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Table of Contents

Technology for Instruction in Physical Education Classes

By Kevin Karr.....3

The Effectiveness of Student Recognition Programs in the High School Setting

By Beth Jackson and Jennifer Newton.....34

Improving Phonemic Awareness in Students with Speech and Language Learning Disabilities

By Margaret Echols and Donna Gilliam.....84

Pyramid of Intervention

By Wanda Mangrum, Sandra Meadows, and Lori Whatley.....106

Technology for Instruction in Physical Education Classes

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Introduction

Advances in technology and various instructional media offer new and improved opportunities to enhance learning in many different disciplines. The field of Physical Education is seeing new techniques involving emerging media for a variety of activities. Of particular note in recent years is the use of the Internet, with its wealth of information, as a source of teaching and learning applications.

The purpose of this study is to determine if an Internet-based lesson can effectively teach students the rules of tennis, as well as some basic skills required in the game. Specific questions to be addressed are: Can students learn the rules of tennis and perform the basic skills using the selected Internet lesson? Is the use of the Internet lesson as effective as the traditional teacher lecture and demonstration methodology? Are there any perceived advantages or disadvantages to using the Internet methodology?

The information gained from this study will be of value to physical education teachers in their selection of strategies and methodologies for teaching. The ultimate goal is to enhance student knowledge and performance.

Review of the Literature

Technology in Education

According to Thornburg, students and teachers can benefit from using technology as a tool for instruction. Students are able to gain a greater understanding of principles and theories using technology. Technology helps teachers develop learning environments that are more suitable and encourage student autonomy during learning. Computer technology can augment teacher efficiency. Greater student learning occurs as the instructor becomes more efficient in the use of technology (Thornburg).

Providing experiences to nurture and develop all children is necessary to being an effective teacher. Teachers should identify students' differences and use a variety of experiences to assist students' learning (Mitchell, 2004).

In a study by Schell (2004), students were enrolled in a teacher education program and taught how to implement technology using a CD-ROM. Students could interact directly with the computer, receive feedback, and work at their own pace. Students felt the program was very user friendly and accessible to students with disabilities like ADHD and dyslexia. Hearing impaired students or ESL students benefited from the software.

Students can gain a greater understanding of the concepts and principles of leisure and recreational leadership through the effective use of technology. The effective application of technology in the teaching process can lead to understanding and skill development. Automated devices deliver rote instruction and practice while the teacher focuses on students' particular needs. Students can work at a pace and time that is suitable for them. Multimedia applications direct students in activities and provide information. This enables educators to kindle critical thinking, but also leaves them time to tend to students' individual needs. Creative teaching combined with technology can enhance the classroom and advance skill, understanding, and knowledge (Brayley, 1999).

Integrating technology into lesson plans is an expectation of teachers in all disciplines. Technology applications can supplement teacher instruction or can be stand-alone learning centers. Teachers can monitor students' motor skills, provide feedback opportunities, and assess students using technology. Virtual reality is an example of this technology. Fiorentino and Castelli (2005) indicate that less skilled students are hesitant to perform in front of others. Virtual gyms allow students the opportunity to practice game skills in private without having to perform in front of the entire class. Students can improve their problem solving and critical

thinking skills through technology based instruction.

Mohnsen (2003) indicates that virtual reality motivates students to learn, leads to fewer accidents while students are learning, and allows greater student learning in terms of national standards. Textbooks, models, software, and videos have improved physical education instruction. Virtual reality holds great potential for physical education instruction in the future. Virtual reality systems are available, but are considered too expensive for schools.

While there is much more research available to reflect technology in education, the foregoing establishes the credibility of technology's importance to education. This paper will focus on technology use in physical education, and more information is provided below that is specific to that field.

Technology in Physical Education

Coaches often use video to motivate, evaluate, and teach their players (Seifried, 2005).

Research in the field of physical education involving video technology is scarce because physical education centers on movement. Seifried indicates that watching a video of a certain skill can often be the most effective teaching technique. However, it takes away from a student's activity time. Student understanding of physical activities can be increased with the use of videotapes as a teaching tool. Accurate information can be effectively conveyed in an efficient manner.

LaMaster (2002) indicates that video technology can be beneficial. Teachers can immediately replay a student's performance. Different segments of the performance can be replayed often and repeatedly. Different camera angles can be used, and the video can zoom in on a student's performance (LaMaster, 2002).

Videotaped performances allow students to analyze their movement, which provides essential feedback for understanding and skill development. Students are able to recognize mistakes in technique or form as they watch their video performances. This method allows

students to be more consistent, and consistency indicates that they have learned the task. The flexible use of the video as a teaching tool makes it unique and effective (Seifried, 2005). At a learning station, students can use video to analyze the basics of a skill they are trying to learn. They can use higher-order thinking skills as they record, analyze, and describe their own movement sequences (Mitchell, 2001).

Task presentations serve as a model to assist students learning motor skills. These motor skills are often demonstrated through technology, another person, or the teacher. Limited explanation of the skill along with a visual model is recommended. Previous studies emphasize that presentations should be simple and provide essential information. These presentations should be kept short so they do not overload the learner. Keeping learning cues to two or three important cues is recommended. Schmidt (1991) suggests trying the simple statement “Do this followed by the skill demonstration” (n.p.). Videotapes can be used to model the skill and give feedback to others (Belka, 2002).

Physical education teachers often overload students with information when teaching sports skills. Teachers should focus on the critical elements of the skill and provide students with a clear picture of the correct movement. Complex explanations and demonstrations may confuse the students and be difficult to remember according to Konukman and Petrakis (2001). Using verbal cues when demonstrating a skill can improve a student’s retention. Cues allow students to create a visual picture before performing the skill. Students might lose this picture without verbal cues. Physical education teachers can effectively provide feedback and give instructions to students using visual and verbal cues (Konukman and Petrakis, 2001).

Mohnsen (2001) indicates that software designers must create programs to integrate instructional technology with national physical education standards. Mohnsen recommends a four-step process for implementing instructional software: (1) identify standards and objectives,

- (2) determine strategy to meet standards and objectives, (3) select the software, and
- (4) determine how to incorporate software in a lesson.

Students can use videos of elite performances to learn the basic techniques of a skill. They can view skills in regular and slow motion. Digital video cameras can break skills into different components that students can view in multimedia presentations. Visual learners benefit from these presentations (Ladda, 2004).

Ryan (2001) indicates that students' motor skills can be assessed using digital cameras. Students can take pictures of each other performing various stages of a motor skill. Students can analyze pictures and answer questions about their performance. Pre-designed questions or rubrics assist students with their tasks. Physical educators have used videotapes to help students assess and better comprehend their motor skill performances. Digital cameras can also provide much needed feedback about a student's performance. Educators can use digital cameras to assess their students' skills in physical education. Pictures will help answer one of the accountability questions educators face: "What are your students learning?" (Ryan, 2001).

Dorman indicates that technology has improved the performance of athletes. Electronic and computerized feedback has provided athletes and Olympic hopefuls with information about their performances. Athletes use this information to stay ahead of their competitors (Dorman, 1998).

In a study by Wilkinson (2002), 33 ninth-grade females participated in a volleyball unit. The class used a multimedia CD to provide volleyball instruction. The CD included a Quick-time video of volleyball skills, multimedia demonstrations, textual skill cues, and a slow motion presentation of skills. Hand or foot position close-up views and audio explanations of skills were included. A majority of students believed their learning was enhanced by the CD's visual presentation. Students felt the CD improved their cognitive and psychomotor skills. Students

indicated that using the CD was different and motivational. However, some students believed learning was inhibited by the CD's design. The video skipped, was jerky, and had parts of some skills missing. Students missed teachers' step-by-step instruction, teacher-student interaction, and hands-on activities. The CD reduced skill performance. Video performance was the most valuable instructional method contained in the CD. It allowed students to visualize skills. The authors indicate teachers should use multimedia to stimulate the learning environment (Wilkinson, 2000).

The Internet and Education

Teachers can teach students to internalize concepts by using a variety of teaching tools and examples and concepts. Efficient learning of concepts is likely when a variety of illustrations are provided. Teachers can use the internet to assist in creating lesson plans that use a variety of examples. Presenting information in a variety of ways including pictures, sounds, video, and text is made possible with the internet. Combining these learning tools is advantageous for teachers and students. Teachers can use web pages to guide students in activities that present information, allow for practice, and provide feedback. Teachers can use this feedback to identify students' strengths and weaknesses and provide suggestions for remediation. Effective internet-based lessons must use solid teaching principles. Different contexts and formats should be used to make a concept effective for the learner. Detailed instruction with visual presentations is important in motor learning. Well thought out lessons allow students to have access to information necessary for learning. (Action Research Paper on the Lesson – Complete Golf)

Ogden (2001) recommends the use of LCD projectors and computers with Internet access in physical education classes. They empower students to take charge of their own learning. Students can make class presentations using the projector. Physical educators can show parents what their child is learning in physical education and give more credibility to their curriculum

using presentations or video. Instruction is enhanced with Internet-based lessons and CD-ROM applications. Teachers can give students feedback about their performance in a particular skill by using a digital or video camera to enhance learning.

Web quests are another option for physical educators. Web quests are structured, inquiry-based activities that allow interaction with Internet sources. The following components make up a web quest lesson: (1) an introduction to stimulate and gain student interest, (2) task description for student to complete, (3) steps to complete the task, (4) sources for task completion, (5) an assessment description, and (6) a conclusion. Students' learning can be improved through web quests regardless of application requirements. Previous research has shown that online learning can equal face-to-face learning in its effectiveness. Physical education teachers are provided the option to integrate online learning in their classrooms (Woods, Shimon, Karp, & Jensen, 2004).

Technology allows students to use the internet for research. Students can determine the proper technique to use in executing a skill. Students can also have access to a biomechanical analysis of a skill. Students can use technology to record and analyze their performance of a motor skill. Students can utilize technology to analyze and document performance using a video camera (Mohnsen, 2005).

Methodology

The study will involve fifth grade students at Dearing Elementary School. Approximately 30 girls and 40 boys will participate in the study. Classes will be held in the computer lab, the gym, and on the basketball court outside the gym. Classes will be fifty-five minutes long, twice a week.

On the first day of class, students will take a pretest to establish a baseline of their knowledge of tennis and their ability to perform selected basic skills. Students will receive

instruction from a computer-based Internet site: <www.tennis.com>. The students will watch the video instruction of the tennis forehand and backhand. Along with video instructions, students will view Internet pictures of related skills being executed step-by-step, with text describing each step of the skill.

A video camera will be used to record students executing the forehand and backhand skills. This will allow a clear analysis of the students' mechanics. Checklists will analyze students' form in executing the skills. In the computer lab, students will use websites designed to search for information about the game of tennis. Students will then practice executing the forehand and backhand using the information they learned earlier.

At the conclusion of the unit, students will be evaluated on their forehand and backhand abilities. The following performance standard will be used. Students will be able to hit a tennis ball against the wall six consecutive times with as many as four misses before the hits. Students will use proper form eight out of the ten times.

Students will also take a posttest to determine their knowledge of the game of tennis. Students who are not in the experimental group will receive instruction from the teacher on the forehand and backhand strikes. Students in the control group will also receive basic information on the game of tennis from the teacher. An analysis of post-test to pretest data will be done to identify the effectiveness of the use of computer-based instruction. The purpose of this study is to conclude if using the internet for initial instructions in a physical education unit will augment student knowledge of skills and rules of the activity. A report of the findings and conclusions are addressed below.

Findings

The study sought the answer to the following questions:

Can students learn the rules of tennis and perform the basic skills using the selected Internet lesson? Is the use of the Internet lesson as effective as the traditional teacher lecture and demonstration methodology? Are there any perceived advantages or disadvantages of using the Internet methodology?

Pretest

The pretest scores on the written test were low, as was expected, because this was the students' first exposure to tennis. The average percent of correct answers on the tennis knowledge pretest was 19 per cent. Results on the students' tennis motor skills performances were similarly low, which was also expected. Boys were successful executing the backhand 36.8 per cent of the time. Girls were successful 35 per cent of the time. Boys were successful in executing the forehand 63.1 per cent of the time. Girls were successful 42.3 per cent of the time.

Post-test

The post-test scores on the written test reveal that students' scores improved. In the control group, the test scores collectively improved 11 per cent. Girls in this group improved 8.4 per cent, and boys improved 14.6 per cent. (See table 1.) The experimental group's average test score improved 14.7 per cent. Girls in the experimental group improved 16 per cent and the boys' experimental group improved 14 per cent. (See table 2.)

Students' motor skills performances varied. In the control group, the girls backhand success rate decreased from 35 per cent to 33.1 per cent. The girls' forehand increased from 38.7 per cent to 55 per cent. (See table 3.) In the experimental group, the girls' backhand success rate

increased from 35 per cent to 56 per cent. The girls' forehand increased from 46 per cent to 66 per cent. (See table 4.)

In the control group, the boys' average success rate in executing the backhand increased from 41.6 per cent to 50 per cent. The boys' average success rate in the forehand decreased from 68.8 per cent to 63.3 per cent in the control group. (See table 5.)

The experimental group's average success rate in the backhand increased from 32 per cent to 51 per cent for the boys. The experimental group's average success rate for the forehand increased from 57.5 per cent to 68.5 per cent for the boys. (See table 6.)

Discussion

The data from the study reveal that students' motor skill performance and general knowledge of the game of tennis increased to a greater degree using computer-based instruction than teacher instruction. When analyzing the data for the written theory test, the data indicate a greater average gain in the experimental group collectively that received computer instruction than in the control group, which received instruction from the teacher. (See tables 1 and 2.) However, this is a little deceptive because the average pretest score of the experimental groups before instruction was lower. The average score after instruction was actually higher in the control group. (See tables 1 and 2) This indicates a higher level of understanding by the teacher-instructed group.

The boys' average gain between the forehand pre- and post-tests was greater in the experimental group. (See tables 5 and 6.) I was surprised by an actual decrease in the average forehand score after teacher instruction. This led me to further analyze the data. Three boys in the control group had unexplained drops in their performance in the forehand. Two students dropped from an 8/10-success rate to 1/10 success rate. Another student dropped from 9/10 to

4/10, which had a negative impact on the overall results. Without these differences, the boys' control group increased from 66 per cent on the pretest to 72 per cent on the post-test. (See table 7.)

The boys' experimental group's average gain for the backhand was almost two times greater than the control group's. This, too, can be deceiving because the average post-test score was not significantly different in the two groups. (See tables 5 and 6.)

Results were similar in the girls' pre- and post-tests. The average gain in the girls' forehand was greater in the experimental group, which received video instruction. Students' average in the backhand skills test actually decreased in the control group, which participated in teacher instruction. (See tables 3 and 4.) This was not anticipated.

Description of the Study

The purpose of the study was to determine if an Internet-based lesson can effectively improve student learning of the rules of tennis and in teach some of the basic skills required in the game.

Results were obtained by students participating in pre- and post-tests measuring their general knowledge and the rules of tennis. A pre- and post-test was also used to obtain data on the students' motor skill performance in executing the forehand and backhand in tennis.

