Increasing the Organizational Skills of a 12-Year-Old Male Student, Through the
Use of Positive Reinforcement and Prompting

by

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Abstract

There is a lack of research identifying a relationship between organizational skills and work completion. Furthermore, a lack of organizational skills and work completion is a common occurrence with students. In the classroom, this creates a burden for Teachers who are attempting to educate the students. Utilizing prompting (P) paired with positive reinforcement (PR) - techniques that are quick, simple, and have been proven effective – can decrease time spent organizing students to be prepared for class, thereby fostering an increase in the students’ organizational skills (punctuality, organized desk, appropriate notebook, and notebook maintenance). In addition, if organizational skills are directly related to work completion, then an increase in organizational skills should foster an increase in work completion. This study found that prompting paired with positive reinforcement utilized in the primary classroom, with an AB design, facilitated an increase in the participant’s organizational skills and work completion decreased. The achievements gained generalised to both the secondary and tertiary classrooms.
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A common occurrence in the classroom is a student’s intermittent lack of work completion. When this issue occurs frequently, it can turn serious, endangering their academic success. Brooks, Todd, Tofflemoyer, and Horner (2003) explained that students exhibiting off-task behaviour require support strategies in order to engage them academically. If a student has fallen behind with their work, attempting to catch up can be a stressful task; therefore, it is important to support their efforts to re-engage in order for them to achieve academic success. Smith and Sugai (2000) have found that students encounter an academic risk when they engage in unsuitable class behaviour, such as being off task. Unfortunately there are not enough resources for every child in need of extra assistance with work completion, and some children’s needs are not met because they go unnoticed. In addition, if the need is noticed and aid could be offered, the teacher may have limited measures to determine the most effective method of intervention.

A common precursor to lack of work completion is that of environmental distractions within the classroom. In a study conducted by Carroll, Houghton, Taylor, West, and List-Kerza (2006), it was found that approximately half of their sample could attribute the lack of work completion to environmental distractions, such as disorganization, loud noises, and interruptions. A more easily controlled environmental distraction is that of the student’s self-organization. Ensuring that the student is regularly prepared for class should help decrease the number of environmental distractions. Methods such as prompting and positive reinforcement are possible techniques to utilize in order to achieve this state.

Prompting is defined as "a supplementary stimuli used to increase correct responding in the presence of discriminative stimuli that are intended to eventually control the behaviour" (Tarbox, Wallace, Penrod, & Tarbox, 2007, p.1). Nairne, Lindsay, Paulus, and Smith (2004) define positive reinforcement as an occurrence of offering preferred stimuli, after a desired behaviour has been exhibited, to increase the probability of that behaviour being expressed in similar circumstances in the future.

Prompting and positive reinforcement are tools that teachers utilize daily because they are simple, quick, and require little effort, thereby becoming an efficient, comfortable, and accessible method of communication between teachers and students. Prompting and positive reinforcement are therefore a logical method of choice to help increase a student’s organizational skills. It is hypothesized that a 12-year-old male student’s organizational skills will increase through the use of positive reinforcement and prompting. Furthermore, this increase in organizational skills should then foster an increase in work completion.

The following section will describe a variety of studies examining the connection between organizational skills and work completion, and the behavioural tools of prompting and positive reinforcement, offering an in depth discussion of their appropriateness and effectiveness. Further sections will describe the method used during the implementation of this study, followed by a description of the results and finally, a discussion.
Chapter II – Literature Review

A selection of studies were reviewed to identify the efficiency and effectiveness of positive reinforcement (PR) and prompting (P) implemented within the classroom. Additionally, the literature was used to identify a connection between organizational skills and work completion. This research consistently supported a high success rate to using these techniques within the classroom. Consequently, many studies incorporating PR and P included other techniques, thereby diminishing PR and P as the main source of success. The purpose of this study is to expand the literature, illustrating the effectiveness of PR and P within the classroom when attempting to increase a student’s organizational skills. This review will first identify the connection between organizational skills and work completion, and then examine several meta-analyses, comparing the success of PR, P, and other techniques. Finally, the studies conducted within the classroom that have incorporated the use of PR and P and elicited successful results will be examined.

Connection between Organizational Skills and Work Completion

Carroll, Houghton, Taylor, West, and List-Kerza (2006), conducted a study to identify the success of a new instrument called the Responses to Interpersonal and Physically Provoking Situations Schedule (RIPPS). This technique was utilized to identify the reactivity of two students, one being diagnosed with attention deficit hyperactive-disorder (ADHD) and the other having no known diagnosis. Both students exhibited behaviours with a similar severity of off-task behaviour and attributed half of their lack of work completion to environmental distractions. The authors suggested that a recurrent cause for lack of work completion is that of environmental distractions within the classroom. Disorganization is one type of environmental distraction that may be reduced by improving one’s self-organization. Consequently, this new instrument has yet to be proven both reliable and valid, thus providing a major limitation. Further research is required; however, the main aspect of the study identified that a lack of work completion has been linked to environmental distractions – disorganization - following in accordance with the hypothesis of this thesis.

Steinkamp (1980), studied work completion using Multivariate ANOVA’s with 13 male students diagnosed as hyperactive and 11 male students with no known diagnoses. The sample functioned within the second grade range and was placed within distracting environments. Results indicated that both the hyperactive students and the ‘normal’ students were equally distracted when placed in a distracting environment, thereby causing both samples to disengage in their on-task behaviour. Although this study took place in a classroom, it was set in the primary level, causing for some discrepancy as to the generalization of results to the intermediate level. Consequently, the results further adhere to the connection between work completion and environmental distractions, such as disorganization.

A study conducted by Tibbies, Richmond, McCroskey, and Weber (2008) observed students’ organizational orientations, examining the effects of a higher or lower level of organizational skills. The sample consisted of 30 male and 40 female high school students. They concluded that the students’ organization could have a negative or positive affect on their success and perceptions of the teachers. More specifically, they identified that students’ with higher organizational skills were associated with a higher success rate in school, and having a more positive perception of their teacher being “credible and immediate,” (p.405) than those with less
organizational skills. Therefore, this study supports the thesis by identifying the link between the student’s disorganization, a form of an environmental distraction, and their lack of on-task behaviour and work completion.

**Meta-Analyses of Techniques used within Classrooms**

DuPaul and Weyandt (2006) identified the effectiveness of school-based interventions reviewed in a collection of empirically-supported studies. The interventions were divided into two major categories (a) proactive interventions, focusing on academics and organization, and (b) reactive interventions, focusing on social behaviour and student removal from class. Proactive interventions “involve a change in conditions before a specific behaviour occurs” (p. 345). One form of proactive interventions investigated was that of choice-making. This method offered students the opportunity to choose from a collection of presented activities. Choice-making was found to lead to a “reliable and consistent” (p. 346) increase in on-task behaviour with a reduction in disruptive behaviour. Conversely, offering students an option of what subject they should work on in class places a large emphasis on a majority rule between the students, thus spending more time focusing on making the choice, rather than working on the subject. Secondly, Class Wide Peer Tutoring, or CWPT offers students the opportunity to break off into pairs, each with academic scripts, such as math problems, with the answer included. They are then required to tutor each other, assisting one another until the answer is achieved, after which praise is given. If an answer is incorrect, they are expected to correct it immediately, coaching their partner to achieve the correct answer. Results for this method indicated that engagement of student activity, attention, and academic performance significantly increased. However, this method relies heavily upon the students already being prepared and organized. Finally, a computer-assisted instruction, or CAI, was reviewed. CAI “utilized multiple sensory modalities, divides content material into smaller bits of information, and provides immediate feedback about response accuracy” (p. 347). Results of this intervention’s effectiveness were inconclusive due to lack of research. Furthermore, an intervention such as this would require too many resources when considering the school’s expenses. Reactive interventions “involve a change in environmental conditions following a specific behaviour,” (p. 348) in attempt to alter the frequency of the targeted behaviour. Educators tend to engage in reactive interventions, focusing on punishment-based approaches. The most common example would be negative reprimands; however, this form of punishment is frequently delivered inappropriately, thus it may not result in the desired effect that it should. Only methods used in the appropriate manner will increase the likelihood of achieving the desired effects. Another form of a reactive intervention would be that of Token Economy. This technique offers tokens when students engage in appropriate behaviour. Once enough tokens have been collected by the student, he/she has the opportunity to purchase a back-up reinforcer. There is a long history of empirical support for the use of Token Economies decreasing disruptive behaviour. Token Economies have also been demonstrated to increase on-task behaviour, productivity, and accuracy in academics. However, this technique can be costly and require additional time and effort to implement. Another form of a reactive intervention is a self-management method, incorporating the use of self-evaluation and self-reinforcement. Results indicate that this method increased task-related attention, academic accuracy, and peer interactions among students. Conversely, this method relies upon the motivation and honesty of the student. Finally, teacher instruction paired with prompting was the last form of intervention discussed. Results identified significant improvements in the quality of the targeted behaviour
over time. In general, this review differentiated among numerous school-based interventions as to their effectiveness. In regards to the overall effectiveness and suitability, prompting was superior as it was quick, easy, and cost efficient.

