This preliminary, exploratory qualitative study examined data from an application of the web-based Succeeding in School Program. The ten week school counseling classroom guidance program was originally developed for a paper-and-pencil format but recently has been converted online to create a web-based intervention. Previous paper-and-pencil interventions using the program suggested positive increases in students’ attitudes towards school, increases in positive classroom behavior and increases in language arts grades (Gerler & Anderson, 1986; Gerler & Drew, 1990), as well as significant increases in students’ awareness of how to achieve school success (Gerler & Herndon, 1993).

Participants in the web-based application of the Succeeding in School Program were 77 fourth and 62 fifth grade students attending an elementary school (K-6) in southeastern North Carolina. Ages ranged from 10-11 years old for the fourth graders and 11-12 years old for the fifth graders. The main goal of this study was to illuminate perspectives of the participants by identifying themes from students’ responses to each lesson of the online Succeeding in School Program. Resulting themes were related to past quantitative results of the paper-and-pencil version of the program. Student submissions were tabulated by response length, sentence structure, and web slang.

The current phenomenological examination of the data found themes identifying family and friends as students’ role models; themes related to goal setting; and themes related to students’ need to change their mindset, focus, and work ethic to achieve success. Other themes spoke to students’ fear of various types of tests and poor academic results. Students
also expressed fear of corporal and other punishment. Themes illuminated students’ responsibilities at home and at school, as well as academic skills students’ gained in assorted academic subjects. Students’ responded to prompts within the Succeeding in School Program with emotions such as happiness, joy, fear, anger, pride, nervousness, and embarrassment. Implications of these and other emergent themes, as well as statistical information related to sentence lengths and sentence structure of students’ submissions, were discussed and future research directions were presented.
SUCCEEDING IN SCHOOL: A QUALITATIVE ANALYSIS

by

Brett Edmund Davis Zyromski

A dissertation submitted to the Graduate Faculty of
North Carolina State University
In partial fulfillment of the
Requirements for the degree of
Doctor of Philosophy

COUNSELOR EDUCATION

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March 27, 2007

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Marc A. Grimmett              Rupert Nacoste
Member of Advisory Committee            Member of Advisory Committee
DEDICATION

To My Wife, Christie, who has shown her love for me with constant support, encouragement, and affection. I thank heaven for her every day. I would never have attempted the program without her encouragement and would never have made it through without her strength.

I may not be a smart man but I know what love is. --Forrest Gump
BIOGRAPHY

Brett Zyromski was born in Michigan, but raised in Sebastopol, California. His parents were among the first of their family to move out of the state of Michigan. Modeling a spirit of courage, strength and resourcefulness, Brett’s parents searched for a warmer, healthier climate in which to raise their family. From this beginning, Brett credits his parents for instilling in their children an appreciation of travel, creativity, individualism and strength. Brett began his educational career at Linfield College in McMinnville, Oregon where he received his Bachelor of Arts in Elementary Education.

After graduating from Linfield College, Brett traveled to Madrid, Spain in October of 1998. Brett spent three months in Madrid teaching English in businesses, homes, and schools to students of varied ages. After leaving Madrid in January of 1999, Brett headed to Dublin, Ireland. Brett worked for Adelaide Road Donore Presbyterian Church as college youth coordinator and for Dolebusters, a welfare education program based in the church. Brett discovered much about diversity, culture, education, spirituality, and friendship while in Dublin and Madrid.

Brett began his Masters of School Counseling program at the University of North Carolina at Chapel Hill (UNC-CH) in June of 1999. In December 1999, Brett transferred to Houston Graduate School of Theology – North Carolina (now Carolina Evangelical Divinity School), a Quaker seminary located in High Point, North Carolina, to pursue a Masters of Theology in Pastoral Counseling. While pursuing his Masters of Theology and after graduating in May 2001, Brett worked at Hope Creek Church in Durham as a youth pastor. Brett returned to elementary school in August of 2002 as part time At-Risk Counselor and part time Healthful Living teacher at R.N. Harris Elementary School in Durham.
Brett attended North Carolina State University from 2004 to 2007. While at NC State, Brett worked for the Transition Program as a teaching assistant. He taught undergraduate courses, counseled students individually and participated in a research assistantship with Dr. Sylvia Nassar-McMillan. Brett created web pages for the Transition Program and Counselor Education Graduate Student Association, as well as distance course sites for the Transition Program and supervision practicum. He served as the Counselor Education Graduate Student Association Vice-President one year and President the following year. Brett also served as co-editor of Meridian: A Middle School Technologies Journal, an online graduate student journal at NC State. In addition, he served the North Carolina Association of Counselor Education and Supervision as Coordinator of Special Projects. Brett has been trained for leadership in the National Coalition Building Institute, served as a departmental ambassador, and is a member of Chi Sigma Iota.

Brett’s professional development also consisted of teaching graduate courses, presenting at state and national conferences and publishing in peer reviewed journals. His research focuses on helping and empowering students and school counselors. Published manuscripts and manuscripts in-review deal with issues such as school counselors’ utilization of traditional and online journaling as effective interventions and helping school counselors identify and create a support team for inner city African American and Latino youth suffering from Post Traumatic Stress Syndrome. Other research involves utilizing technology, such as distance course tools and videoconferencing equipment, to create ethical and CACREP accredited distance supervision environments. Brett is a member of the American Counseling Association, the American School Counseling Association, the Association for Counselor Education and Supervision, and the North Carolina Counseling Association.
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ago. A great teacher, Russ will prove to be a leader in counseling technology for years to 
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If I have forgotten anyone, please forgive me. My brain has been fried from writing 
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thank you for your support and encouragement.
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Chapter 1: Introduction

In 1986, a study was published using a paper and pencil version of the classroom guidance program Succeeding in School as a school counseling intervention (see Appendix A or http://genesislight.com/web%20files/). The program was designed to positively impact academic achievement in fourth and fifth grade elementary school students (Gerler & Anderson, 1986). Since that time, follow up studies have been conducted (Gerler & Drew, 1990; Gerler& Herndon, 1993) and the program has been used to positively impact students’ academic achievement in mathematics (Lee, 1993) and as a tool for a drop out prevention program (Ruben, 1989). Recently, the Succeeding in School Program has been transformed from a paper and pencil intervention to an online intervention. An unpublished intervention using the online version of Succeeding in School was completed, yet no data analyses have been conducted. The purpose of the present phenomenological study is to understand the perspective and voices of the students who responded to the online intervention using the Succeeding in School Program. The main focus of the study is to uncover themes and essences related to students responses to the ten sections of the Succeeding in School Instrument (Racher & Robinson, 2002). The instrument will be described in detail later. The qualitative examination will be conducted from a phenomenological perspective, illuminating themes associated with the perspective of the participants, their feelings and ideas related to their interaction with the Succeeding in School Program, and their responses to the prompts of the instrument (Miles & Huberman, 1994).

Purpose of the Study

The purpose of the present study is to utilize a qualitative approach to examine the data from the intervention utilizing the online version of Succeeding in School. This is a
preliminary, exploratory study, assessing how students reacted to their interaction with the online version of Succeeding in School. The main goal of this study is to illuminate the perspectives and voices of the participants in response to the online Succeeding in School Intervention (see Appendix A).

The qualitative study will be conducted from a phenomenological perspective in order to reduce possible researcher bias while illuminating the voices and perspectives of the participants (Miles & Huberman, 1994; Racher & Robinson, 2002). As a result of the phenomenological perspective, no hypothesis is made; instead, the research goal is simply to hear the voices of the participants and their perspectives related to the Succeeding in School Intervention (Miles & Huberman, 1994; Racher & Robinson, 2002). However, due to the use of the Succeeding in School Program, an existing framework does exist to guide the analysis. The qualitative analysis will aid in better understanding the interventions impact on students’ perceptions of themselves, their peers, their teachers, and their school. The analysis will follow the framework of the Multimodal framework and ten sections delineated within the Succeeding in School Program. Therefore, results of the qualitative analysis will be examined using a Multimodal framework and links to academic achievement will be explored (Miles & Huberman, 1994). The dual process of unstructured analysis and coding, along with utilizing a pre-existing framework created by the Succeeding in School Program, is reflected in the research questions and will be explicated later in the manuscript.

A phenomenological research perspective encourages the researcher to remove him or herself as completely as possible in order to uncover the meaning of the emotions and thoughts behind the text written by the participants (Racher & Robinson, 2002). Since the instrument was online and the data has already been collected, the main area for concern
related to researcher bias will be within the coding process. These concerns will be addressed further in Chapter 3. However, researcher reflexivity strategies, a coding team, and an auditor are a few of the strategies used to reduce researcher bias (Miles & Huberman, 1994; Weston, Gandell, Beauchamp, McAlpine, Wiseman, & Beauchamp, 2001). The data written in response to the Succeeding in School Program will reveal themes related to students’ thoughts and feelings. It seems logical that the written words would relate to the individual categories contained in the Succeeding in School Program. Therefore, themes may relate to what it takes to be successful, who their role models are, what it takes to be a role model, and how they perceive and feel about their peer relationships. The themes might reveal whether students have a high quality relationship with their teachers, how students feel about themselves, about their ability to listen and be successful at school and whether or not it was noteworthy the intervention was given online.

Rationale for Study

School counselors can affect children’s learning through a variety of ways. Borders and Drury (1992) reviewed 30 years of school counseling literature and concluded that school counselors can positively impact students’ educational and personal development. They suggest the most direct avenues to do so are individual and group counseling, classroom guidance, and consultation. Previously, Gerler (1985a) reviewed a decade of counseling research and concluded that counselors made a positive impact in improving children’s grades, self-esteem, and attitude toward school and classroom behavior. In the most recent review, Whiston and Sexton (1998) look at literature published between 1988 and 1995 and noted that most school counseling interventions focused on remedial services and activities, as opposed to preventative interventions, such as the Succeeding in School
Program. Whiston and Sexton (1998) called for additional studies with middle school students, as well as studies that examine the connection between school counseling interventions and academic achievement. The Whiston and Sexton review (1998) did conclude, however, that a variety of school counseling services have a positive impact on students’ educational and personal development. These included: individual career counseling, group counseling with elementary children, social skills training, group counseling focused on family issues, and peer counseling programs.

The American School Counselor Association’s (ASCA) National Model (American School Counselor Association, 2003) encourages school counselors to utilize interventions that impact students’ academic achievement, interventions that benefit all students, and interventions that are based on previous studies published in the literature. There are multiple benefits of classroom based school counseling interventions that positively impact student academic achievement. One obvious benefit is the direct impact on the academic achievement of the student. However, another benefit is to directly connect school counseling interventions with increased academic achievement of students. Unfortunately, as previously mentioned, few outcome based studies document statistically significant outcomes for classroom based interventions (Brigman & Campbell, 2003; Gerler & Anderson, 1986; Lee, 1993; Poynton, Carlson, Hopper & Carey, 2006; Whiston & Sexton, 1998). Three studies that do document increased academic achievement as a result of their intervention are Gerler and Anderson’s (1986) study utilizing the Succeeding in School Program, Brigman and Campbell’s (2003) study using the Student Success Skills (SSS) Program, and Poynton, Carlson, Hopper and Carey’s (2006) article, whose work applied a conflict resolution curriculum to problem solving strategies in core academic areas. Although statistical
significance was shown in relation to student’s self-efficacy beliefs, Poynton, Carlson, Hopper and Carey (2006) failed to show their intervention had a statistically significant impact on academic achievement.

The Succeeding in School Program

Baker and Gerler (2004) suggest that one of the roles of a school counselor is to offer prevention programming that helps students feel worthy as students and people, and helps them learn to identify and express feelings about themselves and learning openly and honestly. Prevention programming could be focused on enhancing skills, enhancing academic performance, or countering cultural oppression. The Succeeding in School Program, a prevention program based on multimodal therapy, is focused on increasing academic achievement and self-awareness in middle school students. The Succeeding in School Program utilizes a Multimodal framework (Lazarus, 1997) as the foundational structure of the intervention. The Multimodal Therapy framework provides a useful tool for conceptualizing counseling issues. The tool is conceptualized using the acronym BASIC I.D. Each letter represents an interacting modality (Lazarus, 1997). The Multimodal Therapy framework and its utilization within the Succeeding in School Program will be explicated in further detail in Chapter 2.

Since the instrument is online, it is organized using an index page containing a table of contents classifying the following sections: (a) Models of Success, (b) Being Comfortable in School, (c) Being Responsible in School, (d) Listening in School, (e) Asking for Help in School, (f) Improving at School, (g) Cooperating with Peers, (h) Cooperating with Teachers, (i) The Bright Side of School, and (j) The Bright Side of Me. Students’ are encouraged to explore issues in more than one aspect of the Multimodal framework within each section.
Exploration is encouraged through prompts. Important concepts of each section are presented within the lessons, which are focused on issues students can change to improve their academic success in school. Students respond to the prompts within each lesson through a form of journaling – a written response. Journaling has been shown to have many positive therapeutic and educational benefits, and this prompt and response interaction is an important facet of the Succeeding in School Program (L’Abate, 2001; Pennebaker, 2001).

The first implementation of the Succeeding in School Program was conducted with about 900 fourth and fifth grade students from 18 different schools located across North Carolina (Gerler & Anderson, 1986). The participants included children of varied economic, social, and cultural backgrounds. School counselors who volunteered to participate (18 in all) received a packet of materials which included the ten session classroom guidance unit, directions for implementing the study, instruments to measure the effectiveness of the study, directions for scoring the instruments, and forms for recording the data. Results of the intervention included positive increases in students’ attitudes towards school, classroom behavior and language arts grades.

Gerler (1990) consequently published detailed instructions on how school counselors could organize, conduct, and evaluate the Succeeding in School Program in cooperation with supervisors and counselor educators in their area. The manuscript included details involving how to frame the problem, set research objectives, select appropriate measure, develop appropriate strategies and guidelines for implementing the study, as well as steps for analyzing the data and disseminating the results. Gerler and Drew (1990) conducted a follow-up study involving 98 students in grades 6 – 8 from five middle schools in urban North Carolina. Participants were identified as potential dropouts and represented varied
economic, social and cultural environments. The program resulted in an increase in students’ positive attitudes toward school. Lee’s (1993) replication of the study utilizing more than 200 students in grades 4 through 6 in Long Beach, California representing a wise variety of economic, social and cultural environments. Lee (1993) replicated the original study of Gerler and Anderson (1986) and found a significant increase in student’s mathematics achievement, while students’ behavior change approached significance. Gerler & Herndon’s (1993) study had middle school counselors across North Carolina apply the Succeeding in School Program with 104 students of varied economic, social, and cultural environments in grades 6 – 8. Results showed a significant increase in students’ awareness of how to achieve school success. The Succeeding in School Program has also been utilized as a successful drop-out prevention program with Latino and African American Elementary students in Miami Beach, Florida (Ruben, 1989). Students who participated in the program reported perceiving themselves in a positive manner and predicted personal successes in their future. Further details related to the Succeeding in School Program (see Appendices A & B), including examples of content and online layout, will be presented in the literature review.

Research Questions

Due to the exploratory aspect of qualitative research, specifically when using a phenomenological perspective, research questions are used as guides, not strict rules, to direct the research. The goal of phenomenological research is to uncover and illuminate the voices of the participants and their perspectives. In this case, the purpose is to reveal the voices of the students and their perspectives related to the Succeeding in School Program. Since the Succeeding in School Program has a distinct framework, the qualitative approach, although phenomenological, will also contain a framework of analysis. The framework of
analysis is guided by the Multimodal framework as well as the ten sections contained in the Succeeding in School Program. Therefore, the research agenda will be framed by the research questions. The research questions to give a framework to the analysis are as follows:

1. What themes emerged in relation to each of the ten sections of The Succeeding in School Program?

2. Do emergent themes relate to prior results from quantitative studies? Do results of this qualitative study support or disagree with past quantitative results showing an increase in students’ awareness of skills needed to be successful in school? This question is valuable in that past quantitative studies supported the use of the Succeeding in School Program to increase academic achievement, and the present study will serve to illuminate the essence of the experience of the students as they participated in the Succeeding in School Program. It is also important to note that review of the codes and themes will be analyzed separately from the influence of previous studies.

3. What themes emerged related to the participants’ feelings about taking an online intervention or related to other technological aspects of the intervention?

4. The responses of the student’s will be tabulated related to the characteristics that emerge related to structural aspects of the journal responses of participants. For example, tabulations will represent the distinct patterns that emerge related to the length of the responses, the grammar and sentence structure of the responses. What type of language was used to answer the prompts, for example, was web slang utilized? A count and a percentage will be used to illustrate results of these questions.
5. What themes emerged regarding emotions conveyed in the journal responses?

Need for the Study

Currently, there is a dearth and a call for increased evidence based school counseling research that relates school counseling interventions to increased academic achievement (Fairchild, 1993; Fairchild, 1994; Otwell & Mullis 1997; Whiston, 2002; Whiston & Sexton, 1998). Although past research has suggested that school counselors affect students’ academic achievement, self-concept, attitudes toward school, and school and classroom behaviors (Borders and Drury, 1992; Gerler, 1985a; Whiston and Sexton, 1998), most interventions are remedial in nature. The Succeeding in School Program is a web delivered asynchronous, preventative intervention which previously showed evidence of improving academic achievement in mathematics and reading (Gerler & Anderson, 1986; Gerler & Drew, 1990; Lee, 1993). The program was also used as a drop-out prevention program and led to an awareness of skills needed to succeed in school (Gerler & Herndon, 1993; Ruben, 1989). The previous results came from experiments utilizing the paper and pencil version of the program, while the current version is delivered through web site technology. Most school counselors utilize technology for record keeping and word processing, not for student interventions or counseling functions (Holcomb-McCoy, 2005). Therefore, the results of the study will add to an understanding of the connection between school counseling interventions and increased student academic achievement, as well as provide possible technological interventions school counselors could utilize in their practices to positively affect students’ academic achievement. The results of this study may also support the further utilization of an asynchronous online version of the Succeeding in School Program. Baker and Gerler (2004) suggest that school counselors cooperate with teachers in conducting classroom
guidance to help students increase their self-worth as individuals and students, as well as feel comfortable recognizing and expressing emotions surrounding themselves and their learning. They also call for prevention programming in schools focused on enhancing academic achievement (Baker & Gerler, 2004). The Succeeding in School Program helps students explore and express their feelings in response to a myriad of issues related to academic achievement and can be conducted by the school counselor or classroom teacher in the school’s computer lab.