On the first day of the unit, students were randomly assigned to the control group and experimental group. Then all of the students were given a pre-test on their knowledge and understanding of the game of tennis. The second day of class, all students took a pre-test on executing the forehand and backhand. The test required students to drop a tennis ball and attempt to hit a forehand off the wall in the gym. Students were required to hit the tennis ball off the wall consecutively two times without the ball bouncing twice. The students received a point

for each time they successfully executed the skill. Students were given ten different attempts at executing this skill. The students repeated the test for the backhand.

The control group received tennis instruction on the performance of the forehand and backhand from the teacher. The teacher also taught the control group about the knowledge and rules of the game using lecture and discussion methods.

The experimental group received video instruction on the forehand and backhand strikes. Students learned the knowledge and rules of the game from an Internet site. Students from both the experimental and the control groups were allowed practice time after receiving skill instruction.

A post-test was given on the last two days of class to determine the effectiveness of each method of instruction.

Summary of Findings

Findings indicate that an Internet-based lesson can be an effective teaching tool. It can introduce a motor skill effectively. Students were also able to acquire the information necessary for executing the forehand and backhand by watching video instruction from a website. Student's scores in the skills test improved on the post-test, indicating that video instruction was effective.

Students also increased their knowledge of the game of tennis by finding information about tennis by surfing the Internet. Students who received web-based instruction performed better on the post-test. Furthermore, the use of Internet lessons enhanced knowledge and skill performance as effectively as the teacher's lecture and demonstration methods.

Conclusions

The Internet allows students to acquire general knowledge and understanding of a particular sport. The students in the study enjoyed emulating the video instruction as they viewed it. This can be an effective way of acquiring a skill, if the student also allows sufficient practice time. Using an Internet-based lesson plan, students can learn about the rules of an activity effectively. Teachers should always look for different ways to become more effective. Motivating students to learn by providing new and interesting ways of teaching is one way to become more effective. In physical education, students can learn the rules of a sport and how to perform certain skills by using Internet sites. An advantage of using Internet technology is that students can receive unlimited access to instruction at home and at school. Each skill can be presented using a variety of similar perspectives. Disadvantages could be the cost of resources such as computers and the cost of conducting training in this area. Students could possibly leave the website and go to another website if not supervised properly.

Recommendations

The results of the study indicate that video instruction and Internet-based learning is effective. Teachers should use resources from different websites that allow the teacher to expand his/her knowledge of various ways to teach students. Students who are having problems acquiring a skill can receive video instruction from a computer without taking time away from the teacher who is working with and monitoring other students. Teachers could set up a computer-based learning station for students struggling with skill acquisition. Students could practice the skill being taught at home with their parents by accessing the web site that addresses video instruction.

Limitations of the Study

The study had its limitations. I like to keep my students as active as possible in physical education class. Students did not like using their physical education time taking a written skills test. In addition, it was difficult keeping some students on task when other students were participating in pre- and post-skills tests. A paraprofessional was required to assist me with control of the student groups. Students often wanted to rush through the test in order to get back to what their classmates were doing. Even though I told them it was a test and to take their time and do their best, student effort may have been affected. Students attend physical education twice a week. It was difficult getting everyone tested and taught in the three-and-a-half week period. Students in the computer lab did not want to stay on task and did not like being out of the gym on physical education days. Results of the study would have improved with more time available for the unit and more practice time. Four girls in the experimental group were absent on test days and had to drop out of the study, which could have distorted the data.

It was very difficult to conduct the study within the normal class time permitted. If a special schedule could be set up for instruction and testing, student control would be improved.

In addition, using a variety of web-based and video teaching applications would help validate use of the technology and perhaps identify the most reliable instructional resources.

Physical education teachers should use web-based and video instruction to teach basic knowledge and sports skills in their lessons. These could assist the teacher in helping students who missed some phases of instruction to catch up with the regular class schedule.

Further research in the use of this technology in other sports applications will determine those most appropriate for web and computer based instruction.

Table 1
Control Group

| Boys' teacher instructed tennis theory # correct out of 24 | | | | Girls' teacher instructed tennis theory # correct out of 24 | | | |
|---|----------|-----------|---------|--|----------|-----------|---------|
| Student # | Pre-test | Post-test | Gain | Student # | Pre-test | Post-test | Gain |
| 1 | 5 | 9 | 4 | 15 | 8 | 10 | 2 |
| 2 | 5 | 5 | 0 | 16 | 7 | 6 | -1 |
| 3 | 2 | 2 | 0 | 17 | 6 | 8 | 2 |
| 4 | 4 | 8 | 4 | 18 | 7 | 8 | 1 |
| 5 | 5 | 9 | 4 | 19 | 5 | 8 | 3 |
| 6 | 7 | 8 | 1 | 20 | 5 | 6 | 1 |
| 7 | 7 | 10 | 3 | 21 | 2 | 9 | 7 |
| 8 | 8 | 12 | 4 | 22 | 4 | 7 | 3 |
| 9 | 6 | 13 | 7 | 23 | 3 | 3 | 0 |
| 10 | 4 | 7 | 3 | 24 | 6 | 8 | 2 |
| 11 | 4 | 10 | 6 | 25 | 7 | 14 | 7 |
| 12 | 10 | 10 | 0 | 26 | 4 | 3 | -1 |
| 13 | 9 | 13 | 4 | 27 | 6 | 5 | -1 |
| 14 | 10 | 19 | 9 | 28 | 3 | 7 | 4 |
| | 6.14 | 9.64 | 3.5 | | 5.2 | 7.2 | 2 |
| | pre-test | post-test | average | | average | average | average |
| | average | average | gain | | pre-test | post-test | gain |
| | score | score | | | score | score | |
| | 25.50% | 40.10% | 14.60% | | 21.60% | 30.00% | 8% |

Table 2
Experimental Group

| Boys' computer instructed tennis theory # correct out of 24 | | | | Girls' computer instructed tennis theory # correct out of 24 | | | |
|--|-------------------------------|-----------------|------|---|-------------------------------|-----------------|------|
| Student # | Pre-test | Post-test | Gain | Student # | Pre-test | Post-test | Gain |
| 1 | 6 | 12 | 6 | | | | |
| 2 | 3 | 11 | 8 | | | | |
| 3 | 5 | 8 | 3 | 14 | 5 | 9 | 4 |
| 4 | 3 | 5 | 2 | 15 | 8 | 4 | -4 |
| 5 | 6 | 10 | 4 | 16 | 6 | 10 | 4 |
| 6 | 6 | 5 | -1 | 17 | 3 | 10 | 7 |
| 7 | 4 | 7 | 3 | 18 | 4 | 9 | 5 |
| 8 | 4 | 2 | -2 | 19 | 4 | 9 | 5 |
| 9 | 9 | 6 | 3 | 20 | 3 | 5 | 2 |
| 10 | 5 | 15 | 10 | 21 | 3 | 11 | 8 |
| 11 | 4 | 7 | 3 | 22 | 2 | 11 | 9 |
| 12 | 6 | 14 | 8 | 23 | 7 | 9 | 2 |
| 13 | 4 | 6 | 2 | 24 | 3 | 3 | 0 |
| | 5 | 8.307 | 3.7 | | 4.36 | 8.18 | 3.81 |
| pre-test average score | post-test average score | average gain | | pre-test average score | post-test average score | average gain | |
| 20.80% | 34.60% | 14% | | 18.10% | 34% | 16% | |

Table 3
Control Group

| Student # | Girls' teacher instructed backhand backhand results out of 10 | | | Girls' teacher instructed forehand forehand results out of 10 | | |
|-----------|--|----------|--------------|--|----------|--------------|
| | Pretest | Posttest | Average Gain | Pretest | Posttest | Average Gain |
| 1 | 4 | 4 | 0 | 4 | 4 | 0 |
| 2 | 2 | 2 | 0 | 1 | 3 | 2 |
| 3 | 7 | 6 | -1 | 8 | 9 | 1 |
| 4 | 4 | 6 | 2 | 5 | 7 | 2 |
| 5 | 3 | 2 | -1 | 2 | 6 | 4 |
| 6 | 2 | 2 | 0 | 3 | 4 | 1 |
| 7 | 4 | 3 | -1 | 3 | 10 | 7 |
| 8 | 4 | 7 | 3 | 5 | 10 | 5 |
| 9 | 5 | 6 | 1 | 2 | 4 | 2 |
| 10 | 1 | 2 | 1 | 5 | 3 | -2 |
| 11 | 0 | 0 | 0 | 0 | 2 | 2 |
| 12 | 5 | 4 | -1 | 8 | 3 | -5 |
| 13 | 6 | 6 | 0 | 10 | 10 | 0 |
| 14 | 1 | 0 | 1 | 1 | 5 | 4 |
| 15 | 3 | 1 | -2 | 2 | 4 | 2 |
| 16 | 5 | 2 | -3 | 3 | 4 | 1 |

3.5 3.3125 -0.0625
 pretest posttest average
 average average gain
 score score

35% 33.10%

3.875 5.5 1.625
 pretest posttest average
 average average gain
 score score

38.70% 55%

Table 4
Experimental Group

| Girls' computer instructed backhand backhand results out of 10 | | | | Girls' computer instructed forehand forehand results out of 10 | | |
|---|------------------------------|-------------------------------|-----------------|---|----------|-----------------|
| Student # | Pretest | Posttest | Gain | Pretest | Posttest | Gain |
| 1 | 5 | 5 | 0 | 6 | 7 | 1 |
| 2 | 5 | 7 | 2 | 6 | 9 | 3 |
| 3 | 3 | 4 | 1 | 3 | 3 | 0 |
| 4 | 6 | 4 | -2 | 5 | 6 | 1 |
| 5 | 0 | 3 | 3 | 0 | 6 | 6 |
| 6 | 5 | 8 | 3 | 3 | 7 | 4 |
| 7 | 3 | 10 | 7 | 3 | 6 | 3 |
| 8 | 0 | 5 | 5 | 1 | 7 | 6 |
| 9 | 5 | 6 | 1 | 10 | 7 | -3 |
| 10 | 3 | 4 | 1 | 9 | 8 | -1 |
| | 3.5 | 5.6 | 2.1 | 4.6 | 6.6 | 2 |
| | pre-test average score | post-test average score | average gain | pretest average | posttest | average gain |
| | 35% | 56% | | 46% | 66% | |

Table 5
Control Group

| Student # | Boys' teacher instructed backhand backhand results out of 10 | | | Boys' teacher instructed backhand forehand results out of 10 | | |
|-----------|---|-------------------------------|-----------------|---|-------------------------------|-----------------|
| | Pre-test | Post-test | gain | Pre-test | Post-test | Gain |
| 1 | 7 | 1 | -6 | 9 | 4 | -5 |
| 2 | 4 | 4 | 0 | 7 | 8 | 1 |
| 3 | 0 | 4 | 4 | 3 | 3 | 0 |
| 4 | 6 | 7 | 1 | 7 | 5 | -2 |
| 5 | 5 | 7 | 2 | 8 | 1 | -7 |
| 6 | 5 | 1 | -4 | 8 | 1 | -7 |
| 7 | 3 | 5 | 2 | 8 | 9 | 1 |
| 8 | 6 | 10 | 4 | 10 | 10 | 0 |
| 9 | 5 | 6 | 1 | 9 | 9 | 0 |
| 10 | 2 | 6 | 4 | 3 | 5 | 2 |
| 11 | 1 | 2 | 1 | 4 | 7 | 3 |
| 12 | 10 | 10 | 0 | 8 | 10 | 2 |
| 13 | 9 | 10 | 1 | 10 | 10 | 0 |
| 14 | 3 | 6 | 3 | 7 | 9 | 2 |
| 15 | 2 | 1 | -1 | 7 | 7 | 0 |
| 16 | 0 | 0 | 0 | 3 | 5 | 2 |
| 17 | 3 | 5 | 2 | 5 | 6 | 1 |
| 18 | 4 | 5 | 1 | 8 | 5 | -3 |
| | 4.166667 | 5 | 0.833333 | 6.888889 | 6.333333 | -0.55556 |
| | pre-test average score | post-test average score | average gain | pre-test average score | post-test average score | average gain |
| | 41.60% | 50% | | 68.80% | 63.30% | |

Table 6
Experimental Group

| Student # | Boys' computer instructed backhand backhand results out of 10 | | | Boys' computer instructed forehand forehand results out of ten | | |
|-----------|--|-----------|------|---|-----------|------|
| | Pre-test | Post-test | Gain | Pre-test | Post-test | Gain |
| 1 | 2 | 7 | 5 | 4 | 7 | 3 |
| 2 | 1 | 3 | 2 | 7 | 9 | 2 |
| 3 | 5 | 9 | 4 | 8 | 8 | 0 |
| 4 | 0 | 0 | 0 | 0 | 6 | 6 |
| 5 | 2 | 4 | 2 | 7 | 5 | -2 |
| 6 | 5 | 7 | 2 | 6 | 6 | 0 |
| 7 | 3 | 6 | 3 | 8 | 10 | 2 |
| 8 | 4 | 8 | 4 | 9 | 9 | 0 |
| 9 | 4 | 4 | 0 | 7 | 8 | 2 |
| 10 | 5 | 8 | 3 | 6 | 9 | 3 |
| 11 | 0 | 3 | 3 | 4 | 3 | -1 |
| 12 | 5 | 5 | 0 | 6 | 8 | 2 |
| 13 | 4 | 7 | 3 | 7 | 6 | -1 |
| 14 | 0 | 0 | 0 | 3 | 0 | 3 |
| 15 | 9 | 1 | -8 | 7 | 3 | -4 |
| 16 | 5 | 6 | 1 | 6 | 7 | 1 |
| 17 | 1 | 2 | 1 | 4 | 8 | 4 |
| 18 | 3 | 6 | 3 | 5 | 8 | 3 |
| 19 | 2 | 7 | 5 | 6 | 9 | 3 |
| 20 | 4 | 9 | 5 | 5 | 8 | 3 |

3.2 5.1 1.9
pre-test post-test average
average average gain
score score

32% 51%

5.75 6.85 1.45
pre-test post-test average
average average gain
score score

57.50% 68.50%

Table 7
Control Group

Boys' teacher instructed forehand adjusted for outlier scores
forehand results out of 10
adjusted for outlier scores

| Student # | Pre-test | Post-test | Gain |
|-----------|------------------------------|-------------------------------|-----------------|
| 1 | | | |
| 2 | 7 | 8 | 1 |
| 2 | 3 | 3 | 0 |
| 4 | 7 | 5 | -2 |
| 5 | | | |
| 6 | | | |
| 7 | 8 | 9 | 1 |
| 8 | 10 | 10 | 0 |
| 9 | 9 | 9 | 0 |
| 10 | 3 | 5 | 2 |
| 11 | 4 | 7 | 3 |
| 12 | 8 | 10 | 2 |
| 13 | | | |
| 14 | 10 | 10 | 0 |
| 15 | 7 | 9 | 2 |
| 16 | 7 | 7 | 0 |
| 17 | 3 | 5 | 2 |
| 18 | 5 | 6 | 1 |
| 19 | 8 | 5 | -3 |
| | 6.6 | 7.2 | 0.6 |
| | pre test average score | post test average score | average gain |
| | 66% | 72% | |

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Tennis Theory Test

Name: _____ Class: _____

1. What side of the court does the server first serve from?
 - a) The choice of which side to first serve from is up to the server who is about to serve.
 - b) The choice of “which side the first serve for each game is to be played from” is made by the winner of the toss at the start of the match.
 - c) Serving is always started on the right side of the court.
 - d) Serving is always started on the left side of the court.
 - e) The choice of “which side the first serve for each game is to be played from” is made by the loser of the toss at the start of the match.