A review conducted by Bryan, Burstein, and Bryan (2001), examined a number of interventions used to increase a student’s academic performance, self-monitoring, and organizational skills. Several interventions incorporated parents’, teachers’, and/or other students’ involvement. The interventions found to have a positive effect were those that incorporated “parental involvement, peer cooperation, self-monitoring and graphing, ‘real-life’ assignments, and teacher collaborative problem solving” (p. 177). In addition, when a student neglects to identify the relevance of schoolwork, he/she will not be intrinsically motivated to complete it, thus highlighting the importance of maintaining or increasing a student’s intrinsic motivation to succeed in school. The study further expressed the significance of tailoring interventions to each student’s needs because different interventions can be more or less helpful depending on the specific student and his/her age. Furthermore, in the following paragraph, Witzel and Mercer (2003) identify positive reinforcement as a method that can engage a student’s motivation to complete what is asked of him/her.

Witzel and Mercer (2003) discuss positive reinforcement including arguments for and against its use. They present arguments that positive reinforcement does not require tangible items, allowing for easy implementation, thus causing this method to be commonly overused; that reinforcement is not an effective means to resolve the problematic tendencies found in some students’ social actions; that long-term use of reinforcement can affect a student negatively by inhibiting intrinsic motivation and self discipline; and that such reinforcement does not generalize to environments outside of the classroom. However, they also support the use of positive reinforcement as a beneficial technique. Students with disabilities, for example, often require more support extrinsically because they have less control internally. Therefore, the authors suggest if extrinsic motivation is offered it will increase their external control, enhancing the probability of them repeating appropriate academic behaviours in the future. The authors’ further support this technique by describing a study that utilized it in the form of contingent praise and found that the students reported a significant increase with their intrinsic motivation, than those who were not reinforced. In conclusion, Witzel and Mercer identified reinforcement as an effective means to achieve short-term outcomes and building intrinsic motivation. Praise specifically assisted a student who has a learning disability with short-term outcomes, while the issue of maintaining and developing internal control remained difficult. The more educators are made aware of effective reinforcement techniques and their benefits, the more likely they will use them to help their students achieve optimal success.

Eisenberger, Pierce, and Cameron (1999) conducted research on the use of reinforcement. This meta-analysis found that reinforcement increases a student’s perception of self-determination and that its effects on intrinsic motivation depend largely on performance requirements. If reinforcement was given for vague performance, then it decreased the likelihood of the student’s future engagement in that behaviour. Conversely, the student’s self-reported interest increased if reinforcement was given contingent on complete performance. Therefore, reinforcement can only be given contingent on specific requirements for performance. This will enhance a task’s significance to the student, whether it be personally or socially, and will increase his/her intrinsic motivation.
Prompting

Taber-Doughty (2004) studied and compared the effectiveness of a system of least prompts, a self-operated picture prompting system, and a self-operated auditory prompting system, with three secondary school aged students who have moderate intellectual disabilities. Furthermore, the study examined the student’s preference regarding the use of these prompting techniques. By measuring students’ skill acquisition and the duration of task performance, all three prompting methods were found to be an effective technique. Results further showed that the student’s preference for a prompting method was more effective for that specific student. Additionally, increases in the participants’ independence in completing the assigned tasks were noted. The sample used in this study was not within the elementary range, thus causing a limitation; however, it still supported the effectiveness of specific prompting techniques within the classroom.

Kurt and Tekin-Iftar (2008) compared the effectiveness and efficiency of both constant time delay and prompting in increasing leisure skills to children with autism. Their sample consisted of four preschool students who had been diagnosed with autism. For three of the four participants, results showed that both procedures were effective in assisting an individual in developing and maintaining the specific skills over time. For the fourth participant, these results were not replicated. The authors further expressed how the use of prompting could decrease erroneous learning during the acquisition of new skills. Overall, the study found the procedures to yield positive results, and emphasized the need for further research.

Park, Weber, and McLaughlin (2007) examined the effectiveness of fading, modeling, prompting, and direct instruction. The purpose of the study was to teach the participants how to write their names, preparing them for the transition to kindergarten. The sample consisted of two preschool students who were developmentally delayed. Results indicated that all of the procedures were effective in increasing students’ ability to write their names and that these gains were maintained after the fading process. Limitations were present in this study as the sample only consisted of two participants; however, the results still supported the use of prompting to be an effective method, when paired with additional techniques.

Tarbox, Wallace, Penrod, and Tarbox (2007) conducted a study basing their primary focus on the effectiveness of prompting. This was because of a lack of research using this technique to increase compliance with school-aged children in the classroom. The sample consisted of three six to eight year old boys, one being diagnosed with autism, another with attention deficit hyperactive-disorder (ADHD), and the other with Asperger’s syndrome. The results showed that prompting was an effective technique and that its effects could generalise to novel responses. The sample size only included three participants, limiting the generalization of the results to the population of students in general. Consequently, results yielded prompting to be an effective technique thus supporting and encouraging the use of it within this current study.

Positive Reinforcement

McCullough (2008) examined the impact of positive reinforcement on the achievement of middle school students in mathematics. She further tried to identify the effect of the reinforcement on their attitudes. The population consisted of 32 eighth-grade students in four general math classes, with 13 students in the treatment group and 19 in the control group. Students who received positive reinforcement showed improved attitudes towards mathematics, compared to those in the control group. In addition, positive reinforcement increased the
students’ achievement in mathematics. The environment used within this study was specifically for math class, whereas the current study will be incorporating all subjects within numerous classrooms. This differentiation produces a limitation; although, results from McCullough’s study evidently support the use of positive reinforcement.

Connie Herbert, author of *Catch a Falling Reader: Second Edition* (2008) wrote about strategies to use when offering a student the opportunity to improve both academically and socially. This edition specifically describes techniques for motivating students to read. Positive reinforcement was identified as one of many significant and effective techniques used within the class. She further identifies that these techniques, including positive reinforcement, to be the vital components that allow teachers the ability to inspire and coach struggling students, aiding in the development of their education within the primary level. The emphasis the author places on the effectiveness of positive reinforcement further supports its use, in addition to expressing it as a technique that teachers can acquire and utilize.

Stormont, Smith, and Lewis (2007) studied the use of school wide positive behaviour support (PBS) techniques in an early childhood setting because of a lack of research of its effectiveness in this environment. PBS incorporates major techniques like pre-correction, which is a proactive instructional measure used to increase appropriate behaviour and decrease problematic behaviour, and positive reinforcement in the form of praise. The study aimed to identify if this method could reduce problematic behaviours exhibited by primary school aged students. Three female teachers and their classrooms, were each provided a sample of seven to nine students. The teachers’ use of this technique effectively reduced problematic behaviour exhibited in a small group setting. The authors emphasized how the proactive focus of this technique not only reduced the problem behaviour, but also encouraged appropriate behaviour in all of their students. These relatively straightforward strategies could be implemented without advanced behavioural modification training. In addition, the teachers perceived this method to incorporate “reasonable and effective strategies” (p.287). Overall, PBS was effective and well received by the teachers who implemented the technique. However, when implementing PBS, the combination of other techniques with positive reinforcement causes a limitation because it does not prove positive reinforcement to be effective when used separately. However, it was effective when used in PBS, therefore encouraging further research as to its effectiveness when implemented on its own.

Salend and Santora (1985) examined the use of computer access as a form of positive reinforcement in order to increase appropriate social behaviour. The sample consisted of five students who were diagnosed with a learning disability. The purpose of the study was to increase the student’s frequency of coming to class prepared, with the necessary work materials, and their assignments completed. Being prepared and on-time for class is part of one’s organizational skills. The authors concluded that access to a computer, or generally that positive reinforcement, increased students’ preparedness and punctuality. Even though the study incorporated the use of a different population than that of the current study, it was still implemented within the classroom, and supported its use as an effective technique.

### Prompting and Positive Reinforcement

Birnbrauer, Hopkin, and Kauffman (1981), studied the effects of prompting and reinforcing. It further examined the effects of labelling appropriate behaviour exhibited by a non-target child, following the target child’s engagement of an inappropriate behaviour. This study
was implemented in two classrooms consisting of two groups of children diagnosed with behavioural disorders. The first group included four boys, 9 to 13 years old. The second group included four boys and six girls, six to nine years old. It was evident that prompting and positive reinforcement were effective techniques in increasing attentive behaviour exhibited by the targeted child in the first group. However, in the second group, the targeted child was not as responsive to prompting. In addition the authors identified that when the behaviour of the general class is attentive, then prompting is a “subtle, indirect control technique...a low-cost, positive, and effective alternative to other techniques” (p. 27). The sample was not balanced, having all males in one group and a mix of males and females in the second group, thereby creating a limitation. Conversely, the study encouraged prompting and positive reinforcement to be an effective technique when attempting to increase appropriate behaviour from children diagnosed with behavioural disorders.

