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IMPROVING SOCIAL INTERACTIONS BETWEEN
LEARNING DISABLED ADOLESCENTS AND TEACHERS:
A CHILD EFFECTS APPROACH

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The University of Kansas Institute for Research in Learning Disabilities is supported by a contract (#300-77-0494) with the Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, U. S. Office of Education, through Title VI-G of Public Law 91-230. The University of Kansas Institute, a joint research effort involving the Department of Special Education and the Bureau of Child Research, has specified the learning disabled adolescent and young adult as the target population. The major responsibility of the Institute is to develop effective means of identifying learning disabled populations at the secondary level and to construct interventions that will have an effect upon school performance and life adjustment. Many areas of research have been designed to study the problems of LD adolescents and young adults in both school and non-school settings (e.g., employment, juvenile justice, military, etc.)

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COOPERATING AGENCIES

Were it not for the cooperation of many agencies in the public and private sector, the research efforts of The University of Kansas Institute for Research in Learning Disabilities could not be conducted. The Institute has maintained an on-going dialogue with participating school districts and agencies to give focus to the research questions and issues that we address as an Institute. We see this dialogue as a means of reducing the gap between research and practice. This communication also allows us to design procedures that: (a) protect the LD adolescent or young adult, (b) disrupt the on-going program as little as possible, and (c) provide appropriate research data.

The majority of our research to this time has been conducted in public school settings in both Kansas and Missouri. School districts in Kansas which have or currently are participating in various studies include: Unified School District USD 384, Blue Valley; USD 500, Kansas City, Kansas; USD 469, Lansing; USD 497, Lawrence; USD 453, Leavenworth; USD 233, Olathe; USD 305, Salina; USD 450, Shawnee Heights; USD 512, Shawnee Mission; USD 464, Tonganoxie; USD 202, Turner; and USD 501, Topeka. Studies are also being conducted in several school districts in Missouri, including Center School District, Kansas City, Missouri; the New School for Human Education, Kansas City, Missouri; the Kansas City, Missouri School District; the Raytown, Missouri School District; and the School District of St. Joseph, St. Joseph, Missouri. Other participating districts include: Delta County, Colorado School District; Montrose County, Colorado School District; Elkhart Community Schools, Elkhart, Indiana; and Beaverton School District, Beaverton, Oregon. Many Child Service Demonstration Centers throughout the country have also contributed to our efforts.

Agencies currently participating in research in the juvenile justice system are the Overland Park, Kansas Youth Diversion Project, and the Douglas, Johnson, Leavenworth, and Sedgwick County, Kansas Juvenile Courts. Other agencies which have participated in out-of-school studies are: Penn House and Achievement Place of Lawrence, Kansas; Kansas State Industrial Reformatory, Hutchinson, Kansas; the U. S. Military; and Job Corps. Numerous employers in the public and private sector have also aided us with studies in employment.

While the agencies mentioned above allowed us to contact individuals and support our efforts, the cooperation of those individuals--LD adolescents and young adults; parents; professionals in education, the criminal justice system, the business community, and the military--have provided the valuable data for our research. This information will assist us in our research endeavors that have the potential of yielding greatest payoff for interventions with the LD adolescent and young adult.

IMPROVING SOCIAL INTERACTIONS BETWEEN LEARNING DISABLED
ADOLESCENTS AND TEACHERS: A CHILD EFFECTS APPROACH

Abstract

Research on the interactions between LD youths and their social environments is quite limited. This study sought to determine whether LD adolescents could be taught to change their classroom behavior in ways that would effect how their teachers treated them and whether they be taught to generalize positive changes in their interactions with teachers.

Six LD junior high students were taught three social skills: initiating positive interactions, responding to requests, and recruiting attention for individual help. Both questionnaires and direct classroom observation measures were employed. The students were successful in learning the social skills in the training session; however, they did not exhibit these skills on a consistent basis in their classrooms. Observational data suggested that some of the subjects attempted to practice what they learned in the training sessions in their classrooms. Teachers perceived the subjects' classroom behavior as more appropriate; however, the students did not receive more positive teacher attention as a function of their more appropriate behavior in class. Although positive interactions did not increase as a function of training, observational data indicated that negative interactions decreased and neutral interactions increased.

IMPROVING SOCIAL INTERACTIONS BETWEEN LEARNING DISABLED

ADOLESCENTS AND TEACHERS: A CHILD EFFECTS APPROACH

The identification of learning disabled youths typically has involved criteria related to their cognitive and perceptual dysfunctions; social dysfunctions are infrequently acknowledged as a salient characteristic of their behavior or an explicit dimension of their identification (Schroeder, Schroeder, & Davine, 1978; Vaughan & Hodges, 1973). Recent research, however, has begun to suggest that learning disabled youths differ from non-learning disabled youths in their social interactions with others. They display fewer and/or less adequate social skills and are, in turn, less socially accepted by their peers, teachers, and other adults. These differences appear to contribute to and perpetrate their poor relationships with teachers and other adults, and may even reduce the effective delivery of intervention strategies used to remediate their cognitive and perceptual dysfunctions. Among populations of retarded youths, for instance, it is not uncommon to observe that teachers "burn out" with them before very long because, among other problems, the children are not very reinforcing to work with (Berberich, 1971). Possibly, neither are learning disabled students.

Teaching learning disabled youths that their behavior has important effects on the adults with whom they interact, and providing these youths with a variety of social skills for positively influencing their interactions with teachers, in particular, is the basic goal of this research. The assumptions and principles presented herein are derived from basic child development research in the areas of "child effects" on adult behavior (Bell & Harper, 1977) and the application of that research for remediating dysfunctional social interactions (Atwater & Morris, 1979). Before outlining the approach and its means of implementation for remediating unproductive adolescent-teacher interactions, however, a brief review of the research on the social dysfunctions of learning disabled individuals will be presented.

Research on the interactions between learning disabled youths and their social environments is not extensive, but does yield some general findings. The best of these data are on peer-peer interactions among grade school children, but it is not unlikely that these findings are pertinent to youth-teacher interactions. Learning disabled children experience difficulties in their social relationships with peers and often find themselves socially rejected by them (Bruininks, 1978; Bryan, 1974, 1975, 1978), an unfortunate circumstance that has been found to persist over time (Bryan, 1976). The exact determinants of these problems are unclear, but data indicate that learning disabled children often display socially inappropriate behavior (Bryan & Pflaum, 1978) and that they make poor social discriminations (Bruininks, 1978; Bryan, 1977; Bryan & Pflaum, 1978). These problems have been observed in both verbal and nonverbal realms of behavior (Bryan & Pflaum, 1978).

The social relationships between learning disabled children and adults are less well understood, but research has yielded some important findings. Adults who are blind as to the identification of specific learning disabled and non-learning disabled children tend to devalue those who are learning disabled after watching them on videotapes (Bryan & Perlmutter, 1979). Parents of learning disabled children find them to be more inconsiderate, more lacking in affection, and more emotionally unreceptive than non-learning disabled children (Strag, 1972); in addition, parents also rate their learning disabled children as non-

compliant and difficult to relate to (Wender, 1971). Teachers of the learning disabled perceive them as aggressive and as lacking in responsibility and self-discipline (Keogh, Tchir, & Windeguth-Behn, 1974), and they interact with these youths in a more negative fashion than they do with others (Bryan, 1975). In addition, teachers display biases when confronted with children labeled as "learning-disabled"; the label negatively affects their perceptions of the children (Foster, Ysseldyke, & Reese, 1975) and it affects their ratings of the children on personality questionnaires and behavior checklists (Jacobs, 1978). These brief reviews of research involving elementary school-aged children point out that learning disabled children do experience difficulties in their social interactions with others, not the least important of whom are their teachers, and that they are reacted to negatively because of the ways in which they behave or are presumed to behave.

Recently some research has been done involving LD adolescents. This research points out some differences between LD and non-LD (NLD) youths though not to the magnitude previously reported with younger children. Deshler, Schumaker, Warner, Alley, and Clark (1980) reported that LD adolescents and their low-achieving peers can be distinguished from normally achieving peers on the basis of social skills. The children experiencing difficulties in school are less involved in completing school work at home, are less involved in organized school and out-of-school activities, and are apt to spend more time alone entertaining themselves. Other differences between these groups and the NLD youths were not of significant magnitude.

Schumaker, Sheldon-Wildgen, and Sherman (1980) observed behaviors of LD and NLD youths in the classroom. Overall, very little interaction occurred between students and teachers. LD students spent more time in reading, writing, and notetaking. LD students engaged in more rule violations in the classroom. However, there were no differences between LD and NLD adolescents in peer interactions.

The final study (Mathews, Whang, & Fawcett, 1980) dealing with adolescents reported that LD youths were significantly less adept at four job-related social skills than NLD youths, suggesting the need for training on complex social skills like participating in a job interview, explaining a problem to a supervisor, and accepting criticism.

Though these differences are not of the same magnitude as found with elementary children, they still suggest a need for social skills training for LD adolescents. Schumaker et al. and Skrtic (1980) reported very few student-teacher interactions, thereby reducing the opportunities for positive reinforcement of the teachers by the students. Such positive reinforcement might be vital to the students forming positive relationships with their teachers. Since the LD students violate more rules than their peers, this might create a negative effect on their teachers instead.

The usual approach for dealing with students who present socially dysfunctional behavior in the classroom is to develop programs that teachers can use to modify the troublesome behaviors directly (e.g., O'Leary & O'Leary, 1972). This approach is congruent with commonly held assumptions about the roles adults play in the socialization of children--that of unidirectional control. Recently, however, developmental psychologists have begun to understand that children and youths affect adult behavior in many powerful and complex

ways (Bell & Harper, 1977; Lerner & Spanier, 1978; Lewis & Rosenblum, 1974), and that in so doing they contribute to the quality of their own social (Bates, 1976; Patterson, 1976; Stevens-Long, 1973; Strain & Shore, 1977) and academic (Jenkins & Deno, 1969; Klein, 1971) environments. To prevent or improve problematic youth-adult interactions, applied child-effects researchers have developed strategies to train youths to make positive changes in their poor relationships with adults, most notably with teachers in school settings (Craigie & Garcia, 1978; Graubard, Rosenberg, & Miller, 1971; Polirstok & Greer, 1977; Sherman & Comier, 1974) and with foster parents and law enforcement officers (Kifer, Lewis, Green & Phillips, 1974; Minkin, Braukmann, Minkin, Timbers, Timbers, Fixsen, Phillips, & Wolf, 1976; Werner, Minkin, Minkin, Fixsen, Phillips, & Wolf, 1975). In addition, a similar perspective has been used recently in counseling practices with adolescents (Gnagy, 1975).

This applied child-effects approach has several potential advantages over the traditional model of classroom behavior management. First, training the youths to improve their social environments may be more efficient than training the large number of individual teachers and staff members with whom they interact. Staff training can take more time and money than child-effects training (Sherman & Comier, 1974). Second, teachers do not always have time for extra training program implementation. The training can remove them from their regular classroom duties, and the implementation of special programs in the classroom takes their attention away from the other students. For these and other reasons, staff are not always amenable to adopting special programs (Seymour & Stokes, 1976). And third, a child-effects approach may yield better generalized and durable effects in youth behavior than traditional approaches (Polirstok & Greer, 1977). Carefully planned training to have youths produce positive changes in the behavior of others has the advantage of bringing them into contact with "natural communities of reinforcement" (Stokes & Baer, 1977). Behavior that produces reliable positive changes in one's environment is going to be behavior that is maintained and generalized. A self-maintaining feedback loop (Bates, 1976) is created by generating positive, reciprocal interactions between youths and the adults in their social environment (Stokes, Fowler & Baer, 1978).

The logic of applied child-effects research, then, goes beyond that of traditional child management, in or out of the classroom. Disruptive and socially inappropriate behavior in a particular setting is not changed directly by adults in that setting, but indirectly by adults in other settings and by the youths themselves. The youths are taught to take some control in their own lives by learning: (a) to discriminate that their behavior has effects on those around them, and (b) to make positive changes in their interactions with their social and academic environments. The child-effects strategy not only teaches youths how to alter their behavior, but also how to set the occasion for positive relationships with others, which in turn can maintain the desirable behavior on the part of the youths. It is an approach that focuses on the obvious reciprocal nature of social interactions.

The problems addressed in this study are twofold. First, can learning disabled adolescents be taught to change their classroom behavior in ways that will effect how their teachers treat them, and second, can they be taught how to affect generalized positive changes in their interactions with their teachers? The available child-effects research illustrates that these goals can be achieved with disruptive, non-learning disabled children and adolescents. Thus, reason exists to pursue this goal with the learning disabled. However, beyond this, a

general concern remains. Can LD youths--whether or not their classroom interactions present a problem--be taught to recruit the extra attention and concern they need from their teachers so that the teachers will provide them with extra instruction they may need or implement more effective intervention procedures for remediating their cognitive and perceptual disabilities?

METHODS

Setting

The project was conducted at a junior high school in a small upper-middle class suburban/rural community in northeastern Kansas. Approximately 20-30% of the residents earn their living by farming while the remainder are employed in middle management and professional jobs. The school serves 840 seventh, eighth, and ninth grade students, and has an average class size of twenty-two students.

Subjects

Student Sample

Six male adolescents who had been identified by their school district as "learning disabled" and who received special services in a learning disabilities program were selected to participate in this project. These students were "mainstreamed" and spent most of their time in regular school classes. The sample consisted of five Caucasian and one Black youth. The students ranged in age from 12 years, 11 months to 15 years, 5 months with a mean age of 14 years, 2 months. Four of the youths were in seventh grade, one in eighth grade, and one in ninth grade. The subjects had received special services as LD students from one to three years with a mean of 1 year, 4 months. On individually or group administered IQ tests, the IQ scores of the six LD students ranged from 82 to 95 ($\bar{x} = 88.8$). Reading comprehension grade level scores on a group administered test ranged from 3.6 to 7.6 ($\bar{x} = 5.4$); math scores ranged from 3.0 to 6.5 ($\bar{x} = 5.2$); and language scores ranged from 3.2 to 7.2 ($\bar{x} = 4.6$).

The student sample was selected by the principal of the school as: (a) those LD students whom he felt would benefit most from the social skills training (i.e., those who were either very shy and withdrawn or who exhibited classroom behavior problems) and (b) those students who had another LD student enrolled in the same class. The latter was important because the social skills training was conducted in dyads. The parents of each student participating in the project signed an informed consent statement describing the nature of the project and the extent of their child's involvement.