2. Which of the following is considered a foot fault?
 - a) The server steps on the baseline just before the ball crosses the net.
 - b) The server steps on the baseline just before the racket strikes the ball.
 - c) The server’s feet are both off the ground when the ball is struck.
 - d) None of the above answers are correct.

3. A ball is considered out on the serve when it lands ...
 - a) completely behind the cross service line.
 - b) just the back edge of the cross service line.
 - c) More off than on the cross service line.
 - d) On any part of the cross service line.
 - e) In front of the cross service line.

4. What is the decision when the server tosses the ball up and catches it without going through the serving motion instead of actually hitting it?
 - a) A fault should be called.
 - b) A let should be called.
 - c) The point is awarded to the receiver.
 - d) The server may try again without penalty but if the same action is repeated, a fault will be called against the server.

5. On which of the following scores would the players change court ends?
 - a) 6 – 0
 - b) 6 – 3, 3 – 5
 - c) 5 – 7, 6 – 4, 1 – 3
 - d) 3 – 6, 6 – 1

6. Which of the following scores is a completed set?
- a) 4 – 2
 - b) 6 – 5
 - c) 9 – 8
 - d) 6 – 4
 - e) 5 – 1
7. Which of the following is **not** a good return?
- a) The ball, while going out, hits the net post and lands into court.
 - b) The player, after playing a shot, follows through over the net.
 - c) The player plays a ball over his opponent's court area that landed on his/her side of the court but because of the spin has bounced back over the net before the player could get to play it.
 - d) The player volleys the ball before it crosses the net onto his/her side of the court.
 - e) All of the above options are good returns.
8. When may a doubles team change the order of its serving?
- a) At the beginning of any game in any set.
 - b) At anytime during the match.
 - c) At the beginning of any set.
 - d) The serving order may not be changed at all during the course of the game once it has been set.
9. In which of the following situations does the player being described **not** lose the point?
- a) The ball bounces twice before the player makes the return.
 - b) The player, standing behind the baseline, catches the ball instead of letting it land out.
 - c) In singles play, the player's return lands in the opponent's alley.
 - d) During the rally, a player's return touches the net as it passes over and then lands in the opponent's court area.
 - e) All of the above examples would result in the player's loss of that point.
10. In a doubles game, the server serves the ball, which hits the net on the way over and lands in the receiver's alley area in such a position that the receiver cannot return the ball. What is the ruling?
- a) The serve is a let, and another serve can be played.
 - b) The serve is a fault, and another serve can be played.
 - c) The serve is good, and the server wins the point.
 - d) The serve is a fault, and the server loses the point.

11. The score is 40 – 15 and the person who is **not** serving wins the next rally. The score now becomes...
- a) 40 – 30
 - b) 30 all (30 – 30)
 - c) Deuce
 - d) Game
12. The score is deuce and the person who is serving wins the next rally. The server, when calling out the new score, will say ...
- a) game to you
 - b) I win
 - c) advantage receiver (or “ad out”)
 - d) advantage server (or “ad in”)
13. The score is 15- 40 and the server serves his/her second serve and it is a fault. The referee in charge of the game should then say ...
- a) game to the receiver
 - b) game to the server
 - c) 30 – 40
 - d) 40 – 30
14. How many games in a regular **set** of tennis need to be won before the set is won by a player?
- a) 5
 - b) 6
 - c) 3
 - d) 10
15. The score is 30 – 40 and the server serves an ace. The score is now ...
- a) game to the server
 - b) game to the receiver
 - c) advantage server (or ad in)
 - d) deuce

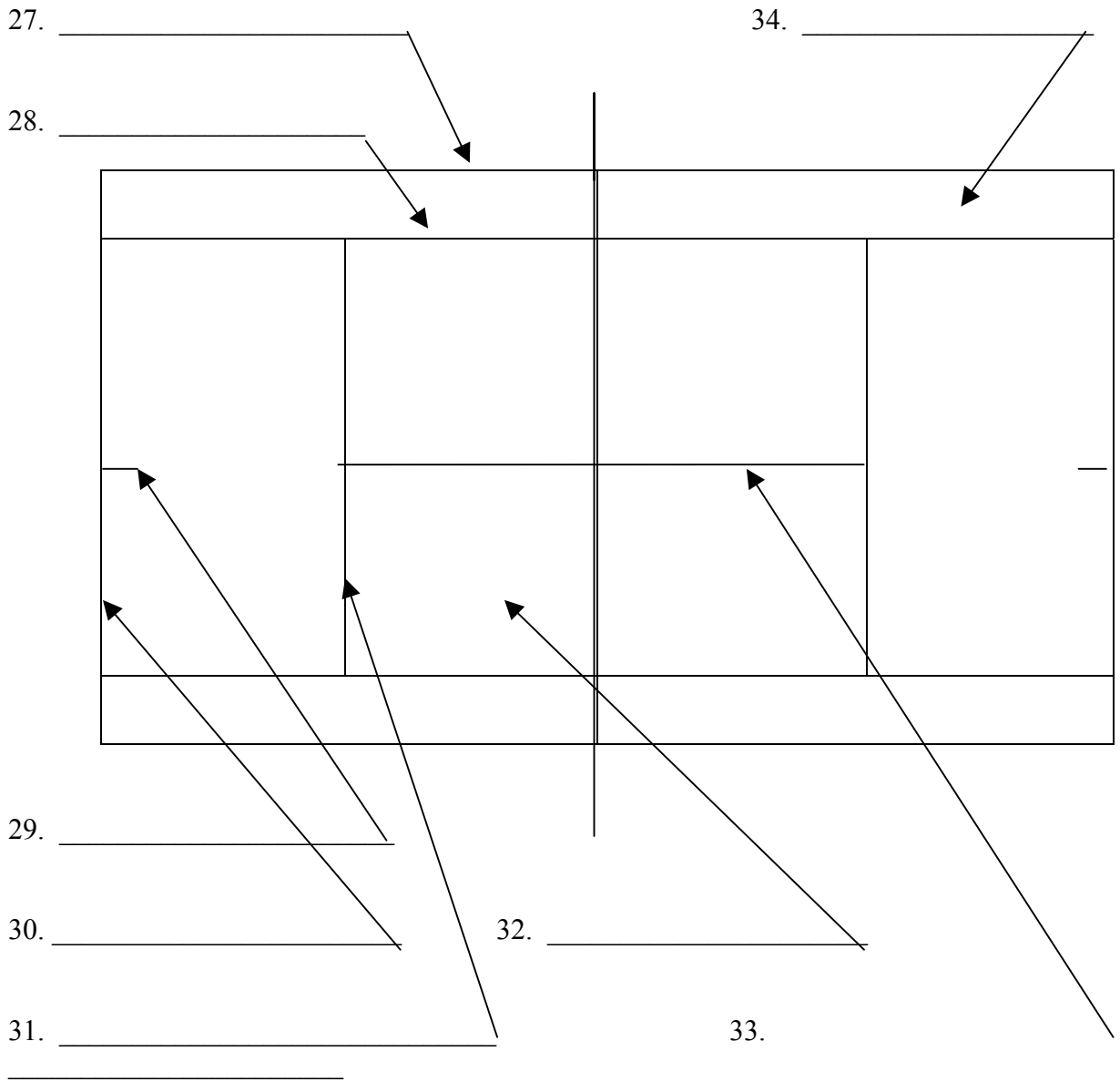
Questions 16 to 21 are True (T)/False (F) questions. Circle the correct response.

16. T F The server's non-hitting shoulder should point in the direction of the serve.
17. T F When preparing to serve, the ball should be held in the palm of the hand.
18. T F When a right-handed player prepares to hit a forehand, the back of the right shoulder should be pointed at the oncoming ball.
19. T F When hitting a backhand, the racket should make contact with the ball as the body weight is moved from the front to the back foot.
20. T F When taking the racket back in a back swing to volley the ball, the racket head should always remain within the player's peripheral vision.
21. T F Wheelchair players are allowed two bounces of the ball before they must play a shot.

Questions 22 to 26 require you to match the term in COLUMN B with the description in COLUMN A by drawing a line between the two.

| <u>COLUMN A</u> | <u>COLUMN B</u> |
|--|-----------------|
| 22. Top portion of the racket frame that houses the strings. | Overhead |
| 23. A four and a half foot strip on either side of the singles court used to enlarge the court for doubles. | Racket Face |
| 24. The winning of a game in tennis when the opposing player has served. | Passing Shot |
| 25. A ball hit just above the racket reach of an opposing net player. | Offensive Lob |
| 26. The outside sideline on a court. | Racket Head |
| | Doubles Line |
| | Alley |

Questions 27 through 34 require you to fill in the names of the lines and court areas indicated by the arrows on the diagram below.



**THE EFFECTIVENESS OF STUDENT RECOGNITION
PROGRAMS IN THE HIGH SCHOOL SETTING**

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THE EFFECTIVENESS OF STUDENT RECOGNITION PROGRAMS IN THE HIGH SCHOOL SETTING

Purpose

This paper describes an action research project with the purpose of determining the effectiveness of student incentive programs in the high school setting. Thomson High School (THS) implemented the Jostens Renaissance® Program in August 2005, hoping to raise student achievement and attendance by rewarding deserving students. Some examples of the measures taken to implement Jostens Renaissance include: lists, breakfasts and luncheons that reward students who have perfect or near-perfect attendance, are on time and prepared for class, make straight As, make As and Bs, or improve their grade point averages.

In April 2006, the curriculum design team at Washington-Wilkes Comprehensive High School (WWCHS) patterned their local student achievement program after reviewing several other established programs in an attempt to also reduce behavior issues and promote academic success. Their program, which included the No Bad Attitude (NBA) list, No Failures List (NFL) list and Student of the Month, was to be implemented at the beginning of the 2006-2007 school year.

Action Research Question: Do student recognition programs, such as nationally-known Renaissance® and locally developed NFL, NBA and Student of the Month, change students' behavior, attendance and academic performance?

Review of the Literature

Student motivation has long been a perplexing issue for parents, teachers and school administrators. It is no surprise that, as Kushman, Sieber, and Harold noted, “high motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success” (as cited in Halawah, 2006). Ideally, students who demonstrate success in school also possess a strong intrinsic motivation. School teachers and administrators therefore struggle with students who do not seem to possess the same degree of motivation as their more successful peers.

Otis, Grouzet, and Pelletier (2005) showed that, as students transition to high school, “a shift from intrinsic to a more extrinsic motivational orientation has been documented” (p. 170). As a result of this, more teachers, as well as schools, are turning to extrinsic motivational rewards and programs (Otis et al., 2005). A person who is intrinsically motivated will approach a project or activity for personal satisfaction, while an extrinsically motivated person will only follow through with an activity for a reward not necessarily related to the activity (Otis et al, 2005). According to Alfie Kohn’s book *Punished by Rewards* (1999), these extrinsic motivational tools are not effective since “rewards must be judged on whether they lead to lasting change--change that persists when there are no longer any goodies to be gained” (p. 37).

Other research indicates that dropout rates, failure rates, and absenteeism can be affected more positively by changing the school climate rather than offering tangible rewards.

Cothran and Ennis (as cited in Halawah, 2000, p. 92) stated that “students were motivated (more) by teachers who cared about student learning and showed enthusiasm.” This aligns with Diane Richard’s research which stated that changing the school climate is the most important factor in reducing dropout rates and absenteeism, as well as in improving academic achievement (2001). Search Institute’s Senior Fellow Peter S. Scales (as cited in Richard,

2001) reviewed data from more than 800 studies and found that “among the assets that affect school success, one of the strongest relationships occurs between a caring school climate and school engagement.”

What can be done to improve both student motivation and school climate? Two programs gaining national attention that claim to do just that are the Positive Behavioral Support Program and Jostens Renaissance® Program. Both programs focus on providing a nurturing school environment, while motivating students to do well. “For others it is a perk to do what is expected of them,” (“Caught in the Act,” 2004).

Renaissance® is for any school that wants to improve the overall atmosphere and make it a more positive environment for learning. Renaissance® is a process that empowers students, educators, administrators, parents, businesses and community organizations to increase community involvement in our schools. (Jostens, 2003, n.p.)

In addition to providing perks for students who do the right thing, the programs train teachers to shift their focus from correcting negative student behavior to promoting and celebrating student achievement. “Understanding the training, priorities, and needs of high school teachers is critical to successfully implementing school wide positive behavior support activities and the challenges that are unique to high school settings,” such as dropouts, truancy, and graduation. (Bohanon, Fenning, Carney, Minnis-Kim, 2006, p. 143).

A further review of the literature finds that there are as many reasons to reward students for positive behaviors and success as to not reward those who are not upholding the expected standards. The underlying effect of rewarding students as summarized by Kohn is: “when we are working for a reward, we do exactly what is necessary to get it and no more” (1999, p. 63). The danger with this practice is that students will not develop an intrinsic desire to

challenge themselves and set goals higher than those that school officials will reward. Educators are forced daily to decide how they will approach the issue of rewarding students for what generations have been expected to do in the classroom with no reward.

Good values have to be grown from the inside out. Praise and privileges and punishments can change behavior (for a while), but they cannot change the person who engages in the behavior—at least, not in the way we want. No behavioral manipulation ever helped a child develop a commitment to becoming a caring and responsible person. (Kohn, 1999, p. 161)

Data Collection

Because THS began to implement the Renaissance® Program during the 2005-2006 school year, attendance and discipline data, along with the pass/failure rate, were collected for the school years of 2004-2005 and 2005-2006, as well as for the Fall semester of 2006. The data was used to determine the effectiveness of positively recognizing students for their achievements. Because the WWCHS program was implemented at the beginning of the 2006-2007 school year, data from the Fall semester of 2005 was compared with data from the Fall semester of 2006. Attendance rates at WWCHS did not warrant improvement, and therefore were not included in the incentive program.

An attitudinal survey was developed and administered to the student body at both high schools (approximately 1,500, total) to measure the long-term effects of such programs. A similar survey was also given to faculty members at each school to ascertain the value of continuing student incentive programs. A computer program was written to tally the survey results. The data and the survey results were used to answer the action research question posed.

Findings

As detailed in the data collection section, mixed methodologies of qualitative and quantitative research were used to determine the effectiveness of the student motivational/incentive programs at THS and WWCHS.

