Book in a Bag:
Whole Classroom, Targeted Students

Sue Womack, MA
Michelle Marchant, PhD
Issues

- Identified issues in studies on efficacy of social skill instruction
  - Inconsistent populations
  - Mismatch of skill instruction to social skill deficit
  - Generalization
High-incidence Disabilities & Social Skills

• Social skills a concern for students with high incidence disabilities (Hallahan & Kauffman, 2000)

• Co-morbidity (Willcut & Pennington, 2000)

• Under identification of EBD (Kauffman)

• Elementary-aged LD/BD students’ maladaptive behavior increases over time (McKinney, 1989)*

Research Question

• What is the effect of combining direct instruction of social skills with children’s literature on students’ with high incidence disabilities ability to acquire the steps of the targeted social skills?
Participants & Setting

• Four elementary students
  • Two 3rd Grade males
  • Two 5th Grade,
    1 female, 1 male

• Suburban mountain west elementary school
  • General education classrooms
  • Resource room
Target Student Selection

- Screening - SSBS, HCSBS
- IEP designation & behavior goals
- Reading Level
Design

- Multiple baseline across skills
- Multiple probe
Intervention

• Whole class with targeted students
• Read-alouds specific to social skill
• Skill step reviews
• Spot checks
Read-aloud Lesson Structure

• Read the book
• Set the stage
• Direct Teaching Sequence
Skill-Step Review

- 3-5 minutes
- Book scenario
- Practice
Spot Check

- Resource room
- Individual
- Observer
Results
Social Validity

• Parents
  Would recommend
  Saw behavioral changes

• Teachers
  Would recommend
  Saw behavioral changes

• Students
  Liked stories
  Felt it helped
Implications

- Intervention package effective
- Improvement immediate
- Social status of target students enhanced
- All students’ attitudes favorable
Additional Implications

- Useable for classroom teachers
- Linkage of identified behavior need with intervention successful
- Skill-step review important
Limitations

- Only acquisition measured
- No component analysis—package
- No data on general education students
- Similar skill steps confused
- Researcher--Resource Teacher
http://education.byu.edu/pbsi/

Sue Womack  
Doctoral Candidate  
Educational Leadership  
& Foundations  
Brigham Young University  
Provo, UT 84604

Dr. Michelle Marchant  
Associate Professor  
Special Education  
340 McKB  
Brigham Young University  
Provo, UT 84604

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