The present study will increase our understanding of how students respond to a technology based, preventative intervention based on previously successful paper and pencil versions of the Succeeding in School Program. Because no qualitative study has been done using the Succeeding in School Program, and no other online school counseling academic intervention exists, any results will be unique. Examining the responses of the students will reveal which areas of the intervention students responded to most, which were challenging, which items could be updated, and which items need to be eliminated from the intervention altogether. Journaling can serve as an exploratory and expressive medium. Results of this study may illustrate that exploration process while allowing students to express thoughts and feelings related to important issues in their lives (Snyder, 2001).

Definition of Terms

For the purpose of this dissertation, the following terms are defined by the author unless otherwise noted.

1. Constructivist Epistemology: Understands reality as a mental construction that is socially and experientially based, as well as cultural, local and specific in nature (Racher & Robinson, 2002).
2. Descriptive Codes: Actions, definitions, events, and settings within the data that are given tags (Basit, 2003; Miles & Huberman, 1994).

3. Essences or Themes: Common understandings of participants’ perspectives that are exposed from the data using a coding process (Racher & Robinson, 2002).

4. Emic Coding: The process of allowing codes to emerge from the data. Previous codes are not defined before analyzing data, but codes are created as concepts and patterns reveal themselves (Miles & Huberman, 1994).

5. Framework: An orderly and developed structure. Frameworks are constructed in order to gain perspective on something, as a lens through which to view some issue.

6. In Vivo Codes: Verbatim text tagged and taken directly from the journal entries (Pamela Martin, personal communication, January 27, 2006).

7. Index Page: The Home Page of a web site. This is the page from which all other pages in a web site are linked.

8. Method: The orderly development or classification of a technique or process of doing something (Merriam-Webster Online Dictionary, 2005). A method is similar to a framework or model in that it implies a relationship among variables and serves as a guide to research (Miller, 1989). Methods can be utilized within models or within theories, as they are part of the building blocks of interventions, applications, and solutions to problems. However, a method is not a framework or a model, but only a process or technique developed or implemented using a framework or model.

9. Pattern Codes: Involves an iterative process and provides an explanation of data (Miles & Huberman, 1994).
10. Perception: The lens through which a person views their world. It is shaped by beliefs, opinions and experiences.

11. Phenomenology: Considers the meaning of the experience of participants and the unique perspective they exhibit (Racher & Robsinson, 2002).

12. Researcher Reflexivity: Strategies researchers incorporate to illuminate possible bias, as well as increase the trustworthiness and validity of qualitative research. These include, but are not limited to, journaling, self-interviewing, and peer-partnership inquiry methods (Pamela Martin, personal communication, January 27, 2006).

13. School Success Program: A program designed to help students focus on behaviors, attitudes, and human relations skills that lead to improved academic achievement (Gerler, 2001).


15. Cyber: A prefix describing something connected with the Internet and/or computers (Wilczenski & Coomey, 2006).

Chapter Organization

The dissertation includes five chapters. Chapter One, as presented above, consists of the purpose, importance, and rationale for the present study. It also includes a section clarifying important terms utilized throughout the dissertation. Chapter Two provides a literature review of components relevant to the Succeeding in School Program and the present study, including the present use of journaling and technology in school counseling. The Multimodal Therapy framework, foundational for the Succeeding in School Program, is also reviewed here. The chapter concludes with a discussion of past research utilizing the Succeeding in School Program. Chapter Three reviews the methods utilized when the online
Succeeding in School intervention was conducted, as well as the qualitative procedures utilized in the present study. The process of data analysis, including coding, themes and essences and validity issues are also addressed in Chapter Three. The results of the study are presented in Chapter Four. Essences and themes are presented, and examples are given directly from the data. Tables are used when possible to summarize descriptive statistics and other significant findings. In Chapter Five, results are summarized, evaluated and interpreted in relation to the original research questions and related literature. Limitations of the study and applications to future research and practice are also discussed.
Chapter 2: Literature Review

This chapter is divided into several sections. First, technologies impact and use in counseling is explored. The review of technological applications attempts to illustrate the impact technology has had in revolutionizing educational and counseling environments. Next, journaling is introduced and reviewed. The educational and therapeutic benefits of journaling are presented, as well as current school counseling literature related to journaling. The subsequent section covers Lazarus (1989) Multimodal Therapy and literature related to the implementation of multimodal frameworks in school counseling environments. Finally, the Succeeding in School Program is reviewed and explicated; research related to the Succeeding in School Program is explored. A discussion of implications for future research closes chapter two.

Technology Use and Counseling

It seems technology and its use has consistently provided both opportunities and challenges to the counseling profession. Counselors have grappled with the ethical utilization of technology from the time Carl Rogers (1942) recorded interviews in order to improve counselor training and supervision, through the 1980’s and the introduction and application of personal computers (Cabaniss, 2002; Ekstrom & Johnson, 1984; Goodyear, 1984; Herr & Best, 1984; Johnson & Ekstrom, 1984; Sampson, 1984) and conversations surrounding the ethical use of technology in counseling continue to the present (Cabaniss, 2002; Layne & Hohenshil, 2005). The reluctance to utilize all facets of technology is understandable as counselors place a priority on non-verbal communication and cues, personal contact, and culturally appropriate attending skills (Quinn, Hohenshil, & Fortune, 2002). Counselors have struggled with whether technology enables these communication
skills, or acts as a roadblock to successful counseling and relationship building (Hayes, 1999). However, with the technological advances in the last thirty years, one would be hard pressed to deny that technology has revolutionized American society and has changed the mental health profession (Tyler & Sabella, 2004).

In the 1980’s the conversation surrounding technology use in counseling centered on effective computer software applications, utilizing the computer for career counseling services, computer assisted testing and assessment, ethical guidelines surrounding computer use and the role of technology in professional development and counselor preparation (Herr & Best, 1984; Sampson, 1984). Throughout the last two decades, similar issues continue in counselors’ and counselor educators’ exploration of technological applications (Baltimore, 2002; Cabaniss, 2002; Hohenshil, 2000; Layne & Hohenshil, 2005). However, the creation of the World Wide Web shifted the focus from personal computer and software applications to utilizing technology for information, communication and collaboration, as an interactive tool and for delivery of counseling services (Tyler & Sabella, 2004).

Technology and Academic Achievement

“National studies have revealed that students who have access to computer-assisted instruction and other technology-related experiences show achievement gains on various tests. A technology –rich school environment motivates students, strengthens their academic and career/technical skills, and helps them relate to the real world” (Southern Regional Education Board, 2002, p. 7). The Southern Regional Education Board (2002) reports that High Schools That Work (a) utilize technology in teaching, (b) train teachers in the use of technology, (c) have teachers who are comfortable and better-prepared in using technological teaching aids, and (d) as a result see related student achievement in academic courses, as well
as career and technical programs. Teachers reported seeing student improvement related to technology in reading and writing skills, math, science and geography skills, communication and journalism skills, presentation skills, critical thinking, decision-making skills and the ability to work independently and in groups (Southern Regional Education Board, 2002). Teachers were able to access technology training online or from peers. Online lesson plans were also available for teachers to implement.

Shacter (1999) conducted a study to analyze the benefit and drawbacks of technology in education. He reviewed a meta-analysis of over 500 studies, reviewed a separate study that synthesized hundreds of individual studies, reviewed the partnership between the Apple company and five schools across the nation, analyzed the results of West Virginia’s 10-year statewide education technology initiative, analyzed a national sample of fourth and eighth grade mathematics students, and also evaluated two smaller studies. Findings related that students who used computer based instruction scored at the 64th percentile compared to a 50th percentile score for students who didn’t receive computer-based instruction. Students who utilized computer-based instruction learned quicker, liked their classes more, developed a higher self-concept and developed more positive attitudes towards learning. Students benefited from computer-based instruction by experiencing positive effects on achievement across major subject areas. This occurred from preschool through higher education for both regular and special needs children. In addition to the effect on student achievement, technology use changed teaching practices for teachers, from lecturing to more cooperative group work. In West Virginia, the more involved students were in computer education, the higher their test scores. When students showed positive attitudes toward technology, had access to technology and were in classrooms where teachers were trained in the technology,
they experienced the highest achievement gains. In fact, the lower the students scored before being in a technology rich environment, the greater their gains in test scores after being in a technology rich environment. Further, participation in the computer education program had a greater impact on student achievement than reducing class size, increasing instructional time or implementing cross-age tutoring programs (Schacter, 1999).

Findings of Schacter’s (1999) analysis of a nationwide study of technology’s impact on mathematics achievement showed that students who utilized higher order thinking software scored up to 15 weeks above grade level, and students whose teachers were trained in technology use scored up to 13 weeks above grade level. The utilization of the higher order thinking software and teacher education correlated to higher student achievement in both fourth and eighth grade students. Results from other studies showed that students who used collaborative computer applications surpassed students in normal classrooms on depth of understanding and reflection and scored higher on standardized tests in reading, language and vocabulary. The software was shown to increase student reflection and multiple perspectives, progressive thoughts, and independent thinking (Schacter, 1999). To summarize, students who utilized the educational technologies within these learning environments experienced achievement gains on standardized tests, national tests, and the researcher constructed tests.

Other meta-analysis (Bayraktar, 2001) found that computer assisted instruction in secondary and college science courses resulted in academic achievement similar or slightly better than in traditional learning environments. In a population specific study, Thomas (1999) examined the effects of using computer based instruction on academic achievement of at-risk students. At-risk students were defined as those receiving free or reduced lunch, non-
white, attending Title I schools, and those who scored in the lowest quartile on academic achievement exams. Thomas (1999) reviewed 15 studies and found mixed results. The results were mixed as a result of the computer programs and interventions utilized by the researchers, as well as the quality of the experiment. However, overall, computer assisted education showed promising results for increasing academic achievement in reading and as teaching tools. Along similar lines, Page (2002) found that students of low socio-economic status responded favorably in technology rich classrooms and scored significantly higher on mathematic achievement tests than their peers. In addition, the technology enriched environment positively enhanced students’ self-esteem, and also provided results suggesting the environment may encourage a commitment to further learning and better learning habits. Results also showed that students in the study seemed to take control of their learning development, as well as participated in student-led instruction as well as peer groups (Page, 2002). Page (2002) also extensively reviews other literature in concert with his findings. Computer assisted instruction was found to have a positive impact on academic achievement in special education students, students with limited English proficiency, students with no English proficiency and regular education students (Traynor, 2003). Specifically in counselor education, Karper, Robingson, and Casado (2005) reported that computer assisted technology positively impacted academic achievement in a beginning level counselor education course compared to a non-computer assisted instructional environment.

A sample of international studies examining technologies’ impact on educational achievement showed that kindergarten students in the Netherlands enlarged their vocabularies utilizing computer based training (Verhoeven, 2003); students in Spain increased their attentiveness in class through computer assisted instruction (Navarro,
Marchena, Alcalde, Ruiz, Llorens, & Aguilar, 2003); and students in Taiwan who utilized web-based instruction increased self-regulated learning strategies and became responsible for their own learning.

Karasavvidis, Pieters and Plomp (2003) found that computers increased academic achievement in students due to the following three mechanisms. Students who utilized computer assisted instruction disregarded errors, they simply self-corrected and went on, therefore reducing anxiety related to error making. Students increased their task engagement, as they were forced to conceptualize and think on their own without teachers giving them prompts or answers, and students self-regulated their own learning.

Technology and School Counselors

It was over a decade ago that Gerler (1995) and Casey (1995) called for technology literate counselors to actively contribute to school reform and positively affect students’ academic outcomes. Gerler (1995) called for innovative initiatives to move school counseling and technology use forward to better services to students, parents and teachers. In the decade since, ACES (1999b) published the Technical Competencies for Counselor Education Students and Indiana State University’s School Counseling Program Technology Proficiencies were published (LaTurno-Hines, 2002). Stone and Turba (1999) proposed that school counselors use computer technology in their student advocate role. Tyler and Sabella (2005) wrote a useful resource book for utilizing technology to improve counseling practice. Sabella (1996) provided specific time saving technological tips for school counselors to use, and also created an online resource, http://www.schoolcounselor.com, specifically created for school counselors to collaborate and learn to implement dynamic technological interventions designed to increase their school counseling practices. Although Gerler (1995), Casey
(1995), Tyler and Sabella (2005) and others (Clark & Stone, 2002; Van Horn & Myrick, 2001) call for school counselors to actively implement technology into their jobs on a daily basis, others warn against the ethical implications of technological advances (Wilczenski & Coomey, 2006).

The ethical guardians are most concerned about issues related to Cybercounseling, distance supervision and distance education in school counseling (Wilczenski & Coomey, 2006). However, they need not be overly concerned at this point. Recent studies suggest that although school counselors utilize and are comfortable with basic computer and technological skills such as word processing and email, their utilization of other technological applications, such as videoconferencing, distance learning technologies and web site creation is minimal at best (Carlson, Portman, & Bartlett, 2006; Holcomb-McCoy, 2005). Although Van Horn and Myrick (2001) suggested school counselors in the 21st Century utilize technological resources such web site creation, electronic newsletters, online journals, distance learning resources, videoconferencing technologies, and online career resources to enhance student academic and career success, Carlson, Portman and Bartlett (2006) reported that 76.9% of the 365 school counselors that responded to their survey found using computer software as provoking a somewhat anxious or very anxious response. When asked what types of technology they employed at work, 85% reported using a VCR and monitor, 82.7% utilized a desktop computer, while only 49.9% used the computer lab, 33.3% used a camcorder, 6.8% used a web camera and 4.5% used a data projector (Carlson, Portman, & Bartlett, 2006). Holcomb-McCoy’s (2005) findings were similar to Carlson, Portman and Bartlett (2006), as school counselors reported using word processing software frequently, but spent little time developing webpages or utilizing email to communicate with
students or parents. The implication is that technology is utilized for record keeping and word processing and not for student interventions or counseling functions (Holcomb-McCoy, 2005). A further result of the study indicated urban school counselors utilize technology to contact parents and teachers significantly less than suburban school counselors.

Although school counselors’ practical applications of technology are a relatively new phenomenon in practice (Holcomb-McCoy, 2005), the response to Gerler’s (1995) call for innovative technological interventions in school counseling to enhance practice is discouraging. Carlson, Portman, & Bartlett’s (2006) results indicated that those school counselors with technology education and training felt more comfortable utilizing technology in counseling interventions. This conclusion seems logical and the call for technology training in school counseling education programs has already gone out (Edwards, Portman, & Bethea, 2002; LaTurno-Hines, 2002; Owen & Weigel; Quinn, Hohenshil, & Fortune, 2002; Van Horn & Myrick, 2001). It will be interesting to see what response the next decade of school counseling graduates provide.

Journaling

Over thousands of years, journaling has been used for a variety of communication needs, such as travel journaling, communal and public record keeping, and expressive communications (Lowenstein, 1987). History provides evidence of the extreme flexibility of the journal, showing both the public and the private relationship between the journal and its writer. Today, one can see evidence of the continuing flexibility of this written form in dieting journals, dream analysis, personal love diaries, adolescent journal keeping, published journals, therapeutic journals, and e-journals (Youga, 1995).
The evolution of the personal journal led to an emphasis shift from the environmental effects on the writer to an emphasis on the self in relation to people, events, and ideas (Lowenstein, 1987). The modern personal journal has been widely used over the past century in the women’s movement and in psychotherapy. One of the first therapists to extensively use journals to enhance psychotherapy was Ira Progoff around 1965. Progoff (1975) used the journal as an instrument to “progressively draw each person’s life toward wholeness at its own tempo (p. 9).” Progoff founded his approach on the belief that the journal can help individuals identify their own resources and draw them out to assist in the path toward wholeness. The tangible attributes of the journal lead to a reoccurring validation of the personal growth experienced by individuals during their journey. Daily recordings of conversations, events, and dreams all allow individuals to discover and apply the inner resources they might not have known they had and apply these resources to achieve wholeness (Progoff, 1975). Around that same time, others were using writing tools to create open ended, theoretically based, expressive writing experiences (McKinney, 1976; Simon, 1978), in group counseling sessions (Powers & Hahn, 1977), and to correspond with clients outside face-to-face sessions (Hofling, 1979; Oberkirch, 1983; Rosenbaum, 1977). Pennebaker and Beal (Pennebaker, 1997) continued the application of journaling in psychotherapy and found statistically significant differences when contrasting undergraduates who wrote about their hurts for 20 minutes a day for four consecutive days with a control group who did not. This study was shown to be valid and trustworthy when replicated (L’Abate, 2001).
Journaling is a multi-faceted, flexible, dynamic process that leads the writer through evolving insights based on conversations with self, others, or imagined others (Hiemstra, 2001). Zacharias (2001) found a relationship between journaling and students’ development of thinking operations such as “comparing, summarizing, observing, classifying, interpreting, criticizing, looking for assumptions, imagining, collecting and organizing data, hypothesizing, applying facts and principles, decision-making, and coding” (p. 265). Journaling provides an environment which motivates cognitive and affective evolution within the writer. It can be used to encourage active involvement in the process of acquiring learning skills. Further, because it involves collaboration between body and mind and engages hand, eye and brain in a multi-dimensional mode of learning, journaling results in active involvement in the acquisition and processing of learning skills through the exploration inherent in the writing process (Hettich, 1990; Hiemstra, 2001; Zacharias, 1991).