Teacher Sample

The teacher sample consisted of five female and two male teachers at the same school. Their ages ranged from 23 years to 61 years with a mean age of 35 years, 8 months. Four of the teachers taught English, two taught science, and one taught math. Teaching experience ranged from 1 to 25 years, with a mean of 8 years, 4 months. Three teachers (two females and one male) served as experimental subjects, each of whom had two target LD students in one of their classes. Throughout the course of the project, their classrooms and their behavior was observed and they completed subjective ratings on the students'

classroom behavior. The remaining four teachers served as generalization teachers. Each of these teachers had one or more of the target students in one of their classes and provided the same subjective ratings as did the three target teachers. No observers were present in these classrooms in order to assess generalization across settings where observers were absent. Informed consent statements describing the nature of the project were signed by all teachers who participated.

Measurement Systems

Subjective Measures

Five subjective measures were used in this study: (a) the general classroom behavior rating form, (b) the individual classroom behavior rating form, (c) the weekly behavior rating form, (d) the Teacher Approval/Disapproval Scale (Whaley & Loney, 1974), and (e) student and teacher satisfaction scales.

General classroom behavior. The General Classroom Behavior Rating Form (GCBRF) was distributed to all participating teachers prior to the beginning of the project. The purpose of the GCBRF was to gather information about classroom behaviors that the teachers deemed irritating and positive. The GCBRF consisted of four sections. Section A listed five classroom behaviors generally considered to be irritating. Teachers were asked to rate how irritating they considered each behavior to be on a seven-point Likert-type scale. In addition, teachers were asked to nominate and rate five specific behaviors of their own choice for this section. Section B followed the same format as Section A, but dealt with behaviors deemed positive. Section C asked teachers to list classroom rules they considered important. Finally, Section D was provided for teachers behavior. A copy of the GCBRF can be found in Appendix A.

Individual classroom behaviors. The Individual Classroom Behavior Rating Form (ICBRF) consisted of twenty-five items that describe classroom behaviors some teachers find irritating. Some of the items were drawn from the Child Behavior Profile (Achenbach & Edelbrock, 1979) and The Walker Problem Behavior Identification Checklist (Walker, 1970). The remainder of the items were drawn from the teachers' responses to the GCBRF. For each item, teachers rated whether the behavior was "Very True", "Somewhat True," or "Not True" of the particular target student. A point value was later assigned to each rating ("NT" = 0; "ST" = 1, and "VT" = 2). For each item that received a rating of "Very True" or "Somewhat True", the teachers were asked to describe how irritating they found the behavior of the student by circling a number from 1 to 7 on a Likert-type scale below the item. This form was completed as a pre-test measure during baseline and as a post-test measure when the project was completed. A copy of the ICBRF can be found in Appendix B.

Weekly behavior ratings. A Weekly Behavior Rating Form (WBRF) consisted of nine questions pertaining to the classroom behavior of the target students. Each question was answered by circling a number on a seven-point rating scale that best described the student's behavior over a one-week period. The questions on this form were designed to assess changes in student behavior that one might expect to occur as an outcome of the social skills training. Both target and generalization teachers filled out this form on a weekly basis throughout the course of the project. A copy of the WBRF can be found in Appendix C.

The Teacher Approval/Disapproval Scale. The Teacher Approval/Disapproval Scale (TADS) (Whaley & Loney, 1974) was used to assess the students' perceptions of the amount of teacher approval and disapproval they received for social and academic behaviors, as well as the amount of time they reported being happy or enjoyed being in their target class. The scale consists of 23 simply-worded statements designed to assess a student's perceptions of the amount of teacher approval and disapproval directed toward him/herself and to the class as a whole. Students were asked to complete each statement by placing a mark in one of four boxes that best described the amount of time they perceived the statement to be true. Two additional items (i.e., "My teacher likes me" and "I like my teacher") were added to the original TADS format. The scale was administered as a pre-test measure prior to the social skills training and as a post-test measure once training was completed.

Satisfaction scales. Student and Teacher Satisfaction Scales (SSS and TSS) were distributed to the target teachers and the students who participated in the project for purposes of gathering social validity data. Each scale consisted of questions regarding various aspects of the project that were answered on 7-point Likert-type scales. For example, teachers were asked questions such as: "To what extent did you notice desirable behavior changes in the students involved in the project?" and "To what extent would you encourage students to participate in a similar project in the future?" Students were asked questions such as: "To what extent did your teachers respond positively toward you once you started practicing the skills in class?" and "To what extent do you think your behavior influences the way your teachers act toward you?" In addition, both students and teachers were asked to list what they liked about the project and any changes or improvements they thought should be made. A copy of each scale can be found in Appendix D.

Objective measures

Social Skills. A Social Skills Behavior Component Checklist (SSBCC) was used to assess the students' performance of the three target skills (i.e., Initiating Positive Interactions, Responding to Requests, and Recruiting Attention for Individual Help) prior to and following social skills training. Each skill was subdivided into component behaviors which constituted the items on the checklists. Initiating positive interactions was defined by several component behaviors: looking at the teacher's face, making a polite comment, and smiling. Responding to requests was defined as the student: looking at the teacher's face while the request is being made, acknowledging that the request was heard, and complying with the request as soon as possible. Recruiting attention for individual help was defined by the following component behaviors: raising a hand and waiting quietly to be called on, asking for permission to receive help, describing what is understood or what has been tried, asking a question about what is not understood, attending to the teacher's response, rephrasing what the teacher said and asking if s/he agrees, acknowledging that the material was understood and showing appreciation for help given. The format of the SSBCC was adopted from those Checklists developed by Mathews, Whang, and Fawcett (1980a, b). A copy of each checklist is included in Appendix E.

The students' performance of these skills before, during and after training was assessed on the SSBCC by checking those components that the student performed correctly. Reliability of behavior observations was obtained by having two independent observers record two performances of each student on each target

skill. Reliability of measurement was obtained for each skill based on occurrence or non-occurrence of the component behaviors. Interobserver reliability was calculated using the following formula:

$$\frac{\text{Number of agreements}}{\text{Number of agreements + disagreements}} \times 100$$

Reliability for "Initiating Positive Interactions" ranged from 67 to 100% with a mean of 88.5%. Reliability for "Responding to Requests" ranged from 67 to 100% with a mean of 90.3%. Finally, the reliability for "Recruiting Attention for Individual Help" ranged from 75 to 100% with a mean of 91.9%. A breakdown of pre/post test reliabilities for each student can be found in Table 1.

Insert Table 1 about here

Classroom behaviors. The Classroom Observation System (COS) was a recording system developed for the purpose of this project to collect data on interactions between the students and their target teachers. A frequency-based interval recording was used. The total class period was divided into 50 one-minute intervals during which every teacher-target student interaction was recorded. The bell at the beginning of the class period served as the cue for the observers to start their stopwatches. The observer was responsible for recording the interactions between both target students (1 dyad) and their teacher simultaneously. Each scoring sheet was divided in two parts (one part for each student) and represented 10 minutes of recording time. Thus, a 50-minute class period was recorded in 50 intervals contained on 5 scoring sheets. A copy of the recording sheet is included in Appendix F.

The recording code used by the observers consisted of the following six categories: (a) Activity, (b) Teacher/Student Interactions at the Beginning and End of Class, (c) Teacher/Student Interactions during Class, (d) Teacher Instructions to Student, (e) Individual Helping, and (f) Inability to Observe. The categories were subdivided for purposes of recording and more meaningful analysis.

1. The Activity category consisted of the following activity codes: Test (T), Individual Work (I), Group Work (G), Discussion (D), Lecture (L), Audiovisual Presentation (A), No Activity (No), and Other (O). Observers entered the appropriate activity code in the margin at the beginning of each data sheet and whenever the classroom activity changed.
2. The Teacher/Student Interactions at the Beginning and End of the Class category was subdivided as follows: Hello/Goodbye (student to target teacher) (H/G), Visual Orientation toward the teacher (Vis), and Smile (Sm). Observers placed a check mark by the appropriate interaction if it occurred as the student entered the classroom at the beginning of the hour or as the student left the classroom at the end of the hour. The observers also recorded the occurrence of a teacher response to the student's greeting when appropriate. Observers entered an "X" if they could not see or hear well enough to make a decision.

3. The Teacher/Student Interaction category was used anytime there was a verbal interaction between the teacher and target students during class. Observers placed a check in the "T" box at the left of the recording sheet if the interaction was teacher initiated and in the "S" box if the student initiated the interaction. The "T" box was checked when the response was directed to the target student whether or not the student was part of a group. Behaviors in this category were further categorized as follows: Student Attention to Teacher (Attn) and Interaction Quality (positive, negative, and neutral). If the student attended (visual orientation; verbal or nonverbal acknowledgement) to the teacher during any part of the interaction, a check mark was placed in the Attn column. The positive, negative, or neutral quality of the teacher's or student's response was recorded by placing a "t", "-", or "X" (neutral) in the appropriate column.
4. The Teacher Instructions to Student category was used whenever the teacher gave the target student an instruction except during periods of individual helping (described in the next paragraph). This category was divided as follows: Teacher Instruction (Inst), and Student Compliance with Instruction (Comp). A check mark was placed in the "Inst" column if the teacher gave instructions to the target student. If the student began to comply with the instruction and remains compliant during the entire minute, a check mark was recorded in the "Comp" column. Observers recorded "N/A" in the compliance column if it was not possible to observe compliance during the interval.
5. The Individual Helping category was used to describe occasions when the teacher was giving the student individual help with an assignment. If the student initiated the helping episode, observers checked the following columns when appropriate: Waiting for Recognition (WT), Requesting Permission to Receive Help (Rq), Indicating Previous Effort (Ef), and Asking a Specific Question (Q). Observers circled the check marks in the "WT" and "Rq" columns if the teacher acknowledged the student and agreed to help, respectively.
6. The last category, Inability to Observe, was divided into two columns: Can't See or Hear (X), and Out of the Classroom (Out). A copy of the classroom observation code is included in Appendix G.

Reliability

Interobserver reliability was determined for 31% sessions by having two independent observers score these sessions. Two methods were employed to compute reliability. In the percent trials method

$$(\text{Reliability} = \frac{\text{Agreements}}{\text{trials}} \times 100),$$

the ratio of agreements (number of times both observers recorded the same code during the same trial) to trials (opportunity to record an activity or behavior category) was multiplied by 100 to yield the reliability index. This percent trials method of computing reliability was used for the activity category as well as the following subcategories: (a) visual orientation toward the teacher, (b) smile, (c) teacher response, (d) student attention to teacher, (e) interaction quality, (f) student compliance, and (g) initiator of helping.

The second way in which interobserver reliability was calculated was the occurrence method. The formula used was

$$\text{Reliability} = \frac{\text{Agreements}}{\text{Agreements} + \text{Disagreements}} \times 100$$

with A being the number of the times both observers recorded the same behavior within the same interval and D being the number of times one observer (but not both) recorded a behavior within a given interval. The occurrence method of computing reliability was used for the following categories and sub-categories: (a) Hello/Goodbye, (b) Teacher/Student Interaction, (c) Teacher Instructions to Student, (d) Individual Helping, (e) Waiting for Recognition, (f) Requesting Permission to Receive help, (g) Indicating Previous Effort, and (h) Asking a Specific Question.

Mean reliabilities were then calculated in two ways. First, the session percentage average was computed by averaging the percentages obtained for each session. Using this method, each session is given equal weight in determining the final percentage. Second, a weighted session average was computed by adding the reliability ratios

$$\left(\frac{A}{\text{Trials}} \text{ or } \frac{A}{A + D} \right)$$

to obtain a summed ratio and then dividing the ratio to obtain the final percentage. In this way, sessions with a higher frequency of a particular behavior carry greater weight in determining the reported figure but each occurrence of an agreement or disagreement is given equal weight. The weighted and unweighted average reliabilities for each behavior category are presented in Table 2.

Procedures

Selection and Definition of Target Behaviors

Three skills (Initiating Positive Interactions, Responding to Requests, and Recruiting Attention for Individual Help) were targeted for training because of their likelihood of increasing the frequency of appropriate teacher/student interactions and thereby providing more opportunity for positive interchanges between them.

The trainers were two female students; one was completing her last year of undergraduate work in psychology, and the other was in her second year of a graduate program in clinical psychology. The trainers were responsible for conducting the social skills training and distributing the various subjective measures to students and teachers who participated in the project.

The classroom observers were five research assistants (3 females and 2 males) who were trained in the use of the classroom observation code. Training was accomplished by: (a) providing the observers with operational definitions and examples of each behavioral category, (b) providing live observational training experiences, and (c) discussing disagreements among observers. During observations, observers were seated in the back of the classrooms to avoid attracting unnecessary attention. Each observer had his/her own stopwatch and recording sheets. At the beginning of the project, the target teachers informed their students that observers would be sitting in several classrooms

in order to get information about what goes on in junior high school classes. In addition, students were asked not to look at or talk to the observers and informed that the observers would not be talking to them. No further mention of the observers was made for the duration of the project.

Baseline

During baseline, both target and generalization teachers completed the Weekly Behavior Rating Form on the target students at the end of each week. In addition, observers used the Classroom Observation System to collect data on teacher/student interactions in the target classrooms. There were five days of baseline for Dyad 1, sixteen for Dyad 2, and twenty-six for the third Dyad.

Rapport session. Two days prior to the pre-test, trainers met with each dyad for the purpose of establishing rapport. During this session, the students' feelings about school were discussed including what they liked and did not like about school. No reference to any aspect of the project was made during this session. If the students asked about the observers in their classroom, they were told that the observers were attending several classes to get an idea about what goes on in junior high school classes.

Pre-test procedure. Two days prior to the social skills training, each student role played twelve situations, four for each of the three target skills. These situations were designed to assess the number of component behaviors that were correctly performed for each skill. Students were told that they were doing this task because the experimenters were interested in learning how students respond to certain situations that happen in junior high schools. Before each role play, the female experimenters asked the students to play themselves and to pretend that the experimenter was their teacher. After describing the situation, the experimenter asked the student to do what he normally would in that situation. The experimenter checked the component behaviors the student performed correctly on the Social Skills Behavior Component Checklist (See Appendix E). For example, when the student recruited and received help, he was expected to: (a) raise hand and wait quietly to be acknowledged, (b) ask for permission to talk, (c) describe what has been tried so far, (d) describe what is not understood, (e) attend to the teacher's response, (f) restate the teacher's response and ask if the restatement is correct, (g) say that s/he understands, and (h) thank the teacher or provide a praise statement. Each student performed two situations of each skill with one trainer and the remaining two situations of each skill with the other trainer. This order was counter-balanced from pre- to post-test. The order in which the situations were presented was: the first situation of all the skills followed by the second situation of all the skills, etc. In every case, the first skill assessed was Initiating positive interactions followed by Responding to requests, and Recruiting attention for individual help.

In addition to the role-play assessment, the students were administered the Teacher Approval/Disapproval Scale (TADS). The students were told that the experimenters were interested in gathering information about how junior high students feel about their classes. All subjects had completed the TADS previously for another research project being conducted at their school. The instructions for the TADS as well as each item were read aloud by one of the trainers.