Failure Data

| | Fall 2004 | Fall 2005 | Fall 2006 | Change from 2004- 2006 |
|--|----------------------|----------------------|----------------------|---------------------------------------|
| Thomson High School* enrollment per October FTE | 1,248 | 1,204 | 1,216 | -32 |
| Number of students with failures mid-year (percentage) | 338 (27%) | 403 (33.5%) | 413 (34%) | +75 (+7%) |
| Number of failing grades/semester | 788 | 855 | 850 | +62 |

*THS implements an 8-block A/B schedule.

| | Fall 2005 | Fall 2006 | Change |
|--|------------------|------------------|---------------|
| Washington- Wilkes Comprehensive High School* enrollment per October FTE | 523 | 474 | -49 |
| Number of students with failures mid-year (percentage) | 158 (30.2%) | 177 (37.3%) | +19 (7.1%) |
| Number of failing grades/semester | 263 | 324 | +61 |

*WWCHS implements a 4x4 block schedule.

Discipline Data

| | Fall 2004 | Fall 2005 | Fall 2006 | Change from 2004- 2006 |
|--|----------------------|----------------------|----------------------|---------------------------------------|
| Thomson High School enrollment per October FTE | 1,248 | 1,204 | 1,216 | -32 |
| Number of discipline referrals | 1,599 | 1,843 | 1,824 | +225 |
| Number of students with referrals (percentage of student body) | 502 (40.2%) | 591 (49%) | 507 (41.6%) | +5 (+1.4%) |

| | Fall 2005 | Fall 2006 | Change |
|---|------------------|------------------|---------------|
| Washington- Wilkes Comprehensive High School enrollment per October FTE | 523 | 474 | -49 |

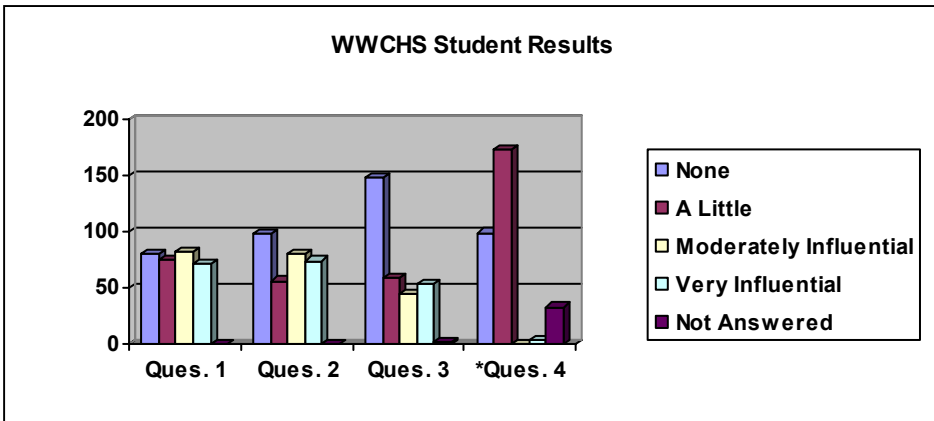
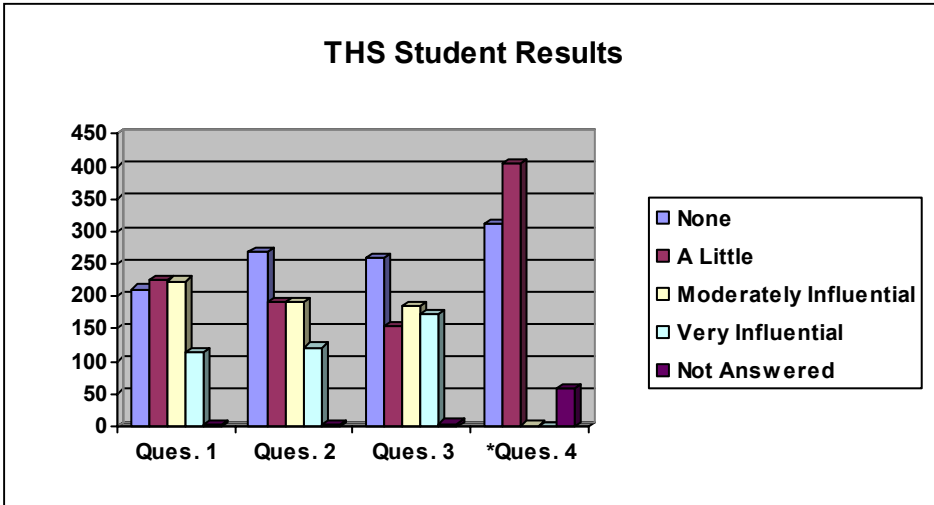
| | | | |
|--|-------------|-----------|------------|
| Number of discipline referrals | 530 | 597 | +67 |
| Number of students with referrals (percentage of student body) | 197 (37.6%) | 185 (39%) | -12 (1.4%) |

Attendance Data

| | Fall 2004 | Fall 2005 | Fall 2006 | Change form 2004- 2005 |
|--|--------------|--------------|--------------|------------------------------|
| Thomson High School* enrollment per October FTE | 1,248 | 1,204 | 1,216 | +12 |
| Total number of students absent at least one day | 735 | 784 | 862 | +127 |

*As noted earlier, WWCHS did not include attendance as a factor in its motivational program.

Survey Results



Conclusions

Based on this data presented in the above tables, it is clear that the motivational/incentive programs initiated by both schools have not significantly decreased student failures or reduced the number of discipline referrals. THS also did not show any improvement in the number of student absences and, in fact, had an increase in absences from 2004 to 2006. Because there have been no changes in the administrative staff, rules, or demographics at either school, the data suggest that the answer to the original action research question of whether these type incentive programs change students' behavior, attendance, and academic performance is simply *no*.

Three hundred and eight students at WWCHS and 774 students at THS completed the attitudinal surveys distributed in November, 2006. A copy of the student survey can be found in the appendix. A majority of these students responded that the incentive/motivational programs are not influencing their behavior, attendance, or academic achievement. Notably, there is a contradiction between student responses to questions 1 through 3 and their answers to question 4. The later question asks the students to designate if the programs are making a short-term or long-term impact on their behavior, attendance, and academics. As the previous graphs illustrate the majority of students at both schools indicated the programs had little or no influence on their behavior, attendance, or academic success; yet, they responded that the programs would have a long-term effect on these aspects of education.

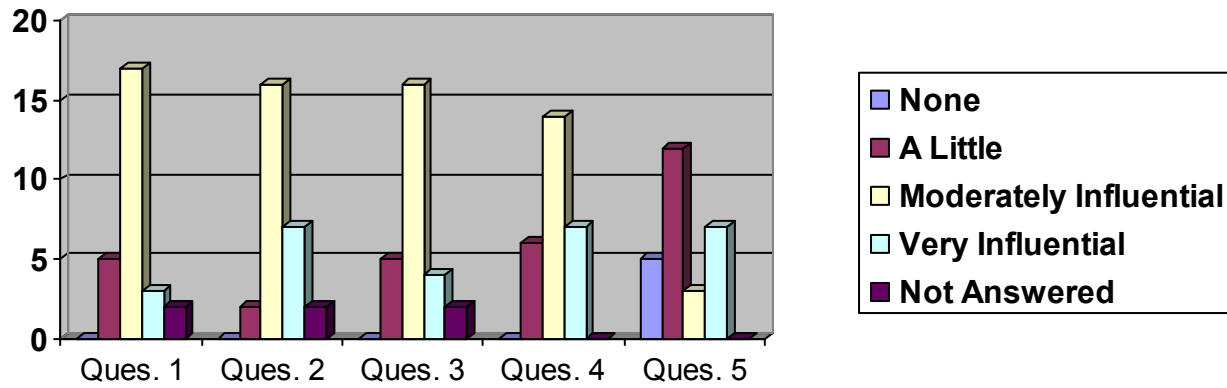
In some cases, as illustrated in the following comment from a THS senior, students are becoming frustrated with the programs because they feel that they are not being accurately

recognized for their improvements and achievements. “This program is supposed to be for the students who improve their grades, but since the beginning of my senior year, I have struggled and have quit my job just so that I could come to tutoring, and have brought my grade up a lot, but haven’t been recognized for it.”

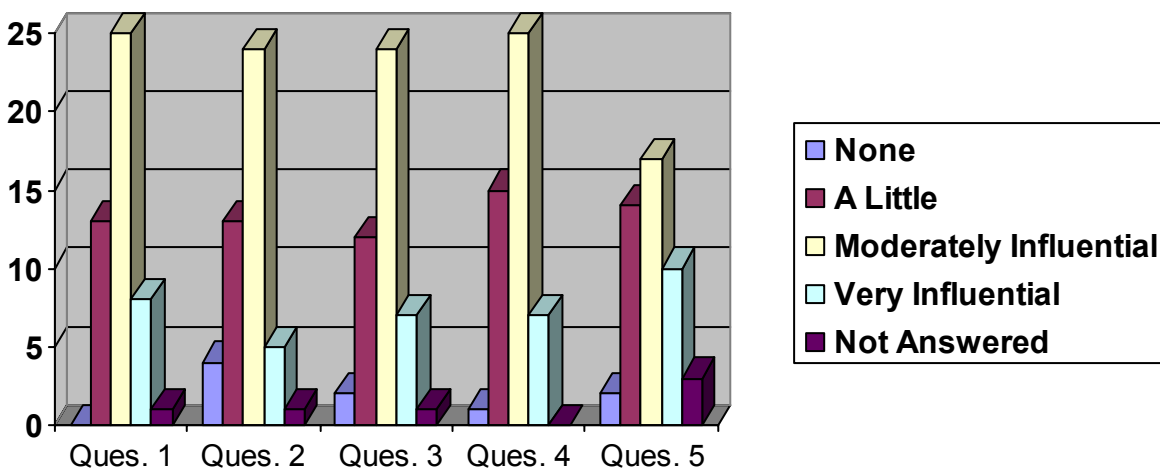
Several students at WWCHS reiterated the same sentiment through comments such as, “Everyone should have the shot at being [Student of the Month], or at least everyone who qualifies.” Other WWCHS students felt that it was unfair that some students continued to be on the Student of the Month list, while others were never nominated. The WWCHS Leadership Team has already made some changes so that more students can be nominated as Student of the Month. Other comments concerning the NBA and NFL programs at WWCHS were as follows: “Do more with the NFL. I think that not failing is more important than not having a bad attitude, and we as kids have to work hard to remain on the NFL. I think that the NFL should have monthly celebrations, too.” Between data from the two schools, a common theme emerged. Students felt the most influential rewards for a motivational program would be more free time or days off from school. It was also noted that students from both schools indicated that the variety, frequency, and relevancy of the rewards should be addressed in order to improve the programs. The comments related to variety indicated students desired a wider range of rewards that included social time, activities, and different and “better” food rewards. Students think the motivational programs could be more relevant if rewards were given in a timelier manner so that students could make real associations between their actions and the reward. A third theme was evident in the qualitative data: frequency of rewards. Students wanted more opportunities for recognition so that additional, yet deserving, students could be included in the motivational rewards programs. One particular comment stood out among all the student comments though

and summarized what previous research has shown. It said that “students need to learn to be self-motivated.” All student comments can be found in the appendix.

WWCHS Faculty Results



THS Faculty Results



Twenty-seven faculty members at WWCHS and 47 faculty members at THS completed the attitudinal surveys distributed in November 2006. A copy of the faculty survey can be found in the appendix. In stark contrast to the students' survey results, faculty members at both high schools felt the motivational/incentive programs were moderately influential in affecting students' behavior and promoting academics and attendance. Both faculties concurred that students are motivated by reward programs that recognize students who are not behavior problems, and who make an effort in the classroom and strive for improvement. On the contrary, it should also be noted that both surveys indicate the faculties recognize that the motivational/incentive programs currently in place at WWCHS and THS are not meeting the needs of all students. Both faculties agree that programs such as Renaissance® (used at THS) and NFL and NBA (used at WWCHS) are only effective with those students who are average or above average students. The paradoxical theme of student self-motivation was evident in the faculty's response to the open-ended survey questions. The faculty feel that the motivational/incentive programs are intended beneficial for the students who are the most difficult to motivate, and that these students rarely, if ever, will be reached through such programs. The bottom line is that students with self-motivation found more motivation through these programs, while students with little pre-existing self-motivation were not heavily influenced.

According to one THS faculty comment, student behavior and achievement is not going to change until schools get to the heart of why these students are not succeeding in the first place. This teacher said:

I would rather see a program that involves peer counseling and support to help students deal with the problems that are causing them to underachieve. Only when these

problems are dealt with, I believe, will you see their behaviors change for the better.

(Anonymous, personal communication in survey results)

While WWCHS faculty members generally offered brief comments on how to improve the existing programs, one teacher provided an insightful comment regarding the value of these motivational programs over punitive measures designed to correct the same problems. “I wish there were more real world things we could show them. I do not want to necessarily create an environment where students are punished, but I wish we could initiate something that holds them more accountable.” All faculty comments can be found in the appendix.

Final Thoughts and Reflections

Despite schools' best efforts to motivate students through recognition and incentive programs, Raudonis (2007) said that "students can be compelled to comply and do enough to get by, but they cannot be compelled to be committed, self-directed and self-controlled" (n.p.). This quote reiterates Alfie Kohn's position as stated throughout his book *Punished by Rewards*. The results of this research project have proven these positions to be true. Students enjoy the rewards, but are the rewards being offered through schools' motivational and incentive programs actually motivating students to change their behaviors and become better students? Can teachers expect these programs to greatly influence student attendance, behavior, or academic performance? This research process has proven something that most of us have believed from the start-- students must decide for themselves to value their educational opportunities.

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APPENDIX

Student Survey
Of Incentive Programs

1. To what degree, if any, has the student recognition program influenced your academic performance?

None A little Moderately influential Very influential

2. To what degree, if any, has the student recognition program influenced your behavior?

None A little Moderately influential Very influential

3. To what degree, if any, has the student recognition program influenced your attendance?

None A little Moderately influential Very influential

4. If the program has influenced you, do you feel the impact will be short or long term?

Short-term Long-term

5. What do you think could be done to improve the student recognition program at this school? Briefly describe your suggestions for improvement.

Faculty Survey
Of Student Incentive Programs

1. To what degree, if any, do you feel student recognition programs (Renaissance, GBP or NFL, etc.) have an impact on student achievement?

None A little Moderately influential Very influential

2. To what degree, if any, do you feel that student recognition programs (Renaissance, GBP or NFL, etc.) have an impact on student behavior?

None A little Moderately influential Very influential

3. To what degree, if any, do you feel that the incentives offered through the student recognition programs are effective in bringing about the desired outcomes (improved student achievement, improvement in student attitudes, better attendance)?

None A little Moderately influential Very influential

4. Do you feel that students are motivated to be recognized through these programs?

None A little Moderately influential Very influential

5. Do you feel that student recognition programs are more beneficial to students who are considered: (circle your answer)

Below average
Average
Above Average
All of the Above

6. What do you think could be done to improve the student recognition program at this school? Briefly describe your suggestions for improvement.