Many types of journals can be used to facilitate different educational and therapeutic experiences, including learning journals, diaries, dream logs, autobiographies, life stories, memoirs, spiritual journals, professional journals, interactive reading logs, and theory logs (Hiemstra, 2001). Part of the intrinsic value contained within the journaling process is the personal involvement in the connection of the affective and cognitive domains and the accessibility of the knowledge in relation to self and environment that results in a natural way of thinking, organizing and constructing meaning for the writer involved in the learning process.

Educators have used journaling to successfully enhance learning, promote self-reflection and perception change, positively impact student performance on tests and
projects, reduce anxiety before major events or tests, and create a process of change within the learning environment (Black et al., 2000; Boud, 2001; Dart et al., 1998; Fulwiler, 1987; Garmon, 1998; Hettich, 1990; McCrindle & Christensen, 1995; Miller, 1997; Sgoutas-Emch & Johnson, 1998). Since learning is a process of acquiring cognitive strategies, journaling can lead students to (a) an increased awareness of self, (b) knowledge of strategies needed to achieve a cognitive goal, and (c) practice in the selection, execution, monitoring and control of these cognitive strategies used to reach the goal (McCrindle & Christensen, 1995).

McCrindle and Christensen (1995) argue that a student’s metacognitive process of learning moves through awareness of self and environment to an acquisition of cognitive strategies. Subsequently, the student’s application of these cognitive strategies to learning goals results in an increase in academic performance. Journaling leads the learner through the process of actively engaging and acquiring cognitive strategies such as rehearsal, organization, and elaboration. These strategies link existing knowledge and new knowledge of self with the environment, resulting in acquisition and retention of information. Each of these three strategies, that is, rehearsal, organization, and elaboration, contributes to an effective, active and dynamic process of learning. Journaling encourages learners to reflect, self-regulate and manage their own learning processes (McCrindle & Christensen, 1995). The process of questioning, seeking meaning, and exploring inherent in the journaling process motivates the student to develop new approaches to learning. Students’ growing awareness of their own learning processes enhances their cognitive control over these processes, leading to an understanding of ways to be more active and effective learners.

In McCrindle and Christensen’s (1995) experiment, students recorded reflections in their journals concerning the content and process of how they were learning in their biology
A control group took the course without using the journals. The group who completed the journaling process showed significantly more sophisticated conceptions of learning than the control group, reported higher metacognitive strategy use, developed more complex and abstract knowledge structures, showed more control of their learning process, and had superior learning outcomes than the control group in terms of structuring of their knowledge and performance on the final exam (McCrindle & Christensen, 1995). Journals, when used to help students deliberately reflect on the learning process, can transform their views and beliefs about the nature of learning, leading to a deeper level of comprehension, analysis and interpretation.

Guided journals used in teacher education programs have demonstrated growth through a “heightened awareness regarding various at-risk populations and factors, through making sense of personal and professional experiences, through recording incidents of personal recovery and/or increased sensitivity for others, by exploring solutions to life’s (educational) problems, and by clarifying personal knowledge and values as the foundation for decision making (Black et al., 2000).” Dart et al., (1998) found journals useful in exposing students’ understanding and reflection of theory, perceptions of the structure, style and assessments of a subject, the connection of theory to practice, and level of development as learners and teachers within a teacher education course. Dart et al., (1998) also discovered by engaging students in tasks of self-exploration, students reflected on their learning process, monitored goals, monitored teaching strategies, analyzed learning, and they interrelated ideas to facilitate understanding and meaning. Similar to guided journals, reflective journals have also been utilized in higher education training programs (Hubbs & Brand, 2005), especially counselor education programs (Stickel & Waltman, 1994).
Educators are able to observe both personal and professional development of their students through learning journals. They are also able to stimulate and promote higher levels of student learning through providing written comments designed to facilitate deeper exploration and further thought (Garmon, 1998; Hubbs & Brand, 2005). Through journaling, students are able to theorize, reflect, question and evaluate themselves, theory, and their environment in order to grow as people and future professionals. Educators have discovered that structuring journal questions promotes student learning because they actively reorganize and reconstruct their own knowledge through the integration of course content, self-knowledge and practical experience (Dart et al., 1998; Garmon, 1998; Stickel & Waltman, 1994). A sample of the courses in which journals have been found to promote and deepen student learning includes: school counseling practicum, social psychology, multicultural teacher education, teacher education of at-risk students, statistics, biology, and English (Black et al., 2000; Boud, 2001; Dart et al., 1998; Garmon, 1998; Miller, 1997; Sgoutas-Emch & Johnson, 1998; Stickel & Waltman, 1994).

Appropriate for the transition from focusing on learner and teacher to the mental health benefits of journaling is the experiment of Sgoutas-Emch and Johnson (1998) who found that undergraduates in statistics who participated in journaling exercises throughout the course showed improved grades, lower anxiety before exams and lower physiological reactions. These students recorded their feelings towards and experiences with the course and its content. Simply recording their feelings led to a large difference in test scores between the journaling and control group. On average, there was a 7.5 point increase over time for the journaling group while the control group stayed at the same performance level. Sgoutas-Emch and Johnson (1998) speculated that the cognitive processes involved in
journal keeping aided the students in moving to a deeper understanding of the statistics and helped alleviate some of their anxiety and fears. Reorganizing and revisiting information learned both in and out of the classroom using the journal helped clarify the subject matter. Journaling has been shown to be an effective tool to increase and enhance students’ learning process, leading to more advanced metacognitive processes, higher test scores, deeper learning experiences, and reduced anxiety and stress before tests.

Journaling as a Therapeutic Tool

Writing techniques are not new to the therapeutic community. From Ira Progoff’s (1975) use for psychic healing and Pennebaker’s (1997) pioneering success with writing interventions, we arrive to present day uses of journaling that positively impact mental and physical health. The Writing Cure: How Expressive Writing Promotes Health and Emotional Well-Being (Lepore & Smyth, 2002), offers an in-depth exploration of current medical and therapeutic results positively associated with journaling and other expressive writing. Since mental health issues often accompany physical health issues, examining the avenue by which journaling positively impacts both physical and mental health is beneficial. Stone (1998) encourages therapists to utilize journaling in a variety of ways to improve therapeutic practice, while Lepore and Smyth (2002) cite several researchers whose work demonstrates the positive impact different forms of journaling have on helping to regulate high blood pressure, helping patients deal with the cancer experience, promoting positive social-emotional development in children, enhancing psychological and physical health, regulating extreme emotional responses, identifying and achieving goals, battling depression, increasing cognitive functioning, expanding working memory, and improving immune system functioning.
Journaling can be a useful tool for school counselors to use in order to motivate growth for students by identifying and focusing on issues relevant to their healthy functioning. L’Abate (2001) identified numerous ways journaling can serve in the therapeutic process. These include: (a) Coping strategies by teaching respondents how to solve problems together with others and on their own, without the direct presence of a professional. (b) Means of self-growth whereby homework assignments may enlarge the awareness of respondents without having to rely solely on the professional’s time and energy. (c) A process synergistic and/or isomorphic with face-to-face talk sessions. (d) A way of linking evaluation with treatment in ways either expensive or very difficult to achieve through talk. (e) Preparation for face-to-face, verbal interventions, whereby written homework assignments teach respondents how to answer questions that allow for individual, dyadic, and family feedback under controlled conditions. (f) A way of assessing motivation for change and assumption of personal responsibility because it is difficult in writing to blame others, especially if the homework assignment is designed for the individual. (g) A tool to use after an intervention is terminated. (h) Giving respondents something concrete to do about their problems above and beyond face-to-face talk sessions. (i) Providing impetus for carrying face-to-face, talk-based therapy session themes further and deeper. (j) Providing structure and focus when problem(s) need to be broken down into more manageable parts. (k) Increasing the sense of direction (and generalization) in treatment from the professional’s office to the home. (l) Increasing respondents’ sense of responsibility for their own progress in treatment. (m) Increasing choices available to professionals as well as to respondents. (n) Increasing awareness and critical evaluation of set beliefs, cognitions, and behavioral patterns with a greater sense of choice about them. (o) Maximizes effectiveness of
interventions while saves time in clinical practice. (p) Conserve energy and effort by maximizing respondents’ involvement in the treatment process (p. 12-13, 22).

Journaling has been shown to be a vital part of both psychological and physical health programs to improve patient health. In addition to the numerous positive mental and physical improvements reported above, Youga (1995) details numerous other ways journaling has improved client’s mental health. Some of these uses include focusing the client’s attention on the problem, giving structure to problem solving or task completion, exploring possible solutions, clarifying directives, monitoring progress, sending messages to absent family members, improving abilities and self-confidence, as a means of self-expression, as a method of working through the significance of internal and external events, and as an avenue through which to make sense of a chaotic world. Youga (1995) reports specific counseling and therapeutic strategies that use journaling within the process, such as solution focused brief therapy, couple therapy, family therapy, group therapy, and one-on-one client work. Examples of specific disorders that have been treated using journaling in the counseling or therapeutic process include: insomnia, posttraumatic headaches, anxiety, panic attacks, depression, sexual abuse, smoking cessation, and eating disorders (Smyth & L'Abate, 2001; Youga, 1995). Journaling as a counseling tool encouraged clients to explore, investigate, work through, and process internal and external problems, leading to mental and emotional reorganization, and a changed perception of problems and their solutions, resulting in positive mental and physical health changes.

**Journaling and School Counseling**

Many of the benefits listed above would also be true in school counseling environments. For example, even the simple act of disclosure has been shown to produce
positive health benefits (L'Abate, 2001; Pennebaker, 2001). Pennebaker (2001) identifies reductions in inhibition, changes in the cognitive structure of an event, and alterations in individuals’ social worlds as the three factors influencing the disclosure – positive health link. Disclosure involves emotional expression, which we have seen is an essential component of improved mental and physical health. A focused version of disclosure, called focused expressive writing (FEW), has been investigated and shown to be a powerful therapeutic tool. FEW is the guided process of writing about one’s past and traumas, creating an organization of past events in a structured environment that allows for an integration of thoughts and feelings, giving clients control over their lives (Esterling & Pennebaker, 2001). Powerful results followed using this journaling technique included a significant drop in physician visits, fewer missed classes for students, improved liver enzyme functioning, and various positive physical health outcomes (Esterling & Pennebaker, 2001). Researchers have speculated that the power of these written therapies results from the cognitive restructuring, the construct accessibility, and the affect of re-representation and re-organization the act of writing causes to the memory of the trauma (L'Abate, 2001). Focused journaling transformed emotions and images into words, changing the way trauma-relevant memories were retrieved and represented. With face-to-face and contact time at a premium, it seems school counselors would especially benefit from utilizing journaling in their group and one-on-one counseling sessions.受益于从有力的记录结果中受益而无需重大的时间投入在整个治疗过程中是使用在学校的咨询环境中使用期刊化的一个重大优点。

In the 1980’s, school counselors utilized journaling strategies as part of a school guidance program (Buttery & Allan, 1981), as a therapeutic writing unit (Brand, 1987), and
within special education programs (Levinson, 1982). Poetry was used within a written expression unit (Gladding, 1987) and has a history of being utilized in combination with other expressive writing counseling interventions (Brand, 1987). In the 1990’s, the first edition of a useful book, *Written Paths to Healing*, was published detailing numerous approaches for implementing journaling into school counseling from a Jungian perspective (Allan & Bertoia, 2003) although the suggestions are applicable no matter the counselor’s theoretical orientation. Applicable examples of detailed implementation plans include utilizing picture and writing journals, utilizing letter writing as a therapeutic tool, using storytelling in groups, and setting up cross-grade writing interactions. The book also details how to employ writing as a crisis intervention, and how to use writing in classroom guidance units to improve group dynamics. Chapters in the book are devoted to applying journaling as a tool to resolve problems, in divorce groups, as a method of emotional healing, and as a vital aspect of any guidance curriculum. *Written Paths to Healing* is the most useful resource found for guidance in implementing journaling into a school counseling program. However, the book is written strictly from the author’s experiences and is not based on other evidence based publications. In fact, aside from the resources detailed above, few articles were found addressing journaling in the school counseling environment. It seems a gap exists in the literature related to the many possible uses of journaling in school counseling, especially in the last two decades.

**Online Journaling**

Using journaling to promote learning, and instigate emotional therapeutic processes has traditionally been done with paper and pencil. Traditional paper and pencil writing could involve letter writing in couples or group therapy, learning journals in education, assorted
methods of disclosure, response journaling, reflective journaling, guided journaling, unsent therapeutic letters, or any of the other strategies mentioned above. These journaling techniques have been shown throughout this manuscript to be effective tools when used to enhance learning and metacognitive processes, reduce anxiety and stress before tests, enable self-exploration and healing, and promote therapeutic change. Using the Internet as the delivery mechanism, physical and mental health professionals are now able to deliver the health benefits of journaling across physical distances.

Currently, online journals seem to be used most often by instructors at the university level wishing to supplement classroom time, and encourage deeper investigations and learning. These collaborative journals (between professor and student) can be done in numerous ways. Usually, email is involved, as the journals are guided by handouts given in class or posted on the instructor’s course website. These instructions serve to structure and guide the exploration in order to direct the depth and direction of the students’ internal and external explorations. In brief, students are asked to respond to reading assignments, articulate new ideas, perhaps anonymously review and comment on other student’s journal entries, and participate in a structured dialog with the teacher and sometimes the whole class (Longhurst & Sandage, 2004; Parkyn, 1999). These collaborative structured learning journals are delivered via course websites, email, or handouts. Class dialog can exist through WebCT (online classroom technology), NetMeeting, Blackboard, or other educational course technologies. Basic reflective or guided journaling is normally communicated through email from student to professor. Existing outcome based studies have been completed with university level students (see Longhurst & Sandage, 2004; Parkyn, 1999), however, the benefits of online journaling could apply to other levels of education, such as middle school.
and high school as well. Further studies need to be done to explore online journaling with these populations.

Online journaling can result in the same educational and therapeutic results as traditional paper and pencil journaling (Longhurst & Sandage, 2004). Longhurst and Sandage (2004) report using journaling assignments to provide fast feedback to their students, create a comfortable structured dialog with students, connect readings to coursework, promote active learning, and as an assessment tool. They report email as their chosen communication tool, yet identify digital drop boxes, blogs, course Web sites, and web-based bulletin boards as other methods of implementing journaling.

In another educational setting, journaling is being used to assist in expanding the cognitive and affective learning experiences of nursing students (Daroszewski et al., 2004). Directed journaling was used to guide students through analysis, reflection and critiquing of specific events and other clinical objectives of the course. Daroszewski et al., (2004) found journaling to be a valuable resource to promote thought processes, clinical decision making, class collaboration, discussion, mentoring, socialization, introspection, peer mentoring and skill development such as empathy, observation, critical thinking, discussion and sharing of feelings within the nursing program. The journaling assignments were implemented using a course Web site, to which students had 24-hour access. “Students were responsible for posting one in-depth journal entry per week, including goals, objectives, clinical activities, reflection on those activities, and discussion of one of the designated topics” (Daroszewski et al., 2004, p. 177). At the end of the two quarter community health course, students were assessed on their perceptions of the effectiveness of the journaling. They reported the process as highly valuable and effective.
In addition to the educational examples above, online journaling has been shown to provide a therapeutic adjunct in the treatment of Anorexia Nervosa, afford patients with chronic lower back pain a more efficient way to monitor and record their ratings of pain for research, lead to creative student collaborations in a high school language arts class, and provide a place where adolescent girls feel safe enough to self-disclose (Jamison et al., 2001; Kajder et al., 2004; Stern, 2002; Yager, 2001). Online journaling, whether through email, blogs, course Web sites, or NetMeeting provides teachers, counselors and therapists with a flexible avenue with which to deliver services through assorted journaling strategies.

Journaling has been shown to be an effective teaching, learning and therapeutic tool. Online journaling has been implemented in varied educational setting resulting in equal educational and therapeutic results in relation to traditional paper and pencil journaling. There are certain aspects of online journaling which are different from traditional paper and pencil. (a) Online journaling can reduce the disruption of geographic distance or lengthy intervals between counseling or therapeutic sessions by providing continuity of work, introspection, structure, and goal achievement outside of face-to-face time. Class times or clinical meetings normally occur only once a week, journaling assignments can occur multiple times each week. (b) Online journaling reduces paperwork and enables the counselor to digitally keep track of journaling assignments and client and student progression. (c) The Internet allows for creativity. Teachers and counselors can assign or provide structured or unstructured journaling with any prompt, guideline, or structure they can imagine. Web streaming video, flash video, course web design programs, existing websites, pictures, sounds, and other online resources are available to any instructor/counselor who wishes to create something for students/clients to critique, analyze,
explore and respond. The journaling assignment is limited only by the
instructors’/counselors’ imagination and skill. (d) Online journaling can provide a helpful
alternative for those who find traditional face-to-face counseling intimidating and avoid it
(L’Abate, 2001).