Social Skills Training

The intervention phase of the project lasted two weeks for each dyad. Training sessions were conducted in the LD teacher's office on Monday, Wednesday, and Friday of each week and were approximately 25 minutes in length.

During the first training session, the trainers explained that the purpose of the project was to teach students to do certain things that would encourage their teachers to be nicer to them. Once the purpose of the project was discussed, the trainers explained the role of the classroom observers and enlisted the students' cooperation. Then, the first skill handout was distributed to the students. Each handout described the rationale for the skill, when to perform the skill, and gave detailed explanations of the component behaviors involved, including examples of how to perform the skill correctly. Examples of incorrect ways of performing the skill were also included. In addition, questions concerning various aspects of the skill were provided at the end of each handout for purposes of review. The format of the social skills handouts was adapted from the work of Mathews, Whang, and Fawcett (1980b). A copy of each skill handout is included in Appendix G.

Once the skill handout was read and discussed, the trainers role played several situations involving that skill in order to model appropriate performance. Next, the student dyad role played the skill, taking turns playing the student and teacher roles. The trainers reinforced correct performance with praise and provided corrective feedback regarding component behaviors that were omitted or performed incorrectly. Finally, the students were encouraged to practice the skill in their target class and reminded that the observers would be taking data on their classroom behavior.

At the beginning of the remaining training sessions, the students were shown graphs depicting classroom observational data relevant to their performance of the skill(s) previously trained. The training sequence described earlier constituted the format for this and the remaining training sessions. Approximately 1.5 training sessions (35-40 minutes) were devoted to training each of the following skills: Initiating positive interactions and Responding to requests, while three training sessions (1½ hours) were devoted to training the Recruiting attention for individual help skill due to its complexity.

Target and generalization teachers completed the Weekly Behavior Rating Form each week during this phase of the project. In addition, the classroom observers collected data on the target students and teachers on a daily basis.

Post-test Procedure

The post-test procedure was identical to the pre-test procedure described earlier with the following exception. In addition, the target students were asked to complete the Student Satisfaction Scale so that social validity data could be obtained. The target teachers completed a similar form when the project was completed at the end of the school year.

Follow up

During this phase of the project, each dyad met with one of the trainers for approximately five minutes three times a week. The students were shown graphs of their classroom behavior and to encourage them to continue practicing the skills they had learned during the intervention phase.

Debriefing. Upon completion of the project at the end of the school year, the experimenters conducted a final session with all six students involved in the project. During this session, the experimenters answered any questions the students had about the project and thanked them for their participation.

Experimental Design

This project used single subject, multiple-baseline methodologies (Hersen & Barlow, 1976) that are evaluated graphically. The effectiveness of the social skills training package in increasing positive teacher responses to the students was assessed using a multiple-baseline-across-dyads design.

RESULTS

Social Skills Training

Table 3 presents the pre- and post-test percentages of component behaviors correctly performed by each subject for each skill that was trained. As shown in the table, all subjects showed an increase in the number of component behaviors correctly performed for each skill from pre- to post-test. The overall mean increases from pre- to post-test are as follows: 22.2% to 77.8% for Initiating positive interactions, 40.3% to 97.3% for Responding to requests, and 25.5% to 67.7% for Recruiting attention for individual help. This indicates that the social skills training procedure was effective in increasing performance of the target skills. Post-test performance levels for Skill 1 ranged from 25% to 100%. For Skill 2, the post-test level of performance was 100% for all subjects with the exception of subject 4 who achieved a post-test level of 84%. On Skill 3, post-test performance levels ranged from 60% to 94%.

Performance of Trained Skills in the Classroom

Initiating Positive Interactions

Figure 1 presents: (a) the mean number of opportunities each student had to perform the skill (one opportunity could exist before class began and one could exist after class ended; two did not always exist each day if, for example, a student arrived late to class) (light shading) and (b) the mean number of times each subject actually performed the skill in the classroom for the baseline, intervention, and followup phases of the project (dark shading). All subjects showed an increase in the performance Skill 1 from baseline to intervention. Subjects 5 and 6 (Dyad 3) exhibited the highest performance increase from baseline to intervention. Subjects 1, 5, and 6, exhibited the skill more consistently (i.e., on more days) than the other subjects during the intervention and followup phases.

Responding to Requests

Figure 2 depicts: (a) the mean number of opportunities each subject had to perform the skill (light shading), and (b) the mean number of times each subject actually performed the skill in their target class during the baseline, intervention, and followup phases of the project (dark shading). Four subjects showed small increases in compliance from baseline to intervention. Subject 2 had no opportunities to perform the skill during the baseline and intervention phases. The rate of compliance of Subjects 1, 3, 5 and 6 was at a fairly high level during baseline and continued during intervention and followup. During followup, all subjects maintained essentially the same level of compliance they exhibited during the intervention phase.

Recruiting Attention for Individual Help

Figure 3 presents the mean frequency of student-initiated helping interactions during baseline, intervention, and followup. Subject 3 showed an increase in his average rate of initiating helping interactions from baseline to intervention. This increase, however, was primarily due to his exhibiting a relatively high rate of this behavior on one day during the intervention phase. Subject 2 also showed an increase in his rate of initiating helping interactions from baseline to intervention, although the magnitude of this change was very small. The average rate of initiating helping interactions for Subjects 1, 4 and 5 was essentially the same in baseline and intervention. Subject 6 exhibited a decrease in performance from baseline to intervention. This decrease was primarily due to his exhibiting a high rate of this skill on one day during the baseline phase of the project. During followup, Subject 1 maintained the average rate of performance he exhibited in baseline and intervention. Subjects 4 and 6 showed increases from their intervention level of performance, while the remaining subjects exhibited decreases in their mean performance of this skill.

Student/Teacher Interactions

Positive Interactions

Figure 4 presents the mean number of positive teacher responses to the subjects during baseline, intervention, and followup. The average rate of positive teacher responses per day was relatively low (range: 0-1.3). There was no change in the average rate of teacher responses to Subjects 1 and 4. Subject 3 received slightly more positive teacher responses during the intervention phase, while Subjects 5 and 6 received slightly fewer positive teacher responses. During followup, Subject 2 received no positive responses from his teacher which coincided with his baseline and intervention data. The remaining subjects received fewer positive responses from their teachers than they did during the intervention phase.

Figure 5 presents the mean number of positive student responses to their target teachers during the three phases of the project. Overall, the average performance rates were very low (range: 0-0.8) during all phases of the project. Changes that occurred in the rate of positive student responses were also of small magnitude. Subject 3 showed a slight increase in the average rate of positive responses to his teacher from baseline to intervention. There was no change in the average rate of positive responses for Subjects 2 and 4, and relatively no change from baseline to intervention for Subject 1. Subjects 5 and 6 exhibited decreased rates of this behavior from baseline to intervention. During followup, the average rate of positive student responses exhibited during intervention was maintained by all subjects with the exception of Subjects 1 and 3 whose rate decreased somewhat.

Negative Interactions

Figure 6 depicts the mean number of negative teacher responses to students during baseline, intervention, and followup. The average frequency of negative teacher responses was also quite low (range: 0-1.9). The average number of negative teacher responses to Subjects 2 and 4 did not change from baseline to intervention. Subject 1 received slightly more negative teacher responses during intervention, while Subjects 5, 6 and 3 received fewer negative teacher responses.

During followup, the average rate of negative teacher responses was lower than the average intervention rate for all subjects except Subject 5 whose average rate increased slightly, and Subject 2 whose data did not change.

Figure 7 presents the mean number of negative student responses to their target teachers during the three phases of the project. Although the average rate of negative student responses was higher than that of positive student responses, they were still relatively infrequent (range: 0-2.6). From baseline to intervention, there was no change in the average rate of negative student responses for Subjects 1, 2, and 4. Subjects 3, 5 and 6 exhibited decreases in the average rate of negative responses. During followup, Subjects 2, 4 and 5 maintained their intervention rate of this behavior, while the remaining subjects exhibited slight decreases in their average rate of negative responses.

Neutral Interactions

Figure 8 presents the mean number of neutral teacher responses to the subjects during baseline, intervention, and followup. The average rate of neutral responses (range: 0.3-11.1) was much higher than either positive or negative responses. From baseline to intervention, the average rate of neutral teacher responses increased for Subjects 1, 2, 3 and 5. Subjects 4 and 6 received slightly fewer neutral teacher responses during intervention. During followup, Subjects 4 and 6 received slightly more neutral responses than during intervention, while Subjects 1, 2, 3 and 5 received fewer neutral responses.

Figure 9 presents the mean number of neutral student responses to their target teachers during all phases of the project. Like their teachers, the average rate of neutral student responses (range: 0.3 - 11.2) was higher than the average rate of either positive or negative responses. From baseline to intervention, the mean number of neutral student responses increased for all subjects with the exception of Subject 6 whose rate decreased slightly. From intervention to followup, the mean number of neutral student responses decreased for all subjects with the exception of Subject 4 whose average rate increased slightly.

Subjective Measures

Weekly Behavior Ratings

Figure 10 presents the mean of summed weekly ratings on the WBRF for each subject during baseline, intervention, and followup. Summed weekly ratings could range from 9 to 63 points; the higher the score, the more positive the teacher's perception of the subject's behavior. Target teachers' mean weekly ratings increased for all subjects from baseline to intervention. Subject 3 received the greatest mean rating increase from baseline to intervention. During followup, the mean rating of Subjects 1, 2, 3 and 4 increased from intervention. It is not meaningful to compare the followup and intervention ratings of Subjects 5 and 6 since only one followup data point is available for each.

Individual Classroom Behavior Ratings

Table 4 presents mean frequency of occurrence irritating behaviors (range: 0-2) and mean level of irritation scores (range: 1-7) for each subject during pre- and post-training. As the table suggests, changes from pre- to post-training

are inconsistent and of small magnitude. Mean frequency scores decreased for Subjects 1, 5 and 6, but increased for Subjects 2, 3 and 4. Likewise, mean irritation scores decreased for Subjects 3, 5 and 6 but Subjects 1, 2 and 4 received increased mean irritation scores after training. One possible reason for the small magnitude of changes is that the mean pre-test scores were relatively low to begin with.

Teacher Approval/Disapproval

Table 5 presents mean pre- and post-training scores for each TADS category across subjects. In addition, the table includes mean pre- and post-training scores for the two additional categories added for the purpose of this project. As shown in the table, each category pertaining to the individual subjects (i.e., IAP, IDP, and IHP) changed in the expected direction, although these changes were small. In addition, the subjects perceived that their teachers liked them more after training and they reported liking their teachers more after training than they did before training. Table 6 presents each subject's pre- and post-training scores for the TADS categories, as well as the two additional categories. Examination of this table reveals that the overall differences reported above are primarily due to Subject 6. The remaining subjects showed minimal and inconsistent changes.

Social Validity

Student satisfaction. Data from a few of the items will be presented here. The mean response to the question "To what extent did your teachers respond positively toward you once you started practicing the skills in class?" was 4.5 on the 7-point Likert-type scale. When asked "To what extent did you do your best to learn and benefit from this project?", the mean response was 4.0. In addition, the subjects reported that they thought their behavior had "somewhat" (rating of 4) of an effect on the way their teachers acted towards them. The mean response to the question "How willing would you be to work on a project like this in the future?" was 5.

Teacher satisfaction. Data from a few items will be presented here. Teachers gave a mean response of 1.7 (1 = not at all) to the question "To what extent was it disruptive to have observers in your classroom?" When asked "How time consuming was the paperwork involved in this project?", the mean response was 5 (4 = somewhat; 7 = very). The mean response to the question "To what extent did you notice desirable behavior changes in the students involved in the project?" was 3.8. Teachers also reported that they would be slightly more than "somewhat" willing to participate in a similar project at some time in the future.

DISCUSSION

The results of the present study indicate that the type of intervention package used has the potential for effecting some positive changes in the interactions between LD youths and their teachers. Although the obtained results were not highly significant, small changes did occur which suggest that such an approach may be promising with respect to improving the social environment of LD youths.

The data from the social skills assessments indicated that the subjects were relatively successful at learning the target skills. Although they did not exhibit these skills on a consistent basis in their classrooms, observational data suggested that some of the subjects did attempt to practice in their classrooms what they learned in the training sessions. The first skill (initiating positive interactions) was exhibited with higher frequency than either of the other skills. This, coupled with the decrease in negative student responses to their teachers, may account for the increase in the teachers' perceptions of the appropriateness of the subjects' classroom behavior as measured by the WBRF. Weekly ratings also indicated that the target teachers enjoyed having the subjects in class more during intervention and followup. Despite these changes in the teachers' perceptions of the subjects' behavior, the students did not receive more positive teacher attention as a function of their more appropriate behavior in class. This may also help to explain why the subjects' ratings on the TADS did not show much change from pre- to post-training.

Although the subjects and their target teachers did not have more positive interactions as a function of training, observational data indicated that their negative interactions decreased and that there was an increase in their neutral interactions. It was hoped that the third skill trained (recruiting attention for individual help) would encourage more frequent positive interactions between the subjects and their teachers. The complexity of this skill, however, combined with the limited amount of time available for training the skill may explain why it was exhibited at such a low rate.

Several factors may have contributed to the lack of significant results. First, due to difficulties encountered in laying the groundwork for the project (e.g., getting into the setting, developing the observational code, and selecting subjects) there were only seven weeks of school remaining when the project began. This resulted in a relatively short training phase for each dyad (i.e., a total of 120-150 minutes). The limited amount of time available for training appeared to be insufficient for effecting substantial changes in the students' classroom behavior.

A second factor that may have contributed to the lack of significant results involves the observational procedures. Since we did not gain entry to this setting until the end of the school year, observers did not have sufficient time to practice the coding procedure before baseline data began. In addition, observers were seated in the back of the classrooms and had difficulty hearing interactions that took place at the teachers' desks. Since many of the interactions between the subjects and their teachers occurred at the teachers' desks, they were inaudible to the observers and therefore difficult to record. It is possible, then, that positive interactions between the subjects and their teachers were not coded as such.

A third factor that may have contributed to the lack of significant results is motivation. The project was originally designed to develop a program that school counselors and learning disability resource room teachers could implement efficiently and effectively. For this reason, extrinsic or tangible reinforcers were not built into the system since many schools have a policy against the use of such incentives. Part of the reason for such a policy is that the use of extrinsic rewards may make the students "stand-out" from others and this is considered undesirable, especially for students who are "different" to begin with. It is also possible that the subjects' reluctance to practice the target skills

in class was related to concerns about the response of their peer group. This is an especially important consideration when working with adolescents. However, the use of extrinsic rewards possibly might override this concern.