Thomson High School Student Survey
of Incentive Programs
Comments

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| 1. | |
| 2. | |
| 3. | |
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| 5. | <p>Make it funner.</p> <p>I don't really know. They could change the food around have and give us more privileges and then maybe school will be worth coming too.</p> <p>Better rewards.</p> <p>Give stuff away for doing good.</p> <p>More benefits.</p> <p>Change some things around.</p> <p>Still give a student a renaissance card if they get one referral for not picking up a temporary ID. I know that we need to learn to be responsible, but it needs to be understood that students forget and also the one time I got a referral I went to get the temp ID and they weren't out there. So in that instance I was getting punished for someone else's mistake.</p> <p>Give money to students with perfect attendance and put some better things in the prize patrol.</p> <p>Have more winners.</p> <p>Better recognition and rewards</p> <p>Recognize students that were already doing well.</p> <p>More recognition</p> <p>Tell them in steps and don't talk to fast.</p> <p>Recognize more people with good grades</p> <p>I'm not really sure, but continue what they are doing</p> <p>I don't know a way for them to give students better recognition.</p> |

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| <p>More activities in the school that more people can relate to will improve recognition.</p> <p>Nothing, it is good the way it is.</p> <p>None, all good.</p> <p>More rewards or something special for the students, like a movie for all the recognized students which will influence the other students to do better and stay in school which will keep at least one student from dropping out.</p> <p>Get tacky day back</p> <p>Let us have pep rallies and stuff and give out prizes</p> <p>More student recognition</p> <p>Take the poor little special ed kids out of it and stop using them for charity</p> <p>Continue what they are already doing.</p> <p>Keep it around. Make it for all grades.</p> <p>Nothing, it is pretty good.</p> <p>Nothing, it is a good program already.</p> <p>Give more food, like pizza parties.</p> <p>More rewards for good behavior and effort.</p> <p>I think they should have more pep rallies.</p> <p>Free absent pass, better food from the Biscuit Bandit, hotter teachers</p> <p>No idea. I never get anything so I never have cared.</p> <p>Change the dress code.</p> <p>I think students with good grades could be rewarded better like with a barbecue or something.</p> <p>They should give out more things for your behavior.</p> <p>Give away a car</p> <p>More awards.</p> |
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None, it is pretty good.

I don't know what it is

It would be better if the prize patrol was not so loud.

It would be better if the prize patrol was not loud.

Recognize more students.

Have more perks.

Students should be recognized constantly through the year. It seems like they are only into certain parts of the year.

More rewards for good grades and attendance.

Do more things.

We could like do more fun stuff and not just breakfast for A-B honor roll and the other students would want to participate

If they weren't so strict kids would want to do better.

Omit it!

Recognize the arts

More presents

Candy

Candy

Very little

Spirit week, pep rallies

I don't know what it is.

Counseling, peer groups

If I knew what it was, I would let you know.

I don't know what a recognition program is.

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| <p>Just continue doing what you are doing</p> <p>Have meetings for every graduating class monthly</p> <p>They could let every student win something.</p> <p>Reward more often and recognize improving students.</p> <p>More meetings</p> <p>I really don't know. I really don't like the program. It is our duty to learn and I don't think you should be given something.</p> <p>By changing attendance.</p> <p>Be nice to kids</p> <p>Cancel it.</p> <p>More activities.</p> <p>It's alright how it is</p> <p>Change it. It is not broad enough.</p> <p>More music.</p> <p>I think if they give better prizes.</p> <p>It's lovely the way it is.</p> <p>Make it better by doing stuff more often.</p> <p>Maybe have afterschool parties and activities for the ones who worked so very hard towards this program to be recognized. Like at the middle school they have strike parties and at the strike party they get out of class and have dances and they have awesome door prizes and that really had an impact on me and other students. And I would love to see that here at this school because we deserve it.</p> <p>Don't make it so elementary!</p> <p>Pay for As.</p> <p>If they would recognize kids who are trying hard.</p> <p>Talk about it more. I've never even heard of it.</p> |
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I think more students should be more grateful for having this program.

Give more things out when the student is recognized and then everyone will try to do the right thing.

I don't think anything needs to change.

We should have some free snacks and drinks for good attendance.

Cooler lanyards.

Give more recognition to the people with good grades, rather than the improving ones.

It's already good doesn't need improvement really.

Make learning fun.

Recognize students who find it important. I don't care.

Like the way it is.

Pep rallies; spirit week

Have regular pep rallies as well as academic ones

I like it the way it is

Stop with all the petty referrals and worry more about academics

Come more days and get money

Do more things to push the children to do better.

Cut down restrictions and tardies

Better prizes and more chances to win

Show or give more things.

Fine just as it is

Better food

Recognize better

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| | <p>Better doughnuts</p> <p>Better doughnuts</p> <p>Do more and announce more</p> <p>Let there be a student of the week out of every homeroom and be called at the end of the day for a prize.</p> <p>More fun days like tacky days and spirit week</p> <p>Don't know what it is</p> <p>Get more activities</p> <p>Give better thinks for little stuff</p> <p>Really, I think it shouldn't change because it really is a big help to students</p> <p>More activities</p> <p>More activities, more pep rallies</p> <p>Give better prizes</p> <p>Rewards for not only doing good things but for not doing bad things</p> <p>More prizes</p> <p>Parties like the middle school (no-strike)</p> <p>Have parties or time out of class for As, Bs and no tardies</p> <p>More hands on activities things to get out of class (parties/gatherings)</p> <p>There should be better prizes and lower standards to be recognized by, such as no F recognition.</p> <p>Pep rallies and awards</p> <p>More strict and follow through</p> <p>Over the years, changing of superintendent and principals has taken place at THS. I believe with these new changes, the rules that came with them have made students less motivated about school. I do not wish to rebel against the rules, only encourage stronger motivation so kids will want to go to school.</p> |
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| | <p>In order to do this, board members and teachers should make school a more exciting environment rather than always focusing on AYP or No Student Left Behind.</p> <p>Make school fun, before students wanted to go to school, now we don't. When the students are not happy the teachers are not happy.</p> <p>More programs, more awards given to students</p> <p>More rallies</p> <p>Pizza parties</p> <p>No referrals yet</p> <p>Nothing. I think it is gay</p> <p>I don't know. I just try to get to school on time and get good grades so I can get exemptions. That's the only thing I really keep in mind.</p> <p>Do more for high achievers, something really worth it.</p> <p>Do more for high achievers</p> <p>Give out money</p> <p>When you only have one referral</p> <p>Higher standards</p> <p>More students would stop getting in trouble</p> <p>Give prizes that people want and like</p> <p>I really don't have any suggestions. Just give us things we can really have.</p> <p>Students could start coming to school more.</p> <p>Let more students be involved.</p> <p>Offer better prizes Focus more on individuals</p> <p>A group as a whole must suffer because of one person. This does not motivate or help the students in anyway. IT should be more individual.</p> <p>Not have it</p> |
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Recognize for other things

Kids could be on time and act right

Make known better. Better prizes more variety

More prizes

Make something that comes more of 10.

Students be allowed to help other students

I think that there is nothing more that can be done.

Change it.

More teacher involvement.

Don't just credit one person a month. If they do good in two different months recognize them for both months.

This program is supposed to be for the students who improve their grades but since the beginning of my senior year, I have struggled and have quit my job just so that I could come to tutoring and brought my grade up a lot and haven't been recognized for it.

Prize patrol disrupts class

More activities like the renaissance pep rally. It keeps students' morale up. It gives them something to strive for because Thomson is so strict and boring.

Allow everyone to be involved and rewarded not just some people.

More awards

Nothing, it's fine just the way it is. There could be more pep rallies and awards.

We could use more pep rallies.

I think right now that it is great but may be we could use more programs like rallies and something.

Longer recognition rallies

Tattoo barcodes on people's necks.

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| <p>Recognition for good behavior such as most improved. Recognition for no temporary IDs.</p> <p>More Biscuit Bandits.</p> <p>You can recognize the students after school</p> <p>Give more expensive prizes for yearly recognitions.</p> <p>Prize patrol should go to every class.</p> <p>Have more celebrations and I think the students will try to achieve better requirements.</p> <p>Change some of the rules.</p> <p>Get out money.</p> <p>To add more activities to the program and maybe some performances for the student body (like a break dance group or a step group)</p> <p>Put it the way that they will win prizes like gift certificates.</p> <p>Give interesting prizes to the winner and runner-up.</p> <p>More activities.</p> <p>Make it funner. Everything is prissy.</p> <p>Make it more fun.</p> <p>Make it a little more fun.</p> <p>Bring grades up, be at school more.</p> <p>No suggestion except stop writing referrals over little things.</p> <p>More in academic performance</p> <p>Whatever to get students to attend.</p> <p>Stay in school at all times and work as hard as I can if I'm sick.</p> <p>Make the recognition more often</p> <p>It is pretty good now. I like attendance, how it has changed.</p> |
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| <p>I don't know what the student recognition program is...</p> <p>Candy and money</p> <p>Have more nominations.</p> <p>Teachers who actually teach instead of telling us to do a certain thing and not show us.</p> <p>Not interrupting teachers' classes</p> <p>Give more prizes to good students.</p> <p>More people should be recognized in assemblies and more programs.</p> <p>Better prizes</p> <p>More prizes</p> <p>I don't think anything should be done.</p> <p>I don't have anything to say.</p> <p>Make sure the students are being helped and understand things.</p> <p>They should at least recognize those who aren't flunking and are receiving As and Bs.</p> <p>Allow us to have real pep rallies, especially for sports</p> <p>Let us have pep rallies to support our football and basketball teams</p> <p>The Prize Patrol is great, but is very disruptive to our classtime. Plus, nothing is worse than finally understanding the complex subject of physics then have your understanding ripped away by a kid, kazoo and a buggie. The Gold Cards are great, but what the heck are those rallies all about. Please bring back our pep rallies.</p> <p>Students that give good effort should be recognized more.</p> <p>Students with perfect attendance should be recognized more.</p> <p>Better reward for honor roll.</p> <p>Make it easier.</p> <p>It really doesn't really matter for me.</p> |
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Get rid of Mr. Falana and Ms. Cato.

Offer better rewards

More free food.

Fewer kids in classes, smaller classes.

So they can be confident about their self.

Make sure the teachers actually do know the students

Improve the prizes so that it makes it worth while to do the right thing

It's great the way it is.

They've made all the changes needed.

Change the rules.

Not during classes. It disrupts.

I think there is enough because you can give too much.

I don't know what the student recognition program is.

I could know what it was.

Need to have more after school things to do.

Work hard.

I think that more behavioral awards should be given because many students try to stay out of trouble. I think that sport activities excluding football should be award for certain accomplishments.

Give students more chances.

Give out cash.

The rules here!

Change dress code.

I really have no idea. I don't know how much about the one that is going on now.

There should be something to recognize students who play sports and have good grades and behavior.

Give out cash.

Let students do more stuff like letter students have cell phones.

Give out more stuff that more people want.

Frequent recognition.

Notice the students that are quiet and not popular.

Let it be better to know to all students what they have to do to be recognized and keep reminding them throughout the year.

A better way of recognition of the students

Let it be wider known

The prizes and all received for being recognized should be better because the prizes make you not even want to try.

The prize patrol could be a bit less noisy

Do more for high achievers

Better prizes; more pep rallies and more selections from the names

More pep rallies

Better prizes and more pep rallies

More announcements and shows

Give cash prizes

I really think there should be a party for the student recognition.

Better recognitions

Recognition parties

I think that the school should have more things like Thirsty Thursday (daily). Also have really big prizes at the end of the 9 weeks or semester.

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| | <p>Give them candy or a reward</p> <p>Pep rallies</p> <p>Give students better chances</p> <p>Not every one likes basketball</p> <p>Have a party</p> <p>Be more involved</p> <p>I think the dress code is not right and hopefully it will get better</p> <p>More prizes and field trips</p> <p>Come to school more often, get active in more sports and start doing better school work.</p> <p>Have more activities planned, maybe even a school dance</p> <p>More sitting room.</p> <p>More rewards for children improving.</p> <p>Each semester put everyone who has As and Bs in a drawing for prizes. Examples: jump drives, basketballs, etc.</p> |
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WWCHS Student Survey of Incentive Programs
Comments

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| 1. | In some way it has, but some students still have bad attitudes. I don't have bad behavior. |
| 2. | |
| 3. | |
| 4. | <p>Has not influenced me.</p> <p>They don't cause [sic] they pick the same people for SOM. They take you off the NBA in a second.</p> <p>It haven't influenced me! [sic]</p> <p>I don't know depending on if I wake up on the right side of the bed.</p> <p>For other students, as I am a senior.</p> |
| 5. | <p>I don't know but they need to have clubs and have more parties.</p> <p>We need to have a drama class.</p> <p>We need a drama class.</p> <p>It really doesn't matter to me cause I'm off both of them and still pullin [sic] my grades up.</p> <p>Drama/art class</p> <p>SOM should change. Everyone should have a shot at being it or at least everyone who qualifies.</p> <p>Stop letting the same people get SOM. Other students deserve to be SOM.</p> <p>Have NBA every week (3)</p> <p>Have NBA every week if don't get in trouble.</p> <p>I think we should get put back on the NBA list every 9 weeks, instead of every semester.</p> <p>I think that we should do things after-school. Give students something to do while they are not at school and this may also improve behavior, attendance, etc. Also stop letting the same students get SOM.</p> <p>Keep doing NBA. Benefit average kid. Better incentive.</p> |