Multimodal Therapy

When working in Johannesburg, South Africa on his graduate work in 1956, Arnold
Lazarus became disenfranchised with the bimodal approach being used to treat alcohol abuse
(Lazarus, 1997). His displeasure led to his exploration of a “broad spectrum” therapy (p. 19),
focusing on utilizing a broad range of appropriate interventions without sacrificing the depth
of service. Lazarus based his new methodological approach on behavior therapy, but
considered behavior therapy limiting and often insufficient in producing long lasting results.
As a result, Lazarus developed a multimodal behavior therapy for working with clients
(Lazarus, 1971). Lazarus’ new approach, renamed multimodal therapy in the early 1980’s,
proposed that therapy should be brief but effective and that each treatment should be
“custom-made” for the client (Lazarus, 1997, P. 14). Although custom-made, the approach
should not involve random splicing of theories, but instead should utilize a consistent
framework of systematic treatment selection in a highly focused manner (Lazarus, 2002). In
order to understand which treatment would best meet the client’s needs, the therapist needed
to reframe the manner in which they perceived the client. No longer satisfied with
psychotherapeutic approaches emphasizing a trimodal perspective, (affect, behavior, and
cognition), Lazarus attempted to provide a more comprehensive perspective involving seven
separate dimensions of human functioning (Lazarus, 2002). These seven dimensions were
represented using the acronym BASIC I.D.
BASIC I.D. represents Behavior, Affect, Sensation, Imagery, Cognition, Interpersonal, and Drugs/biology. Behavior deals with actions the client is doing which may need to be increased, decreased, stopped or started to help increase personal fulfillment. Affect refers to dominant emotions, such as anxiety, depression, anger, or combinations of emotions. Sensations could be tension, feelings, chronic pain and other sensations that may be part of a problem or could assist in a solution. Imagery has to do with fantasies, mental images, flashbacks, and self-images. Cognitions are the person’s main attitudes, values, beliefs, dominant shoulds, oughts, musts, dysfunctional beliefs or irrational ideas. Interpersonal deals with significant others in the client’s life, pleasure and pain received from these relationships, and desires or expectations placed on the relationships. Drugs/biology refers to medical complaints, diet, drugs, exercise, sleep, and other biological issues and physical health concerns (Lazarus, 1997). “In multimodal assessment, the BASIC I.D. serves to remind us to examine each of the seven modalities and their interactive effects. It implies that we are social beings who move, feel, sense, imagine, and think, and that at base we are biochemical-neurophysiological entities” (Lazarus, 1997, p. 3). Recognizing the interaction between the seven modalities is critical, as issues in one modality have a ripple effect across others. As a result, not all issues identified in each modality may need to be treated, for as an issue is resolved in one modality, the ripple effect may resolve issues in others. Simple illustrations of this fact might include considering how people behave when feeling certain ways, how images may trigger cognitions or affective reactions, how thoughts (cognition) lead to anxiety (affect), or drugs may lead to physical sensations. Changing aspects of one component of the relationship causes reciprocal changes in others. However, it is imperative the therapist continue a systematic assessment across all domains of the BASIC I.D. in order
to ensure correction of every problem the client has identified across the BASIC I.D. (Lazarus, 1989). Strategies for assessing the client across each modality will be covered in further detail when the Modality Profile is examined.

The basic formula Lazarus (1989) created to satisfy his own criteria for an easy to remember, easy to administer schema of effective treatment interventions involves four steps. First, the therapist must determine where problems may exist in each of the seven modalities of the BASIC I.D. Second, the therapist and client must work together to choose three or four problems to address and explore. Third, if needed, the patient may need to be referred for a physical examination in order to receive any necessary medication or psychotropic drugs. Finally, the therapist chooses from an arsenal of empirically validated treatments for the problems that were identified (Lazarus, 1997). Essentially the treatment focuses on the interrelated problems within the client’s BASIC I.D., who or what may be causing or continuing these issues, and the best way to remedy these issues using empirically validated treatments. The treatment is embodied in the realization that human functioning is not linear, but constantly moves across the seven modalities of the BASIC I.D. which are connected on a complex level and constantly in a state of reciprocal transaction. The treatment must involve systematic assessment of each specific modality and their interactions in order to identify, focus on and correct problems across the BASIC I.D. (Lazarus, 1997).

Lazarus (1997, p.9) identified eight issues that must be ruled out or adequately dealt with in order for multimodal therapy to be effective and short term:

1. Conflicting or ambivalent feelings or reaction
2. Maladaptive behaviors
3. Misinformation (especially dysfunctional beliefs)
4. Missing information e.g., skill deficits, ignorance, or naivete)
5. Interpersonal pressures and demands
6. Biological dysfunctions
7. External stressors outside the immediate interpersonal network (e.g., poor living conditions, unsafe environment)
8. Traumatic experiences (e.g., sexual abuse or gross neglect in childhood)

Of these eight issues, Lazarus (1997) identifies the first five as most common. Often throughout therapy people struggle with misinformation, societal pressures and demands, interpersonal boundary issues, other pressures, conflicting feelings, and ambivalence. Biological issues needing medical attention, external stressors or traumatic experiences may require immediate assessment and outside consultation in order to provide the client with immediate relief, such as welfare, food stamps, social or community support, or medication.

In order to be as broad with as much depth as possible within brief but comprehensive therapy, the initial interview is very important. The initial interview should target the client’s presenting issues, possible precipitating events, additional antecedent causes, factors contributing to the maintenance of maladaptive behaviors, setting client goals, assessing client strengths, identifying the client’s cause for seeking therapy, noticing client’s appearance, ruling out or identifying possible psychosis, self-harm, depression, suicidal tendencies or other medical issues requiring immediate attention. The therapist should explore if the client will respond to techniques the therapist is comfortable implementing or if the client exhibits issues outside the therapist’s area of expertise; in which case the therapist should refer the client. In multimodal therapy, one of the foundational responsibilities of the therapist is to act as an “authentic chameleon” and adjust their own relationship and
therapeutic style to best serve the client (Lazarus, 1997, p. 14). In other words, does the client respond best to a therapist who is “directive, supportive, reflective, cold, warm, tepid, formal, or informal? The therapist’s style is as significant as his or her methods” (Lazarus, 1997, p. 14). In the initial interview, the therapist should attempt to assess which relationship and therapeutic style the client seems to respond to and adopt that pace and style to serve the client. Finally, as a result of the initial meeting, the client should emerge with hope, based on the interventions that fit the issues identified across the BASIC I.D. (Lazarus, 1997).

After the initial interview, clients are asked to complete a 15-page Multimodal Life History Inventory. This assessment (see Appendix 1 of Lazarus, 1997) is given as a homework assignment and is a valuable tool in providing life histories, a BASIC I.D. analysis, and for generating viable treatment plans. In order to ensure clients fill out the questionnaire in detail, often they are encouraged to omit identifying information, including their names and addresses (Lazarus, 1997). Following the initial interview and after examining the completed Multimodal Life History Inventory, the therapist can conduct a Modality Profile. The Modality Profile conveniently helps the therapist list the main complaints of the client in each area of the BASIC I.D. (see Lazarus, 1997, p.32) and identify treatment plans for each issue. Lazarus provides the example of a client who had anxiety and depression, which led to the identification of 22 specific but interrelated problems across the BASIC I.D. and 19 proposed remedial strategies (Lazarus, 1997).

Remedial strategies commonly used within multimodal therapy include behavior-rehearsal techniques, anti-future shock imagery, relaxation training, goal-rehearsal or coping imagery, associated imagery, aversive imagery, bibliotherapy, biofeedback, communication training such as sending skills and receiving skills, contingency contracting, correcting
misconceptions, feeling-identification processes, focusing and introspective techniques, Ellis’ A-B-C-D-E paradigm, friendship training including communication training, social skills and assertiveness training. Clients may receive graded sexual approaches, hypnosis, meditation, modeling, nonreinforcement, positive reinforcement, and/or paradoxical strategies such as symptom prescription and forbidding a desired response. Further techniques include positive imagery, problem solving skills, recording and self-monitoring skills, self-instruction training, sensate focus training, stimulus control training, systematic exposure, the empty chair strategy, the step-up technique, threshold training, time-limited intercommunication, time project (forward or backward), thought-blocking, and tracking. For the sake of space, these techniques will not be explained in detail here, but the interested reader may find further explanation of each technique in Appendix 2 of Lazarus’ 1989 publication *The Practice of Multimodal Therapy*.

In summary, multimodal therapy is a comprehensive framework for providing broad and in-depth therapeutic interventions. Developed from behavior therapy and rooted in social cognitive theory, the perspective approaches human functioning across seven separate dimensions of human functioning, represented by the acronym BASIC I.D. In order to provide brief but comprehensive care to clients, the therapist must first work with the client to identify issues across the seven modalities of the BASIC I.D. The therapist must then deal with or rule out the eight issues listed above, conduct a thorough initial interview, (satisfying each criteria detailed previously), and explore which relationship style will serve the client best throughout therapy. After conducting the initial interview, clients should complete the Multimodal Life History Inventory for a more complete life history, a BASIC I.D. analysis, and to generate possible treatment plans. Using the Modality Profile the therapist is able to
precisely identify and locate client issues into each domain of the BASIC I.D. in order to quickly and accurately create a custom-made treatment plan using empirically validated intervention techniques.

Lazarus believes there are seven constructs which account for the origins of psychological issues and provide the mechanisms for correction of these issues. These constructs are as follows: (a) associations and relations among events, (b) modeling and imitation, (c) nonconscious processes, (d) defensive reactions, (e) private events, (f) metacommunications, and (g) thresholds (Lazarus, 1997, p. 38). Lazarus believes these constructs explain our motivations, ambitions, hopes, fears, loves, hates, and other human feelings or beliefs, and he does not see the need for the addition or multiplication of theoretical foundations to explain human behavior when no one can agree on them anyway. These seven constructs provide a sort of foundation upon which Lazarus built his framework for approaching therapeutic issues. However, these seven constructs have not been empirically tested and have not been operationalized or evaluated for validity. They are not based on Lazarus’ own previous research although one finds many aspects of Social Cognitive Theory and Rational Emotive Behavior Therapy within them. Even though they seem to be a substitute for the definitions, axioms, postulates, hypothetical constructs, intervening variables, laws and hypothesis that so often explain human behavior and serve as the foundations for theories, these have not been operationalized, nor do they explain past, present or future events. Therefore, they cannot be considered basis of a theory.

Similar to a theory, multimodal therapy is focused on change in people over time. However, the changes multimodal therapy is concerned with are the elimination of psychological problems across the BASIC I.D. Multimodal therapy suggests using a
technical eclecticism to achieve these changes. Differentiating between technical and theoretical eclecticism is vital, for when one tries to combine theories they will find irreconcilable difference among them, resulting in continued confusion. However, Lazarus (1997) argues that technical eclecticism allows the therapist to apply empirically validated techniques used in assorted theories to achieve results. “Clinical effectiveness is probably in direct proportion to the range of effective tactics, strategies, and methods that a practitioner has at his or her disposal” (Lazarus, 1997, p. 43). The techniques the therapist chooses are those that have been well documented and shown to be effective with the problem at hand. Therefore, it is not random choosing of interventions, but systematic, careful eclecticism to provide effective treatments for therapeutic issues identified by clients across the BASIC I.D. These techniques are not chosen based on their theoretical foundations, but based on their track record for alleviating or improving specific psychological issues.

Review of Related Literature

of multimodal therapy to adolescents across many areas, such as career counseling, reading
programs, interpersonal issues, shyness, phobias and many other problems.

Counselors besides Keat and Gerler have utilized groups based on the multimodal
therapy approach with children to deal with divorce issues (Green, 1978), improving self-
concept (Durbin, 1982), working with children reluctant to utilize computers (Crosbie-
Burnett & Pulvino, 1990), improving social skills (Keat, Metzgar, Raykovits, & McDonald,
1985; Stickel, 1990), and self-management skills (O'Keefe, 1985). Others have utilized
multimodal therapy as a framework for working with gifted adolescents (Edwards & Kleine,
1986), as a framework in a course to teach and empower students to control apprehension
surrounding high communication apprehension (Dwyer, 2000), and as a framework for
working with an aggressive adolescent in a high management residential setting (Martin-
Causey & Hinkle, 1995). The literature supporting the effectiveness of utilizing a
multimodal framework with children covers over three decades and such diverse treatment
environments as clinics, residential settings and schools.

Succeeding in School Program

The Succeeding in School Instrument (see Appendix A) was conceptualized and
created using a Multimodal theoretical framework. Multimodal Therapy presents a
framework for approaching counseling issues. The framework is conceptualized via the
acronym BASIC I.D. Each letter of the acronym represents a distinct but interacting
modality (Lazarus, 1997). As mentioned earlier in Chapter 2, B represents “Behavior”, or
how a person acts or reacts that leads or creates roadblocks to happiness or self-fulfillment.
A refers to “Affect”, or the predominant emotions or combinations of emotions the person is
dealing with. S is the “Sensation”, such as tension, chronic pain, visual, olfactory and other
sensations. The counselor can then explore feelings, thoughts, and behaviors related to these positive or negative sensations (Lazarus, 1997). I stands for “Imagery” and covers dominant fantasies, self-images, specific images of success or failure, and images connected to cognitions, behaviors and other modalities in the framework. C represents “Cognitions” that determine the person’s main values, beliefs, attitudes, dysfunctional beliefs, irrational and rational ideas, and automatic thoughts. The I in I.D. refers to the “Interpersonal” aspects of the individuals life, such as who the significant others are in the person’s life, what relationships lead to happiness or pain, and what the individual gives and takes from relationships to strengthen or weaken them. Finally, the D in I.D. is the Drugs/Biology aspect of the individual and represents any medical or biological concerns that may stand in the way of health. These could include diet, weights, sleep, exercise, prescription or recreational drug use, and other medical concerns (Lazarus, 1997). The interaction between the seven modalities is critical, as issues in one modality have a ripple effect across others. As an issue is resolved in one modality, or an issue is created in one modality, the ripple effect may resolve or create issues in others. A simple illustration of this fact might be when a student comes to school frustrated with something that happened at home, not having eaten breakfast, and tired from not having slept long last night and quickly gets in a verbal conflict with another student who is teasing him or her. If a student can change aspects of different components, the relationship among modalities causes reciprocal changes in others.

Since the instrument is online, it is organized using an index page containing a table of contents (see Figure 1). Each item in the table of contents represents a section containing individual lessons. Each lesson was designed to involve multiple aspects within the Multimodal Therapy framework. The instrument contains the following sections: (a) Models
of Success, (b) Being Comfortable in School, (c) Being Responsible in School, (d) Listening
in School, (e) Asking for Help in School, (f) Improving at School, (g) Cooperating with
Peers, (h) Cooperating with Teachers, (i) The Bright Side of School, and (j) The Bright Side
of Me.

Figure 1. Succeeding in School Index Page

Sections and lessons can be reviewed in detail in Appendix A. Each section contains
at least one lesson. Sections with only one lesson include Models of Success, Cooperating
with Peers, Cooperating with Teachers and The Bright Side of Me. Sections containing two
lessons include Listening in School, Asking for Help in School, Improving at School, and
The Bright Side of Me. Two sections contain three lessons. These sections are Being
Comfortable in School and Being Responsible in School. Each lesson contains a prompt.
These prompts are presented in written form (see example in Figure 2) or through visual
media, such as drawings or cartoons (see example in Figure 3).


Section 1: Models of Success

Lesson 1: FOCUS ON SUCCESSFUL PEOPLE (write your responses in the spaces below)

What does success mean? What makes someone successful?

What makes someone successful:

Write the name of someone successful:

Section 3: Being Responsible in School

- Lesson 1: NEWSPAPER ARTICLE EXERCISE
- Lesson 2: THE RESPONSIBLE ME (write your responses in the spaces below)
- Lesson 3: HOW I FEEL ABOUT HOMEWORK

What do you think of yourself? Some young people see themselves as robots constantly being ordered around by adults.

1. When do you find yourself feeling like a robot at school and at home?

robot feelings:

Figure 2. Example of Written Prompt

Figure 3. Example of Visual Media Prompt

Note: Visual media prompts include pictures of robots, abstract designs and patterns, pictures of animals and nature, depictions of people, as well as others.
Each of the sections moves students’ to explore issues in more than one aspect of the Multimodal framework. Prompts encourage exploration related to the lesson. The lessons support important concepts of each section and each section addresses issues to improve student academic success in school. The multiple aspects of the multimodal framework which are addressed in each section are the following. The Models of Success section addresses issues within the students’ Imagery, Cognitions, and Interpersonal relationships and connects those issues with success in school. The Being Comfortable in School section prompts students’ to explore issues within their Behaviors, Sensations, Affect, Imagery and Cognitions and how those issues affect their comfort at school. The Being Responsible in School section leads students’ to explore their Behaviors, Affect, Cognitions and Interpersonal relationships which may be creating roadblocks and may be helping or hindering their responsible behavior in school. Listening in School prompts students to examine their Behaviors and Cognitions that create good listening skills and the Asking for Help in School section encourages students to explore their Behaviors, Affect, Cognitions, and Interpersonal relationships that lead to comfort in asking for help from others.

The Improving at School section leads students through an investigation of their Behaviors, Affect, Cognitions, Imagery, and Interpersonal relationships related to improving at school. The Cooperating with Peers section moves students to examine their Behavior, Affect, Imagery, Cognitions, and Interpersonal relationships which affect their relationships with their classmates and friends. The Cooperating with Teachers section addresses the same aspects of the Multimodal framework as Cooperating with Peers, but relates each modality to interactions and building positive relationships with teachers. The Bright Side of School helps students examine their Behaviors, Affect, Cognitions, and Imagery that contributes to a
positive or negative view of school. The Bright Side of Me encourages students to examine the Affect, Imagery and Cognitions which determine their self-perceptions and how they value who they are.

Students respond to the prompts through a written response. This written response is a form of journaling. This prompt and response journaling interaction is an important aspect of the Succeeding in School Program for even the simple act of disclosure within journaling has been shown to have positive benefits (L’Abate, 2001; Pennebaker, 2001). The benefits of Journaling have been covered in-depth previously, but it is important to reiterate that journaling is a multi-faceted, dynamic process that leads students through evolving insights about themselves (Hiemstra, 2001). The prompt and response journaling interaction provides an environment that motivates cognitive and affective evolution in the student, helping the student develop thinking operations such as interpreting, comparing, criticizing, hypothesizing, decision-making, and applying principles to action (Zacharias, 2001). The students’ engage in personal involvement and interaction between their affective and cognitive domains, obtaining knowledge in relation to themselves and their environment that results in a new way of thinking, organizing and constructing meaning (Hiemstra, 2001).