In the present study, subjects had few if any incentives to change their classroom behavior. This is an important factor that should be considered in future research. One possibility for circumventing the policy against the use of extrinsic rewards in school settings is to have the rewards delivered by the parents at home. A daily report card could provide parents with information regarding their child's classroom behavior, and this information could serve as a basis for awarding home privileges (e.g., Schumaker, Hovell, & Sherman, 1977). This kind of home-based reinforcement system combined with an intervention package like the one used in the present study may result in more significant changes in targeted student-teacher interactions in the classroom setting.

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APPENDIX A

Table 1
Role Play Assessment Reliabilities

		Skill 1*		Skill 2**		Skill 3***	
		Pre	Post	Pre	Post	Pre	Post
Student Dyad 1	S1	67	84	67	100	86	100
	S2	67	100	84	100	75	94
Student Dyad 2	S3	100	100	100	100	94	100
	S4	100	100	100	100	94	100
Student Dyad 3	S5	67	--	84	--	82	--
	S6	100	--	84	--	94	--

- * Initiating Positive Interactions (Hello/Goodbye)
- ** Responding to Request
- *** Recruiting Attention for Individual Help

Table 2
Interobserver Reliabilities

Categories & Sub-categories	Session Percentage Average	Weighted Session Average
Hello/Goodbye	83	83
Vis. Orientation	80	84
Smile	93	95
T Response	89	89
T/S	77	68
Attention	84	87
S Quality	91	89
T Quality	90	90
Instruction	46	44
Compliance	81	83
Helping	55	58
Initiator	83	88
Waiting	52	40
Request	0	0
Effort	0	0
Question	35	33
T Response	91	93
Activity	82	82

Table 3
Percent Correct on Role Play Assessment

		Skill 1*		Skill 2**		Skill 3***	
		Pre	Post	Pre	Post	Pre	Post
Dyad 1	S1	33	92	33	100	13	79
	S2	59	100	59	100	35	91
Dyad 2	S3	8	58	67	100	29	60
	S4	8	25	50	84	10	79
Dyad 3	S5	17	92	25	100	47	82
	S6	8	100	8	100	19	94

* Initiating Positive Interactions (Hello/Goodbye)

** Responding to Requests

*** Recruiting Attention for Individual Help

TABLE 4

Mean Frequency of Occurrence of Irritating Behaviors and Level of Irritation Scores

		<u>Mean Frequency</u>		<u>Mean Level of Irritation</u>	
		Pre	Post	Pre	Post
Dyad 1	51	1.21	1.16	4.02	4.31
	52	0.52	0.54	1.26	1.37
Dyad 2	53	1.04	0.74	4.08	2.22
	54	0.40	0.60	1.64	1.90
Dyad 3	55	0.64	0.62	1.84	1.72
	56	1.14	0.86	4.22	3.48

TABLE 5
 Mean Pre- and Post-Training Scores
 For TADS Categories

Categories	Pre	Post
Class Approval (CAP)	1.2	1.2
Individual Approval (IAP)	.92	.97
Class Disapproval (CDP)	1.4	1.2
Individual Disapproval (IDP)	1.4	1.1
Class Happiness (CHP)	.03	.08
Individual Happiness (IHP)	.05	.12
My Teacher Likes Me	.83	1.5
I Like My Teacher	.50	.67

Table 6

Teacher Approval/Disapproval Scores

	S1		S2		S3		S4		S5		S6	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Class Approval	1.3	1.3	1.3	1.8	1.0	1.0	1.3	0.5	1.0	1.0	0.8	1.8
Individual Approval	0.8	1.0	1.8	1.0	0.8	1.0	0.8	0.5	1.0	0.8	0.3	1.5
Class Disapproval	1.3	0.8	0.8	1.3	1.5	1.5	0.8	0.8	2.3	1.0	1.5	1.5
Individual Disapproval	1.5	1.3	0.8	0.5	1.5	1.3	0.8	0.8	1.5	1.3	2.5	1.3
Class Happiness	0.3	1.0	0.3	0.3	0.3	-0.7	0	-0.7	0	0.3	-0.7	0.3
Individual Happiness	0.3	0.3	1.0	0.7	0.3	0	-1.0	-1.0	0	-0.3	-0.3	1.0
My Teacher Likes Me	1.0	2.0	2.0	1.0	1.0	1.0	0	2.0	1.0	1.0	0	2.0
I Like My Teacher	1.0	1.0	1.0	1.0	0	0	0	0	1.0	0	0	2.0

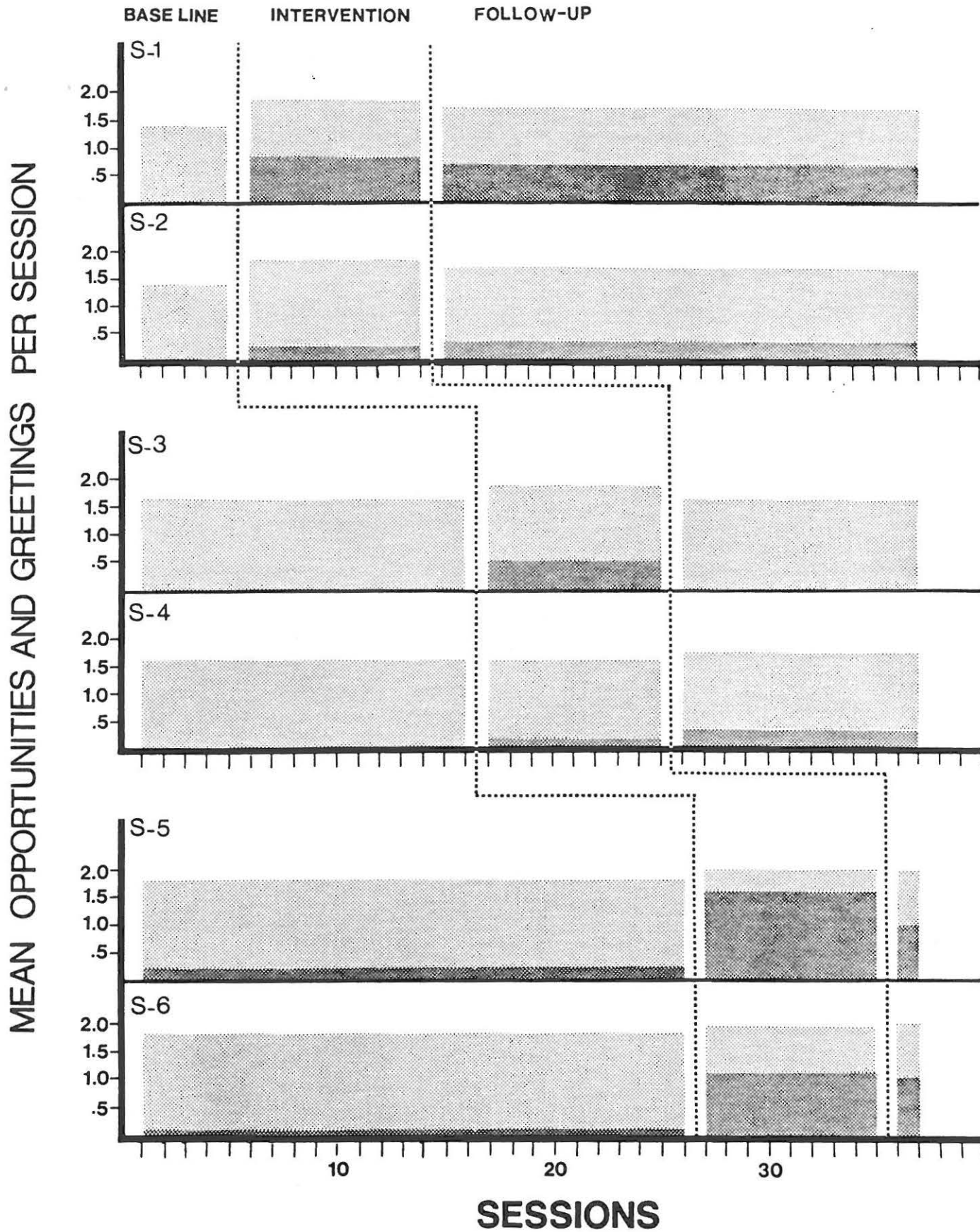


FIGURE 1

Mean number of opportunities to initiate positive interactions and mean frequency of initiating positive interactions per session. (Lightly shaded area represents the mean number of opportunities to perform the skill, and the darkly shaded area represents the mean number of times the skill was performed).

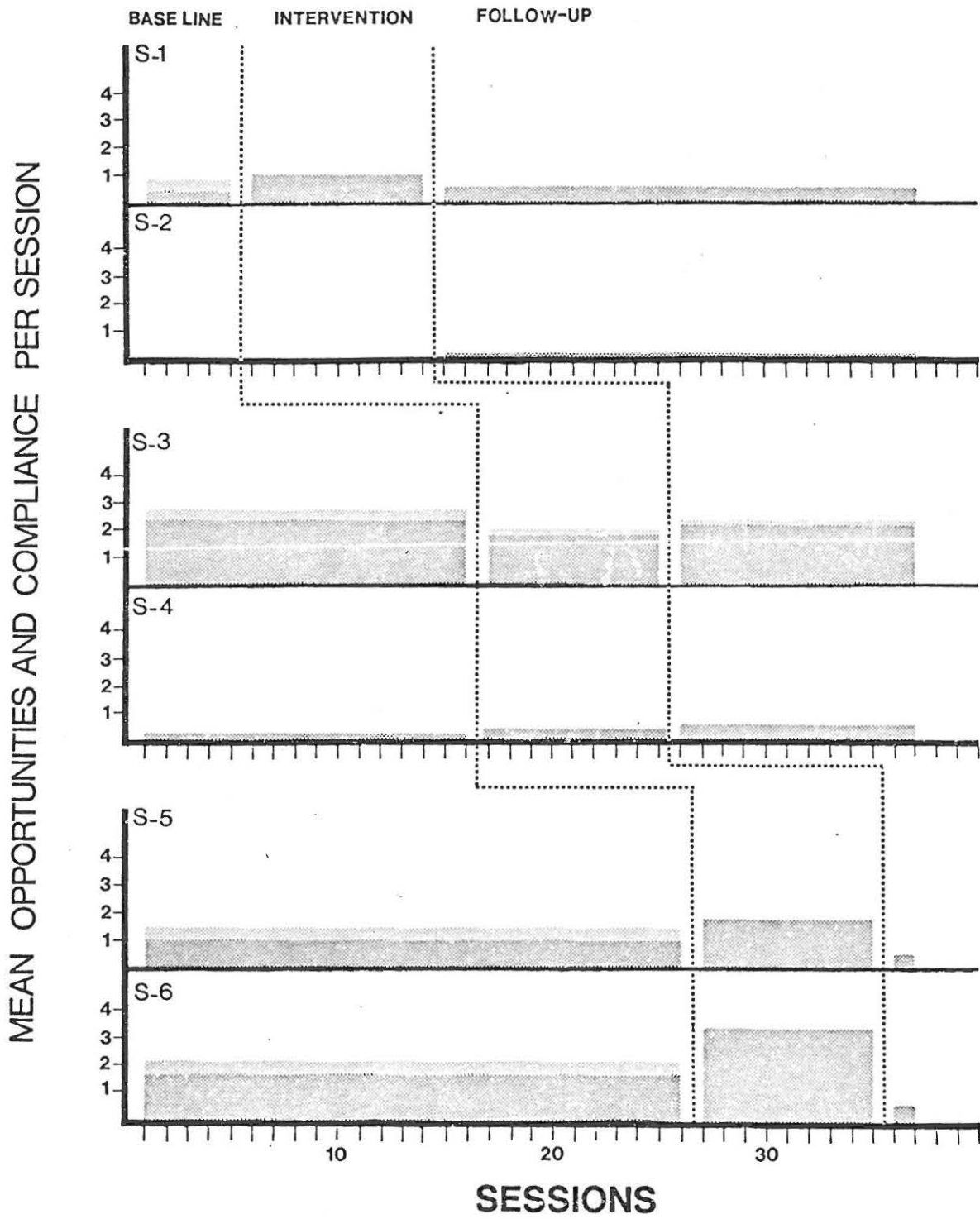


FIGURE 2. Mean number of opportunities to respond to requests and mean frequency to responding to requests per session.