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| 5. | <p>Bigger incentives for SOM. NBA and NFL are great.</p> <p>At times, better awards could be offered or either a longer period of time could be added to what we are doing. Also, there could be a little more privileges.</p> <p>I like NBA, NFL because it makes people feel they can do good because they are being know that you are making good grades and behaving [sic].</p> <p>Makes us spend more time with friends instead of 45 minutes. Have a party for it (huge party) before we get out 4 [sic] Christmas and Summer Break.</p> <p>People with lower average an opportunity [sic] to be rewarded for something.</p> <p>I think it ir [sic] very good like it is.</p> <p>I think there should be candy given out or prizes.</p> <p>I don't really know.</p> <p>We should keep having these programs.</p> <p>Not sure.</p> <p>The incentive program wasn't anything that would affect me anyways [sic], since the punishment would outweigh the reward.</p> <p>Students who pass all their classes and have positive attitudes.</p> <p>Maybe to the people like the NFL could recognize [sic] people who don't do or get recongnize [sic] for things.</p> <p>I think it is fine the way it is.</p> <p>I think it's fine!!!!</p> <p>I think we should continue what we are doing now.</p> <p>That we can go off campus and eat other place then lunch [sic].</p> <p>Nothing b/c a person will do what he/she wants regardless of anything.</p> <p>More clubs.</p> |
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| 5. | <p>Quit taking people off the NBA about nonsense. Better school and more courses at this school. Have some fun activities after school like dances. Quit writing people up for insubordination for one little thing cause [sic] it is only going to make you mad and don't care. That [sic] why so many people is [sic] dropping out cause y'all write people up for every little thing. Improve homeroom so we can talk because we don't [sic] have time to talk. If we wanted to do our homework we can do it at "home."</p> <p>Do more with the NFL. I think that not failing is more important than having a good attitude and we as kids have to work hard to remain on the NFL. I think that the NFL should have monthly celebrations too.</p> <p>Make it so where we would love to come to school rather than hating coming. I also think we need to have Fridays off!!! Well nevermind that just make school fun. Like everyday we have something fun to do like wear shades, hats, GQ day and things like that.</p> <p>Maybe new clubs would work.</p> <p>Have greater awards and stuff like that. But besides that, everything is bread and butter.</p> <p>I think that some of the teachers should stop hagalin [sic] the students. So I don't' know what to tell yall [sic] to do.</p> <p>Give candy or a free ice cream every Friday.</p> <p>I thin that so far everything has been going good so far. But I think they should also do a special recognize [sic] to the people that are passing Biology or any science area because science areas and especially Biology has been a competitive subject.</p> <p>I believe that it is doing just fine as it is already.</p> <p>Nothing, I think what the school is doing good I feel kids should pass and be good any ways [sic]. But what they are doing is good.</p> <p>All right as is.</p> <p>Do more activities with it go on trips and do more with it [sic]</p> <p>My grades would be nice if they were all a's</p> |
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| 5. | <p>Longer time out of class. Better food.</p> <p>I really don't think that their [sic] should be any changes because they recognize everything their [sic] should be done.</p> <p>Last longer. Better music. More often.</p> <p>Making the rewards a little better and more rewarding.</p> <p>SOM it seems like people who only have good grades get chosen, but I don't know. I think it is unfair.</p> <p>Have more activity</p> <p>On every last Friday of each month they need to give Freshman who do well in their classes an hour to talk outside for an hour and call it Freshman Friday.</p> <p>Every two weeks recognize the ten best behaved and most determined students from each grade and reward them with things like free lunch for a day or a goody bag.</p> <p>I think that students should be take pictures [sic] for the newspaper so the community can know how well they are doing.</p> <p>I think it is a good program. The only reason it hasn't affected me is because I do well and behave appropriately anyway. Maybe next semester, each week students on the NBA or NFL lists could be given one free period per week. Replace one homeroom a week with a free-time in the lobby. Maybe have a half-day instead of big parties. I realize this couldn't be done often at all, but maybe once per year.</p> <p>Half a day off for straight-A students.</p> <p>More, better food. Gooder prizes [sic]. If I in NFL or NBA I should be paid a lot of money. [sic]</p> <p>Students who are on the NFL and NBA list should be allowed to skip school one day and should be allowed to get into one home football game for free. They should also be allowed to leave school during lunch break if they have their own car or if they have someone to ride with.</p> <p>Nothing, I think it is a great ideal [sic]. It's really working well. Keep up the good work (and no, I'm not lieing [sic]. This is really a good program.)</p> <p>It should be at least twice a week.</p> |
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| 5. | <p>Things should be done more often to reward the students.</p> <p>It should be at least every 2 weeks.</p> <p>Get something every 2 weeks.</p> <p>More opportunities during Honors Day b/c there are more students who work hard during classes who should be recognize [sic].</p> <p>Rewards. More free time.</p> <p>That if no one makes either NBA or NFL they should try something new.</p> <p>Have an all A grades programs [sic]</p> <p>Recognize students that achieve things, not just the “most improved” ones. Allow honor roll students to eat off campus lunch again.</p> <p>I don’t really know.</p> <p>Let us wear hats without getting in trouble.</p> <p>I don’t have any suggestions</p> <p>Nothing its [sic] already good enough.</p> <p>Have more activities.</p> <p>It’s very good as it is.</p> <p>Stay off of student’s back and get to understand them and not judge nor label them [sic].</p> <p>Calm down with some of these strick [sic] rules</p> <p>Try to get more thing [sic] for people to do to keep up there [sic] behavior.</p> <p>We need more time.</p> <p>Absolutely all student should be given all of their props [sic]</p> <p>Have more choices for every activity, even though students are being rewarded.</p> <p>Get good grade[sic] Be a good student</p> |
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| 5. | <p>Nothing (2)</p> <p>NFL and NBA is good because it makes other students jelous [sic] and very mad because they can't go. It would help them be better and do rght [sic].</p> <p>I think I can do better this school year.</p> <p>I think students should have at least 2 to 3 strikes before being taken off the list.</p> <p>Nothing because I think the school is doing a [sic] excellent job.</p> <p>By having more tardy [sic]</p> <p>Have the celebrations on a Friday.</p> <p>Yes. It can help us through the school year by going to the NBA and NFL by improving our grades and behavior throughout the school year.</p> <p>I like it the way it is and can thing of nothing to improve it. It is a great program.</p> <p>Well you need more free time at school but you no [sic] you got to come to school to learn.</p> <p>We could do more things for people on the NFL because not failing is more important than attitude to me and some teachers blow the attitude thing out of proportion, so that's why NFL should have fun days as well.</p> <p>I think y'all are doing such a great job with all of the programs. NBA has made me not to get in trouble and to respect my clamates [sic] and teaches [sic] at all time. I really don't have a problem with NFL. I really would like to get SOM. I always try to respect my teaches [sic] and others.</p> <p>Stop playing only rap at the "rewarding" dances, parties, etc.</p> <p>I think the NBA and NFL time should be longer b/c we earned the time and I think we should get more oppurnitys [sic] b/c we work hard to get the grades and behavier [sic].</p> <p>What ever it takes to make them to improve at school. To help them with what ever that can help them. [sic]</p> <p>I don't really think anything should improve. I think they should just continue to do what they are doing to help others.</p> |
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| 5. | <p>Don't set the standards too high. Plus the student body need [sic] to be comfortable in learning (includes dress code, learning ability [sic] and not being pick [sic] about what you don't know, ect. [sic]). W already have enough proplem [sic]worrying [sic] adout[sic] our grade then how we dress. [sic] Just as long as it is not too revealing. I beleve [sic] that if the student body had less worries than [sic] their grade would improve more and also their behavior but that is just a personal thought.</p> <p>Give more stuff to the ones that stayed on it from August to May.</p> <p>Have them more often.</p> <p>I don't think that anythings [sic] need to be improved, everything seems to be going fine to me. Thanks</p> <p>Helping them, with project's [sic] in things</p> <p>We need more new extra-curricular activities that will interest people and get them involved.</p> <p>Longer times out and even more fun. If the students have done anything wrong give them a 2nd chance.</p> <p>Make sure everyone is included and feels comfortable about the activities. Take polls to decide on an activity.</p> <p>Play more rock music.</p> <p>Nothing but what we are doing now.</p> <p>To have longer time.</p> <p>Make it longer.</p> <p>Buy some coca cola.</p> <p>Get out longer for NBA</p> <p>Give better snacks.</p> <p>Food (2).</p> <p>We could do more games like a fair type thing.</p> |
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| 5. | <p>Continue what you are doing and if they are bad, they don't deserve. [sic]</p> <p>I have none at this time.</p> <p>Less students in a class.</p> <p>Let everyone go even if you don't pass or be good.</p> <p>Party all day with video games! Halo! Halo! Halo!</p> <p>Better drinks</p> <p>Real hamburgers</p> <p>Better incentives = better drinks</p> <p>Better drinks!</p> <p>Let everyone go If fail If bad [sic]</p> <p>I think they should look into classrooms instead of 1 teacher</p> <p>Study skill</p> <p>Try to put it in the newspaper or give out certificate, etc.</p> <p>They be to strit. [sic]</p> <p>Stop being so strict about the way we like to have fun.</p> <p>More time and different activities.</p> <p>I think the NBA greatly influenced the student body. You can't really do anything more. Your [sic] already bending over backwards. If people are too ignorant to accept your help, what else can you do?</p> <p>Many students work hard for their grade, behavior, and attitude and honestly SOM helps nothing because many are putting on an act.</p> <p>I think that even if on the NBA list you fail once and never again I believe you should be able to go to the event at the end of school.</p> |
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| 5. | <p>Only if rewards like this continue. I had a lot of fun on Halloween and I think there should be many more days like that. We have never had so much fun in high school. Now we can show you that we are ready for a dance.</p> <p>It should be longer or more than what it is because sometimes in order for us to stay on the list we have to put up with some teachers attitudes. You really can't defend yourself anymore because you get taken off for anything.</p> <p>Give better rewards</p> <p>I don't know (3)</p> <p>If students didn't have to tuck the shirt tails in then it might improve academics cause [sic] people will not be suspended.</p> <p>Allow students who stay on NBA or NFL to untuck their shirts on certain days.</p> <p>Student recognition programs are pretty good as of right now. We usually have pretty good rewards.</p> <p>Don't know – Keep it the same.</p> <p>We could have a dance, and a little bit more contests/games. We do get to socialize, but us not socializing enough does make us misbehave a little.</p> <p>To keep what we have and like student of the month don't let the same kids get picked more than once a year to give everyone a chance. You are doing a good job.</p> <p>Well less school work more things people can do.</p> <p>Better food.</p> <p>It's good – I didn't have any ideas.</p> <p>More drinks. More food. More candy.</p> <p>Keep all these programs and pass out healthy snacks.</p> <p>Get something that will attract our age groups that will still be appropriate for school. Something funner [sic]. Such as music or something.</p> <p>Better drinks.</p> |
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| 5. | <p>More food.</p> <p>I don't have any suggestions.</p> <p>Add more folks</p> <p>Have a homeroom field day competition.</p> <p>Add more people.</p> <p>I think SOM should be looked at more carefully for picking students.</p> <p>Better, more incentive awards and more field trips for everyone.</p> <p>You could allow students longer periods at social time that will make students strive to stay good and strive to make the list.</p> <p>It's good as it is b/c we don't have to have anything and anything will do.</p> <p>It's alright as it is.</p> <p>More recognition like person, individual recognition for good students.</p> <p>Things could be done more often.</p> <p>Find SOM that deserve the award.</p> <p>Nothing really. I think it doesn't really help people who are failing. I mean what if they are doing there [sic] best but they can't pass what recognition do they get? [sic] Besides not being good enough for something like this.</p> <p>None. It is good as it should be.</p> <p>I think that NBA, NFL programs are okay the way they are. I like the way how we start off with free-time in homeroom then progress toward fun-time in the gym. I think the SOM think should allow everyone to be on it. Well, not everyone, not people with bad behaviors. I mean like some people shouldn't be on there twice. They need to give others the opportunity to be on there.</p> <p>Nothing really.</p> <p>I think it should be longer.</p> <p>They could probably try to have more people join clubs.</p> |
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| 5. | <p>I think that the NBA partys [sic] should last for 90 minutes and it should be in fourth block. I think at the partys [sic] there should be pizza and more refreshments.</p> <p>Make them more then [sic] once a month.</p> <p>Play a game at the NBA or the NFL day.</p> <p>I think that class show [sic] break the work down better because many people are fialing [sic] class such as Mr. Butts.</p> <p>Tutoring people more better. [sic] Help people try to get their grades up.</p> <p>I think it would be better if you kept the ones who is [sic] off the list to stay off.</p> <p>The program is good like it is and I would like to see the programs continued.</p> <p>Keep giving rewards for things like the NBA and NFL to try to influence students to do the right thing.</p> <p>Give better rewards.</p> <p>Make pep rallies more like the last NFL thing in the gym. Tell the administration to loosen up, not slack off, but be friendlier. Mainly Mr. Echols. Also, please try and make school lunches better, they suck.</p> <p>Nothing.</p> <p>Well, I'm a good student. Involved and make good grades and I get along w/ everyone. I've never been SOM. So I've noticed that a lot of the same students get it. Give it to students who really aren't recognized and looked over instead of the ones everyone knows about. There is too much favoritism.</p> <p>It's good.</p> <p>Keep this program going – Reward us more.</p> <p>Don't know (3).</p> <p>Add the free ice-cream every week – back to honor-role [sic] credits.</p> <p>Nothing. I think it is great (2)</p> <p>Nothing. If student want to behave they will. [sic]</p> |
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| 5. | <p>More free time.</p> <p>Don't know everything fine. [sic]</p> <p>Add free ice cream back.</p> <p>I have no improvements.</p> <p>I honestly don't know. Students need to learn to be self-motivated.</p> <p>Nothing.</p> <p>Make longer than what it is like an hour instead of 45 mins. [sic]</p> <p>More program.</p> <p>Study more.</p> <p>I think that I can improve by letting [sic] the school go home at 12 something on Dec. 14 and 15. We will already go home early on the 15.</p> <p>I think they should let people go to six flags every semester if they pass all of there [sic] classes.</p> <p>I care about school anyway so my grades have nothing to do w/ the new program. I reep [sic] the benefits. I think that we should recieve [sic] hat day or something for that.</p> <p>Maybe have more programs for us to do.</p> <p>More programs.</p> <p>Just keep up the good work.</p> <p>Come up with more programs to help with our grades and behavior. There are a lot of rules, and if you break them there are a lot of punishments so when you do something right there should be a lot of rewards.</p> <p>Jail.</p> <p>If you get wrote up they should not go to the NBA.</p> |
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| 5. | <p>None – it’s good the way it is.</p> <p>None. Please keep these programs. They are encouraging to students and fun.</p> <p>Tell me what this is.</p> <p>Stop picking favorites in the classroom for the SOM. Ask what the students want.</p> <p>Don’t just only give people who are “smart” stuff!</p> <p>Make it longer.</p> <p>Nothing.</p> <p>Give us a whole day free for NBA.</p> <p>The NFL thing could be for each semester, not the whole school year.</p> <p>Don’t know.</p> <p>Honor those who try their best kinda [sic] like the principal award.</p> <p>Nothing that I can think of @ the moment. But I think they [sic] school should recognize students who strive to do better and don’t focus so much on the student are already @ that high level. Maybe it would influence other students who don’t try as hard as others!</p> <p>Make it longer. To [sic] short of time and have better drinks.</p> <p>Make it a little longer.</p> <p>I think if we prolonged the time more on some of these activities then we’d benefit and be more motivated. I also think the NFL thing should be fore [sic] the whole semester instead of the whole year and then @ the end who ever [sic] make it both times gets a bigger reward @ the end.</p> <p>I really don’t like the way some teachers act toward some students.</p> <p>More prizes because if we know we are working for something, then we will work harder.</p> <p>More free stuff. Have a get out of class pass.</p> |
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| 5. | <p>Nothing. Because people gonna [sic] act they [sic] way the [sic] want to and come to school when they want, and many people don't need to be recognized.</p> <p>I really don't know; because they have to want to improve theirselves [sic] before they start improving.</p> <p>Let the students make suggestions about something that we want to do.</p> <p>Not sure (3)</p> <p>Let students attend more sports even if they're not eligible you can always tutor them.</p> <p>I think we should offer better rewards such as let students leave for lunch early on Fridays or even off campus.</p> <p>Not get wrote up and be bad in school. [sic]</p> |
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Thomson High School Faculty Survey
of Student Incentive Programs
Comments