This interaction, built into the prompt and journaling response in the Succeeding in School Program, leads students to an increased awareness of self, can help them identify strategies needed to achieve goals, as well as organize and elaborate the strategies (McCrindle & Christensen, 1995). Students learn to manage their own learning process as they become involved in the process of self-discovery imbedded in the journaling process. It is the journaling process of questioning, seeking alternative and new meanings, and self-exploration which motivates students’ to develop new approaches to learning. Exploring
these processes motivates students’ to take control of their own cognitive learning, leading to an understanding of new ways to be more effective learners (McCrindle & Christensen, 1995).

Past paper and pencil version of the Succeeding in School Program have shown positive and promising results. Gerler and Anderson (1986) original implementation of the program with about 900 fourth and fifth grade students of varied economic, social, and cultural backgrounds from 18 different schools located across North Carolina resulted in positive increases in students’ attitudes towards school, classroom behavior and language arts grades. Gerler and Drew (1990) conducted a follow-up study involving 98 students of varied economic, social and cultural backgrounds who were identified as potential dropouts in grades 6 – 8 from five middle schools in urban North Carolina, resulting in an increase in students’ positive attitudes toward school. Lee’s (1993) replication of the study utilizing more than 200 students of varied economic, social and cultural environments in grades 4 through 6 in Long Beach, California found a significant increase in student’s mathematics achievement. Gerler and Herndon’s (1993) study had middle school counselors across North Carolina apply the Succeeding in School Program with 104 students of varied economic, social, and cultural environments in grades 6 – 8 showed a significant increase in students’ awareness of how to achieve school success. Ruben (1989) also utilized the Succeeding in School Program as a drop out prevention program with Latino and African American Elementary students in Miami Beach, Florida, with results showing that participating students perceived themselves in a positive manner and predicted personal successes in their future.
As previously stated, there is currently a call for evidence based school counseling interventions that increase academic achievement (Fairchild, 1993; Fairchild, 1994; Otwell & Mullis 1997; Whiston, 2002; Whiston & Sexton, 1998). Evidence based practice connecting school counseling interventions with increased academic achievement is an important accountability tool to increase recognition and funding for school counseling programs (Whiston, 2002). “Unless more emphasis is placed on documenting the effectiveness of school counselors, school counseling programs can easily be eliminated in these times of budgetary constraints. Although there is some evidence indicating that certain school counseling activities have empirical support (Whiston & Sexton, 1998), school counselors need more research that examines what works (Whiston, 2002, p. 156).” A review of school counseling research suggests that school counselors’ remedial interventions positively affect students’ academic achievement, self-concept, attitudes toward school, and school and classroom behaviors (Borders and Drury, 1992; Gerler, 1985a; Whiston and Sexton, 1998). However, few outcome based studies clearly connecting school counseling interventions with increased academic achievement of students currently exist.

As previously mentioned, three studies that document an increase in academic achievement as a result of their intervention are presented by Gerler and Anderson (1986), Brigman and Campbell (2003), and Poynton, Carlson, Hopper and Carey (2006). These three studies also meet the criteria for inclusion within this review. The criteria for including studies for review include the following: (a) the study must be outcome based, and include empirical evidence supporting or refuting the efficacy of the intervention; (b) the study must be led by school counselors in a school environment; (c) the intervention must include
A group counseling and classroom guidance intervention called student success skills (SSS) was given to 180 students in Fifth, Sixth, Eighth and Ninth grades in southeast Florida (Brigman & Campbell, 2003). A pretest-posttest comparison group design with randomization was used with the independent variable being group counseling and classroom guidance using the Student Success Skills curriculum (Brigman & Campbell, 2003). Three elementary schools, one middle school and two high schools participated in the program and thirty students were chosen from each school. Students were randomly selected from a pool that scored between the 25th and 50th percentile on the Norm Reference Test (NRT) Florida Comprehensive Assessment Test (FCAT) in reading (Brigman & Campbell, 2003). A comparison group was created from students in the same grade level in different schools who were matched with treatment schools based on similar geographic proximity, race, and socio-economic data. Comparison students also were selected randomly from a pool that scored between the 25th and 50th percentile on the Norm Reference Test Florida Comprehensive Assessment Test in reading.

Ten school counselors collaborated with two counseling faculty from Florida Atlantic University to implement the intervention. The school counselors led the small groups and classroom guidance lessons. The SSS curriculum was based on previous research suggesting student cognitive, social, and self-management skills are essential to student academic
success. The SSS curriculum focuses on positively impacting these three areas to improve academic achievement and social performance (Brigman & Campbell, 2003). School counselors were trained in the program and in leadership skills needed to implement the program. Group counseling consisted of one session per week for eight weeks, followed by four booster sessions. Group counseling sessions were approximately 45 minutes long. Group counseling sessions focused on goal setting, progress monitoring, and active learning skills. Classroom guidance focused on improving students’ cognitive skills, social skills and self-management skills. Memory strategies, progress monitoring skills, conflict resolution skills, social problem solving and teamwork skills, anger management skills, motivation and career awareness were all taught through the classroom guidance sessions utilizing the SSS curriculum (Brigman & Campbell, 2003).

Results of the SSS intervention supported school counselors utilizing small group and classroom guidance to positively impact student academic achievement and social behavior. Utilizing small groups and classroom guidance to positively affect students’ cognitive, social, and self-management skills resulted in 82% of the students showing a statistically significant increase in mathematic achievement and 61% of students showing a statistically significant improvement in reading scores compared to the control group. Strengths of the intervention include the collaboration between local university faculty and school counselors, the effectiveness of the intervention across multiple grade levels, and the link the study suggested between small group and classroom guidance school counseling intervention and increased academic achievement and social success. The study was designed to answer the call for more evidence based school counseling interventions, and the intervention was
clearly explicated throughout the article (Brigman & Campbell, 2003), suggesting it could easily be replicated elsewhere.

Poynton, Carlson, Hopper and Carey (2006) identified problem identification, exploration and problems solving as weak across all subject areas in student scores from the Washington Assessment of Student Learning. Consequently, they utilized an existing problem solving intervention/conflict resolution process and applied that intervention to various academic areas, hoping that student academic achievement would follow. Participants were 53 seventh graders and 62 eighth graders in a rural northwestern United States school district 40 miles from a large urban area. Ninety four percent of the participants were white. Socio-economic status of the participants was not reported.

The problem solving intervention was given twice a week over a nine week period. The problem solving intervention was based on the Conflict Resolution Unlimited middle-level peer mediation curriculum (Kaplan, 1995). School counselor collaborated with classroom teachers to implement the intervention as co-teachers. The strategy was to first teach the conflict resolution content, and then to apply that strategy to other academic areas.

Findings of the intervention suggested a measurable but not statistically significant improvement in students’ confidence in their ability to problem solve and use logical reasoning. However, the intervention did not positively impact academic achievement. One of the reasons for this may be the lack of a theoretical foundation or research base for the intervention. Other weaknesses of the study include non-random assignment of students to the intervention and control groups and the relatively small sample size when groups are broken down by grade level. A final weakness is the lack of racial diversity within the sample and the lack of information regarding the socio-economic status of participants.
Strengths of the study include the school counselor and teacher collaboration, as well as the collaboration between local university faculty and school counselors in developing the instrument.

Many programs exist to increase academic success. However, from the perspective of the researcher, certain components are needed to support the intervention as efficacious for a school counselor to apply it in school counseling environments. As mentioned previously: (a) the study must be outcome based, and include empirical evidence supporting or refuting the efficacy of the intervention; (b) the study must be led by school counselors in a school environment; (c) the intervention must include classroom guidance, and may include small groups; (d) the intervention must have a research based or theoretical foundation; (e) the intervention must focus on connecting the intervention with an increase in academic achievement in students. Other interventions, such as those implemented by Carns and Carns (1991) or Hadley (1998), fail to build their intervention on previous theory or research, or fail to organize the study in such a way that the findings can be considered as empirical evidence supporting their success of the intervention. In some cases, the population is not reported, or other validity issues are unaccounted for. For these reasons, these studies are not included for review here.

Summary

The Succeeding in School Program is composed of several components examined in the literature review. The study is outcome based, led by school counselors through classroom guidance, is founded on a Multimodal Therapy framework, and focuses on connecting an improved academic achievement with a school counseling intervention. The program involves technology, is Internet based, and utilizes website technology and email
delivery of responses. The presentation and utilization of the intervention consists of students’ using a computer that is connected to the Internet and students submit their responses by mouse click. Students are engaged in a form of journaling, as they are writing their responses to assorted visual and written prompts. The School Success Program addresses ten issues pertinent to student academic success within a multimodal framework. As students explore these issues they utilize technology to interact with the intervention and deliver their responses.

Technology has proven to be useful to deliver educational services (Albrecht & Jones, 2001; Cavanaugh, 1999; Karper, Robinson, & Casado, 2005; Schneider, Wantz, Rice & Long, 2005), and increase academic achievement in students (Karasavvidis, Pieters & Plomp, 2003; Karpe, Robinson & Casado, 2005; Page, 2002; Schacter, 1999; Southern Regional Education Board, 2002; Traynor, 2003) yet technology is currently underutilized in school counseling interventions (Carlson, Portman, & Bartlett, 2006; Holcomb-McCoy’s, 2005). Future research should be conducted analyzing possible avenues for continuing school counselor technology education, interventions to help school counselors overcome anxiety associated with technology use, and interventions that combine counseling efforts with technological innovation to positively enhance students’ academic experience. As a result of continued training, school counselors may utilize a broader range of creative interventions that are delivered through technology, such as online journaling.

Utilizing online journaling could strengthen school counselors’ existing programs. Journaling is a multi-faceted, flexible, dynamic process that leads the writer through evolving insights and in development of thinking operations (Hiemstra, 2001; Zacharias, 2001). Journaling provides an environment which motivates cognitive and affective evolution while
encouraging active involvement in the process of acquiring learning skills (Hettich, 1990; Hiemstra, 2001; Zacharias, 1991). Journaling is an effective educational and counseling tool, yet is understudied in the school counseling environment (Dart et al., 1998; Garmon, 1998; Smyth & L'Abate, 2001; Stickel & Waltman, 1994; Youga, 1995). Further studies should be directed towards this area.

In summary, The Succeeding in School Program is based on over thirty years of empirically based multimodal use with students. The Succeeding in School Program incorporates technology to deliver the intervention through classroom guidance. The intervention utilizes a prompt and journaling response format. The above literature has shown that by themselves these aspects of the Succeeding in School Program can positively impact students’ academic achievement, as well as positively influence their mental and emotional health. However, this study will contribute to an understanding of how students process and respond to their interaction with the Succeeding in School Program, as well as if the Succeeding in School Program successfully incorporates these components together as a technology-based school counseling intervention.
Chapter 3: Method

The data from the online Succeeding in School Program represents the results of an intervention conducted previously. As a result, in this chapter a synopsis of the research design utilized in the previous online application of the intervention will be presented, as well as the qualitative process utilized in the present study to analyze the results of the data.

Research Design

The online Succeeding in School Program was given over ten weeks, primarily by classroom teachers. Each week, teachers guided the students through one of the sections of the Succeeding in School Program. The teachers were given very little instruction on implementing the intervention, as the goal of the exercise was to investigate how students would react to the opportunity for self-exploration on what it takes to succeed in school (E. R. Gerler, personal communication, April 23, 2006). The web-based delivery system allowed for that self-exploration. The online intervention replicates the ten lesson structure of the original paper and pencil intervention. The ten separate lessons are: (a) Models of success, (b) Being Comfortable in School, (c) Being Responsible in School, (d) Listening in School, (e) Asking for Help in School, (f) Improving at School, (g) Cooperating with Peers, (h) Cooperation with Teachers, (i) The Bright Side of School, and (j) The Bright Side of Me (see Appendix A or http://genesislight.com/web%20files/index.htm). Each lesson had questions, comments, or pictures that prompted student thought on the subject (See Appendix A). Students then journal responded. When they were finished with each part of a lesson, they submitted that lesson. When students submitted their lesson, their entries, along with the lesson they matched, were delivered online to Dr. Gerler (See Appendix B). All entries were very similar to journal responses. Most were a sentence or two long, and were
compiled as .html pages and categorized by lesson number. As a result, all student responses to lesson (a) were together, all student responses to lesson (b) were together, and so on for each lesson.

Participants

Participants in the study were fourth and fifth grade students attending an elementary school (K-6) in southeastern North Carolina. The classes and student participants were a convenience sample, chosen through Dr. Alfred Bryant’s contact at University of North Carolina at Pembroke. The ages of the participants ranged from 10-11 years old for the fourth graders and 11-12 years old for the fifth graders. Three classes of fourth graders and three classes of fifth graders participated in the study. A total of 77 fourth graders (42 males and 35 females) and 62 fifth graders (24 males and 38 females) participated in the study, for an overall total of 139 participants. Of the 77 fourth graders, 69% were American Indian, 17% were Hispanic, 8% were African American, 3% were White and 3% were Multi-racial. Of the 62 fifth graders, 73% were American Indian, 24% were Hispanic, 2% were African American, 5% were White, and 3% were Multi-racial. Of the total school population, 76% were American Indian and 50% of the population was female and 50% was male.

Researcher as Participant

In qualitative research, the researcher is acknowledged as a participant in the research process. As a result, as I led a team of coders and searched for themes, I sought to acknowledge and reduce the power of my own biases and perspective. Having existing data removed some of the bias that may have existed had I utilized a different strategy, such as participatory observation, with this population. I acknowledge that I am a White American
Male researcher in a United States of America society that bestows privileges and advantages based on my gender and race. My related experiences have, therefore, shaped my worldview and influenced my perceptions of people and events. It is from this perspective that I approached and participated in this research study. Since my perspective may bias the coding and thematic interpretation that occurred, I used researcher reflexivity strategies in an effort to reduce the chance for that bias to skew findings. Researcher reflexivity consisted of not only acknowledging these biases before the research began, but keeping a journal throughout the process, in order to identify instances throughout the process when these biases may have occurred. Another foundation of my bias is a result of my limited exposure and interaction with the American Indian population. I have lived overseas, been exposed to many cultures, and have attempted to realize my own cultural insensitivities, yet ignorance is hard to recognize in oneself.

Data Analysis

Data analysis and reduction consisted of the following steps: (a) Data was transferred from html version to rich text format (rtf) (see Appendix C) in order for the data to be analyzed using the Atlas ti software package (see http://www.atlasti.com/product.html for a description of Atlas ti). The Atlas ti software utilizes a Windows based operating system to allow easy coding, search and retrieval, database management, memoing, data linking, matrix building, and theory building of data (Miles & Huberman, 1994). (b) The rtf version of the data (see Appendix C) was inserted into the Atlas ti software. (c) Four coders analyzed the data using a coding process. The coding process will be described in further detail later (Basit, 2003; Miles & Huberman, 1994). Three of the four coders have previously received training in the use of Atlas ti, as well as in the process of coding in a qualitative course at a
major southeastern university from January to May of 2006. The fourth coder was trained in Atlas ti and the coding process prior to the start of the coding process. (d) After each coder individually coded the data, coding checks were done, and inter-rater reliability was deduced using Kappa. Kappa score was .80 before a common coding set was accepted for the coding team. (e) At that time, discrepant evidence and negative cases were examined (Weston, Gandell, Beauchamp, McAlpine, Wiseman, & Beauchamp, 2001). (f) Once inter-rater reliability attained a Kappa score of .80 and discrepant evidence and negative cases had been accounted for, the coding set will be applied to the data. (g) Themes that emerged led to essences of the students’ perceptions of the Succeeding in School Intervention. These essences served to explicate how the students’ understood, interacted with, interpreted and responded to the instrument as a whole, as well as to each of the ten sections of the Succeeding in School Program individually (Miles & Huberman, 1994; Racher & Robinson, 2002). (h) An auditor examined a sample of the data, the coding books applied to the data set and resulting themes to reinforce validity. Characteristics of the auditor will be covered later. (i) Once the auditor supported the findings as representative of the data, results are presented in Chapter Four utilizing numbers, graphs, figures, and descriptions. These presentation tools are used to note patterns, themes, plausible explanations and to present the findings of the exploration of the students’ interaction with the Succeeding in School Program (Miles & Huberman, 1994). (j) During the discussion of findings, possible uncertainties are identified and explained, negative evidence are presented, rival explanations and conclusions are considered, and findings are related in a general way to previous quantitative data (Weston, et. al., 2001). Since the previous quantitative data was conducted with different sample
populations, current findings will simply agree or disagree with earlier conclusions, but will not support or refute them.

Transferring the data

The data was transferred from the html version to a rich text format (rtf) the qualitative data analysis software program Atlas ti utilizes. This tedious process of data conversion consisted of taking each individual sentence and copying it from the html (see Appendix B for an example of a single response in html) and pasting it into Microsoft Word (see Appendix C for an example of data after multiple html responses had been converted to rtf). Once the data was saved as rtf in Microsoft Word it was transferred over to Atlas ti. It is important to note that during the transfer process nothing was changed in the data. Grammar, structure, spelling and every other structural aspect remained the same throughout the transfer process; the data was simply transferred from one software program to another, from html to rtf to Atlas ti, where the coding process could take place efficiently.

Using Atlas ti was an important technological aspect of the data analysis as it enabled the coding team to efficiently code, store codes and information, search and retrieve codes and information, link data, add memos in the margins, conduct content analysis, aid in interpreting, displaying and testing findings, as well as provided graphic mapping of findings and assisted in preparing final reports of data (Miles & Huberman, 1994).