MEAN STUDENT INITIATED HELPING PER SESSION

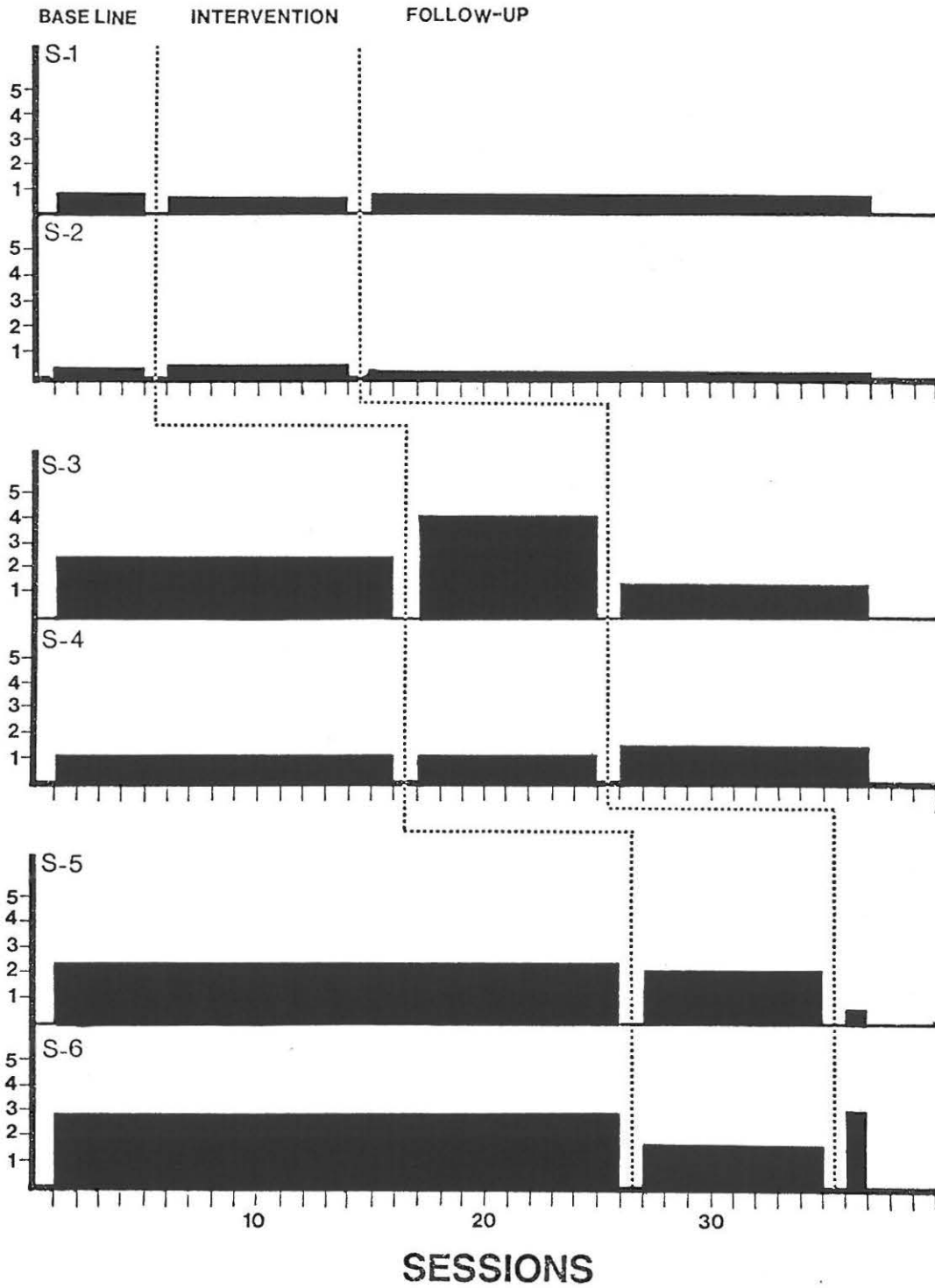


FIGURE 3

Mean number of student initiated helping interactions per session

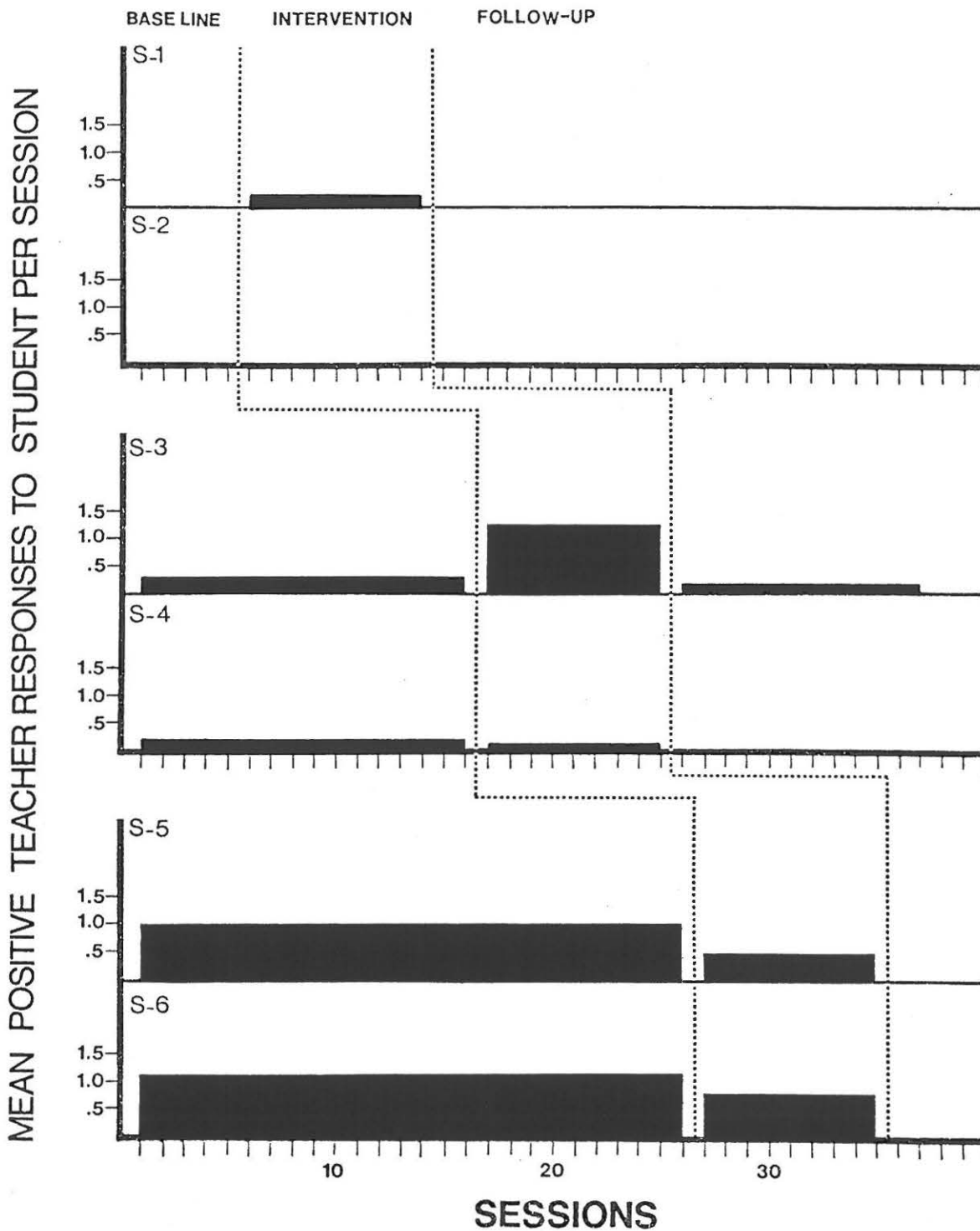


FIGURE 4
Mean number of positive teacher responses to students per session

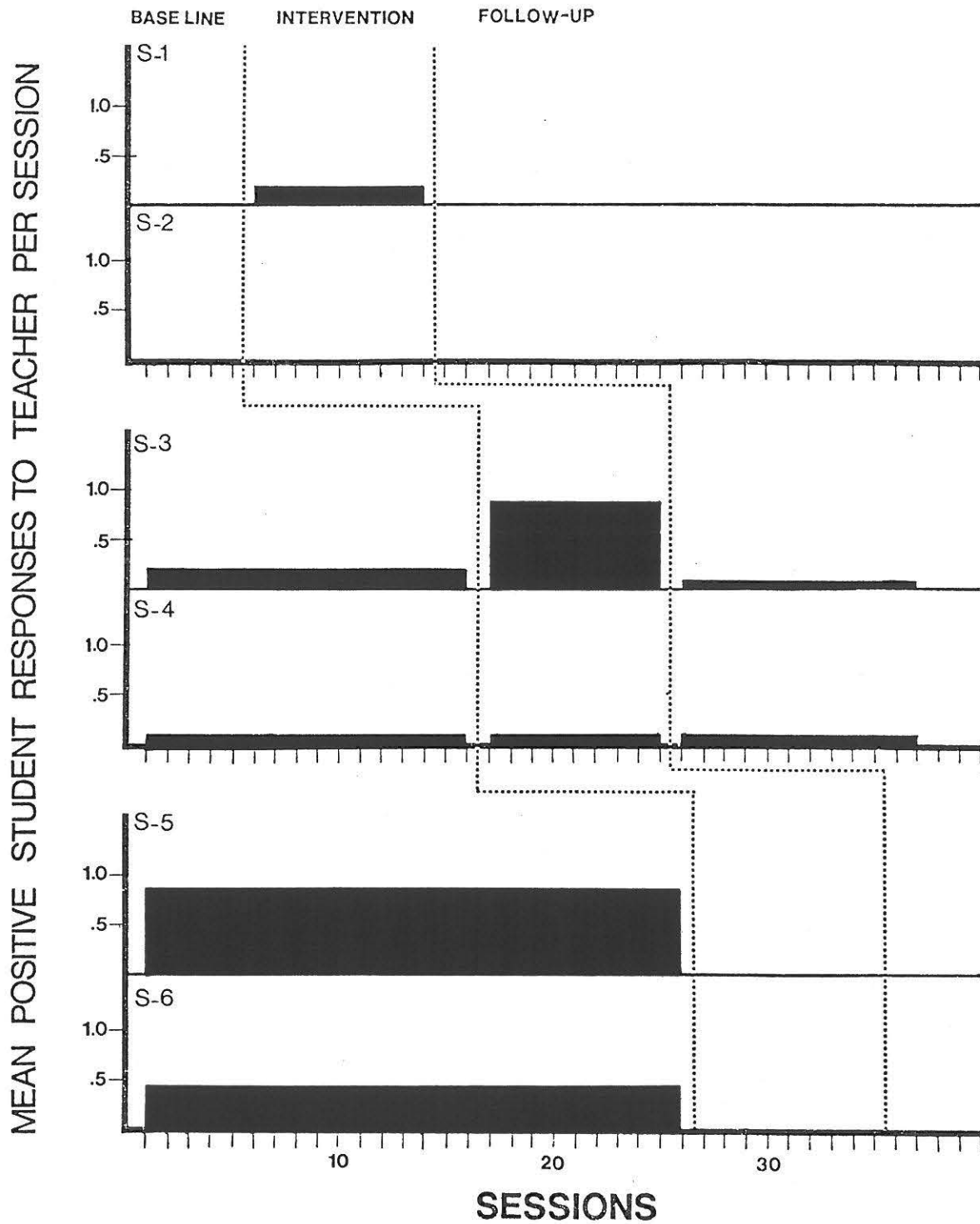


FIGURE 5
 Mean number of positive student responses to teachers per session

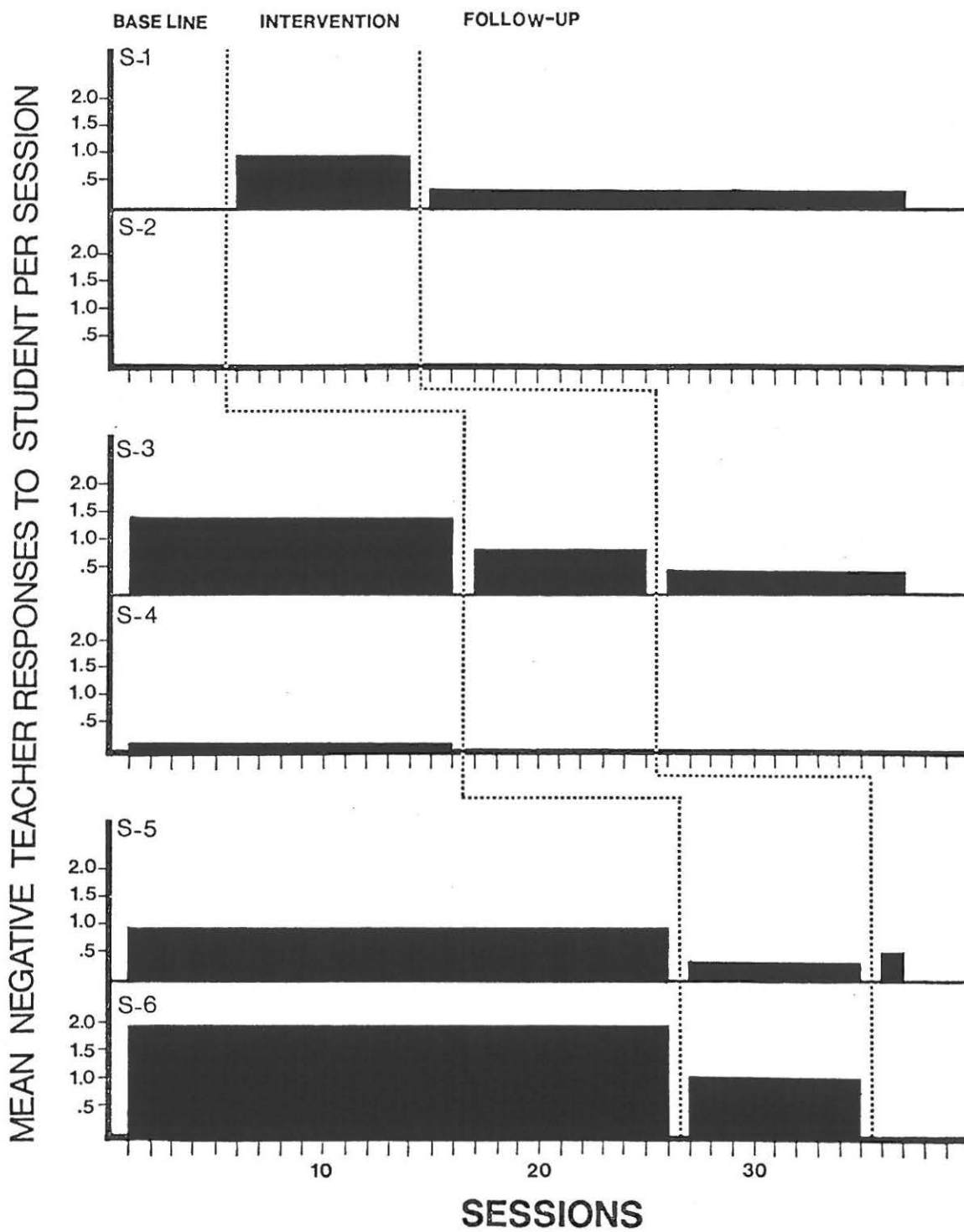


FIGURE 6

Mean number of negative teacher responses to students per session

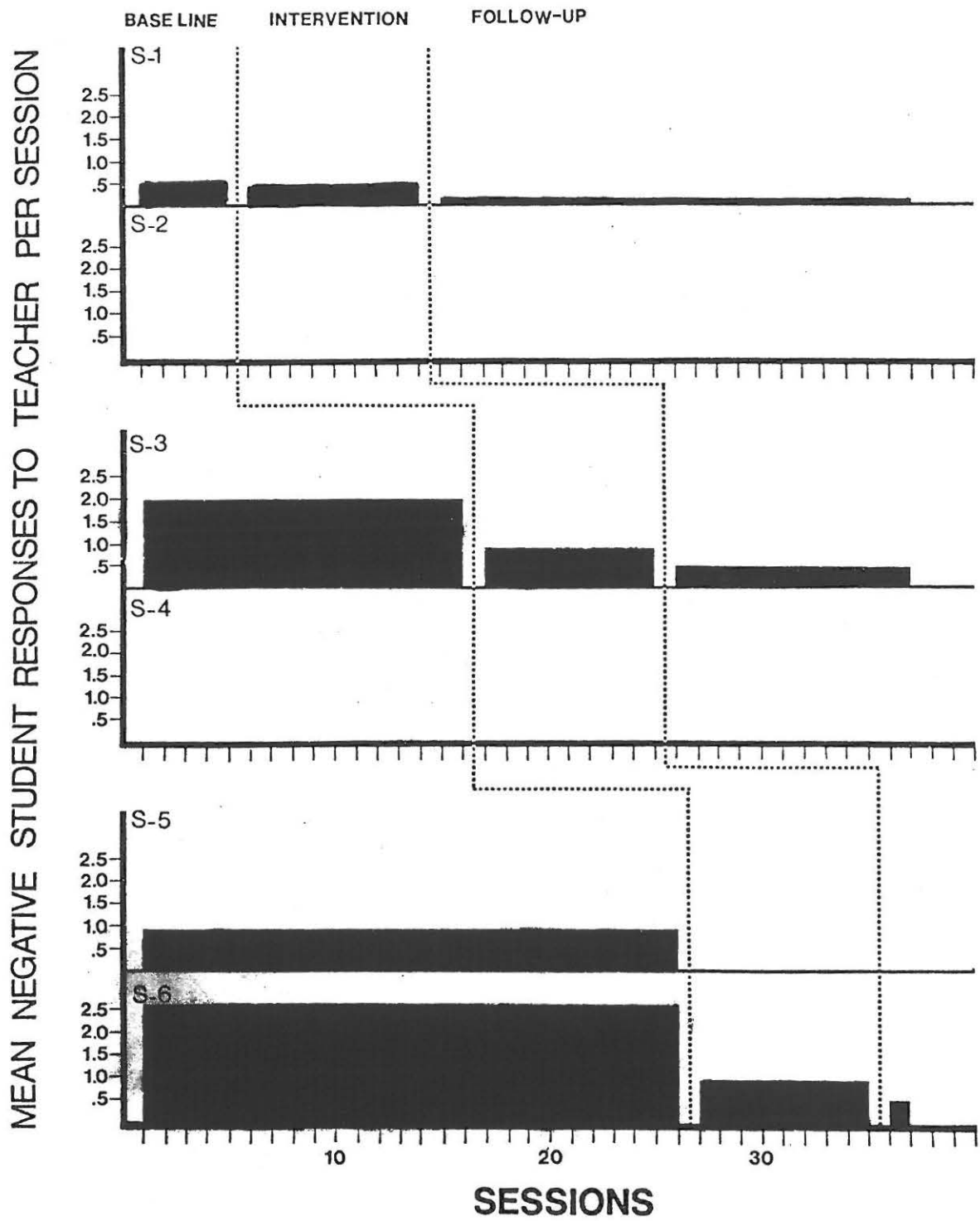


FIGURE 7. Mean number of negative student responses to teachers per session

MEAN NEUTRAL TEACHER RESPONSES TO STUDENT PER SESSION

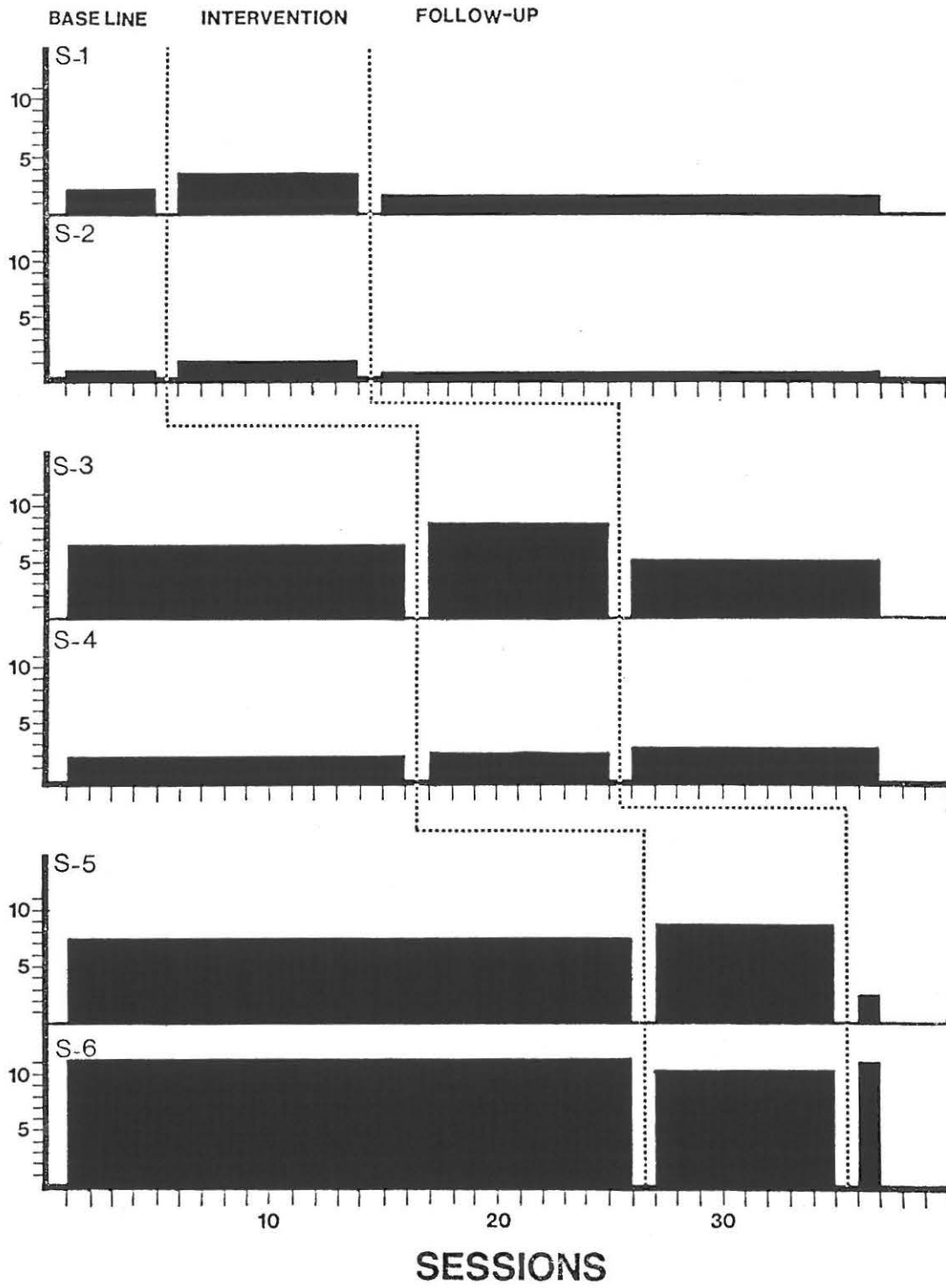


FIGURE 8

Mean number of neutral teacher responses to students per session

MEAN NEUTRAL STUDENT RESPONSES TO TEACHER PER SESSION

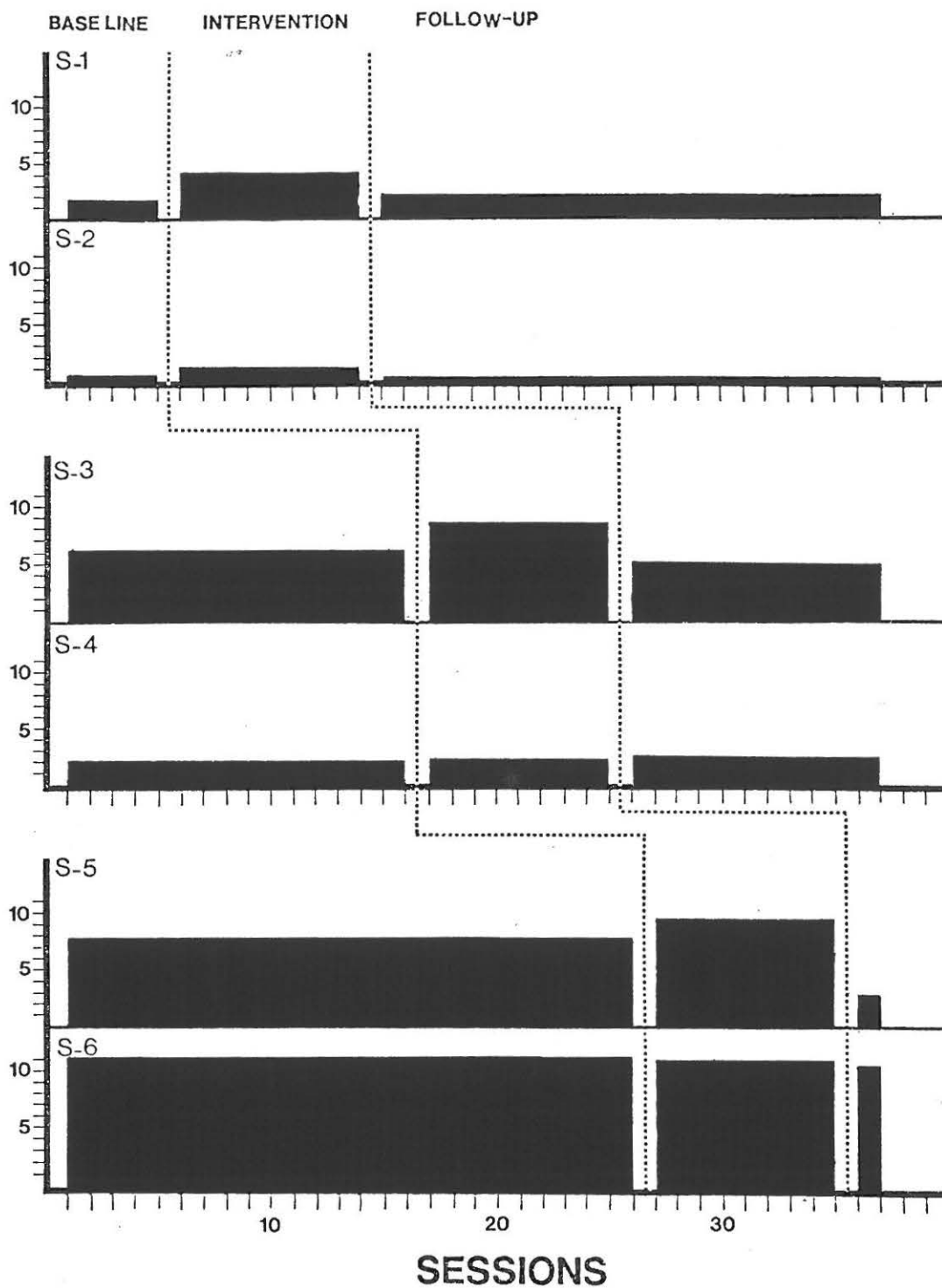


FIGURE 9

Mean number of neutral student responses to teachers per session

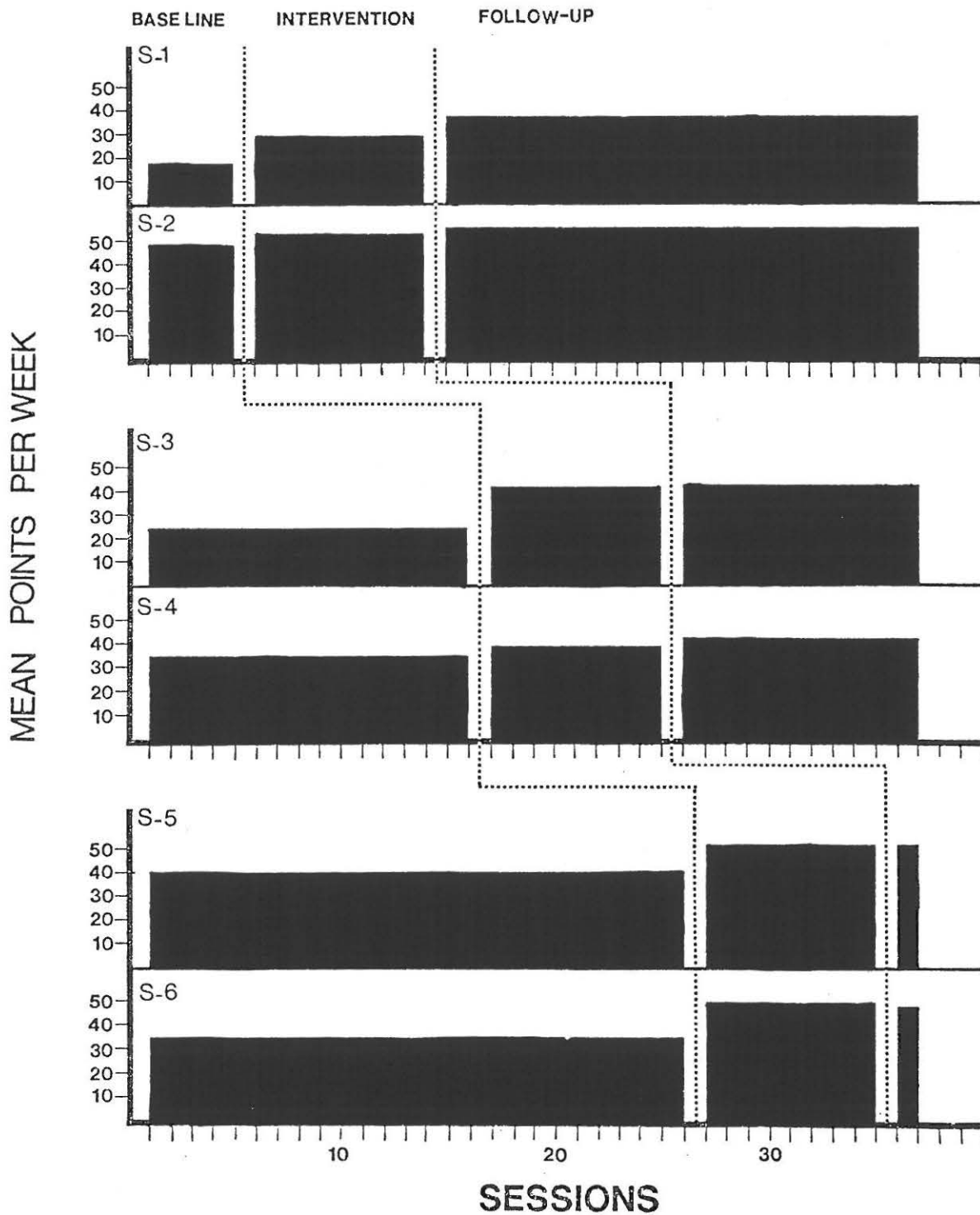


FIGURE 10
Mean summed weekly ratings on the WBRF

GENERAL CLASSROOM BEHAVIOR RATING FORM

The general purpose of this form is to have you rate classroom behaviors you deem irritating and positive. You will be asked to rate five specific behaviors in each category, and to nominate and rate five specific behaviors of your own choice. Finally, space is provided at the end for you to list any classroom rules you may have and to make any additional comments. Thank you for taking the time to fill out this form.