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| 1. | |
| 2. | |
| 3. | |
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| 6. | <p>I think incentive programs are good if the students value the reward. The problem seems to be that many of the below average students don't see enough value in the recognition/prizes to change their behavior. I don't think anything necessarily needs to be improved, just change the expectations that it will significantly change behaviors. I would rather see a program that involves peer counseling and support to help students deal with the problems that are causing them to underachieve. Only when these problems are dealt with, I believe, will you see their behaviors change for the better.</p> <p>The noise during "Prize Patrol" is <u>terribly disruptive</u>. It <u>totally</u> destroys the focus within the classroom. Why not just knock on the door of the rooms involved? Most students seem embarrassed when the prize is for them during class.</p> <p>Recognize birthdays.</p> <p>I think students should be periodically reminded about the incentives—especially the car and the requirements for eligibility. I have also noticed some of the kids are "too cool" to win and have ugly things to say when others win or even win they win.</p> <p>Send Peterson to another system.</p> <p>I think we give too much too freely. We have rather gone overboard and I'm not so sure the rewards mean as much since so many people get them.</p> <p>I still do not feel that we are targeting the lowest students. We must all make a conscious effort to praise the "unpraisable"—that's the paradox.</p> <p>It is the "troubled" ones who need to improve attitude and effort. I'm not sure we can improve that without a lot of help from home.</p> |

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| | <p>I don't think there is anything that can be done to improve student recognition programs. Student recognition of any type will always appeal to those students who really care about their education or bettering themselves. Those who have no desire or motivation to be in school will never try to meet any requirements for student recognition programs.</p> <p>Continue to target all students, but put emphasis on coming up with recognizing average to below average group.</p> <p>More encouragement to participate or to be recognized in these programs.</p> <p>I believe that there are times when a teacher's request to recognize a student for an especially good thing should be considered instead of just drawing "x" amount of names.</p> <p>Publish a school-wide Renaissance newsletter (parents would be able to see it as well).</p> <p>I think the student recognition program is excellent for the students. Unfortunately, many of my students remain unmotivated by it. For example, "Where There's a Wheel There's a Way" is a great program. However, only a handful of my students even bothered to turn in an application to become eligible.</p> <p>Nothing comes to mind.</p> <p>No comment.</p> <p>Not sure. I think it is ok like it is.</p> <p>When the prize patrol enters the classrooms, they are very loud. I understand wanting to draw attention to the student, but it can be heard all up and down the hall. This is disruptive during testing and quizzes even if they are not coming to your classroom. When they do come into the class in that manner, many of the students have said that it embarrasses them to be called up like that.</p> <p>We have more than enough recognition programs for students and some things are being recognized that student should already be doing (ex. attendance).</p> <p>Nothing</p> <p>Lower-functioning students need more <u>immediate</u> pay-offs. <u>Food</u> would be a great motivator.</p> <p>Do more for average students, not just the AP or CP students.</p> |
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If we are going to have Renaissance rallies, then why not pep rallies? They are no different—both recognize students and encourage students to get involved in their school. Also, students seem bored with the whole idea. If this program continues I think the prizes and things that are recognized need to change each year.

The only reason they (students) want to go to the rallies is to get out of class. Several of them have commented that they don't care about the games or the slide shows. They like the Biscuit Bandit/Doughnut Diva. They are embarrassed when they get Prize Patrol but love seeing other class members get it. Only five people from my homeroom bothered to return the car contract, even after multiple reminders. Don't give "\$1 off" coupons for ballgames to one person and then another a \$5 WalMart card. The motivated students are going to be motivated regardless. From my observation, the unmotivated students don't think the prizes are worth the trouble. Personally, I think the programs are great. When the below average students are recognized, it does mean a lot to them; however, many of them are not willing to work for the recognition.

**Improving Phonemic Awareness in Students with
Speech and Language Learning Disabilities**

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EDUC 7003
March 2007

Improving Phonemic Awareness in Students with Speech and Language Learning Disabilities

Demographics

Dearing Elementary is a rural school located in a very small community. In fact, the school constitutes the hub of the community. The school has a total of 446 students and 33 teachers. Its student body is 70% White, 24% Black, 5% Hispanic, and 1 % other. Sixty students being served by the speech and language pathologists, composing 7.44 per cent of the student body. Of those 60 students, 18 are in pre-kindergarten or kindergarten. During the 2006 - 2007 school year, the authors taught 20 students in the pre-kindergarten class and 18 students in the kindergarten class. Both classes had a full time paraprofessional that participated hands on with the students.

The students were involved in various activities throughout the day. The teachers worked together in large and small groups and were responsible for teaching all subject areas in pre-kindergarten and kindergarten. They followed the Georgia Performance Standards for Kindergarten and the Georgia Pre-Kindergarte Content Standards. The students particularly enjoyed art, physical education, and music and computer time in the computer lab.

Literature Review

Millions of children today read poorly or not at all because, as mounting scientific and academic evidence proves, they could have been taught better (Lally & Price, 1998). While the pendulum is swinging back toward more emphasis on phonics, a generation has been damaged. The problems begin to increase when a student suffers from a speech or language learning disability (M. Belton, personal communication, September 22, 2006).

Of the children who are diagnosed with a speech disability early, the reasons for the disability are various. The students can have hearing problems, birth defects, and mental impairment. They may have learning disorders, a history of speech problems in the family, or developmental delays (Belton, personal communication, September 22, 2006).

However, auditory processing disorders (APD), often more subtle in their presentation, also interfere with listening and learning (Whitelaw, 2004). Children with APD have normal hearing acuity, but demonstrate listening problems in the classroom. They often struggle to learn to read and spell, and can exhibit speech and language difficulties, including the inability to discriminate between similar sounds (Whitelaw, 2004). It is vitally important that students with a speech disability receive an overdose of instruction with phonemic awareness and phonics daily (M. Belton, personal communication, September 22, 2006). Without the ability to sound out words, the brain is stumped (Lally & Price, 1998). Beginning readers must be taught to discern the individual sounds within words. (Lally & Price, 1998). More recent studies are finding that at least 95 percent of the poorest readers can learn to read at grade level if they are given early and proper instruction in the sound-letter relationships (Lally & Price, 1998). The teachers must be encouraged to stress letter recognition and the art of sounding out words (Lally & Price, 1998)

The job of a speech language pathologist is dictated in almost every state (M. Belton, personal communication, September 22, 2006). As Perlock (2000) stated, the pathologist is responsible for “designing classroom activities that reflect each student’s individualized education program (IEP) goals and objectives.” The pathologist must also “identify specific oral language or literacy targets in classroom instruction as well as developing performance criteria” (Prelock, 2000). The pathologist needs to provide “constructive feedback to student, parent, and regular classroom teacher” (Prelock, 2000). Most importantly, “the

pathologist has to ensure sufficient opportunities for each student to respond in the academic setting” (Prelock, 2000) On a more nurturing note, the speech language pathologist “must never lose sight of the fact that the primary responsibility is to support the individual needs of each student with a language learning impairment.

Many parents of students with a speech or language learning disability do not want to remove the child from the classroom to give him specialized instruction (M. Belton, personal communication, September 22, 2006). The shared belief exists in many schools that “each child, whatever his or her disorder, belongs in a regular education classroom” (Shulman, Silliman, Wilkinson, & Hoffman, 1995, n.p.). Regular education teachers can benefit from staff development by speech language pathologists. It is important for regular education teachers to learn how the brain of a student with a speech or language learning disability functions. More than 90% of students with learning disabilities are taught in regular education classrooms for some part of the day (National Joint Committee, 1990). The National Joint Committee on Learning Disabilities (1990) stated that, when provided appropriate support within the setting by a highly qualified individual, “many of these students can achieve academically and develop positive self-esteem and social skills.”

The Ad hoc committee of the American Speech Language Hearing Association (1996) stated that pre-kindergarten and kindergarten students whose IEP goals include interaction with peers can benefit from instruction in the regular classroom, especially if the knows what needs to be emphasized to these students. Identified students as well as their at-risk classmates may benefit when speech-language pathologists share the language goals with the regular education teacher. These goals may often be applied to the entire classroom.

Teaching language skills is the business of all teachers (Moore-Brown, 1991). Educators need to see how all pieces fit into the big picture for all students. Pure phonics instruction is meticulous and begins with specific baby steps (Moore-Brown, 1991). Each lesson is a stepping-stone for the next. Children are taught the 44 basic sounds and how combinations of the 26 letters of the alphabet form these sounds. Then they learn how to sound out or decode the words. Sentences, stories, and books can come linked to these particular skills. Phonics advocates say that once a child masters the rules, they can figure out words they have never seen. (Lally & Price) Kenneth Goodman states, “To be opposed to phonics is to be a kind of anti-Christ. Phonics is surrounded by evangelical fervor” (Lally & Price, 1998). They have learned to

predict, even with kindergartners, which children will later have trouble based on their early inability to hear and repeat sounds and identify letters. (Lally & Price, 1998).

Lally and Price (1998) wrote that children learn to read best if they are first given phonemic awareness training and then taught the letter-sound relationship of traditional phonics. This works best in the early years of the child's education. If, during this initial training, the child's brain is not able to process what it perceives, the child may have a reading or learning disability.

The extrastriate cortex of the brain identifies the letters while the inferior frontal gyrus identifies the sounds associated with those letters (Lally & Price, 1998). Another part of the brain is used to reach for meaning. For successful reading to occur, all parts must work smoothly together.

Many low-income students suffer in reading because were not read to them at an early age. What the guardians of such children may not know is that even informal phonics taught by an unskilled reader helps prepare a child for learning to read (Levine, 1994). For speech and language disabled students, disadvantages mount higher. Auditory-verbal intervention with disabled students works best when the parent is a partner in all learning. In fact, the guardian of the child is often more important than the regular teacher or speech pathologist (Banotai, 2004). Early intervention can and will pay off for speech disabled students (Banotai, 2005). These students are going to school with their peers, and may only need accommodations as needed once the foundation is laid (Banotai, 2005).

In order to do well in school, "children must read fluently and understand what is read" (Bland, 2005). Students need to be able to do this by the end of second grade. The state standards for teaching a child adequate reading skills are "emphasizing phonics, combined with phonemic awareness, fluency, vocabulary and comprehension" (Bland, 2005).

Determining which techniques work best for which children is important. Change is a slow and often difficult process. However, by working closely with fellow teachers and speech pathologists, "any regular education teacher can provide a better educational environment for all classroom students" (Moore-Brown,1991).

Methodology

The authors noticed that the number of students being served in the school's speech program continued to increase each year, particularly from the pre-kindergarten and kindergarten classes. The increasing numbers overwhelmed the speech pathologist.

The school implemented pull out program to serve the students staffed into the speech program. The pull out program was effective, and students were improving daily. However, the authors wanted to be able to assist in the proper teaching of these students in the regular classroom.

First, we identified the students in our pre-kindergarten and kindergarten classes that needed extra help with speaking or reading. Many kindergarten students begin the school year already receiving the services of the speech pathologist. However, most students entering the pre-kindergarten program have not been identified as needing the services of a speech pathologist. Some kindergarten students were also screened in pre-kindergarten and diagnosed with developmental speech difficulties. After a year of growth, the kindergarten teacher has students reevaluated.

After several student screenings and staffing meetings with parents, we finally identified a group of nine students who would qualify for our speech program within the two classrooms. Five were in the pre-kindergarten classroom and 4 in the kindergarten classroom. Of the nine students, 5 were girls and 4 were boys. All met with the Speech and Language Pathologist for one hour each week. The hour of instruction was divided into two thirty minutes segments in a small group setting each week.

We were not permitted to administer the testing that was to be given by the Speech and Language Pathologist. However, we were allowed to view the results of the pathologist's testing of our students and identify similar weaknesses in our classrooms.

The pathologist gives two major tests to accurately identify what each child will need: the Preschool Language Scale to test auditory comprehension and expressive communication, and the Flu-Harty Speech and Language Screening Test to identify student comprehension, articulation problems, and auditory and memory problems. Each student is assigned a total language score, which includes the areas of auditory comprehension and expressive communication.

Once we had our students identified, we had to administer our regular testing. In pre-kindergarten, the Basic Literacy Test was given to the five identified students. In kindergarten,

the Lexia CRT was given to the four identified students. Informal teacher observation and individual classroom checklists were used to identify the progress of students. The results of the speech and language pathologist's tests as well as our own tests were used in our instruction. (See chart on following page).

Results of Preliminary Testing on Selected Students – October 2006

| <u>Selected Students</u> | <u>Total Language Standard Score</u> (pathologist use only) | <u>Lexia CRT</u> | <u>GKAP</u> | <u>(PK) –Basic Literacy Test</u> | <u>Sounds to be targeted during instruction</u> |
|--------------------------|--|------------------|-------------|----------------------------------|--|
| Student A PK | 97 | — | — | 3/6 | C, G, I, k, th, /r/ blends |
| Student B PK | 91 | — | — | 3/6 | s, z, ch, sh |
| Student C PK | 99 | — | — | 4/6 | G, k, l, r, ch, sh, /l/ and /r/ blends |
| Student D K Repeater | 104 | 16 | 160 | — | s, z, /s/ blends |
| Student E K | 92 | 5 | 145 | — | k, r, v, ch, sh, th |
| Student F K | 98 | 6 | 140 | — | g, l, k, z, s, v, l, r, ch, th, sh, and all blends |
| Student G K | 119 | 6 | 148 | — | k,d, th, /s/ blends |
| Student H PK | 101 | — | — | 3/6 | g, k, l, v, sh, th, /l/ blends |
| Student I PK | 89 | — | — | 4/6 | f, k, s, y, z, ch, sh, th, and all blends |

Next, we surveyed the parents of these students. Through research, we realized that parents of children with a speech disability do not know how to help the child. When surveying our parents, we wanted to know if the students suffered from ongoing illnesses related to the ears, nose, or throat and if there were family histories of speech or hearing difficulties. Most importantly, we wanted to know if parents tried to correct the speech difficulties of their children.

Summary of Parent Responses

The parent survey was sent home with all identified students. About 65% of the parent surveys were returned. The results gathered from the parent survey (Appendix A) supported the information that we gained through our research and interviews. Our predictions concerning issues behind speech difficulties for our students were illustrated through the answers given by their parents.

Most parents became aware of their child's speech difficulty by age two and some even younger. The parents often suspected a problem before entering school; however, one parent stated that the difference in speech was not noticed until the child entered school. No one commented if doctors were consulted with the speech concerns. Hereditary traits (speech and hearing) helped explain why the children had communication difficulties. Many of the surveys reported that parents and siblings experienced similar difficulties during childhood.

The surveys also revealed that physical environmental factors affected the students. Reoccurring ear infections and allergies were health concerns for many of our students, and probably complicated the students' abilities to comprehend sounds.

Most parents responded that they do not correct the speech of the child. They also noted that others did not correct the speech of their child, even though they do not understand what the child is saying. We perceive that because these parents are able to understand what the child is saying they choose not to correct the incorrect pronunciation and do not recognize that a problem exists. In addition to the lack of knowledge of the child's difficulty, many parents suffer from denial and choose not to help the child or to seek outside help. After compiling this information, we felt we had identified similarities amongst the nine students and their families that would allow us to formulate a plan of instruction.

Summary of Student Responses

In order to receive input from our students, we developed questions to use to interview them (Appendices B & C). The focus of the interview was to find out how students liked to learn. We wanted to include activities that were verbal, visual, and auditory.