Gable, Hendrickson, and Stain (1978), explored the effectiveness of prompting and reinforcement techniques in developing and generalizing appropriate social responses within a classroom setting. The population consisted of two children diagnosed as severely mentally delayed. Prompting and reinforcement were found to accelerate the exhibition of socially appropriate responses. These socially appropriate responses were maintained for the duration of the study and generalized to non-training settings. The sample size was a major limitation to this study as two participants are not a true representation of that population. Consequently, the results still suggested that prompting paired with positive reinforcement was not only effective, but able to generalise to other settings.

Krantz, and Scarth (1979), studied the effects of five treatments, including adult proximity, verbal reinforcement, prompting, reinforcement and prompting, and nonintervention, on children’s inclination to continue a “self-selected manipulative task,” (p.578) a task chosen by the student that requires them to manipulate an object with their hands, during unstructured play-time. The population consisted of 39 preschool-aged children, having no known diagnoses. It was found that prompting, reinforcement, and reinforcement paired with prompting, increased the continuation of on-task behaviour for all children, excluding older female preschool students. Possible reasons as to why the older females were not affected by the techniques may have been related to their relatively high degree of unprompted task persistence, consequently creating a limitation within the study’s sample. Generally, the study found these techniques to be effective, supporting its use for increasing “self-selected manipulative tasks” (p. 578) during unstructured play-time within the classroom.

Ferguson, Ashbaugh, O’Reilly, and MacLaughlin (2004) studied prompt training and reinforcement as a method of decreasing transitional times for kindergarten students. The population incorporated two kindergarten classrooms consisting of 14 male students with behaviour disorders, ranging from five to six years of age. The study found that prompting paired with reinforcement was an effective method of decreasing the amount of time required during transitional periods. The positive reinforcement made the child aware that they were engaging in the appropriate behaviour and increased the likelihood of that behaviour being repeated in the future. Prompting and positive reinforcement were identified as “cost-effective and easily implemented...with little effort needed...in the general education environment” (p.23). The authors recommended that future research examine the maintenance and generalization responses to these techniques; however, the study conducted by Gable, Hendrickson, and Stain (1978), tested the maintenance and generalization effects of prompting and reinforcement and found it to
be effective in those regards. Although Ferguson, Ashbaugh, O’Reilly, and MacLaughlin (2004) used a different sample than this current study being conducted, it was still implemented within the classroom and identified as an effective and cost-efficient strategy. The author’s further identified a benefit for using prompting and positive reinforcement; these techniques allowed teachers to spend their time connecting and motivating students to actively learn, rather than focusing on classroom behaviour management.

**How the Literature Relates to the Current Study**

The research supports a relationship between environmental distractions and work completion; that environmental distractions reduce students’ work completion in a classroom setting. A student’s disorganization is a form of an environmental distraction that can be manipulated by increasing the student’s self-organization skills. This study attempts to increase a student’s work completion by increasing his organizational skills. The teachers have numerous responsibilities; and ensuring that each child is regularly organized, on task, and completing their work can become a tedious job. Furthermore, the time spent on this aspect of classroom management reduces the time available for the primary focus of teaching the curriculum. Focusing solely on organization limits the number of target behaviours and attempts to resolve the source of the issue, disorganization, thus freeing the teacher to continue with their daily duties.

Prompting and positive reinforcement have been shown to be effective in the classroom, either individually, or in combination. Furthermore, the research has established that the participation of teachers, parents, and/or peers, can improve the success of these techniques. In this study, once the program facilitator establishes the program with the participant, the teacher will then take on the responsibility of maintaining it for the rest of the term. In addition, as the parents become aware of the program, they may also begin to provide appropriate praise and reinforcement, which could further increase the effectiveness of the techniques.

The qualities that set prompting and positive reinforcement apart from other effective techniques are efficiency and cost. Both techniques have been identified as efficient, low-cost, subtle, reasonable, and relatively straightforward, requiring very little effort in both the literature and by teachers. These qualities allow teachers to spend their time teaching the curriculum instead of using it to improve classroom management. Finally, the skills students acquire through prompting and positive reinforcement have been found to be maintained and generalise to other environments. Generalization and maintenance of the acquired skills, in this case organizational skills, are particularly important because the student’s future academic and occupational success could depend on them. In conclusion, although other techniques have been proven effective within the classroom, prompting paired with positive reinforcement are the optimal choice because of their ease of implementation, efficacy in producing self reinforcement, and tendency to generalise over a long term.
Chapter III – Method

Participants

The student was referred to work with a Behavioural Psychology student by the Vice Principal and both of the teachers facilitating his classrooms. They reported the student’s difficulty involved many scholastic areas; however, two areas of particular concern were the student’s lack of organization and work completion. Unfortunately, both of the teachers do not have the time or the resources, to ensure that the client stayed organized throughout the term. Furthermore, the lack of organization and work completion caused the student to fall behind with the development of such skills, thus requiring a high level of assistance to help him progress to the appropriate level.

The student was Samuel Cook, a 12 year old, grade seven male attending a public elementary school. Samuel’s parents were made aware of the problem he had been facing; however, they did not acknowledge the severity and neglected to seek professional assistance for fear of having their child labelled. Samuel received psycho-educational testing which found that his intelligence was average, and that he had stronger verbal than visual-motor abilities.

Samuel’s behaviour was a serious problem that required immediate intervention. His lack of organizational skills may have caused him to fall behind with his work completion. Samuel frequently did not complete his homework or his assignments and failed to utilize his agenda. Samuel’s notebooks were unorganized and most of his required paperwork was placed in his desk in a cluttered and dishevelled manner. Furthermore, he consistently became distracted during class because of his tendency to begin reading a book unrelated to the current lesson being taught. In addition, he occasionally came to class unprepared, and/or tardy.

A behavioural program was established during the 2008 school term for the referred student. The vice principal and his teachers strongly supported the referral because they felt that organization and work completion are vital components to an individual’s success regarding future academic and occupational opportunities. Prior to this behavioural programming, the only additional general assistance that had been offered to the child was utilization of an educational assistant.

Informed consent explained the details, benefits, and risks of participating in the study, in addition to informing the participant and his parents of their rights. Written consent was obtained from Samuel’s parents, whereas verbal consent was obtained from the participant. The St. Lawrence College thesis consent form was the template used to develop the consent form for this study (Appendix A). This was sent home with the participant so the parents could read it, sign it, and send it back to the school with him. The student’s verbal consent was obtained after the facilitator described the program, his rights, and deciphered his willingness to participate.

Design

When implementing the study, a Multiple Baseline Across-Settings design was used and conducted in three different classrooms. The independent variables were prompting and positive reinforcement. The dependant variables were organizational skills and work completion. Organizational skills consisted of four factors: punctuality, organized desk, appropriate notebook, and maintenance of all notebooks. Punctuality was defined utilizing the following criteria: arriving within three minutes of the following class change intervals of 9:10, 10:00, 11:35, 12:25, 1:55, and 2:45; getting a chair for his desk (if required); and having the proper
writing instruments (pen, pencil, and notebook) ready. Organized desk, unless specified by the teacher, was defined as having no loose papers in and on top of the desk, books in a single pile, and any writing instruments placed within a pencil case in the desk, with the exception of one pen/pencil. Appropriate notebook was defined as having the appropriate notebook(s) and paper(s) on top of the desk during specified class periods (e.g. Math notebook during Math). Finally, maintenance of all notebooks was defined as having all paperwork neatly placed in the notebook, ensuring the paper perforations were secured within the prongs of the notebook. The second dependant variable, work completion, was defined as any assigned tasks being completed during the appropriate class (e.g. Math, History) work period.

Goals and Objectives
Objectives were developed for each dependent variable and for each factor of the dependent variable. Additionally, the objectives were developed on the bases of the baseline results described in the results section. The factors producing the dependent variable of organizational skills consisted of graduated objectives. Punctuality consisted of four objectives; attaining punctuality 65%, 70%, 80%, and then 90% of the time, with each objective having to last for the duration of one week. Organized desk consisted of a higher number of objectives because it never occurred during baseline. The objectives consisted of; Samuel obtaining an organized desk 10%, 20%, 30%, 50%, 70%, and then 90% of the time, with each objective having to last for the duration of one week. Appropriate notebook consisted of four objectives; obtaining an appropriate notebook 45%, 55%, 70%, and then 90% of the time, with each objective having to last for the duration of one week. Maintenance of notebooks consisted of four objectives; maintaining his notebooks 60%, 70%, 80%, and then 90% of the time, with each objective having to last for the duration of one week. Finally, the main goal for Samuel’s work completion was to identify through observation only, if an increase in his organizational skills will foster an increase in his work completion. This dependent variable will not require an objective as it was only observed and recorded throughout the duration of the study. All baseline and treatment data pertaining to these variables will be interpreted by visual analysis.

