>1/18</td>
<td>2/5</td>
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<tr>
<td>3</td>
<td>3rd &amp; 4th</td>
<td>16</td>
<td>2/29</td>
<td>5/2</td>
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</table>
Selection of Goal Class

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

Baseline | Intervention | Withdrawal

Grade

Term 1 | Term 2 | Term 3 | Term 4

Core

Goal

POSITIVE BEHAVIOR SUPPORT INITIATIVE
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

- Baseline
- Classwide Intervention
- Individual Intervention

Grade

Term 1  Term 2  Term 3  Term 4
Individual Intervention

![Graph showing individual intervention impact on grades over terms.](image-url)
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
<table>
<thead>
<tr>
<th>Name</th>
<th>Partner</th>
<th>Assignment and due date written on planner and card</th>
<th>You</th>
<th>Partner</th>
<th>Teacher</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment</td>
<td>Date</td>
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</table>

- 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

Baseline

Intervention

On-Task Percentage

2/18 2/20 2/25 2/27


- - At-Risk

Peer-Mentor
Test Score Summary

Sam

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<tr>
<th>Test Score Percentage</th>
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<th>30</th>
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<th>120</th>
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- **Student A** (dashed line)
- **Student M** (solid line)
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.
http://education.byu.edu/pbsi/

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