Theoretical framework for analysis

Since the data was in survey response or journaling form, a qualitative analysis utilizing codes to discover themes and essences was appropriate. The analysis was conducted from a constructivist epistemology. The constructivist epistemological framework proposes that participants knowledge of reality is socially constructed based on interactions in the
present and past with the world around them (Racher & Robinson, 2002). The constructivist paradigm further acknowledges that research is a product of the values of the researcher, and that research is an interactive process between researcher and participants (Miles & Huberman, 1994; Racher & Robinson, 2002). In this case, the research was an interactive process between the data generated by the participants and this researcher. The theoretical foundation for this study was actually a priori theoretical orientation in that the instrument was constructed following a multimodal framework (Weston, et. al., 2001). Therefore, the theoretical framework acknowledged that students’ responses were a product of their socially constructed reality, and the actual analysis of the responses was guided by the structure and the Multimodal framework of the Succeeding in School Instrument.

Coding and Essences

The research was conducted using a phenomenological perspective, in order to uncover the meaning of the experience of the students who participated in the Succeeding in School Program (Miles & Huberman, 1994; Racher & Robinson, 2002). The description of the participants experience became accessible through coding and a code set that revealed themes (Basit, 2003; Miles & Huberman, 1994; Schilling, 2006; White & Marsh, 2006). These themes illuminated essences, or common understandings of participants’ perspectives (Racher & Robinson, 2002). Coding was used to analyze the data to uncover relationships, assumptions, and perspectives which were revealed through the participants’ responses to the online prompts (Basit, 2003). Codes are tags used to describe the meaning of the sentences or phrases compiled in the study (Basit, 2003; Miles & Huberman, 1994; Schilling, 2006; White & Marsh, 2006). The codes were attached to sentences, words, phrases, or paragraphs in order to collect and analyze the phenomena contained in the content. The coding process
essentially resulted in identifying meanings contained in the participants’ responses and conveying those meanings to outside audiences (Basit, 2003; Miles & Huberman, 1994; Schilling, 2006; White & Marsh, 2006). Similar phrases, relationships, patterns, themes and common sequences were identified and pulled from the data (Miles & Huberman, 1994; Schilling, 2006; White & Marsh, 2006). Patterns, processes, commonalities and differences within the student responses were isolated and pulled as well. These sets of consistencies in the data then developed into themes, which led to an understanding of the essence of the students’ interaction with the intervention (Miles & Huberman, 1994). Coding and analysis are not synonymous, as coding is done with the data, but the analysis continues then and throughout the project.

Emic coding was used to uncover and develop categories as they emerged from the data. Therefore, previous codes were not defined before analyzing the data; instead, codes were developed based on the concepts and patterns which emerged from the students’ written text (Miles & Huberman, 1994). Three types of codes, Descriptive, In Vivo, and Pattern were used. Descriptive codes were ideas that are more concrete, such as actions, definitions, events, and settings. In vivo codes occurred when verbatim text was taken directly from the journal entries, and pattern codes involved an iterative process and provided explanation. These codes revealed themes which uncovered the perspectives of the participants (Basit, 2003; Miles & Huberman, 1994; Schilling, 2006; White & Marsh, 2006). A coding team of four trained coders, including myself, coded the participants’ responses. In order to increase validity and illuminate the influence of each coder’s values, expectations, and background inter-rater agreement strategies were employed (Barbour, 2001).
Coders were chosen based on convenience and past training in qualitative work. Coders are all graduates of CACREP accredited counseling programs in the Southeast. All four coders live in North Carolina, and were graduate students at major universities in the Southeast at the time of the study. One of the coders identified as having American Indian heritage, while the other three identified as European American. Three of the coders were female, while one was male. None of the four coders lived in the region where the sample was taken, although two of the coders have had experience working with the sample population as school or community counselors. Coders acknowledged their backgrounds, biases and expectations before beginning coding. Three of the four coders received previous qualitative and coding training and the fourth coder received training prior to beginning the coding process. Coders, although previously trained, were retrained using chapter 4 of Miles and Huberman (1994), *Qualitative Data Analysis: An Expanded Sourcebook*. Three of the four coders have also previously been trained in the use of Atlas ti software. However, prior to beginning the coding process, all coding team members were retrained using the Atlas ti instructional materials and manual (see [http://www.atlasti.com/download.html](http://www.atlasti.com/download.html) for free downloads of these resources).

After coders initially coded one section of the data, the group discussed initial difficulties, analyzed disagreements, and reached agreement on levels of detail, when to code, and when to use multiple codes (Miles & Huberman, 1994). The coding team continued to individually code the remaining data. After the data was individually coded, the coding team again discussed their coding sets and checked their codes. Once the coding team coded all the data, common codes were identified and agreed upon in order to ensure that codes were understood and applied in the same way by all coders, increasing inter-rater
reliability (Barbour, 2001; Schilling, 2006; White & Marsh, 2006). This strategy reduced the potential for individual interpretive bias when the coding team applied the codes, in essence creating a codebook to be used with the data with minimal variation.

Inter-rater agreement is the extent to which the coders agree with each other in creating common codes to apply to the data. However, in the present study, in order to strengthen the inter-rater reliability, Kappa was used to measure inter-rater agreement (see http://en.wikipedia.org/wiki/Cohen's_kappa for a statistical representation of the Kappa formula). Utilizing Kappa to assess inter-rater agreement measured the effects size that measured the amount of agreement between the coding team, above what might have occurred by chance alone (Pamela Martin, personal communication, January 27, 2006). Although a Kappa score of .70 is usually acceptable to support inter-rater reliability, Kappa score were above .80 for our team.

Finally, once common codes were agreed upon by the coding team, their validity was supported through an auditor. In this case, the requirements for the auditor were as follows. The auditor was a person living in the same geographical area as the sample, a member of the group, an expert in American Indian identity development, and knowledgeable in the qualitative process and coding analysis. The person must not have been directly involved in the original implementation of the instrument, but must be an expert in the field of American Indian adolescence education.

Validity

Four types of validity exist in qualitative research: descriptive, interpretive, theoretical and generalizability (Winter, 2000). One main issue related to descriptive validity is if the description of themes or essences is wrong (Miles & Huberman, 1994). Creating a
coding team, ensuring inter-rater reliability, checking themes against members’ words, utilizing researcher reflexivity strategies, and having an auditor check common codes, were strategies used to increase descriptive validity in order to ensure the descriptions of themes and essences were accurate (Miles & Huberman, 1994; Weston, et. al., 2001). Another descriptive validity concern was incomplete evidence. We have a large amount of detailed written journal responses from students, but were unable to triangulate our data sources. In other words, we did not have prior qualitative sources, focus groups, or interviews with members of the group with which to compare our results. Therefore, descriptive validity could be strengthened in future replications of the study by utilizing these strategies. Due to the fact the data was from an existing experiment conducted five years previously, focus groups or interviews with participants were impracticable approaches. The main threat to interpretive validity was imposing our own perspectives (Miles & Huberman, 1994; Weston, et. al., 2001). In order to reduce this effect, throughout the study, I examined my own lens and paradigm assumptions through researcher reflexivity strategies. I acknowledged my own Eurocentric majority perspective, my limited interaction with the culture of the participants, and throughout the process I kept a journal to identify biases that may have occurred. Throughout the process of coding journal entries, any emergent themes and interpretations were systematically tested against participants’ words (Miles & Huberman, 1994; Weston, et. al., 2001). Inter-reliability issues were addressed through calculating Kappa between coders with an agreement level above .80. Interpretive validity was also strengthened by utilizing a member check to confirm the final codes used by the coding team were accurate. However, we were still aware that our existing frameworks and perspectives were our own context for understanding the process and results of the analysis (Weston, et. al., 2001).
Threats to theoretical validity did not apply in this case, due to the phenomenological perspective driving the analysis. Themes and perspectives arose from the participants’ voice through their journal entries. The resulting perspectives were analyzed using a multimodal framework, not to justify or define the perspective as true, but to ascertain if this approach could explain participants’ perspectives. Generalization of results to internal groups, similar to those studied, or to external groups, is unknown.

Summary

Due to the fact that the data had already been collected, many issues normally associated with qualitative work had been bypassed. The journal responses of the participants were short; usually a sentence or two to answer a question, and convey thoughts pertaining to a prompt or picture (see Appendix B). As a result, a phenomenological approach utilizing a constructivist perspective was appropriate for analyzing the results of coding the data (Miles & Huberman, 1994). The phenomenological approach, the constructivist perspective, and emic coding were all used in an attempt to allow the voices and perspectives of the participants’ to be revealed while minimizing the possible impact of bias on the part of the researcher (Basit, 2003; Miles & Huberman, 1994). Researcher reflexivity, an auditor, peer debriefing, and the use of a coding team of collaborators were all used to protect the validity of the findings (Miles & Huberman, 1994; Weston, et. al., 2001). Emerging themes were constantly checked against participants’ words to ensure their voice and perspective were accurately interpreted.

Results were presented utilizing numbers, graphs, figures, examples and descriptions to note patterns, themes, and plausible explanations and to present the findings of the exploration of the students’ interaction with the Succeeding in School Program (Miles &
Huberman, 1994). Possible uncertainties were identified and explained, negative evidence were presented, rival explanations and conclusions were considered, examples of student responses were included, and findings were related in a general way to previous quantitative data (Weston, et. al., 2001). Current findings simply agree or disagree with earlier conclusions, but do not support or refute them.
Chapter 4: Results

Framework for Analysis

This chapter includes results from the data analysis of the responses to the Succeeding in School online instrument. The following research questions were used as a framework for analysis:

1. What themes emerged in relation to each of the ten sections of The Succeeding in School Program?

2. Do emergent themes relate to prior results from quantitative studies? Do results of this qualitative study support or disagree with past quantitative results showing an increase in students’ awareness of skills needed to be successful in school? This question is valuable in that past quantitative studies supported the use of the Succeeding in School Program to increase academic achievement, and the present study will serve to illuminate the essence of the experience of the students as they participated in the Succeeding in School Program. It is also important to note that review of the codes and themes will be analyzed separately from the influence of previous studies.

3. What themes emerged related to the participants’ feelings about taking an online intervention or related to other technological aspects of the intervention?

4. The responses of the students will be tabulated related to the characteristics that emerge related to structural aspects of the journal responses of participants. For example, tabulations will represent the distinct patterns that emerge related to the length of the responses, the grammar and sentence structure of the responses. What
type of language was used to answer the prompts, for example, was web slang utilized? A count and a percentage will be used to illustrate results of these questions.

5. What themes emerged regarding emotions conveyed in the journal responses?

Data analysis.

As previously described, content analysis began with transferring data from html version to rich text format (rtf) (see Appendix C). The data in rtf format could then be analyzed using the Atlas ti software package. The preliminary system of analyzing the data was provided by the weekly classroom guidance structure of the Succeeding in School instrument. The Succeeding in School Program is organized by weekly classroom guidance using the following sections: (a) Models of Success, (b) Being Comfortable in School, (c) Being Responsible in School, (d) Listening in School, (e) Asking for Help in School, (f) Improving at School, (g) Cooperating with Peers, (h) Cooperating with Teachers, (i) The Bright Side of School, and (j) The Bright Side of Me. The data responses to the instrument were broken into ten sections based on the ten weekly classroom guidance sections. The data was separated further by lessons within each weekly section, creating seventeen total sections for data analysis (See Table 1).

Table 1. Data Analysis Format

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</table>

The data was organized efficiently and logically for analysis and coding purposes, an important step in qualitative analysis (Schilling, 2006). Not only were there seventeen separate lessons, but each lesson contained multiple prompts. For examples, Section One, Lesson One contained six prompts. Section Two, Lesson Three contained four prompts.
Section Seven, Lesson One contained five prompts and so on. Each prompt provided an additional level of analysis. Therefore, the analytical process was broken into 53 units of analysis, based on the 53 prompts contained within the instrument (White & Marsh, 2006). Breaking the coding process into different units of analysis was important for validity reasons (Schilling, 2006; White & Marsh, 2006). Further, the 53 units of analysis allowed 1,271 total responses to be categorized for manageable analysis. However, it is important to note that although the prompts divided the data into 53 units of analysis, only sixteen codebooks (See Appendix D) were created to analyze each of the sixteen lessons. Themes emerged both as a result of each prompt and across prompts within each lesson.

Validity checks.

Four coders analyzed each of the 1,271 responses using the coding process. Each response was tagged and coded. Tags consisted of a single word, sentence, or multiple sentences. After each coder individually coded the data, the coding team met again and created a code book for each section of analysis. Sixteen codebooks were created to increase internal validity for each section of analysis (See Appendix D). One lesson was not coded for the purpose of this dissertation. The coding team determined that Section Six, Lesson One did not contain qualitative information to be coded. The lesson consisted of students filling in a Certificate of Improvement. They listed their name, the date, their teacher’s name, and the school subject in which they received the award. Any analysis of this lesson will be communicated utilizing numbers and percentages of responses. Throughout the process coding checks were done, and following the application of the coding book to the data, inter-rater reliability was deduced using Kappa. Kappa scores were determined for each coder separately for each lesson and section of analysis and overall results are reported.
in the table below (See Table 2). Overall Kappa scores for each section of analysis are above .80. Kappa scores for each lesson and section can be found in Appendix E.

<table>
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<th>1x3</th>
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<td>0.8420</td>
<td>1466</td>
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<td>1466</td>
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</table>

Note: Table denotes Kappa between coders. 1x2 = Kappa between Coder 1 and Coder 2. Also N denotes number of total codes.

An auditor was sent four sections of the data analysis to reinforce the accuracy of the coding books and the emerging themes. The four sections were chosen by random assignment by picking the sections out of a hat. The auditor supported the findings as representative of the data. Further, themes from the journals used as a researcher reflexivity strategy spoke to life issues occurring within the coding team, and to the length and intensiveness of the coding process and analysis. Themes did not speak to specific data analysis and did not reveal bias within the analysis process. Themes emerged related to health issues, “It seems like -------- can’t get a break. So many operations, health issues, and family losses. I’m glad that she has her mom and -------- to try and convince her to take a break and rest.” Themes related to the length and intensiveness of the analysis process emerged as a result of the life issues coding team members were dealing with, “At this point, we’ve already met and talked through the coding results so many times. I hate to ask for more as -------- is planning her wedding and -------- works through her grief and surgeries.”

Organization of results.

Results of the data analysis will be organized by research question. Qualitative results will be communicated through extended text and typical quotations in support, as well as the use of concept maps when possible (Schilling, 2006). All typical quotations will be
kept in their original submitted format. Please note the grammatical and structural
organization of the responses. Results will also be communicated utilizing numbers, graphs,
figures, and descriptions when appropriate. These presentation tools will be used to note
patterns, themes, plausible explanations and to present the findings of the exploration of the
students’ interaction with the Succeeding in School Program (Miles & Huberman, 1994).
Although emergent themes are related to prior results from quantitative studies, there will be
no direct comparison between the current online intervention and the paper-and-pencil
format of the instrument.

Research Question One Findings
What themes emerged in relation to each of the ten sections of The Succeeding in School
Program?

Section One: Models of Success

Section One, Lesson One: Focus on Successful People

Characteristics of success.

The topic of Section One, Lesson One focused on success. A concept map presenting
the main prompts and themes related to those prompts can be found in Figure 4. The first
prompt required students to consider the characteristics of successful people. The themes
associated with students’ responses illustrated they identified successful people as possessing
a positive mindset, possessing motivation and confidence, and possessing a strong work
ethic. For example, one student submitted that, “Successful means a person who believes in
their self and will never give up on their self. They no they can accomplish hard tasks.”
Another student thought that success means “Believeing that you can do it.Knowing you can
do something. Not giving up.” A third student illustrated the importance of a strong work
Having strong natural abilities as important to success, as “Smartness” and “Smartness makes a person successful” support students’ contention that, “willingness and ability” are keys to success.

Successful role models.

Students identified friends, family and peers as successful people they knew. One student could identify many models of success in his/her life, such as “my mom, my dad, Ms.Amy, my teachers and ALL OF MY BEST FRIENDS!!” Another followed suit, “my mom, my dad, my brother, all of my friends, ms.amy, all of my teachers.” When identifying successful people, students often identified peers by name, “Someone successful here is Esmeralda.” Often, students would submit names of people they considered a success without specifying who they were. These successful people were identified by name without further explanation. Therefore, we know “melinda tiffany d.j. erica april” or “Julie” or “Luis” are successful, however, we don’t know what relationship they possess with the student.

Role model characteristics.

Students related success with hard work, a positive mindset and focus. These qualities resulted in accomplishment, usually in academics. Students that “work every night” “work hard” and “works hard at school” are all on their way to success. However, they must also possess “a good attitude toward their self. They no they can take on a challenge and not fail.” If students possess the work ethic and mindset, they can emulate one student that “achieves different goals and she always succeeds in what’s right.” Or another, “She makes good grades she is hard working at school,” or a third who “PASED ALL HER GRADES.”
Results of emulating role models.

An increase in ability emerged as the main benefit to students who wanted to emulate their successful family and friends. “I would like to be like this person because I would like to be smart and pass my classes.” “I want to be like that person is strong.” Themes expressed that students desired to imitate the successful person in order to obtain increased intelligence. “She is so smart.” “Cause shes smart.” The successful people also served as role models for the students. “I see what this person has accomplished and how people look up to him and I want to be like him.” “COUSE SHE IS A GOOD ROMODEL TO EVERYONE.” “They are strong independant people and i just admire them very very much.”

How to become like role models?

To achieve levels of success similar to those of their role models, students expressed the need to change their mindset, to focus and to work hard. One student expressed, “HAVE A GREAT ATTITUDE, LISTEN AND PAY ATTENTION!!” While another submitted to achieve success, a student must “believe that you can go on,believe in yourself and everyone else,and be stong in hard times.” Working hard to succeed was a common theme. “Work harder”, “start studying harder”, and “study hard and listen to the teacher” are representative of the focus towards a renewed work ethic.

Expectations of success.