Setting and Apparatus
The study was conducted in three different classrooms, which included three teachers, one student teacher, and 28 students consisting of 17 boys and 11 girls. In the primary classroom, the teacher taught Math, Geography, Science, Physical Education/Health, and Computers. The teacher in the secondary classroom, where the student teacher was also present, taught English, History, Drama, and Music. The tertiary classroom consisted of one teacher facilitating a French class. The subjects generally lasted for 30 minutes, with the exception of French which lasted for 50 minutes. All three teachers exhibited similar teaching strategies, incorporating independent work, group activities, and whole class activities.

The study utilized a minimal amount of resources so that transference from author to teacher could be easily facilitated, therefore increasing the probability of the program being maintained. A data recording sheet developed using Microsoft word, was used to record the observations.
**Measures**

Before implementing the intervention, functional and baseline assessments were collected. The functional assessments consisted of three Functional Assessment Checklists for Teachers and Staff, or FACTS, interviews (O’Neill, Horner, Albin, Sprague, Storey, & Newton, 1997; APPENDIX B) and two days of recording a sequence analysis (Appendix C) of baseline data. Baseline assessments consisted of seven days worth of baseline data (Appendix D).

**FACTS-Functional Assessment Checklist for Teachers and Staff (09-11-08 to 09-12-08):**
The FACTS interview was used as a quick means to attain pertinent information regarding Samuel and his behaviours. This interview consisted of a variety of questions regarding any noticeable behaviour that affected his ability to self-organize and to complete assigned work. It also attempted to target positive behaviours to help maintain an optimistic outlook with the participant. This interview consists of two parts which are routinely used by school personnel to create individualized behavioural programs for those in need.

**Sequence analysis of baseline data (09-11-08 to 09-12-08):**
Sequence analysis of baseline data involves the observation and recording of antecedents, behaviour, and consequences when the student exhibits problematic behaviours. The purpose of this assessment was utilized to identify any commonalities, or patterns, among the antecedents or consequences. The observers would use the results of this assessment to target what specific type of intervention could achieve optimal affects when assisting the client.

**Product recording of organizational skills and work completion during baseline (09-22-08 to 10-09-08):**
At the beginning of each period, data was collected for punctuality, organized desk, appropriate notebook, and maintenance of notebooks. Additionally, at the end of each period, data was collected for organized desk, appropriate notebook, maintenance of notebooks, and work completion. During both data collection periods, a simple ‘Yes’ or ‘No’ was written in the data recording sheets for punctuality, organized desk, appropriate notebook, and maintenance of notebooks. To compute the fraction of work completion, work actually completed was divided by work that was supposed to be completed, and was expressed as a percentage. Three days of stable baseline data was collected in order to attain his level of consistent behaviour.

The intervention procedures were chosen based on the functional assessment data collected, which are presented in the Results section to follow.

**Procedures**

**Ethics approval:**
The author established a thesis proposal, offering a general idea of what to expect and describing in detail the exact procedures to be implemented. This document was proposed to the Research and Ethics Committee for Psychology (REC-P) to gain approval for continuation of the study. Following approval from the Ethics Committee, it was then necessary to obtain consent from the parent/guardian and the student.

**Informed consent:**
Informed consent was required prior to implementing any form of intervention. The primary teacher initially made contact with the parents via a phone-call to inform them that they were going to receive a written consent form. The consent form described the details regarding the procedures and associated benefits of participating in this study. It further expressed their right to confidentiality, their right to decline participation, and their right to withdraw their child.
from participating. A template consent form was attained from the BSPYC website available to students attending Behavioural Psychology at St. Lawrence College. Informed consent was obtained verbally from the participant and in written form from his parents prior to initiation of this study. The consent form acquired will be kept for a minimum of ten years and will be stored securely in the student’s school file, which is placed in a filing cabinet located in the Principal’s office.

Prior to the initiation of intervention procedures, the teachers were given a brief synopsis of what to expect. They were informed of the exact procedures utilized, and the facilitator requested their approval for use of specific back-up reinforcers. The teachers were then able to observe the facilitator implementing the program.

Teaching Appropriate Organization:

Samuel was shown how to engage in organizational skills (i.e., punctuality, organized desk, appropriate notebook, and maintenance of notebook), in all three classrooms, prior to the utilization of prompting and positive reinforcement. This occurred during a nutrition break, for ten minutes to ensure that other students did not become aware of his participation in the study. This was an important component because it taught Samuel how to be organized, thereby assisting him to begin his program on a positive note. An explanation was given to Samuel regarding how to be punctual which entailed showing up prepared with the appropriate instruments (e.g. pen, pencil, and notebook), showing up on time, and placing a chair at his desk. It was then discussed how to attain appropriate notebook by having the related notebook on top of his desk during the specified class. He was further prompted to organize his desk by disposing of all loose irrelevant papers from his desk and placing the relevant ones in the coordinating notebook. He was also prompted to place his writing instruments in his pencil case, and organize his books in a single pile. Finally, an explanation was given on how to attain maintenance of notebook by refraining from drawing on the notebook and ensuring that all of the papers are neatly secured in the corresponding perforations.

Prompting:

Throughout the program, the facilitator delivered prompting in all three classrooms and remained within the vicinity of Samuel’s desk to ensure that his targeted behaviours did not go unnoticed. Furthermore, the facilitator was in close proximity to ensure that Samuel was not targeted for his participation in the program. This allowed the prompts and positive reinforcement to be given quickly and quietly without others becoming aware of the facilitator’s efforts. Verbal and gestural prompts were used. These prompts included, but were not limited to, “You should only be writing in your math notebook because it is time for math” “That loose paper needs to be placed within your notebook,” and/or pointing. Each prompt was delivered when he was not engaging in his organizational skills (e.g. if in class he had selected an inappropriate notebook, he was prompted to keep only his appropriate notebook on his desk). Once final criteria levels were attained by the participant achieving his weekly objectives, the facilitator then began the fading process for prompting.

Positive Reinforcement:

Reinforcement was delivered in all three classrooms and on a continuous schedule, reinforcing all correct target behaviours exhibited by the participant. However, once improvements were demonstrated by the participant attaining his weekly objective, reinforcement was then delivered for every other correct behaviour; the reinforcement schedule was reduced by 50% for acquiring his weekly objective. Reinforcement consisted of praise
because it was quick and easy for his teachers to engage in. Praise could consist of such statements as “Good job, you have only your Math notebook out during Math,” “Well done, you maintained your notebook by not drawing on it,” or “You are doing very well to show up on time for class!” Furthermore, if Samuel was able to attain his weekly objectives, he received a back-up reinforcer. These back-up reinforcers consisted of an activity he enjoyed, and that gained the teachers approval. These reinforcers consisted of silent reading, drawing, or computer time for ten minutes at the end of the class.

*Justification for Interventions utilized to Increase Organizational Skills*

The literature provides support for both prompting and positive reinforcement as successful techniques utilized within the classroom. Furthermore, these techniques were identified by facilitators and teachers as a quick and easy means of achieving the desired results. This study will ask the teachers to implement the program after the facilitator leaves. Therefore, ensuring the techniques used are easily understood and implemented are critical factors to the effectiveness of the program. Specifically, prompting was an optimal method of choice because the participant did not need to be taught organizational skills, but rather reminded to use them more frequently. In addition, prompting and positive reinforcement are techniques that can be quietly implemented without making others aware of the student’s participation in the program. Maintaining the participant’s confidentiality is the most significant ethical component to this study.
Chapter IV – Results

Assessment Results

Prior to intervention procedures, the following assessments were conducted: Functional Assessment Checklist for Teachers and Staff, or FACTS (O’Neill et al., 1997), interview with three teachers, Sequence Analysis Data, and finally Baseline assessments utilizing product recording when observing the targeted behaviours. The results from the assessments are as follows:

Interview with Primary Teacher:
Samuel’s home-room teacher, Mr. Doherty, was interviewed using the FACTS interview (09-11-08) format to gain his perspective on Samuel’s lack of organization and work completion. Samuel was described as helpful, and not a disturbance to the class, and having a relatively positive attitude. However, he was said to have trouble concerning tardiness, lack of work completion, social exclusions, and was at times verbally inappropriate. It was stated that Samuel’s problematic behaviours occurred daily and consistently throughout the day. It was also stated that unusual occurrences were a distraction for him, in addition to tasks being too boring and/or too long. It was further found that the behaviour occurred more frequently if he gained attention from adult or peers, gained a preferred activity, or avoided a difficult task. Methods of dealing with Samuel’s targeted behaviours were identified as curriculum changes, additional assistance from an educational assistant, and the teacher delivering frequent reminders to stay on task.