Section A: Irritating Behaviors

(Circle a number from 1-7 for each of the ten items.)

1. Out of seat without permission.

1	2	3	4	5	6	7
Not at all irritating			Moderately irritating		Extremely irritating	

2. Not participating in class discussion.

1	2	3	4	5	6	7
Not at all irritating			Moderately irritating		Extremely irritating	

3. Talking without permission.

1	2	3	4	5	6	7
Not at all irritating			Moderately irritating		Extremely irritating	

4. Not following instructions.

1	2	3	4	5	6	7
Not at all irritating			Moderately irritating		Extremely irritating	

5. Inattentiveness.

1	2	3	4	5	6	7
Not at all irritating			Moderately irritating		Extremely irritating	

6. Teacher nominated behavior: _____ (fill in)

1	2	3	4	5	6	7
Not at all irritating			Moderately irritating		Extremely irritating	

7. Teacher nominated behavior: _____ (fill in)

1	2	3	4	5	6	7
Not at all irritating			Moderately irritating		Extremely irritating	

8. Teacher nominated behavior: _____ (fill in)

1	2	3	4	5	6	7
Not at all irritating			Moderately irritating		Extremely irritating	

9. Teacher nominated behavior: _____ (fill in)

1	2	3	4	5	6	7
Not at all irritating			Moderately irritating		Extremely irritating	

10. Teacher nominated behavior: _____ (fill in)

1	2	3	4	5	6	7
Not at all irritating			Moderately irritating		Extremely irritating	

Section B: Positive Behaviors

(Circle a number from 1-7 for each of the ten items.)