When a prompt attempted to bridge what students needed to do to be successful and why they expected to become a success, students responded by identifying goals for the future. Submissions spoke to goals, but many were phrased in negative, avoiding terms, such as “I DONT WANT TO BE OUT ON THE STREET” or “i dont want to be on drugs or be out
on the street without no family or anyone to talk to.” The goals that were presented in positive terms referred to educational accomplishments. One student referred to attending the local community college or university, “I want to go to RCC or UNCP!!” Another student expressed a changed mindset regarding educational goals, “I have made up my mind, I'm gonna go to school and make good grades and go to collage.” Goals were expressed in both specific and general terms. In addition to setting goals, students revealed that they would be successful because they held themselves in high esteem and positive regard. A student would become successful “because I believe ion my self,” “Cause i could achieve anything i would like to,” “Cause i know i wll succeed” and “because I am stong and I believe in myself and others.”
Figure 4. Concept Map, Section One – Success

Section Two: Being Comfortable in School

Section Two, Lesson One: Relaxing at School

The topic of Section Two, Lesson One focused on identifying emotions. The initial focus of Section Two, Lesson One was a colorful picture of a butterfly on a leaf (See Appendix A: Section 2, Lesson 1). One of the prompts asked students to explore their feelings generated when looking at the picture. Themes emerged regarding positive feelings and a sense of calmness in response to the butterfly. Students reported the picture made them
feel “happy.” Others reported that “it makes me feel good inside” and “it makes me happy because I like butterflies.” Additional students spoke to their sense of feeling “calm” or “RELAXED, CALM.” Another theme emerged in response to the prompt. Students submitted vague and incomplete thoughts unrelated to their emotions. One student wrote the prompt “makes me think of my family” while another thought “I fell like I am in a natural jungle.” These submissions are examples of submissions unrelated to emotional feelings.

An additional prompt asked students to consider how the colors in the picture made them feel. Vague and incomplete answers were the main theme that emerged. Students thought the colors were “like witch colors,” “Like I'm a green color,” and made the student feel “WOULDFUL.” An emotional response was the other theme that emerged. This response was usually positive, such as feeling “Happy,” “Joyful,” and “HAPPY, SPECIAL, AND EXCITED.”

Section Two, Lesson Two: Fears About School

Origin of fear.

The topic of Section Two, Lesson Two focused on identifying fears related to school and how to overcome fears surrounding the academic environment (see Figure 5). Students identified different types of tests as causing fear, as well as academic results. These fears were intermingled with themes of punishment, usually in the form of corporal punishment. Themes emerged surrounding “EOG, FALING, ReportCard, making a F, and not passing,” “PADDINGS, SUSPENSION, EOG, REPORT CARDS, AND FAILING,” “eog, reportcard, filling, paddling, making a f,” and “getting a padleing, test, eOG, BAD GRADES, HOMEWORK.”
Steps to overcome fear.

Students seemed unsure of what to do to overcome their fears. Many responses were vague and undefined. Some vague student suggestions included, “I would not be scared of getten it,” “do good in school,” “fine,” and “brethe and dont do it agin.” However, students also realized that seeking help from others might help them overcome their fears. One student thought it might be helpful to “tell what happened.” Other students identified resources they might seek out, such as “talking to a special person,” or “Go to the guindence counler.”

When to begin overcoming fear.

Two themes emerged as a result of students considering if and when they would work on overcoming their fears surrounding the school environment. Students expressed the desire to begin working on their fears either immediately or in the future. Students wishing to begin work on their fears immediately expressed their desire in short, to the point submissions, such as “Right know” or “NOW.” Students focused on overcoming their fears in the future were more specific about when that might happen, stating they would begin, “After I finish school,” or “when I am older,” or “right after i get out of trouble.”

First step to overcome fear.

Students were prompted to consider the first step to overcoming fears about school. Submissions were vague, didn’t match the prompt, were blank, or a jumble of letters that didn’t form a word. Examples of the types of submissions included such responses as, “THE REPORT CARDS,” or “MY GIRLFRIEND,” or “LEARN BETTER.” The emergent theme was students weren’t sure or clear about what the first step might be toward getting over their
fears. The theme also might reflect on the prompt. More discussion concerning prompts will occur later in this chapter and in Chapter Five.

*Who to talk to about fear?*

Students may not have been clear about the first step to overcoming fears, but they did know who they would talk to about their fears. Students identified family, friends, and their teachers as their main resources for assistance. Some students would speak only to family about their fears, “My dad and my grandma,” “I would talk to my mom my dad my older sister and my aunt and uncles.” Others expanded their circle to include friends and teachers, “My mom, my teachers, and all of my friends,” “My teacher or parents,” “My friend Veronica and my mom and my brother and dad.”

*Why these people?*

Students chose these people as confidants because they had relationships with them built through an emotional connection, understanding and confidentiality. One student expressed this connection, “because they understand completely,” while another simply stated, “he is very special to me,” and another described the emotional connection as, “SHE MAKES ME FEEL GOOD.” Understanding and confidentiality are key components of this relationship, “I know they won't tell anyone,” “I would feel comfortable with this person because they will understand.” Another theme that emerged again was the amount of vague responses concerning why students might feel comfortable talking with these people about their fears. These responses were unclear concerning the reasons for talking with others about their fear. Examples of vague responses include “To get the fear out,” “FEEL GOOD,” and “Good.”
Section Two, Lesson Three: Calm Thoughts

The topic of Section Two, Lesson Three focused on utilizing unusual drawings as prompts to motivate students to explore their feelings. The final prompt within the section asks students to identify how they feel when they are nervous. Students responded to the first picture with both positive and negative feelings. Some students felt “Happy Exciting,” or “HAPPY AND SPECIAL,” while other students thought the picture made them feel “weird and different,” or “makes me feel weird.” Students responded to the second picture with positive feelings; however, often their feelings were expressed in terms that were vague.
or hard to understand. The students expressing positive feelings submitted the picture made them “feel good inside” or “Comfortable” and “HAPPY.” Examples of the vague submissions include student who felt “like i cant get out of something,” or “jumpy,” “frustrated and funny.” Students were clear however, that nervousness included many negative feelings, often with physical responses accompanying them. “When I get nervous I feel scared and sometimes embaressed.” Others described feelings nervous as “SCARY AND SOMETIMES FREAKY,” or “it feels like you scare or in realy bad trouble.” Many students found physical symptoms resulted from feeling nervous. One student described it as having “butterflies in your stomch and you get hot and start to swet.” Another said, “it doesn't feel to good in my opinion. and i also get butterlys in my tummy.” The negative emotional response and physical consequences of nervousness was a strong theme, “i start to get a mind block i get hot and start to bite my finger nails,” “like if you have to go to the office i feel like i have to throw up!!!”

Section Three: Being Responsible in School

The topics of Section Three focused on homework, responsibility, and relationships with parents and teachers.

Section Three, Lesson One: Newspaper Article Submission

Section Three, Lesson One began with a prompt from a newspaper announcing students’ responsible actions. Students were encouraged to finish writing the newspaper story. Of the 25 submissions, eleven didn’t apply to the prompt, five submissions were blank or a jumble of incoherent letters and two were duplicate entries. The remaining seven responses expressed the benefit of changing negative mindsets to positive. This change usually results in some accomplishment for the student in the story. These stories and
submissions were longer in length than previous submissions. “my thoughts were low just like my teacher's but when i finally get through it i know i could do it. i was ignored untilli pasted the e.o.g. test.” “IT ALL BEGAN WHEN I THOUGHT I COULD CHANGE MY ATTITUDE.WE'LL FOR A WHILE I DIDN'T THINK THAT I COULDN'T BECAUSE ME AND MY FRIENDS GET THERE IS NOTHING I CAN DO.BUT ONE DAY I THOUGHT WRONG MY FRIENDS TOLD ME TO IGNORE THE TEACHER I WAS ON MY WAY I STOPED...AND TURNED AROUND AND SAID I AM NOT LISTENING TO YOU'LL YOU ARE JUST CHILDREN.THEN I WENT TO MR.FLETCHER AND TOLD HIM I WAS SORRY FOR ALL THE THINGS THAT I DONE TO DISAPPONIT HIM.” “Last year when we had to take the E.O.G test I thought I wouldn't make it.Then the last week or two of May I got my test scores back and to my surprise I made two 3's.From then on I belived in myself and always knew what I can achieve in if I try.” Students felt positive with pride about their responsible behaviors. One student reported “It makes me feel real good.” Others felt “PROUD AND SUCCESSFUL,” “i feel proud,” and “good and happy.”

Section Three, Lesson Two: The Responsible Me

Section Three, Lesson Two asked students to describe when they felt adults were treating them like robots by ordering them around. Students seemed confused by the prompt; seven of nineteen responses didn’t match the prompt. The other students identified times when adults yelled at them or provided discipline or directions as times they felt like robots. One student used clear language to describe his/her feelings. “When the teacher yells at me and my parents yell and tell me what to do it makes me feel like a slave.” Another student expressed feeling like a robot “when the teachers tell me what to do and order me around
and when my mom yells at me.” A third reinforced the theme surrounding adults yelling when they said they felt like a robot, “When the teacher, Miss. Pimblott yells at me.”

When students were asked to put themselves in the place of teachers and parents and consider why they give students requirements and tasks, students responded they thought adults were motivated by a strong emotional connection, and that adults were trying to prepare students or motivate them to improve in some way. One student thought adults had requirements and tasks for students because “THEY CARE.” Others thought adults were treating them like robots “so we can be prepared for the real world and not fail” and “SO WE CAN BE SMART AND HARD WORKING.” Other students submitted adults were simply attempting to keep them occupied with constructive work so they would not distract the class or get in trouble. “WHY THEY TRY TO KEEP ON GIVING US CLASS WORK SO MANY TIMES IS BEACUSE THEY DONT WANT US TALKING SO MUCH.” Another student answered, “They want us to be so busy we don't have time to do stuff we shouldn't.” A third expressed, “they give us so much class work so that they can keep us from talking so much while in class.”

Students expressed that following rules, an increased focus and working on academics were all beneficial aspects of school. Students felt if they followed the instructions of adults they would “DO HOME WORK.DO TESTS WORK.DO AR SHEETS.” Another student listed the importance of “1. do homework 2. ask for help 3. do class work.” A third student concurred that “HOMEWORK, PAYING ATTENTION, PASSING TESTS” were valuable aspects of school. Following rules and focusing were expressed as valuable by students as well. “NO PLAYING OR NO RUNNING OR NO FIGHTING.” “LISTEN TO THE TEACHER. DO WHAT YOUR PARENTS TELL YOU TO DO. AND STAY OUT OF
TROUBLE,” and “listen to your teacher and directions carefully.” Students felt their chores were their most important responsibilities at home. Taking care of siblings, cleaning, and helping do other chores were emergent themes related to home responsibilities. One student expressed at home they were involved in “cleaning, takeing care of pets, & helping out,” while another listed their responsibilities as a “CLEANROOM, HOUSE WORK, AND WATCH LITTLE BROTHER.” Another’s responsibilities included “CLEANING MY ROOM, TAKING CARE OF MY SISTERS, WACHING T.V.”

Section Three, Lesson Three: How I Feel About Homework

Section Three, Lesson Three focused on homework. One major theme in this lesson was the small number of submissions. Twelve responses were submitted to each of the three prompts contained in lesson one. The first prompt asked students to consider why many students feel bad about doing homework. Students would rather be spending their time doing things other than homework because of the time commitment and because the other options are more fun. “BECAUSE ONCE WE GET HOME FROM SCHOOL WE’RE TIRED AND DON’T WANT TO DO ANYTHING BUT RELAXE.” “Because there are better things they would do instead of home work. And it takes up valuable time.” “It takes up there time when they could be doing something fun.”

Students were asked how they could improve their attitude about homework. Of the twelve submissions, four were vague and one was completely off task. The other seven responses expressed a need to renew focus and follow rules. Students felt they should “Listen and stopn talking back.” Others expressed similar sentiments, “STOP TALKING AND TALKING BACK AND WORK.” “STOP TALKING BACK.” The only benefit students identified in doing homework was the increase in knowledge and education. “IT LET YOU
"LEARN SOMETHING NEW." Students felt “it good for you to learn,” and homework was beneficial because a student was “learning different things.”

Section Four: Listening in School

Section Four, Lesson One: Listening and Learning

Section Four, Lesson One utilized picture prompts to encourage students to identify what the faces might have heard in school based on the expression on the face of the picture. These four prompts (see Figure 6) each led to different reactions from students.

![Figure 6. Section Four, Lesson One Picture Prompts](image)

Students seemed unsure how to react to prompt one. The emergent themes described that the face had heard unusual auditory cues that were “weird” or “shocking” and were often described as something “funny and stupid and fool.” Prompt two also resulted in vague and unsure answers about what the face might have heard. Those students who submitted clear descriptions described the face as hearing something positive, such as “Something Happy,” or “something good,” or maybe, “that his teacher said he is the smartest in his classroom.” The students were clear the third face had heard something negative. The face heard “something bad,” maybe “something sad about her or there friends,” or “he hear something
scary.” In contrast, the fourth face heard something funny, like a joke. Students sometimes even described the funny thing the face had heard. For example, one student thought the face heard that “the principle pants just came down.”Another thought the face heard “something funny or crazy,” or “someting a little biet funny.”

Section Four, Lesson Two: Listen and Transform

Section Four, Lesson Two asked students to consider what different teachers had taught them about certain subjects at school. Themes emerged from the responses identifying specific skills students learned related to each subject. For example, the first prompt asked students what they had learned in math by listening to their teachers. Students responded by listing math skills they learned. One student learned “how to find an area on a circlce.” Another learned, “The length and width of shapes the volume of a shape the inches mm cm ml and things containing gallons or pounds.” A third learned “fractions percents and so on.....” Themes related to academic subject continued through the prompts related to what students learned in science, language arts, and social studies by listening to the teacher. Each prompt resulted in students listing skills they learned related to each subject. For example, in science, students reported learning “the way a fossil is formed,” “that ive learned about earths crust,” and “about frogs and the way they live.” In language arts students learned “the puctuation of sentences how to spell a word and reading well.” Other students reported they learned “how to read a story abd ask myself questions as I go” and “how to read bigger words.” Students learned “how to locate eroupe” and “the longitude and latitude of a country or state and facts of citities” and “about different cultures” by listening to their teacher in social studies. The final prompt of the lesson asked students what they learned in other subject by listening to the teacher. Of the thirteen submissions, two
were left blank, and four were unintelligible mixing of letters. The other seven submissions identified language arts skills as the academic skills they learned from listening to their teachers in other school subjects. Students felt they learned “reading(literture),” “spelling” and “reading i lke to read the things i've learned is the purpose of a story how to identify a story.”

Section Five: Asking for Help in School

Section Five, Lesson One: Asking for Help Exercise

Section Five, Lesson One explored students’ experiences and feelings about asking for help at school. Students expressed there were many times at school a student might need help but not ask for it. Students did not ask for help because of fear of embarrassment, fear of punishment, or fear of the teacher. One student said they did not ask for help “because i think i might get in trouble.” Another was afraid of being embarrassed, “i didn't know anything and everone eles did.” Other students identified situations and teachers by name that intimidated them when they wanted to ask for help. “When I didn't understand math Equations and I was scared to ask Mrs. Maynor for help because she would have yelled at me.” “When it is math couse if i asked her she would have yelled at me for not listing.”

Students asked for help verbally or by raising their hand when they needed help. “I shout out my teachers name,” or “ASK TEACHER,” or “by raising my hand” were all common methods of seeking help. One student summed up asking for help “by raising my hand and asking the question I need help on.” However, students reinforced that many times they don’t ask for help when they need it. “I DIDN’T ASK FOR HELP,” and “I didn't” are illustrative of this theme. Interestingly, students reported when they asked for help they usually received help resulting in a positive end result. One student reported when he/she
asked for help, “I felt better and understood it better when I asked for help.” Other
student agreed, “I UNDERSTOOD IT BETTER.” A third said when he/she asked for help,
he/she “got what i needed help!” The end result seemed to be that after receiving help
students “knew how to do it.”

Section Six: Improving at School

Section Six, Lesson Two: Rewards for Improving

Section Six, Lesson Two asked students to imagine they were one of their teachers.
As the teacher, the prompt requested they write a letter to themselves highlighting how they
had improved in a school subject. Unfortunately, only nine students submitted responses to
the prompt. Of these nine submissions, two were unintelligible, one was vague, and one did
not match the prompt. Most of the five remaining submissions were encouraging and praised
the student for a job well done. Examples of the submissions include, “Dear, Julie You are a
very good student. You work hard in my class and show very good behavior. Sometimes you
might have a bad day but you are a good student.” Another student wrote, “Dear Brittany,
You have been improving on all your subjects, and your behavior and attitude, I'm very
proud of you, I think should award you with something. Well good luck and keep them in
mind.” A third student also wrote encouraging words to herself, “Melinda is a great student
and is approving.”

Section Seven: Cooperating with Peers

Section Seven, Lesson One: Cooperating with Other Students

Section Seven focused on helping students explore cooperating with peers. The
initial prompt consisted of drawings of people wearing hats “in disguise.” The prompt
described the people as “disguising themselves so that no one will try to help them do better
at school.” The prompt then asked the students to give suggestions to help the people in disguise feel better about working with other students. The lesson asked for three suggestions. Students gave strong responses to the first request for suggestions. Students encouraged the people in disguise to cooperate and work with others. “If you work with others then you will learn new things” was one encouragement from a student, while another suggested that “if you work with others you will understand how to do it better.” A third student shared some experience, “Because the other students probably want to be your friend but just give them time they will pull through.”

Student responses dropped after the request for a second suggestion. Of eighteen submissions, five didn’t match the prompt, two were duplicates of others, and three were blank or unintelligible. The remaining eight submissions encouraged the disguised people to keep a positive mindset. One student said, “if you really want to be smart then you would give it a try.” While others tried to alleviate fears or worry by saying, “Don’t be afraid” or “Stop worrying about yourself there are other people who need friends.” After the third request for suggestions to help the people in disguise, eleven of eighteen responses didn’t apply. The eleven answers consisted of five blank or unintelligible entries, four responses that didn’t match the prompt, two duplicate responses. The remaining seven submissions still encouraged the people in disguise to cooperate and keep a positive mindset. One student wrote, “just try to cooperate with others and they will be your friend.” Another student encouraged the people in disguise, “you have a good personality don’t waste it.”