Interview with Secondary Teacher:
Samuel’s other teacher, Mrs. Jackson, was also interviewed using the FACTS interview (09-11-08) format to gain her perspective. Samuel was described as being polite and knowledgeable, and having a willingness to participate. She agreed that Samuel does have trouble completing the assigned work in class. She also felt that he had difficulty concerning disruptions, lack of social cues, and a short attention span. It was stated that Samuel’s behaviours were more frequent during specific subjects, during unstructured activities, and when performing tasks that are too long, too boring, or too difficult. She also felt that Samuel’s behaviour was not maintained by any consequence; that Samuel did not engage in his behaviour to obtain, or to avoid or escape, an item or event. It was identified that reprimands and frequent gestures served as reminders to stay on task.

Interview with Tertiary Teacher:
Samuel’s French teacher, Mrs. Mackenzie, was also interviewed using the FACTS interview (09-12-08) format to gain her perspective. Samuel was described as a positive member of the class, who was not shy, and participated well orally. Mrs. Mackenzie also identified Samuel’s difficulty with tardiness and with lack of work completion, in addition to being unresponsive and withdrawn at times. It was stated that his problematic behaviours were more likely to occur during transition periods between classes. Furthermore, he was more likely to engage in problematic behaviour if the class was allotted unstructured time and if he was given a task that was too long, or too difficult. Such predictors would most likely result in attention from
peers, negative peer interactions, escaping or avoiding hard tasks, and physical effort. A seating change, curriculum change, and prompting were methods used to deal with Samuel’s behaviour.

**Sequence analysis of baseline data:**

Data was collected using a sequence analysis (Sulzer-Azarof & Mayer, 1991) that was recorded continuously throughout the day (09-11-08 to 09-12-08 – refer to Appendix E for an example sequence analysis log). This analysis required the observation and recording of each of Samuel’s targeted behaviours: work completion in class, and self-organization. The sequence analysis also consisted of recording and observing the antecedents, and consequences to those behaviours. From the analysis, it was found that Samuel rarely engaged in completing his assigned work in class, and did not exhibit any identifiable organizational skills. These behaviours were preceded by any type of class activity, whether he was working individually, or with a partner. Initially, Samuel made attempts to follow instructions; however, he gave up easily, moving on to more interesting activities such as reading a personal book, staring off, or playing with objects around him. Generally, the teachers did not notice, or intentionally ignored the behaviour. This lack of consequence allowed Samuel to understand that he could continue to engage in such behaviours, without an aversive consequence. Occasionally, Samuel would be given a prompt to continue working on the assigned task, or to be more organized, for example by having only the appropriate notebook on his desk.

**Production of Organizational Skills and Work Completion:**

Baseline data (refer to Appendix F for example baseline data) was collected during the beginning and/or end of each class period throughout the school day (09-22-08 to 10-08-08). The observations focused on the final result of his punctuality, desk organization, appropriate notebook, maintenance of notebooks, and work completion. The results of his behaviour were documented in a chart, represented by a “Yes” or “No” for each factor of his organizational skills. Work completion was represented by a percentage derived from the fraction of work actually completed versus the assigned work to be completed. Product recording was a simple method that would be easy for the teachers to use once the facilitator left the school environment.

During baseline assessments, Samuel’s behaviour was deemed to be stable because 80-90% of the data points fell within the 15% range of the median level. Table 1 presents the results from the baseline assessment revealed from the primary classroom, taught by Mr. Doherty. Results identified that: he was punctual 65.3% of the time, as shown in Figure 1; his desk was organized 0% of the time, as shown in Figure 1.2; he had the appropriate notebook 59.7% of the time, as shown in Figure 1.3; and maintained his notebooks 55.6% of the time, as shown in Figure 1.4. In addition, he completed 55.1% of the work assigned in class during the appropriate subject, as shown in Figure 1.5. Table 2 presents the data from the secondary classroom, taught by Mrs. Jackson. Here the results indicated: he was punctual 62.5% of the time, as shown in Figure 2.1; his desk was organized 0% of the time, as shown in Figure 2.2; he had the appropriate notebook 41% of the time, as shown in Figure 2.3; and maintained his notebooks 61.8% of the time, as shown in Figure 2.4. He also completed 41.2% of the work assigned in class during the appropriate subject, as shown in Figure 2.5. Table 3 presents the data from the tertiary classroom, taught by Mrs. Mackenzie. These results found that: he was punctual 40% of the time, as shown in Figure 3.1; his desk was organized 0% of the time, as shown in Figure 3.2; he had the appropriate notebook 20% of the time, as shown in Figure 3.3; and maintained his
notebooks 20% of the time, as shown in Figure 3.4. He also completed 49.4% of the work assigned in class during the appropriate subject, as shown in Figure 3.5. Note that some baseline assessment days were missed due to an illness or a professional activity day that resulted in Samuel’s absence.

Table 1
Primary Classroom Baseline Results

<table>
<thead>
<tr>
<th>Mr. Doherty’s Class</th>
<th>Punctuality</th>
<th>Organized Desk</th>
<th>Appropriate Notebook</th>
<th>Notebook Maintenance</th>
<th>Work Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>65.3%</td>
<td>0%</td>
<td>59.7%</td>
<td>55.6%</td>
<td>55.1%</td>
</tr>
<tr>
<td>Median</td>
<td>58.5%</td>
<td>0%</td>
<td>50%</td>
<td>66.7%</td>
<td>54.7%</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>34.5</td>
<td>0</td>
<td>26.8</td>
<td>29.4</td>
<td>19.1</td>
</tr>
</tbody>
</table>

Table 2
Secondary Classroom Baseline Results

<table>
<thead>
<tr>
<th>Mrs. Jackson’s Class</th>
<th>Punctuality</th>
<th>Organized Desk</th>
<th>Appropriate Notebook</th>
<th>Notebook Maintenance</th>
<th>Work Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>62.5%</td>
<td>0%</td>
<td>41%</td>
<td>61.8%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Median</td>
<td>58.4%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>38.8%</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>25.8</td>
<td>0</td>
<td>27.4</td>
<td>26.7</td>
<td>28.3</td>
</tr>
</tbody>
</table>

Table 3
Tertiary Classroom Baseline Results

<table>
<thead>
<tr>
<th>Mrs. Mackenzie’s Class</th>
<th>Punctuality</th>
<th>Organized Desk</th>
<th>Appropriate Notebook</th>
<th>Notebook Maintenance</th>
<th>Work Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>40%</td>
<td>0%</td>
<td>20%</td>
<td>20%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Median</td>
<td>30%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>51.3</td>
<td>0</td>
<td>34.9</td>
<td>34.9</td>
<td>38.1</td>
</tr>
</tbody>
</table>

From the results of these assessments, it appears that Samuel’s lack of organizational skills could be affecting his lack of work completion. His tendency to disengage in work completion further exemplifies the additional attention required to increase the likelihood of his academic success. The antecedents identified from the assessment neglected to show a pattern with the targeted behaviours of organization and work completion. However, the consequences resulted in the identification of a strong pattern of Samuel’s behaviour going unnoticed, or being ignored. Therefore, the use of prompting and positive reinforcement to motivate the student’s organization should then facilitate an increase in his work completion.
Intervention Results

Adapting to the time constraints, the facilitator altered the design of the study to become an AB design, implementing treatment for 19 days in the primary classroom, excluding the secondary and tertiary classrooms. However, to identify if Samuel generalised any learned behaviours during the treatment phase, baseline recording continued in both the secondary and tertiary classrooms. Therefore, during this time data was collected from the primary classroom, taught by Mr. Doherty, the secondary classroom, taught by Mrs. Jackson, and the tertiary classroom, taught by Mrs. Mackenzie. Intervention results are presented in Table 4 for Mr. Doherty’s classroom, and baseline recordings for Mrs. Jackson’s and Mrs. Mackenzie’s classroom are presented in Table 5, and 6, respectively. The percentages were calculated by subtracting the baseline percentages from the result percentages. These percentages exhibit encouraging results as to the effectiveness of the intervention techniques.

In Table 4 the results indicated: punctuality increased by 12.9%, as shown in Figure 1.1 (Appendix G); organized desk increased by 55.2%, as shown in Figure 1.2 (Appendix H); appropriate notebook increased by 7.5%, as shown in Figure 1.3 (Appendix I); and notebook maintenance increased by 23.6%, as shown in Figure 1.4 (Appendix J). However, regarding work completion, the results actually decreased by 11.2%, as shown in Figure 1.5 (Appendix K). Results from the visual analysis indicated that: for punctuality the treatment trend line was similar to the baseline trend line, increasing continually throughout the study (refer to Appendix G); for organized desk the treatment trend line increased, whereas the baseline trend line remained at zero (refer to Appendix H); for appropriate notebook the treatment trend line was similar to the baseline trend line, in that it remained relatively level, however, the treatment trend line began at a higher position on the graph identifying an increase (refer to Appendix I); for notebook maintenance the treatment trend line consisted of a downward slope, even though the data collected during treatment increased from baseline (refer to Appendix J); for work completion the trend line decreased throughout the duration of the study (refer to Appendix K). These intervention results and visual analyses indicate that both prompting and positive reinforcement were effective in increasing organizational skills; however, the decrease in the work completion from baseline to the intervention phase shows that an increase in organizational skills did not foster an increase in his work completion.