1. Following instructions.

1	2	3	4	5	6	7
Not at all important			Moderately important		Extremely important	

2. Being polite.

1	2	3	4	5	6	7
Not at all important			Moderately important			Extremely important

3. Raising hand before talking.

1	2	3	4	5	6	7
Not at all important			Moderately important			Extremely important

4. Participating in class discussions.

1	2	3	4	5	6	7
Not at all important			Moderately important			Extremely important

5. Paying attention.

1	2	3	4	5	6	7
Not at all important			Moderately important			Extremely important

6. Teacher nominated positive behavior: _____ (fill in)

1	2	3	4	5	6	7
Not at all important			Moderately important			Extremely important

7. Teacher nominated positive behavior: _____ (fill in)

1	2	3	4	5	6	7
Not at all important			Moderately important			Extremely important

8. Teacher nominated positive behavior: _____ (fill in)

1	2	3	4	5	6	7
Not at all important			Moderately important			Extremely important

9. Teacher nominated positive behavior: _____ (fill in)

1	2	3	4	5	6	7
Not at all important			Moderately important		Extremely important	

10. Teacher nominated positive behavior: _____ (fill in)

1	2	3	4	5	6	7
Not at all important			Moderately important		Extremely important	

Section C: Classroom Rules

1. Please list classroom rules that you specify to your students.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Please list classroom rules that are important to you, but that you do not specify to your students.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Section D: General Comments

Please describe below any other ideas or issues you think are important about classroom behavior. You may be as specific as listing other student behaviors, or as general as describing your conceptions about how a classroom should be run.

Teacher name: _____

Appendix B

INDIVIDUAL CLASSROOM BEHAVIOR RATING FORM

Teacher name: _____

Student name: _____

The purpose of this form is to have you rate the classroom behavior of the student named above. Below is a list of items that describe classroom behaviors some teachers find irritating. For each item, please circle VT if the item is VERY TRUE or OFTEN TRUE of this student, ST if the item is SOMEWHAT or SOMETIMES TRUE of this student, or NT if the item is NOT TRUE of this student. For each item that receives a rating of VT or ST, please describe how irritating you find the behavior of this student to be by circling a number from 1-7 on the rating scale below the item. Space is provided at the end of this questionnaire for you to list other classroom behaviors exhibited by this student that are irritating to you. Thank you for taking the time to fill out this form.

NT	ST	VT	1.	Argues a lot.							
					1	2	3	4	5	6	7
					Not at all irritating			Moderately irritating			Extremely irritating
NT	ST	VT	2.	Continually seeks attention.							
					1	2	3	4	5	6	7
					Not at all irritating			Moderately irritating			Extremely irritating
NT	ST	VT	3.	Refuses to talk.							
					1	2	3	4	5	6	7
					Not at all irritating			Moderately irritating			Extremely irritating
NT	ST	VT	4.	Talks without permission.							
					1	2	3	4	5	6	7
					Not at all irritating			Moderately irritating			Extremely irritating
NT	ST	VT	5.	Talks when others are talking.							
					1	2	3	4	5	6	7
					Not at all irritating			Moderately irritating			Extremely irritating

NT	ST	VT	6.	Throws objects.							
				1	2	3	4	5	6	7	
				Not at all irritating			Moderately irritating		Extremely irritating		
NT	ST	VT	7.	Disturbs other students (teasing, provoking fights, interrupting).							
				1	2	3	4	5	6	7	
				Not at all irritating			Moderately irritating		Extremely irritating		
NT	ST	VT	8.	Is inattentive.							
				1	2	3	4	5	6	7	
				Not at all irritating			Moderately irritating		Extremely irritating		
NT	ST	VT	9.	Has difficulty concentrating for any length of time.							
				1	2	3	4	5	6	7	
				Not at all irritating			Moderately irritating		Extremely irritating		
NT	ST	VT	10.	Withdrawn, doesn't get involved with others.							
				1	2	3	4	5	6	7	
				Not at all irritating			Moderately irritating		Extremely irritating		
NT	ST	VT	11.	Does not follow instructions.							
				1	2	3	4	5	6	7	
				Not at all irritating			Moderately irritating		Extremely irritating		
NT	ST	VT	12.	Does not listen to teacher instructions.							
				1	2	3	4	5	6	7	
				Not at all irritating			Moderately irritating		Extremely irritating		
NT	ST	VT	13.	Talks back or is disrespectful.							
				1	2	3	4	5	6	7	
				Not at all irritating			Moderately irritating		Extremely irritating		

NT	ST	VT	14.	Approaches new tasks with an "I can't do it" attitude.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating			Extremely irritating
NT	ST	VT	15.	Asks questions at inappropriate times.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating			Extremely irritating
NT	ST	VT	16.	Asks irrelevant questions.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating			Extremely irritating
NT	ST	VT	17.	Does not ask questions when needs help.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating			Extremely irritating
NT	ST	VT	18.	Out of seat without permission.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating			Extremely irritating
NT	ST	VT	19.	Is overactive, restless, and/or continually shifting body positions.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating			Extremely irritating
NT	ST	VT	20.	Does not participate in class discussions.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating			Extremely irritating
NT	ST	VT	21.	Has difficulty accepting criticism.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating			Extremely irritating

NT	ST	VT	22.	Stares blankly into space rather than attending to teacher or student presentations.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating		Extremely irritating	
NT	ST	VT	23.	Does not volunteer answers.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating		Extremely irritating	
NT	ST	VT	24.	Has difficulty resolving conflicts.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating		Extremely irritating	
NT	ST	VT	25.	Does not use study time wisely.						
				1	2	3	4	5	6	7
				Not at all irritating			Moderately irritating		Extremely irritating	

Please describe below any other behaviors this student displays that are irritating to you.

Appendix C

WEEKLY BEHAVIOR RATING FORM

Teacher Name: _____

Student Name: _____

For each question, please circle the number on the rating scale that best describes this student's behavior during the past week. Please return this form to Mr. Roudybush by Monday afternoon. Thank you.

- | | Not at
all | | Somewhat | | Somewhat | | Very |
|---|---------------|---|----------|---|----------|---|------|
| 1. How courteous was this student? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. How attentive was this student? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. How consistently did this student follow classroom rules? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. To what extent did this student respond appropriately to feedback? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. To what extent did this student respond appropriately to instructions? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. How positive was this student's attitude? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. To what extent did this student use his study time wisely? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. To what extent was this student disruptive? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. In general, how pleasant was it for you to have this student in class? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Thank you very much for your cooperation.

Appendix D

STUDENT SATISFACTION SCALE

1. How pleasant was it for you to work with us (Lynda & Beth) on this project?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

2. To what extent did your teachers respond positively toward you once you started practicing the skills in class?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

3. How much did your teachers' behavior change after you started working with us?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

4. How much have we helped you get along better with your teachers?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

5. To what extent did you do your best to learn and benefit from this project?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

6. To what extent do you think you will continue to use the skills we worked on once the project is finished?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

7. To what extent do you think your behavior influences the way your teachers act toward you?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

8. How willing would you be to work on a project like this in the future?

1	2	3	4	5	6	7
Not at all			Somewhat		Very	

9. List three things you liked about the project.

- a. _____
- b. _____
- c. _____

10. List three changes or improvements you think should be made in the project.

- a. _____
- b. _____
- c. _____

TEACHER SATISFACTION SCALE

1. To what extent was it disruptive to have observers in your classroom?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

2. How courteous were the people involved in this project?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

3. How time-consuming was the paperwork involved in this project?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

4. To what extent did you notice desirable behavior changes in the students involved in the project?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

5. If you did notice any behavior changes on the part of the students involved in the project, how appropriate were these changes for your classroom?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

6. To what extent would you encourage students to participate in a similar project in the future?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

7. How willing would you be to participate in a project like this in the future?

1	2	3	4	5	6	7
Not at all			Somewhat			Very

APPENDIX E

INITIATING POSITIVE INTERACTIONS

Rationale for the Task

It is important to initiate positive interactions with your teachers because it shows that you are trying to be friendly and this may encourage them to be friendlier to you. Ignoring your teachers or having negative interactions with them may discourage them from trying to have a positive relationship with you. It may also cause them to ignore or have negative interactions with you.

When to do the Task

You can and should initiate positive interactions with your teachers before the bell rings for the beginning of class and after the bell rings at the end of class. You can also initiate positive interactions with your teachers when you see them outside of class. It is not a good idea to initiate interactions with your teachers when they are talking with someone else or when they have asked not to be disturbed.

THE FIRST STEP OF INITIATING A POSITIVE INTERACTION IS TO ATTEND TO YOUR TEACHER. This involves looking at the teacher's face. Looking at the teacher's face shows that you are paying attention to him/ her. Looking at their face may also clue the teacher in about your desire to say something.

THE SECOND STEP IS TO MAKE A FRIENDLY COMMENT TO YOUR TEACHER. This involves saying something positive or friendly to your teacher. It also involves including the teacher's name in the comment. Examples include:

"Hi, Mrs. Brown."

"Goodbye, Mr. Smith, have a nice day."

"Hello, Mrs. Smith. Did you enjoy the game last night?"

Examples of how to make an incorrect comment to your teacher include:

"What are we doing today?"

"Nice day."

"Can I go to the library today, Mr. Wilson?"

Making a positive comment to your teacher shows that you are being friendly.

It may also encourage your teacher to say nice things to you more often.

THE THIRD STEP IS TO SMILE. This involves looking at the teacher's face and smiling. Smiling at your teacher shows that you are trying to be pleasant.

It may also encourage your teacher to smile at you more often, be nicer to you, and think that you are a nice person.

In summary, to initiate a positive interaction with your teacher, you should:

1. Attend to your teacher
2. Make a positive, friendly comment
3. Smile

QUESTIONS: HOW TO INITIATE POSITIVE INTERACTIONS

1. Why is it important to initiate positive interactions with your teachers?
2. What is involved in making a friendly comment to your teachers?
3. What is involved in initiating positive interactions with your teachers?

BEHAVIORAL CHECKLIST: How To Initiate Positive Interactions

- 1) Look at the teacher
- 2) Make a polite verbal comment
- 3) Smile

Proportion Correct

Percentage Correct

RESPONDING TO REQUESTS

Rationale for the Task

The way in which a student responds to requests is often important in decisions that your teachers make about you. These decisions include who to give responsibilities to, and what grades to give. Therefore, it is important to be pleasant and responsive to requests that you receive from your teachers. In addition, it is very important that you actually carry out the request. If you don't do what your teachers ask, s/he might think that you are not responsible. In addition, your teachers will be less likely to let you do things that you want--like going to the library.

When to do the Task

You should respond to requests made by your teacher whenever s/he asks you to do something. It is important to carry out requests as soon as possible.

THE FIRST STEP OF RESPONDING TO A REQUEST IS TO ATTEND TO THE TEACHER. This involves looking at the teacher's face when s/he is asking or telling you to do something. Looking at the teacher shows that you are paying attention.

Once your teacher has made a request you should LET THE TEACHER KNOW THAT YOU HEARD THE REQUEST. This involves giving a one or two word response in a friendly manner following the teacher's request. Examples include:

"Okay."
"I understand."
"Alright."

Examples of how to make an incorrect response to this step include:

"mm hmm"
"un-huh"
total silence

Letting your teacher know that you heard the request will indicate that s/he spoke loud enough for you to hear. In addition, it shows that you are being nice and friendly. This may encourage your teacher to be more friendly to you.

THE THIRD STEP IS TO COMPLY WITH THE REQUEST. This involves doing what your teacher asked as soon as possible. Carrying out teacher requests shows that you listen to your teacher and care about your work in the class. It may also encourage your teacher to care more about you.

In summary, in responding to a request from your teacher, you should:

1. Attend to your teacher.
2. Let your teacher know that you heard the request.
3. Comply with the request.

QUESTIONS: HOW TO RESPOND TO REQUESTS

1. Why is it important to respond positively to requests made by your teachers?
2. Why is it important to let your teacher know that you heard the request?
3. What is involved in responding to teacher requests?

BEHAVIORAL CHECKLIST: How to Respond to Requests/Commands

- 1) Attend to the teacher.
- 2) Acknowledge that you heard.
- 3) Comply.

Proportion Correct

Percentage Correct

RECRUITING ATTENTION FOR INDIVIDUAL HELP

Rationale for the Task

It is important to ask your teachers for help when you are having problems with your work so that s/he can help you understand the problem. Getting help when you need it shows that you are trying to be responsible about your work, and that you think your teacher can help you. If you don't get help when you need it, your grades might be bad and your teacher might think that you are not as bright as you are.

When to do the Task

You should ask your teacher for individual help when you are working on an assignment in class and don't understand what to do or how to do a problem. But it is important that you don't run over to your teacher and disturb him/her with problems that you really can understand by yourself. If you do this when you don't need to, your teacher might believe that you can't think for yourself.

THE FIRST STEP OF ASKING YOUR TEACHER FOR INDIVIDUAL HELP IS TO GET YOUR TEACHER'S ATTENTION. This involves raising your hand and waiting quietly for the teacher to call on you. Raising your hand indicates that you would like the teacher's attention. It also shows that you are being polite by waiting quietly until the teacher has a free moment to call on you.

Once your teacher has called on you, THE SECOND STEP IS TO ASK YOUR TEACHER FOR PERMISSION TO GET HELP. This involves looking at your teacher's face and asking him/her if s/he will help you. Examples include:

- "Do you have a few minutes to answer a question?"
- "Can I ask a question, please?"
- "Could you help me with this problem?"

Examples of how to do this step incorrectly include:

- "I need some help now."
- "Won't you help me?"
- "I have a question to ask."

Asking for permission to get help shows that you realize this may not be a convenient time for your teacher. Showing this kind of consideration for your teacher may encourage him/her to be more concerned about your feelings.

If your teacher has agreed to help you by saying something like: "Sure, I can help you now.", THE THIRD STEP IS TO DESCRIBE WHAT YOU HAVE TRIED SO FAR. This involves looking at your teacher's face and explaining what you have done in trying to complete the assignment or explaining what you do understand about the assignment. Examples include:

"I've tried to do problem 3 but I keep getting stuck on it."