The interview consisted of six simple questions with words and pictures for non readers. We read the questions to each student as she followed along with her finger. After interviewing and gathering the data, we looked for activities that were favored by most students.

All of the students interviewed enjoyed listening to someone read stories aloud to them and listening to books on tape. The next most popular activity was looking at or “reading books” with friends, followed by singing songs and making rhyming words. The least favorite activity of our interviewed students was looking at books alone.

After reviewing the results of the interviews, it is evident that activities involving the use of verbal skills are least popular with our students. They most enjoyed the experiences where they used their auditory skills. This information led us to begin planning how we would begin to improve phonemic awareness and phonics in our students with speech and language learning problems.

The Action Plan

Once we had completed the research, the preliminary testing, the parent surveys, and the informal questioning of the students, we had a framework from which to build our plan. We did not want to overload the students' brains, but we did want to supplement what they were already learning with the speech and language pathologist. We wanted to play a more active role in the teaching of these students.

We began planning visual and auditory activities that would actively involve the students in the use of the target sounds. We had to have simple activities that could be done individually (as teachable moments occur during the day; waiting in line, on the playground, or during bus call), during small groups, or during large groups, which could be completed in a short amount of time daily.

Tongue placement was an area that we felt could be taught best in a large group setting. The speech pathologist uses a tongue placement chart in her room. We referred to her chart so that we were able to model the correct tongue placement for the students during regular classroom instruction each day. The target sounds for tongue placement were: *c, d, f, g, l, k, r, s, v, y* and *z*. We decided that learning the correct tongue placement was beneficial for all students. Therefore, we became more conscious of overemphasizing the placement of our tongue while producing the target sound. We focused daily on a different target sound in our classrooms.

Repetitive Alliteration was a fun activity that we could accomplish with the students individually, in small groups, or in a large group. Since we created the alliteration sentences for this project, we could also mix the pre-kindergarten and kindergarten students together to make it fun. We used target sounds to make alliterative sentences (Appendix D). Since the sentences were very short, it was easy to use all of the sentences daily. We would recite the sentences by whispering, yelling, while jumping, clapping, etc. The students soon became familiar with the alliteration and were able to identify the target sounds and the letters that make the sounds.

We used rhyming songs weekly to reiterate the fact that words that sound alike at the end are words that rhyme. The students could often predict the word that would come next in the chant, poem or song simply by identifying the rhyme. We used predictable songs like "Willaby, Wallaby, Woo," "Down by the Bay," and "My Aunt Came Back," as well as nursery rhymes, to engage the children in rhyming. Once a week, we gathered together as a large group to enjoy singing these rhyming songs.

Reinforcing isolated sounds was an area that we felt would best be practiced individually. We chose a *Leap Frog Letter Factory* computer game to assist students with isolated sounds during computer time. Each identified student used this game weekly to reinforce sounds.

Final Testing on Selected Students – March 2007

| <u>Selected Students</u> | Targeted sounds accomplished in isolation | Lexia CRT | GKAP | <u>(PK)– Basic Literacy Test</u> | Targeted sounds accomplished on alliteration assessment |
|---------------------------------|--|------------------|-------------|---|--|
| Student A | c, l, k | — | — | 3/6 | l, k |
| Student B – | z | — | — | 5/6 | z |
| Student C – | K, r | — | — | 5/6 | g, k |
| Student D – | z | 19 | 172 | — | none |
| Student E – | R, v | 22 | 179 | — | r, sh |
| Student F – | r | 12 | 166 | — | none |
| Student G – | K, d | 18 | 175 | — | k, d, th |
| Student H – | g, k, l | — | — | 4/6 | k, l, v, sh, th |
| Student I – | k, s, y, z | — | — | 4/6 | k, s, y, z |

Recommendations

After putting all of our research together, we want the opportunity to share the ways we have learned to help our students. We want to show the parents the simple activities we have used to improve phonemic awareness with their children.

By providing a short teaching session to the parents during orientation, we may be able to help our students and their siblings, also. Parents may enjoy learning ways to help their child at home.

We would also like for our school nurse to speak with parents concerning the importance of addressing chronic illnesses involving the ears, nose, and throat because these untreated illnesses contribute to complications with hearing.

We feel that our students benefited from the extra effort we made to give them more practice with the sounds that were identified by the pathologist as being difficult for them to produce. The services provide by the Speech Pathologist could never be replaced by us as classroom teachers; however, extra practice can only strengthen the acquisition of the sounds needed. What better way for them to get such practice than in their regular classroom routine?

Appendices

Appendix A

January 2007

Dear Parents,

We are doing a research study for a class at Augusta State University on speech difficulties in students. We became interested in this project earlier in the year and have spent time reading articles and gathering information on how we can better work with students in the speech program at our school. We would like you to answer the following questions in an effort to help us more with our research. We will respect the confidentiality of you and your child by not identifying either one of you by name. Thank you for your help. If you would like a copy of the final research study, we will be happy to provide it to you upon completion in April.

Mrs. Echols

Mrs. Gilliam

1. When did you first notice that your child might have difficulty speaking? (For example: one year, three years, when he/she entered school, etc.) Or, when did a teacher, doctor, or other caregiver first bring it to your attention?

2. Does anyone else in your family have speech difficulties? (For example: parent, grandparent, sibling, etc.)

3. Does anyone in your family have hearing difficulties? (For example: parent, grandparent, sibling, etc.)

4. Does your child have . . . ? (Check all that apply)

| | |
|---|------------------------------------|
| <input type="checkbox"/> reoccurring ear infections | <input type="checkbox"/> allergies |
| <input type="checkbox"/> tubes in ears now or in the past | <input type="checkbox"/> asthma |
| <input type="checkbox"/> continuous stuffy nose | |

5. Do you find yourself correcting your child's speech? Do other people want to correct your child's speech?

6. Is there anything else you can tell us that would give us insight into childhood speech difficulties?

Please return this sheet as soon as possible. Thanks again for your help!

Appendix B

Do you like to:

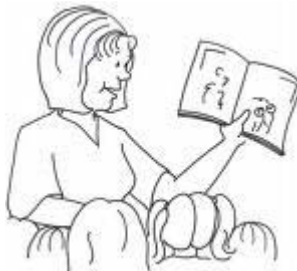
1. Look at books by yourself?



2. Look at books with friends?



3. Listen to someone read stories aloud?



4. Listen to books on tape?



5. Sings songs?



6. Make rhyming words?



Appendix D

Alliteration Sentences

/c/ - Cats call candy.

/d/ - Dogs dig ditches.

/f/ - Five fat fish.

/g/ - Goats give gumdrops.

/k/ - Kittens kiss kites.

/l/ - Lions lick lollipops.

/r/ - Rabbits run races.

/s/ - Sally sings softly.

/v/ - Vultures vacuum vans.

/y/ - Yaks yank yo-yos.

/z/ - Zebras zip zippers.

/ch/ - Chilly chickens chop.

/sh/ - Ships shake shells.

/th/ - Thick thumbs think.

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Context & Content

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Pyramid of Intervention

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Process for Gathering Data

Throughout the state of Georgia 2004 - 2005, school districts reviewed students receiving special services. Once committees collected and analyzed data, they discovered that students on the Student Support Team (SST), who were being placed in special education, tended to be minority students, especially African American males. This paper investigates the impact of implementing the Pyramid of Interventions (POI) and the effects it had on students' achievement in 3rd, 4th and 5th grades over the course of one year.

The POI is a streamlined process that consists of tiers with specific interventions tailored to individual students' needs. It intends to solve the problem of disproportional special education in the county. The implementation of this new phase of the Student Support Team program began in early August 2006 with county-wide training. Present for the training were representatives from each school in the county. They were assistant principals, counselors, and special education contact persons, along with two intervention specialists and one high school graduation coach. The meeting presented general information about what POI was, how it would be implemented, what each tier of the pyramid represents, and when the POI would become active county-wide. The second meeting was a brainstorming session to find out what types of interventions were already being used academically and behaviorally to help

meet students' needs. Each school designed a pyramid using their own school level interventions as pyramid phases. These documents were compiled for a later planning session in October. In this meeting, some concerns were raised: How can schools be consistent with this new process throughout the county? One solution raised was to color code paperwork uniformly across the county. This would alleviate confusion when students transferred from one school in the county to another.

Around the same time as the initial POI training, Central Savannah River Area's Regional Educational Service Agency (CSRA RESA) was hosting a fall conference entitled "Mission Possible." Conference speaker Jawanza Kunjufu, a renowned national presenter, addressed the causes and solutions of disproportion. The conference drew the focus of the entire state, causing districts to consider on how assessments, student support teams, co-teaching, inclusion, and POI could impact and or improve achievement.

After initial POI training, it was time for redelivery to teachers. SST files also had to be purged or reorganized. The county's intervention specialist met with a small group of teachers and staff members on the school's leadership team, who in turn disseminated the information among their grade levels. After the dissemination of POI at each grade level, teachers became more inquisitive and concerned about the implementation of this process. After more questions surfaced, a second

delivery was necessary. At this time, the intervention specialist met with each grade level to answer questions and address any future concerns. Teachers still seemed somewhat perplexed about the process, but the implementation had to begin. The intervention specialist at the elementary level was available to each school one day a week. In an era of accountability, teachers wanted to be sure that they were following the guidelines for the POI.

At Dearing Elementary, the authors' elementary school, we recorded the number of students that were on student support when the concern arose about the disproportionate numbers of students on SST. A graph of what Dearing Elementary's numbers looked like in 2004-2005 and 2005-2006 can be found on the next page with a breakdown of students per grade level, race, and gender.

Disproportional Report of SST's
2004-2005

| Black Males | White Males | Hispanic Males | Other Males |
|---------------------|----------------------|---------------------|---------------------|
| K = 2 | K = 2 | K = 1 | K = 1 |
| 1 st = 0 | 1 st = 6 | 1 st = 1 | 1 st = 0 |
| 2 nd = 4 | 2 nd = 16 | 2 nd = 0 | 2 nd = 1 |
| 3 rd = 4 | 3 rd = 2 | 3 rd = 0 | 3 rd = 0 |
| 4 th = 5 | 4 th = 5 | 4 th = 1 | 4 th = 0 |
| 5 th = 3 | 5 th = 6 | 5 th = 0 | 5 th = 0 |

Black Males = 18 White Males = 37 Hispanic Males = 3 Other Males = 2

| Black Females | White Females | Hispanic Females | Other Females |
|---------------------|----------------------|---------------------|---------------------|
| K = 0 | K = 1 | K = 0 | K = 0 |
| 1 st = 0 | 1 st = 6 | 1 st = 0 | 1 st = 1 |
| 2 nd = 4 | 2 nd = 10 | 2 nd = 0 | 2 nd = 0 |
| 3 rd = 1 | 3 rd = 5 | 3 rd = 1 | 3 rd = 0 |
| 4 th = 1 | 4 th = 5 | 4 th = 0 | 4 th = 0 |
| 5 th = 1 | 5 th = 11 | 5 th = 1 | 5 th = 0 |

Black Females = 7 White Females = 37 Hispanic Females = 2 Other Females = 1

Dearing Elementary total student population during the school year 2004-2005 was 445 students and out of that number, (108) students were on student support.

The focus group for this study was (52) 3rd, 4th, and 5th graders on student support. They were 12 % of the school's population.

This graph indicates the number of students who were removed from SST and placed on an inactive status in 2006-2007.

| Grades | Total Inactive | Black Males | White Males | Hispanic Males | White Female | Black Female | Hispanic Female |
|-----------------------|----------------|-------------|-------------|----------------|--------------|--------------|-----------------|
| 3 rd Grade | 9 | 1 | 2 | 0 | 5 | 1 | 0 |
| 4 th Grade | 8 | 4 | 2 | 0 | 1 | 1 | 0 |
| 5 th Grade | 9 | 0 | 5 | 1 | 2 | 1 | 0 |

Analyzing the Results

After the full implementation of the POI began, very few students were ever moved to an inactive status. The purging of SST files at the implementation of POI provided an opportunity to inactivate students who were successful after a period of time on SST. Seventy-nine SST files became inactive, leaving a total of (49) active SSTs. Students Support files were reduced by 2%.

If inactivated students experience academic or behavior concerns, they are placed on Tier Two of the pyramid. The intervention specialist works one-on-one with teachers to meet the needs of these students. However, if the academic or behavior problems are severe enough to impact achievement, these students immediately go back on SST and receive in-house screenings such as Kaufman Brief Intelligence Test (KBIT), Peabody Individual Achievement Test (PIAT), or possibly a full psychological evaluation.

When we examined our Criterion Referenced Competency Test (CRCT) test scores for 3rd, 4th, and 5th grades, we discovered that (1) 3rd grader did not meet or exceed in reading or math and (4) 5th graders did not meet or exceed in reading only on the CRCT. These students were recommended for summer school, after which (3) met or exceeded the scores needed for promotion.

The following graph indicates the CRCT results for 3rd and 5th grades in 2005-2006. Students in the 4th grade are not

included in the gateway years. Therefore, percentages could not be shown in their perspective categories. However, 84% of 4th graders met or exceeded in reading and 93% met or exceeded in math.

| | CRCT Reading Meets | CRCT Reading Exceeds | CRCT Math Meets | CRCT Math Exceeds |
|-----------------|--------------------------|----------------------------|-----------------------|-------------------------|
| 3 rd | 70.7% | 29.3% | 55% | 33.3% |
| 5 th | 67% | 13% | 57.3% | 35.7% |

When examining the attendance data of 3rd, 4th, and 5th grades, we found that 55.3 % of students missed less than (5) days of school during the year.

We also noted that some areas previously looked at may be the result of our county's implementation of the Renaissance program. Renaissance is designed to acknowledge underachievers as well as high achievers in the areas of academics, attendance, and attitude. This program will have some affect on this study because it was found that, after implementation of this program, most students were meeting goals set for them each nine weeks. Awards and prizes were given each nine weeks to students who brought up grades, were never absent, were never tardy, improved tardies, received the principal's honor, and received the assistant principal's honor.

Conclusions

The POI shows potential for impacting overall student achievement in 3rd, 4th, and 5th grades because each tier is specifically targeted to the students' needs. We randomly surveyed teachers to get feedback on how they think this new process has gone. Some teachers feel that more training is needed, more guidelines need to be established, and team leaders need to be appointed to monitor each grade level. However, the POI continues to concern teachers because they feel that students who are "inactive" should be "active" and vice versa.

A positive observation taken from this new process is that promotion no longer hinges on whether a teacher has had an SST meeting with a student. Instead, teachers keep adequate documentation, use intervention strategies, and submit and work samples in the POI folder (portfolio) which provides evidence of students' performance all year and of teachers' accountability to this new process.

Plans are in place for the 2007-2008 school year to have an active POI/SST committee that will meet on a regular basis. Guidelines and procedures will make this process easier for teachers to follow. Committee members at each grade level will help when concerns arise. Another full year of implementation is needed along with 2006-2007 CRCT scores, which are expected in late May, to adequately determine whether the POI is affecting students' achievement.