To identify if Samuel’s organizational skills generalised to other environments, baseline recording continued in the secondary and tertiary classrooms. The results from the secondary classroom are presented in Table 5, and identified: punctuality increased by 10.8%, as shown in Figure 2.1 (Appendix L); organized desk increased by 6.7%, as shown in Figure 2.2 (Appendix M); appropriate notebook increased by 4.6%, as shown in Figure 2.3 (Appendix N); and notebook maintenance increased by 11.5%, as shown in Figure 2.4 (Appendix O). In regards to work completion, results exhibited an increase of 1.2%, as shown in Figure 2.5 (Appendix P). Furthermore, the visual analysis identified that the trend lines for punctuality (refer to Appendix L), organized desk (refer to Appendix M), and notebook maintenance (refer to Appendix O) consisted of an increasing slope, whereas the trend lines for appropriate notebook (refer to Appendix N) and work completion (refer to Appendix P) decreased slightly throughout the study. The results from the tertiary classroom are presented in Table 6 and have found: punctuality increased by 20%, as shown in Figure 3.1 (Appendix Q); organized desk increase by 35%, as shown in Figure 3.2 (Appendix R); appropriate notebook increased by 20%, as shown in Figure 3.3 (Appendix S); and notebook maintenance increased by 20%, as shown in Figure 3.4
The results further found that work completion showed an increase of 13.6%, as shown in Figure 3.5 (Appendix U). Additionally, the visual analysis identified that the trend lines for all four organizational skills – punctuality (refer to Appendix Q), organized desk (refer to Appendix R), appropriate notebook (refer to Appendix S), and notebook maintenance (refer to Appendix T) – and work completion (refer to Appendix U) increased throughout the study.

Table 4  
Primary Classroom Intervention Results

<table>
<thead>
<tr>
<th>Mr. Doherty’s Class</th>
<th>Punctuality</th>
<th>Organized Desk</th>
<th>Appropriate Notebook</th>
<th>Notebook Maintenance</th>
<th>Work Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>T</td>
<td>B</td>
<td>T</td>
<td>B</td>
</tr>
<tr>
<td>Average</td>
<td>65.3%</td>
<td>78.2%</td>
<td>0%</td>
<td>55.2%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Median</td>
<td>58.5%</td>
<td>83.5%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>34.5</td>
<td>24.1</td>
<td>0</td>
<td>31.2</td>
<td>26.8</td>
</tr>
</tbody>
</table>

B = Baseline   T = Treatment

Table 5  
Secondary Classroom Intervention Results

<table>
<thead>
<tr>
<th>Mrs. Jackson’s Class</th>
<th>Punctuality</th>
<th>Organized Desk</th>
<th>Appropriate Notebook</th>
<th>Notebook Maintenance</th>
<th>Work Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>T</td>
<td>B</td>
<td>T</td>
<td>B</td>
</tr>
<tr>
<td>Average</td>
<td>62.5%</td>
<td>73.3%</td>
<td>0%</td>
<td>6.7%</td>
<td>41%</td>
</tr>
<tr>
<td>Median</td>
<td>58.4%</td>
<td>66.7%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>25.8</td>
<td>31.4</td>
<td>0</td>
<td>18.7</td>
<td>27.4</td>
</tr>
</tbody>
</table>

B = Baseline   T = Treatment

Table 6  
Tertiary Classroom Intervention Results

<table>
<thead>
<tr>
<th>Mrs. Mackenzie’s Class</th>
<th>Punctuality</th>
<th>Organized Desk</th>
<th>Appropriate Notebook</th>
<th>Notebook Maintenance</th>
<th>Work Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>T</td>
<td>B</td>
<td>T</td>
<td>B</td>
</tr>
<tr>
<td>Average</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>Median</td>
<td>30%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>51.3</td>
<td>51.6</td>
<td>0</td>
<td>47.4</td>
<td>34.9</td>
</tr>
</tbody>
</table>

B = Baseline   T = Treatment

In regards to meeting the weekly objectives for each of the targeted behaviours: Samuel achieved his first objective for punctuality, being punctual 65% of the time from Monday to
Friday; he met four of his objectives for organized desk, having an organized desk 50% of the time from Monday to Friday; he met two of his objectives for appropriate notebook, having the appropriate notebook 55% of the time from Monday to Friday; and he achieved his second objective for notebook maintenance, maintaining his notebooks 70% of the time from Monday to Friday. His failure to meet some of his objectives did not allow him to attain a back-up reinforcer.

Overall, the increases and generalisations identified with Samuel’s organizational skills were stable, except for punctuality in the tertiary classroom, because 80-90% of the data points fell within a 15% range of the median levels.

**Follow-Up Results**

Follow-up was conducted one month after the termination of the treatment phase. Follow-up consisted of the author going into the school and observing and recording the participant’s organizational skills and work completion, for one full day. The observation and recording methods were the same as those utilized during the baseline and treatment phases. According to the follow up data for Samuel’s organizational skills in Mr. Doherty’s class, punctuality occurred 50% of the time (Figure 1.1); organized desk occurred 0% of the time (Figure 1.2); appropriate notebook occurred 50% of the time (Figure 1.3); and maintenance of notebooks occurred 0% of the time (Figure 1.4). Regarding work completion, it occurred 10% of the time (Figure 1.5). For Samuel’s organizational skills in Mrs. Jackson’s class, punctuality occurred 100% of the time (Figure 2.1); organized desk occurred 0% of the time (Figure 2.2); appropriate notebook occurred 66.7% of the time (Figure 2.3); and maintenance of notebooks occurred 0% of the time (Figure 2.4). In regards to work completion, it occurred 54% of the time (Figure 2.5). For Samuel’s organizational skills in Mrs. Mackenzie’s class, punctuality occurred 100% of the time (Figure 3.1); organized desk occurred 0% of the time (Figure 3.2); appropriate notebook occurred 0% of the time (Figure 3.3); and maintenance of notebooks occurred 0% of the time (Figure 3.4). Finally, work completion occurred 10% of the time (Figure 3.5).
Figure 1.1: Organizational Skills – Mr. Doherty’s Class (Punctuality)

Figure 1.2: Organizational Skills – Mr. Doherty’s Class (Organized Desk)
**Figure 1.3:** Organizational Skills – Mr. Doherty’s Class (Appropriate Notebook)

**Figure 1.4:** Organizational Skills – Mr. Doherty’s Class (Notebook Maintenance)
Figure 1.5: Work Completion – Mr. Doherty’s Class

Figure 2.1: Organizational Skills – Mrs. Jackson’s Class (Punctuality)
Figure 2.2: Organizational Skills – Mrs. Jackson’s Class (Organized Desk)

Figure 2.3: Organizational Skills – Mrs. Jackson’s Class (Appropriate Notebook)
Figure 2.4: Organizational Skills – Mrs. Jackson’s Class (Notebook Maintenance)

Figure 2.5: Work Completion – Mrs. Jackson’s Class
Figure 3.1: Organizational Skills – Mrs. Mackenzie’s Class (Punctuality)

Figure 3.2: Organizational Skills – Mrs. Mackenzie’s Class (Organized Desk)
Figure 3.3: Organizational Skills – Mrs. Mackenzie’s Class (Appropriate Notebook)

Figure 3.4: Organizational Skills – Mrs. Mackenzie’s Class (Notebook Maintenance)
Figure 3.5: Work Completion – Mrs. Mackenzie’s Class
Chapter V – Conclusion/Discussion

Summary
After the comparison of baseline and treatment results, and the visual analysis of their respective trend lines, it was found that prompting paired with positive reinforcement increased the participant’s organizational skills - punctuality, organized desk, appropriate notebook, and maintenance of notebook. In addition, results achieved from the primary classroom regarding an increase in organizational skills, were shown to generalise into the second and tertiary classrooms. However, results varied regarding identifying whether an increase in organizational skills would foster an increase in the participant’s work completion. In the primary classroom, work completion decreased as the school term progressed; however, in the secondary and tertiary classrooms, work completion increased. The differences identified between the classroom results suggest that further research is required. Also, the participant’s parents are considering the significance of having their child assessed because of his difficulties in many scholastic areas.