"I think I understand but I want to make sure I've got this right."

"I know that you divide these two numbers first, but I can't figure out what to do next."

Examples of how you should not tell your teacher what you have done or tried so far include:

"I've worked on this problem for 10 minutes and I'm tired of it."

"I don't like this assignment, it's too hard."

"You made a mistake when you marked this wrong because I know I understand how to do it."

It is important to describe how hard you tried in a positive manner because it will show your teacher that you really are trying to do your work and not just trying to get easy answers. In addition, describing what you already understand will help your teacher not repeat what you already know.

NOTE: If your teacher says that s/he cannot talk to you now, THE THIRD STEP IS TO SET UP A TIME WHEN S/HE CAN HELP YOU. This involves asking your teacher when s/he will have time to talk with you.

Examples include:

"When will you have time to talk with me?"

"When will you be able to answer my question?"

"What would be a convenient time for you?"

Examples of how to do this incorrectly include:

"I'll come back in 5 minutes."

"Why can't you talk to me now?"

"Thanks for nothing."

By trying to set up another time to talk you show your teacher that you are being patient. This may encourage your teacher to be more patient and thoughtful with you.

If your teacher has agreed to help you and you have described what's been tried so far, THE FOURTH STEP IS TO DESCRIBE WHAT YOU DON'T UNDERSTAND. This involves looking at your teacher's face and asking a specific question about what you don't understand. Examples include:

"Could you tell me where I went wrong on this problem?"
"Which problems did you want us to do?"
"Is this the correct way to do this problem?"

Examples of how you should not describe what you don't understand include:

"How do you do this assignment?"
"I'm having trouble with this assignment."
"I don't know how to do this."

It is important to describe what you don't understand in a positive manner because it will show that you have thought about the assignment enough to ask a question. It also shows that you are interested in learning how to solve the problem. In addition, your teacher will tend to give more positive attention to you if you show an interest in learning.

THE FIFTH STEP IS TO ATTEND TO YOUR TEACHER. This involves looking at the teacher's face when s/he is responding to your question. It also involves nodding your head and making verbal comments like "mm hmm" or "uh huh". Attending to your teacher in this way shows that you are listening. It also shows that you are interested in what your teacher has to say. This may encourage your teacher to give you better explanations and be more interested in what you have to say.

THE SIXTH STEP IS TO RESTATE YOUR TEACHER'S EXPLANATION. This involves looking at the teacher's face and saying what your teacher said using your own words. It also involves asking your teacher if s/he agrees with your restatement.

Examples include:

- "You want us to do all of the even numbered problems, is that right?"
- "When you multiply two negative numbers you always get a positive number, right?"
- "If the word is plural, the apostrophe goes after the 's' - is that how it goes?"

Examples of how not to restate what your teacher said include:

- "I understand."
- "That's pretty hard."
- "That's not what you said yesterday."

It is important to rephrase what your teacher said so you can make sure that you understand. It also gives your teacher a chance to give you more help if you need it.

Once you understand your teacher's explanation, THE SEVENTH STEP IS TO ACKNOWLEDGE THAT YOU UNDERSTAND. This involves looking at your teacher's face and giving a short verbal response that shows you understand. Examples include:

- "I see."
- "I understand now."
- "That makes more sense to me now."

Examples of how not to acknowledge that you understand include:

- "Oh."
- "mm hmm."
- total silence

It is important to let your teacher know that you understand because it gives him/her important information about how much the explanation helped you. In addition, it makes a teacher feel good to know that s/he was helpful and may get him/her to be more helpful in the future.

THE EIGHTH STEP IS TO EXPRESS APPRECIATION FOR HELP GIVEN. This involves looking at the teacher's face and thanking him/her or saying something nice to him/her for helping you. Examples include:

- "Thanks."
- "You really helped me understand this."
- "I appreciate your help."

Examples of how not to do this step include:

"I'll probably be back soon."

"I understand but I still think it's a dumb assignment."
total silence.

It is important to express appreciation or thanks because it shows that you are grateful to your teacher for helping you. Showing that you appreciate your teacher may encourage him/her to be nicer to you and to give you more help in the future.

In summary, to get individual help from your teachers you should:

1. Raise your hand and wait quietly to be called on.
2. Ask for permission to get help.
3. Describe what has been tried or what you understand.
4. Describe what you don't understand.
5. Attend to your teacher's response.
6. Restate what your teacher said and ask if s/he agrees.
7. Say that you understand.
8. Express appreciation for help given.

QUESTIONS: HOW TO GET INDIVIDUAL HELP

1. Why is it important to recruit attention for individual help?
2. When should you recruit attention for individual help?
3. What is involved in getting your teacher's attention?
4. What should you do if your teacher doesn't have time to talk with you?
5. What should you do when your teacher is explaining something to you?
6. Why is it important to restate in your own words what the teacher said?
7. What are the steps involved in getting individual help from your teacher?

BEHAVIORAL CHECKLIST: How to Recruit and Receive Individual Help

- 1) Raise hand/and wait quietly to be acknowledged
- 2) Ask for permission to talk
- 3) Describe what has been tried so far
- 4) Describe what you don't understand
- 5) Attend to teacher response
- 6) Restate and ask if teacher agrees
- 7) Say that you understand
- 8) Thank teacher or provide praise statement

Proportion Correct

Percentage Correct

APPENDIX F

Data N

Observe 1 or 2 students on a continuous basis for 50 minutes (no 1-minute breaks). If you are observing 2 students, they must both be monitored throughout the entire 50 minutes in order to catch any instances of the behaviors described below. The data sheet will be divided into 1-minute intervals. Data for Student 1 should be entered on the left side of the data sheet, data for Student 2 on the right side.

A. Activity

Enter the appropriate activity code in the margin at the beginning of each data sheet and whenever the activity changes. If the 2 target students happen to be involved in different activities, enter both (Student 1 first, Student 2 second).

- I Test - The student is to work individually on a test or quiz
- I Individual Work - The student is to work on any individual assignment except a test. Sometimes a student may work with peers during this time; however, it is distinguished from group work by the fact that the teacher has not actually instructed students to work in groups.
- G Group Work - The student is to work with a group of students on a common project.
- D Discussion - The teacher works with the class as a whole and encourages class participation. The teacher may either call on students to answer specific questions or may ask students to volunteer answers or comments.
- L Lecture/demonstration - A person (usually the teacher) lectures or demonstrates a task to the class and does not seek responses from students. This would include times when the class (including the target) watches a few students work problems on the board.
- A Audio-visual Presentation - Students are to attend to films, slides, or recordings that do not involve continuous teacher participation. If the teacher provides a running commentary for visual materials such as slides, record the activity as D or I--whichever is more appropriate.
- No No Activity - The teacher has not provided an identifiable activity for the class. This will usually occur near the beginning or the end of class periods or during periods of transition between tasks.
Note: Listen carefully to teachers' instructions about what students are to do when they finish individual work or tests. Record "no" if a student finished such work, turned it in, and no activity has been specified by the teacher.
- O Other - This includes any activity that does not fit the categories described above. After the session, briefly describe the activity on the back of the data sheet.

B. T/S Interaction at Beginning and End of Class Period

H/G Hello/Goodbye - Check this category when the target student either: 1) speaks to the teacher upon entering the classroom at the beginning of the hour, or 2) speaks to the teacher upon leaving the classroom at the end of the hour. To qualify for this category, the student may use: 1) a greeting phrase (e.g., "Hi", "Hello", "How are you?"); 2) a goodbye phrase (e.g., "Bye", "See you later."); or 3) any statement that would not be rated as negative (e.g., "We won the game last night." "That was an interesting assignment." "I think I understand those problems now."). Do not check this category if any aspect of the student's behavior would be recorded as negative by our current definition. Also do not include merely asking the teacher a question (without also making some kind of statement).

Don't start the stopwatch until both students are in the classroom and the bell has sounded. Try to record greetings (if any) before starting the stopwatch; and try to finish the observation before the bell sounds at the end of the hour so that you will have time to watch for goodbye's when the students leave.

Write "No Op" across the "H/G" section if you do not have an opportunity to observe either of these behaviors or if the teacher is not in the class when the bell sounds (e.g., if the student and teacher are already in the classroom when you arrive; if the student or teacher leaves during the class and does not return before the end of the hour; if the teacher is down the hall when the bell sounds and comes into the class late.)

Enter the "X" in the "H/G" blank if you had an opportunity to observe but could not hear or see well enough to make a determination.

Whenever you check "H/G", also check the following 2 categories if they apply. Enter an "X" in either, or both, if you cannot see or hear well enough to make a decision.

Vis Visual Orientation Toward the Teacher - The student looked at the teacher's face during the "H/G". You can use face or body orientation to help make a decision when the student's face cannot be seen clearly; however, do not try to score it if your view is blocked or if you were looking away at the critical moment.

Sm Smile - The student smiled at the teacher during the "H/G". Do not try to record this unless you can see the student's face.

C. Teacher/Student Interaction

The following categories are used anytime there is verbal interaction between the teacher and target student during the minute. (S directs a verbal comment to T or T directs a verbal comment to S.)

T/S Occurrence of Teacher/Student Interaction - Use this column to indicate that there was verbal interaction between the teacher and student during the interval. Enter a checkmark if either S speaks to T and/or T speaks to S.

Attn Student Attention to Teacher - Check this column if the student attends to the teacher during any part of the interaction in that minute. To qualify the student must: 1) be visually oriented toward the teacher (looking at the teacher's face), and 2) acknowledge the teacher's comments verbally or nonverbally (e.g., head nods; saying "Mhmm", "OK", "I see"). If you cannot hear what S is saying, watch for head nods. Enter "N/A" if T did not speak to S during the interaction.

Qual Interaction Quality - Record "+", "-", and/or "✓" in the "S" column to describe T's response to S.

- 1) + Positive Response - Record "+" when student or teacher behavior fits either of the following criteria:
 - 1) Praise or positive evaluation of the other person, their behavior, or their work (does not include merely repeating what the other person said).
 - 2) Thanking the other person. Do not record "+" if positive content is said sarcastically or if positive features occur simultaneously with negative ones (saying "thank you" while slamming a book down on the desk in anger).
- 2) - Negative Response - Record "-" if any student or teacher behavior fits either of the following criteria:
 - 1) Threats, complaints, profane remarks, argument, sarcasm, or criticism directed toward the other person.
 - 2) Gestures or actions that communicate anger or disgust toward the other person (e.g., slamming books down on the desk in response to the other person's comment)
 - 3) Negative tone of voice, yelling, or mimicking
 - 4) Aversive physical contact (e.g., pushing, shoving)Do not score an action as negative if you are certain that it constitutes good-natured joking.
- 3) ✓ Neutral Response - Record a checkmark if any student or teacher response occurs that is neither positive nor negative.

D. Teacher Instructions to Student

Use these columns whenever the teacher gives the target students an instruction except during periods of individual helping (as described in the next section).

Inst Teacher Instruction - The teacher asks or tells S to do something or not to do something. The instruction must be directed to the target student specifically and not to the class as a whole.

Comp Student Compliance with Instruction - Check this category if the student complies or begins to comply with the instruction during the current minute and remains compliant during the entire minute. Do not check compliance if the student begins complying but stops doing so during the current minute. For example, if the teacher tells S to sit down, he must do so and remain sitting for the duration of the interval in order to be scored as compliant.

Write "N/A" in the compliance column if it is not possible to observe compliance during the interval. For example, if you cannot see the relevant compliant behavior (e.g., "Write a 3 on your paper." "Think about that question."); if the instruction is vague or ambiguous ("Be good."); or if the instruction is for behavior that cannot be performed during the current minute ("Work on the next problem after you finish that one.").

E. Individual Helping

Use these categories to describe occasions when T is giving S individual help with an assignment. Note: This can only occur when S is working on an individual assignment. Do not record it when the student is involved in other activities such as lecture or class discussion.

Hlp Occurrence of Individual Helping - Record "S", "T", or "√" when the student and teacher are interacting in the context of individual helping. Individual Helping = T is giving the student information, help, or feedback about the task on a one-to-one basis. (Include cases when the teacher walks by the student's desk and gives feedback about his work on an assignment.) Enter "S" if student initiates the helping, "T" if teacher initiates, and "√" if it is an ongoing interaction that began in a previous interval.

Consider the following 4 categories only if the student initiated the helping episode. Check the ones that apply each time the student asks for help.

Wt Waiting for Recognition - The student initiates helping by raising a hand quietly and waiting to be recognized or by walking to the teacher's desk quietly and waiting to be recognized. (This is the only category that can be scored in the absence of verbal interaction.)

Teacher response - Circle the checkmark if the teacher acknowledges the student. Do not circle it if the teacher ignores the student or refuses to acknowledge him.

Note: "T/S" is not recorded until the minute in which student and teacher actually begin to talk to each other.

Note: If the student raises his hand or approaches the teacher during work on an assignment, assume--at least initially--that he is attempting to initiate a helping interaction. If the teacher does not acknowledge the student before the student either goes back to his seat or lowers his hand, leave the checkmark in the column and don't circle it. However, if the teacher acknowledges the student and the student is seeking something other than help, erase the checkmark.

Rq Requesting Permission to Receive Help - The student explicitly requests permission to ask a question or to receive help from the teacher before asking a question or stating a problem (e.g., "Can I ask a question please?", "Could you help me with this?"). Do not include statements which imply the student needs help but which do not include an explicit request (e.g., "I'm having trouble with number 3.", "I don't know how to do this.", "How do you do number 3?").

Teacher Responses - Circle the checkmark if the teacher agrees to help or answer the question.

Ef Indicating Previous Effort - The student indicates that he has made a previous effort to do the task by himself by either: 1) stating that he has tried and can't figure it out; 2) describing what he already understands before asking a question; or 3) describing what he has already done before asking a question (e.g., "I've tried to do number 3, but I get stuck on it." "I know that you divide these 2 numbers first, but I can't figure out what to do after that." "I added all these together, but it doesn't agree with the answer in the book." "I think I understand, but I would like to make sure I've got this right.")

Q Asking a Specific Question - The student asks a specific question about the task. The student goes beyond merely stating that he's having trouble or doesn't know something by formulating a specific question to ask the teacher (e.g., "Could you tell me where I went wrong on this problem?", "Do you always add these 2 together before you divide?", "Is this the correct way to do square root?").

F. Inability to Observe

X Can't See or Hear - The student and teacher are both present, but either cannot be seen clearly or heard. Place an "X" in any categories that are affected. If nothing can be recorded for the student and teacher, place an "X" in the "T/S" column.

Out Out of the Classroom - Write "Out" across the "T/S" column if a target student and/or teacher is out of the room. If T is out of the room, "Out" would be written in both Student 1 and Student 2 sections. If one student is out, write "out" in his section but continue to observe the other student.