In regards to follow-up, the facilitator returned to the public elementary school for one day in January of 2009, to observe the participant. Observations occurred in all three classes to identify if the skills acquired have further developed, generalised, and maintained, to these environments. During follow-up, the data indicated that most of Samuel’s gains achieved during the treatment phase were not maintained after the termination of this study. Of Samuel’s organizational skills, only punctuality and appropriate notebook were maintained. Possible explanations as to why all of his achievements were not maintained may be that the primary, secondary, and tertiary teachers did not continue to utilize the program after the study’s completion; the program was altered to adjust to time restraints, thereby decreasing the impact of its effectiveness; or that more drastic measures are required for Samuel’s particular circumstance, which may be identified during future, planned assessments.

Strengths
This study utilizes techniques that are simple, easy, and quick to implement, allowing for easy transference and maintenance for those who do not have a behavioural background. In addition, these techniques were successful as improvements were found in both organizational skills and work completion during the intervention phase. For this study specifically, the targeted behaviours were behaviours that could improve the overall efficacy in the participants educational and occupational life experiences. Finally, this study offered the client’s parents insight towards the degree of assistance he requires, further offering a suggestion towards the importance of having him assessed.

Limitations
Initially, it was difficult to identify a suitable method of intervention because the participant’s parents refused to have him assessed as they failed to realise the severity of his behaviour and were wary of labelling him. This made it difficult to tailor the intervention to the participant’s specific needs because the study had to rely on past information and assume all significant content was presented. In addition, this study utilized a case study to identify if prompting and positive reinforcement would be an effective method to increase organizational skills, to foster an increase in work completion. However, when utilizing the case study, any results achieved would be difficult to generalise to the student population, as a case study is not a
true representation of the intermediate student population. Another limitation was that it was sometimes difficult for the participant to reach his weekly objectives because of professional activity days (P.A. days) and sick days. These absences inhibited Samuel’s opportunity to utilize his organizational skills and achieve his weekly objectives in the presence of the facilitator. Furthermore, there were several seating alterations throughout this study thereby diminishing the intervention methods as the main source for any increases. Another limitation was that the time allotted to implement the program was restricted, thereby creating a limitation as not all of the procedures were incorporated, as illustrated by not applying the intervention phase in the secondary and tertiary classrooms. Finally, a potential limitation may occur during the maintenance and generalization phase, when the classroom teachers become the facilitator of the program. When this occurs, there will be three different facilitators; therefore, decreasing the treatment integrity level based on individual bias.

**Multilevel Challenges to Service Implementation**

Multi-level challenges were identified in the client, program, organizational, and societal levels. The main challenge encountered in the **client level** was attempting to attain confirmation that the prompts were in fact received by the participant. For example, the participant would quickly say “yes” or “uh-huh” to avoid contact with the facilitator, and would mostly neglect eye contact. The contact between the participant and the facilitator was not the issue, as several times he would try to initiate a conversation with the facilitator. The issue was specifically with the participant properly receiving the prompt. Regarding the **program level**, a major challenge faced was that the participant was not diagnosed. His parents refused to have him assessed for any disabilities, thereby creating a challenge to implement an intervention to suit his exact needs. In addition, the intervention being used had to be decided upon within two weeks of first beginning placement, thus placing a time constraint on creating a suitable intervention. The main challenged faced in the **organizational level** was how all three teachers, who were interacting daily with the participant, held varying opinions as to the main issues he was facing. Furthermore, one in particular, gave the impression of having had a negative view of the participant. This was challenging because the facilitator had to counter the teacher’s negativity at times, helping him/her to identify the positive. Also, when they all have different opinions, it would be difficult at times to assist them to agree on the main issues exhibited by the participant, however, this was accomplished. Regarding the **societal level** a huge challenge faced within this level was society’s view of what behaviour is acceptable and what is not. It was identified that numerous other students struggled with similar issues as the participant; however, the only difference setting the participant apart from the other students, was his abnormal behaviour. The participant was viewed as a unique child, exhibiting behaviours that many other students would not exhibit. This prejudice held towards those who are identified as different creates a difference in treatments that these individuals receive.

**Contributions to the Behavioural Psychology Field**

Currently, there is a lack of empirical research identifying the connection between organizational skills and work completion. This study contributes to the limited research available, attempting to make this link prevalent through the conduction of a case study. Prompting paired with positive reinforcement has been utilized in Behavioural Psychology for numerous years, however, it is important to reinstate the effectiveness of such techniques. This
study further emphasizes the importance of using simple and practical techniques to benefit those without a behavioural background, for example teachers in a classroom environment. In addition, it identifies the importance of using techniques that can be implemented within various environments. Finally, this study attempts to identify a technique that can be utilized to foster improvement within two different areas of the client’s life. It attempted to create an effective technique that can increase organizational skills and work completion, without directly targeting work completion. This allows for a less complicated facilitation of the study, thereby again offering easy transference, and helping to improve the probability of this program’s continuation.

**Recommendations**

If a diagnosis is identified after the participant has been tested, it is recommended that the entire intervention procedures are reviewed to ensure that the procedures are in fact tailored to suit the participants specific needs. In addition, a longer period of time is required to complete a study similar to this one. More generally, it is recommended that these intervention procedures should be conducted utilizing a larger sample size, so that the results acquired can be a true representation of the intermediate student population. Ultimately, further research into this area of study is required to conclude if there is a functional relationship between that of organizational skills and work completion.
References


INFORMATION NOTICE TO PARENTS

St. Lawrence College
100 Portsmouth Ave.
Kingston, Ontario K7L 5A6

Dear Mr. and Mrs. Cook:  

September 25, 2008

Your child, Samuel Cook, has been selected to participate in a learning support program designed to enhance student success at school. The program is unique in that it will be tailored to your child, taking into account his/her strengths and needs. It will be based on observations of your child during the school day while s/he is participating in typical daily activities. Based on these observations, your child will be encouraged to develop and/or practice certain skills. This program will be integrated into your child’s regular schedule and s/he will continue to participate in all classroom activities.

This program is being offered by Megan Prevost, a 4th year student in the 4-year Bachelor’s degree in Behavioural Psychology at St. Lawrence College, as part of a supervised placement experience. As part of her training so far, Megan Prevost has taken courses in applied behaviour analysis, developmental psychology, childhood and adolescence, as well as counselling, ethics and professional practice. Megan Prevost will be helping out in your child’s classroom on a daily basis from September 2nd to December 5th, 2008. She will be working with your child’s teacher and will be supervised by Diane Nicholson, a faculty member at St. Lawrence College.

If you have any questions, comments or concerns about this program, please contact Diane Nicholson at 613-536-6505.
Dear Mr. and Mrs. Cook:

September 25, 2008

Your child, Samuel Cook, has been selected to participate in a 14-week learning support program designed to enhance student success at school. This program is being offered by Megan Prevost, a 4th year student in the 4-year Behavioural Psychology degree program at St. Lawrence College, as part of a supervised placement experience and an applied thesis. As part of her training so far, Megan Prevost has taken courses in applied behaviour analysis, developmental psychology, childhood and adolescence, as well as in counselling, ethics, professional practice, and other areas. Megan Prevost will be helping out in your child’s classroom on a daily basis from September 2nd to December 5th, 2008. She will be working with your child’s teacher and will be supervised by Diane Nicholson a faculty member at St. Lawrence College.

The program is unique in that it will be tailored to your child, taking into account his/her strengths and needs. It will be based on observations of your child during the school day while s/he is participating in typical daily activities. Based on these observations, your child will be prompted to practice the organizational skills (punctuality, organized desk, maintenance of all notebooks, and appropriate notebook), and given positive reinforcement in the form of praise and preferred activities. This program will be integrated into your child’s regular schedule in a positive way and s/he will continue to participate in all classroom activities.

In the past, we have found that children benefit from this type of learning support program, but there are no guarantees that every child will benefit. The possible benefits of this program are: improved work completion by encouraging the use organizational skills. There are minimal risks of participating in this program. Some of the risks may be frustration, boredom, and rebellion. All effort will be made to ensure that risks are minimized.

This opportunity is being offered to your child and the decision to participate is voluntary. If you wish your child to participate in this program, Megan Prevost will work with your child individually and/or in groups. Your child will also be asked if s/he wishes (assents) to participate and may refuse. If you choose to participate, you have the right to withdraw your child at any time. In addition, you have the right to approve or disprove of the use of the information collected (with no person or place being identified) in a school report, a scholastic poster gala, and possibly for referencing in the school library. All information obtained about your child will be kept confidential (to do this, your child will be given a code name and information will be stored in a secure location). Only your child’s teacher and principal will be informed of his/her participation. Your decision to participate, or to not participate, will not effect how your child will be treated within the school system. Upon request, we will gladly share a copy of a brief report of the program. If at any time, you have questions, comments or concerns about your child’s participation, please contact Diane Nicholson at 613-536-6505.
If you don’t wish your child to participate, please inform us as soon as possible so that we may offer this opportunity to another child.

I, ______________________ (print parents name), give permission for my child, ______________________ (print child’s name), to participate in a personalized learning support program offered by Megan Prevost at Lundy’s Lane Public School. I understand that his participation is voluntary and that I may withdraw my consent at any time. If I have any questions, I may contact Megan Prevost's college supervisor, Diane Nicholson.

**NOTE:** all information identifying your child will be removed from any reports to protect confidentiality and a copy of this consent form will be provided to you

- [ ] I agree for my child to participate in this intervention/project conducted by Megan Prevost.
- [ ] I do NOT agree for my child to participate in this intervention/project conducted by Megan Prevost.
- [ ] I consent for the data collected as part of this intervention/project to be put in a report in the college library.
- [ ] I consent for the data collected as part of this intervention/project to be presented at a conference and/or published in a peer reviewed journal or professional publication.

Parent/Guardian Signature: _________________________ Date:

Printed Name: ________________________________

Witness/Teacher Signature: _________________________ Date:

Printed Name: ________________________________

SLC Student Signature: _________________________ Date:

Printed Name: ________________________________
Appendix B
Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1
Student/Grade: ___________________________ Date: ________________________
Interviewer: ___________________________ Respondent(s): ________________________

Step 2
Student Profile: Please identify at least three strengths or contributions the student brings to school.

__________________________________________

Step 3
Problem Behavior(s): Identify problem behaviors

<table>
<thead>
<tr>
<th>Tardy</th>
<th>Fight/physical Aggression</th>
<th>Disruptive</th>
<th>Theft</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unresponsive</td>
<td>Inappropriate Language</td>
<td>Insubordination</td>
</tr>
<tr>
<td></td>
<td>Withdrawn</td>
<td>Verbal Harassment</td>
<td>Work not done</td>
</tr>
<tr>
<td></td>
<td>Verbal Inappropriateness</td>
<td>Self-injury</td>
<td></td>
</tr>
</tbody>
</table>

Describe problem behavior: ______________________________________________________

Step 4
Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

<table>
<thead>
<tr>
<th>Schedule (Times)</th>
<th>Activity</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before School</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Recess</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Block Studies</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

Step 5
Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.


38
## Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

### Step 1
**Student/ Grade:** ____________________________  **Date:** ____________________________
**Interviewer:** ____________________________  **Respondent(s):** ____________________________

### Step 2
**Routine/Activities/Context:** Which routine (only one) from the FACTS-Part A is assessed?

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s)</th>
</tr>
</thead>
</table>

### Step 3
**Provide more detail about the problem behavior(s):**

- What does the problem behavior(s) look like?
- How often does the problem behavior(s) occur?
- How long does the problem behavior(s) last when it does occur?
- What is the intensity/level of danger of the problem behavior(s)?

### Step 4
**What are the events that predict when the problem behavior(s) will occur? (Predictors)**

<table>
<thead>
<tr>
<th>Related Issues (setting events)</th>
<th>Environmental Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ illness</td>
<td>reprimand/correction</td>
</tr>
<tr>
<td>__ drug use</td>
<td>physical demands</td>
</tr>
<tr>
<td>__ negative social</td>
<td>socially isolated</td>
</tr>
<tr>
<td>__ conflict at home</td>
<td>with peers</td>
</tr>
<tr>
<td>__ academic failure</td>
<td>Other</td>
</tr>
</tbody>
</table>

### Step 5
**What consequences appear most likely to maintain the problem behavior(s)?**

<table>
<thead>
<tr>
<th>Things that are Obtained</th>
<th>Things Avoided or Escaped From</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ adult attention</td>
<td>hard tasks</td>
</tr>
<tr>
<td>__ peer attention</td>
<td>reprimands</td>
</tr>
<tr>
<td>__ preferred activity</td>
<td>peer negatives</td>
</tr>
<tr>
<td>__ money/things</td>
<td>physical effort</td>
</tr>
</tbody>
</table>

### Step 6
**SUMMARY OF BEHAVIOR**
Identify the summary that will be used to build a plan of behavior support.

<table>
<thead>
<tr>
<th>Setting Events &amp; Predictors</th>
<th>Problem Behavior(s)</th>
<th>Maintaining Consequence(s)</th>
</tr>
</thead>
</table>

### Step 7
**How confident are you that the Summary of Behavior is accurate?**

<table>
<thead>
<tr>
<th>Not very confident</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Very Confident</th>
</tr>
</thead>
</table>

### Step 8
**What current efforts have been used to control the problem behavior?**

<table>
<thead>
<tr>
<th>Strategies for preventing problem behavior</th>
<th>Strategies for responding to problem behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ schedule change</td>
<td>reprimand</td>
</tr>
<tr>
<td>__ seating change</td>
<td>office referral</td>
</tr>
<tr>
<td>__ curriculum change</td>
<td>detention</td>
</tr>
</tbody>
</table>

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Appendix C
# Sequence Analysis Recording Sheet

<table>
<thead>
<tr>
<th>Time</th>
<th>Antecedent</th>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Appendix D
<table>
<thead>
<tr>
<th>Period 1</th>
<th>Punctuality:</th>
<th>Work Completion:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
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<table>
<thead>
<tr>
<th>Period 2</th>
<th>Punctuality:</th>
<th>Work Completion:</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 3</th>
<th>Punctuality:</th>
<th>Work Completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 4</th>
<th>Punctuality:</th>
<th>Work Completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Period 5</th>
<th>Punctuality:</th>
<th>Work Completion:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Period 6</th>
<th>Punctuality:</th>
<th>Work Completion:</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Antecedent</td>
<td>Behaviour</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9:05 am</td>
<td>Recess bell went off to come in to the school from recess</td>
<td>Student continued a conversation outside, a did not come into the school in time for class</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Students are given a selection of math questions to complete</td>
<td>Student takes out a book to read that is unrelated to the current subject (Math) and does not work on the math questions</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Students are being given a lesson in their Science class</td>
<td>Student begins drawing over his notebook</td>
</tr>
<tr>
<td>11:25 am</td>
<td>Students are to come in from their lunch recess and begin class</td>
<td>Student noticed that his lunch pale was still in the classroom after lunch was over and class began (this is against classroom rules) and moved it off to the side, out of the teacher’s view</td>
</tr>
<tr>
<td>12:30 am</td>
<td>Students are to go into their secondary classroom for their next class</td>
<td>Student begins talking to another student in the hall, and did not make it to class in time</td>
</tr>
<tr>
<td>1:25 am</td>
<td>Students are instructed to answer a selection of questions pertaining to a history lesson</td>
<td>Student begins drawing on his notebooks, in combination with reading a book that is unrelated to the topic at hand (history)</td>
</tr>
<tr>
<td>2:15 am</td>
<td>Students are asked to clean off their desk top for a geography activity</td>
<td>Student takes all of his notebooks, textbooks, and loose papers and shoves them in his desk in a dishevelled manner</td>
</tr>
<tr>
<td>3:05 am</td>
<td>Recess bell went off to leave the school and catch the school bus</td>
<td>Student began a conversation with the teacher and then went to the bathroom</td>
</tr>
</tbody>
</table>
**Example Baseline - September 24, 2008**

**Period 1 – Mr. D**
Punctuality: Yes
Work Completion: 12/17 \( \rightarrow 70.6\% \)

<table>
<thead>
<tr>
<th></th>
<th>Organized Desk</th>
<th>Maintenance of Notebook</th>
<th>Appropriate Notebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Period</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>End of Period</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Period 2 – Mrs. J**
Punctuality: Yes
Work Completion: 5/22 \( \rightarrow 22.7\% \)

<table>
<thead>
<tr>
<th></th>
<th>Organized Desk</th>
<th>Maintenance of Notebook</th>
<th>Appropriate Notebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Period</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>End of Period</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Period 3 – Mrs. M**
Punctuality: Yes
Work Completion: 2/20 \( \rightarrow 10\% \)

<table>
<thead>
<tr>
<th></th>
<th>Organized Desk</th>
<th>Maintenance of Notebook</th>
<th>Appropriate Notebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Period</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>End of Period</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Period 4 – Mr. D**
Punctuality: No
Work Completion: 10/10 \( \rightarrow 100\% \)

<table>
<thead>
<tr>
<th></th>
<th>Organized Desk</th>
<th>Maintenance of Notebook</th>
<th>Appropriate Notebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Period</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>End of Period</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Period 5 – Mrs. J**
Punctuality: No
Work Completion: 1/4 \( \rightarrow 25\% \)

<table>
<thead>
<tr>
<th></th>
<th>Organized Desk</th>
<th>Maintenance of Notebook</th>
<th>Appropriate Notebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Period</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>End of Period</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Period 6 – Mrs. J**  
Punctuality: Yes  
Work Completion: 3/4 → 75%

<table>
<thead>
<tr>
<th>Beginning of Period</th>
<th>Organized Desk</th>
<th>Maintenance of Notebook</th>
<th>Appropriate Notebook</th>
</tr>
</thead>
<tbody>
<tr>
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- Work Completion: During Baseline
- Work Completion: During Intervention
- Work Completion: During Follow-Up
- Trend Line