When students were asked what makes them nervous about working with other students, the two themes surrounding not being nervous, and having low self-efficacy related to their knowledge or skill level. Some students were not nervous at all, “it doesn’t make me
“nervosatall,” “nothing makes me nervous with working with others.” Others worried peers might think they were unintelligent. “What if they think i’m dumb” or “the fact that I might not know everything” illustrate this theme. Other students were simply afraid of “messing up.” When students were asked about when they had been helped by another student at school, the common reply was “many times.” However, students did not submit specific examples of these instances when others helped them. Typical submissions were “all the time” or “lots of times” or “almost all the time me and friends work together all the time.”

Section Eight: Cooperating with Teachers

Section Eight, Lesson One: How to Cooperate with Teachers

Section Eight explored how students had received help from teachers and how they had assisted teachers. Students were readily able to identify ways teachers helped them by clarifying their academic work. Teachers helped “when I didn't understand a math lesson. when I haveing trouble in homework. when I WAS HAVEING PROBLEMS in math AMS.” They helped another student “with mathand helping me understand something i dont know.helping me by telling me if something is wrong.” A third student reported “I ask for help from them when I need it, when I cant understand something I go ask my teachers to help me.” In turn, students helped teachers with classroom organization. Students reported helping teachers “1.)pass out paper 2.)the wrong word 3.)care foluder to the offica.” Another student wrote, “i sweep the floor.i took names,” while another helped their teacher by “being nice helping clean up and giving things to the teachers.”
Section Nine: The Bright Side of School

Section Nine, Lesson One: What’s Fun About School

Section Nine, Lesson One presented a clear theme of unclear, inapplicable student submissions. The first prompt of Lesson Two asked students to create words to a song describing fun things about school. Of the thirty-one responses, twenty-seven were unclear. These responses were duplicate entries, didn’t match the prompt, or were vague and unintelligible. Examples of these responses include “you still thank i'am crasy,” “I love music,” “I do not know any song,” or “school is so not that cool all the teachers drool but the boyz are cool.” These examples, as with all the examples contained in the dissertation, are not fragments of the submission, but the whole submission. The second prompt of Section Nine, Lesson Two asked students to report what they were thinking about as they wrote their song. Predictably, of the thirty-one entries, fifteen were duplicates, one did not match the prompt, and six were vague and unintelligible. The remaining nine responses identified playing games, recess, and academic work as the thoughts behind their song writing. One student wrote that during his/her song writing he/she was thinking of “Playing outside!Art class! Learning.” Another student was thinking of “going outside and playing with my friends and others, playing games with teachers and friends and others.” A third was thinking of “MATH OUTSIDE MUSIC.”

Section Nine, Lesson Two: Making School Better

Section Nine, Lesson Two contained prompts concerning what students can do to make school a better place for themselves and others. Unfortunately, submissions were such that the themes which emerged related to lack of clear responses. Of nine submissions, four were duplicate entries, two submissions did not match the prompt and one was vague. Only
two submissions were codable, and one of these submissions spoke to what the school could do to improve the school instead of what the student could do. “OUTSIDE PPLAYFUL NEW PLAY GROUND.” Prompt two of Section Nine continued the theme of incomplete, vague, or incomprehensible submissions. Of the nine submissions, three were blank, two were duplicate entries, and one was unintelligible. The prompt asked students to consider why it might be difficult to change things at school. The three remaining submissions, although not themes, spoke to authority issues, age limitations, and the need for students to earn changes. One student wrote it was difficult to enact change in school “because we haves teachers&princeipals.” Another spoke to the limitations of age, “BECAUSE,YOU HAVE TO BE OLDER TO DO SOMETIMES.” The final submission reminded students that “they wont change unless we be good enough to earn it.” It is important to note that these are not themes, but are the only three submissions for this particular prompt that were intelligible.

Unfortunately, the third prompt of Section Nine, Lesson One resulted in only continuing the theme of vague, incomplete, or unintelligible submissions. Of the nine submissions to the third prompt, four were duplicate entries, two were unintelligible, and one was vague. The remaining two submissions did not constitute a theme, but did speak to the importance of keeping a positive mindset even when school is difficult and not fun. The submission encouraged students to keep working because “you know you can achieve. The final submission spoke to the importance of concentrating on academic results. Persisting in school “is important because if you give up you will flunk in school and wont be smart.”
Section Ten: The Bright Side of Me

Section Ten, Lesson One: What’s Good About Me

Section Ten asked students to create paper drawings or computer images for a film that illustrates their bright side. Once students created these drawings or images, they were asked how their families and friends might feel about their film. Students felt their family and friends would feel very positive about their films. One student thought family and friends “will love it and want me to make more copies.” Another replied to the prompt, “they love it!!!!!!!!!!!” A third student thought his/her family and friends would be “happy and proud of me.” When asked how they felt about their own films, students responded with positive feelings and pride. One student was “very touched, it really brings out the character in my beautiful self.” Another student wrote, “im very proud of myself,” while a third was “impressed.” Students felt very positive about how their family would perceive their film as well as how they felt about their film.

Research Question Two Findings
Do emergent themes relate to prior results from quantitative studies? Do results of this qualitative study support or disagree with past quantitative results showing an increase in students’ awareness of skills needed to be successful in school?

Positive Attitudes Toward School and Strategies for Success

Results of numerous previous applications of the Succeeding in School Program suggested an increase in students’ positive attitudes toward school and an increase in awareness of how to achieve school success. For example, the first intervention utilizing the paper and pencil version of the Succeeding in School Program by Gerler and Anderson (1986) suggested positive increases in students’ attitudes towards school, classroom behavior
and language arts grades. A later replication of the Succeeding in School program also resulted in a statistically significant increase in students’ positive attitudes toward school (Gerler & Drew, 1990). Further, Gerler and Herndon’s (1993) results showed a significant increase in students’ awareness of how to achieve school success.

In the current analysis, themes regarding attitudes about how to be successful in school emerged from Section One and Section Three. In Section One students’ related hard work, focus and a positive mindset with success in academics. Themes emerged indicating that students that “work every night” “work hard” and “works hard at school” are on their way to success. However, they must also possess “a good attitude toward their self. They no they can take on a challenge and not fail.” If students’ possess the work ethic and mindset, they can emulate different students that “acheives diffrent goals and she always succeeds in whats right,” “makes good grades she is hard working at school,” and another that “PASED ALL HER GRADES.”

Later in Section One students identified changes they would make in order to be successful. One student wrote he/she would “HAVE A GREAT ATTITUDE, LISTEN AND PAY ATTENTION!!” While another submitted to achieve success, a student must, “believe that you can go on, believe in yourself and everyone else, and be stong in hard times.” Working hard to succeed was a common theme; “work harder”, “start studying harder”, and “study hard and listen to the teacher” are representative of the focus towards a renewed work ethic. Again, later in Section One, students identified goals for the future. Educational goals emerged, such as, “I want to go to RCC or UNCP!!” Another student expressed a changed mindset regarding educational goals, “I have made up my mind, I'm gonna go to school and make good grades and go to collage.” In addition to setting goals, students
revealed that they would be successful because they held themselves in high esteem and positive regard. A student would become successful “because I believe ion my self,” “Cause i could achieve anything i would like to,” “Cause i know i wlii succeed” and “because I am stong and I believe in myself and others.”

In Section Three, Lesson Three, students expressed that following rules, an increased focus and working on academics were all beneficial aspects of school. Students felt if they followed the instructions of adults they would “DO HOME WORK.DO TESTS WORK.DO AR SHEETS.” Another student listed the importance of “1. do homework 2. asy for help 3. do class work.” A third student concurred that “HOMEWORK, PAYING ATTINTION, PASSING TESTS” were valuable aspects of school. Following rules and focusing were expressed as valuable by students as well. “NO PLAYING OR NO RUNING OR NO FIHTING.” “LISTEN TO THE TEACHER. DO WHAT YOUR PARENTS TELL YOU TO DO. AND STAY OUT OF TROUBLE,” and “listen to your teacher and directions carefully.” These themes illustrated academic strategies students thought were valuable, but the themes do not support or disagree with past quantitative results showing an increase in students’ awareness of skills needed to be successful in school.

Positive Self-Perceptions and Prediction of Future Success

In another previous study, Ruben (1989) found that students who participated in the program reported perceiving themselves in a positive manner and predicted personal successes in their future. Related themes concerning self perceptions can be found in Section Six, Lesson Two and Section Ten. Section Six, Lesson Two contained encouraging and positive submissions concerning students’ perceptions of themselves. Examples of the submissions include, “Dear, Julie You are a very good student. You work hard in my class

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and show very good behavior. Some times you might have a bad day but you are a good student.” Another student wrote, “Dear Brittany, You have been improving on all your subjects, and your behavior and attitude, I'm very proud of you, I think should award you with something. Well good luck and keep them in mind.” A third student also wrote encouraging words to herself, “Melinda is a great student and is approving.”

Positive themes emerged in Section Ten concerning how students perceived themselves. When asked how they felt about their own films, students responded with positive feelings and pride. One student was “very touched, it really brings out the character in my beautiful self.” Another student wrote, “I’m very proud of myself,” while a third was “impressed.”

Ruben (1989) also found that students who participated in the program predicted personal successes in their future. Similar themes emerged in Section One of the current analysis. Students revealed they would be successful because they held themselves in high esteem and positive regard. A student would become successful “because I believe in my self,” “Cause i could achieve anything i would like to,” “Cause i know i will succeed” and “because I am strong and I believe in myself and others.”

Research Question Three Findings

What themes emerged related to the participants’ feelings about taking an online intervention or related to other technological aspects of the intervention?

No themes emerged related to participants’ feelings about the intervention existing online compared to a traditional paper and pencil format.
Research Question Four Findings

The responses of the students will be tabulated according to the characteristics that emerge related to structural aspects of the journal responses of participants. For example, tabulations will represent the distinct patterns that emerge related to the length of the responses, the grammar and sentence structure of the responses. What type of language was used to answer the prompts, for example, was web slang utilized?

Sentence Length and Complete Sentences

Responses were tabulated according to the number of words contained in the response. Examination was broken into units of one word, two to three words, four to five words, six to seven words, eight to nine words, and ten plus words. The unit of analysis was each prompt within a lesson and section. Table Three contains the analysis of sentence lengths within Section One. Table Four reports the data analysis concerning the number of complete and incomplete sentences contained in Section One. The 30 tables presenting the analysis of sentence length and complete sentences for sections, lessons and prompts in Sections Two through Ten can be found in Appendix F.

Table 3. Section One Sentence Length

<table>
<thead>
<tr>
<th></th>
<th>1 Word</th>
<th>2-3 Words</th>
<th>4-5 Words</th>
<th>6-7 Words</th>
<th>8-9 Words</th>
<th>10+ Words</th>
<th>Total Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt 1</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>Prompt 2</td>
<td>7</td>
<td>17</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>42</td>
</tr>
<tr>
<td>Prompt 3</td>
<td>0</td>
<td>5</td>
<td>12</td>
<td>2</td>
<td>4</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>Prompt 4</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>19</td>
<td>42</td>
</tr>
<tr>
<td>Prompt 5</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>7</td>
<td>40</td>
</tr>
<tr>
<td>Prompt 6</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>11</td>
<td>7</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>Total:</td>
<td>40</td>
<td>40</td>
<td>26</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>252</td>
</tr>
</tbody>
</table>
Responses were also analyzed for their sentence structure. Sentences were counted as complete if they had a subject, a verb, and the sentence presented a complete thought. Tabulations were separated as complete or incomplete sentences and organized by section, lesson and prompts within lesson.

Table 4. Section One Complete Sentences

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Complete Sentences</th>
<th>Incomplete Sentences</th>
<th>Total Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt One</td>
<td>3</td>
<td>40</td>
<td>43</td>
</tr>
<tr>
<td>Prompt Two</td>
<td>3</td>
<td>39</td>
<td>42</td>
</tr>
<tr>
<td>Prompt Three</td>
<td>7</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>Prompt Four</td>
<td>7</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>Prompt Five</td>
<td>0</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Prompt Six</td>
<td>5</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>Total: 16</td>
<td>Total: 227</td>
<td></td>
<td>243</td>
</tr>
</tbody>
</table>

The following is a summary of sentence lengths and the percentage of submissions which were complete sentences or incomplete sentences based on the total number of submissions.

Table 5. Summary of Sentence Lengths

<table>
<thead>
<tr>
<th></th>
<th>1 Word</th>
<th>2-3 Words</th>
<th>4-5 Words</th>
<th>6-7 Words</th>
<th>8-9 Words</th>
<th>10+ Words</th>
<th>Total Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences</td>
<td>209</td>
<td>293</td>
<td>157</td>
<td>118</td>
<td>55</td>
<td>191</td>
<td>1023</td>
</tr>
<tr>
<td>Percentage</td>
<td>20%</td>
<td>29%</td>
<td>15%</td>
<td>12%</td>
<td>5%</td>
<td>19%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: Submissions left blank or incomprehensible were not included in this analysis.

Table 6. Summary of Complete Sentences

<table>
<thead>
<tr>
<th></th>
<th>Complete Sentences</th>
<th>Incomplete Sentences</th>
<th>Total Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>7%</td>
<td>93%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Language Used in Responses

Students responded to prompts using language that was misspelled and grammatically incorrect, and students did not form complete sentences often (see Table 6). Slang was not used often. In all, slang was used in only 23 submissions, or approximately 2% of the submissions (see Table 7). Of the 1,271 submissions, 49 were left blank, or approximately 4% of the submissions. A different number of students submitted responses each week (see Table 8). The fewest number of participants was nine in Section Six, Lesson Two and Section Nine, Lesson One. The greatest number of participants was 43 in Section One.

Table 7. Slang and Nicknames

<table>
<thead>
<tr>
<th>Section, Lesson</th>
<th>Prompt</th>
<th>Slang Word(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section Two, Lesson One</td>
<td>2</td>
<td>lil wil</td>
</tr>
<tr>
<td>Section Two, Lesson One</td>
<td>4</td>
<td>j,dawg</td>
</tr>
<tr>
<td>Section Two, Lesson Three</td>
<td>1</td>
<td>j dawg, lil will, swivvle diddle, lumbee thug, a whole bunch of junk</td>
</tr>
<tr>
<td>Section Two, Lesson Three</td>
<td>3</td>
<td>Ball eater, j, dawg, lumbeeboy</td>
</tr>
<tr>
<td>Section Two, Lesson Three</td>
<td>4</td>
<td>righches, righches, strait, rightchess, jdigg, rightchess</td>
</tr>
<tr>
<td>Section Two, Lesson Three</td>
<td>5</td>
<td>lil will, j dog, lil will</td>
</tr>
<tr>
<td>Section Six, Lesson One</td>
<td>1</td>
<td>lil will</td>
</tr>
<tr>
<td>Section Six, Lesson Two</td>
<td>2</td>
<td>lil will, lil will</td>
</tr>
<tr>
<td>Section Ten</td>
<td>1</td>
<td>hottie</td>
</tr>
</tbody>
</table>
Table Eight presents the total number of participants by section and lesson within the Succeeding in School Program. Table Eight is not always representative of the total number of students participating in each section. The numbers reported in this table are the number of submissions for each prompt within the lesson. However, this analysis did not break submissions into categories based on prompts. For example, each prompt in Section One, Lesson One resulted in 43 submissions. This does not reflect the number of submissions within those 43 that were duplicate entries, vague or unclear responses, or simply unintelligible combinations of letters.

**Vague and Unclear Submissions**

Table Nine represents those prompts that resulted in themes related to vague and unclear responses according to the prompt. This table moves the analysis from the lesson level to the prompt level.
### Table 9. Prompts Resulting in Themes of Vague and Unclear Responses

<table>
<thead>
<tr>
<th>Section #</th>
<th>Lesson #</th>
<th>Prompt #</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>How does the picture (of butterfly) make you feel?</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>Describe what you might do to get over each of the fears you listed above.</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
<td>What will be your first step toward getting over your fears about school?</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>6</td>
<td>Why would you feel comfortable in talking with this person?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What did this student just hear in school?</td>
</tr>
</tbody>
</table>

**Blank, Inapplicable, Incomprehensible Submissions**

Not only does Table Eight not always represent the total number of students participating in each section because of themes relating to vague and unclear submissions, it also does not reflect the large number of submissions that were blank, didn’t apply to the prompt, or were vague and unclear according to prompt. Table 10 continues the analysis at the prompt level by reporting prompts that had a high percentage of responses that were blank, incomprehensible, didn’t apply to the prompts, or were duplicate submissions. The
table is presented using the section number, lesson number and prompt number that resulted in a low percentage of submissions. The total number of responses is presented, followed by the number of submissions that were blank, incomprehensible, vague, duplicates, or that did not apply to the prompt. The final column presents the resulting number of usable submissions once the blank, incomprehensible, vague, duplicate and non-applicable submissions are removed. The final column also provides the percentage of usable submissions compared to the total number of submissions. For example, Section Three, Lesson Two, Prompt One had 25 submissions; however, eighteen of those submissions did not apply to the prompt, were duplicates, were blank or were incomprehensible. Once inapplicable submissions were removed, seven were applicable to the prompt, or 28% of the submissions.

<table>
<thead>
<tr>
<th>Section #</th>
<th>Lesson #</th>
<th>Prompt #</th>
<th>Total # of Responses</th>
<th>Blank or Incomprehensible</th>
<th>Vague</th>
<th>Duplicate</th>
<th>Didn’t apply to Prompt</th>
<th># and % of Usable Submissions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>7, 58%</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>25</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>7, 28%</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>12, 63%</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5, 56%</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>2</td>
<td>18</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>8, 44%</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>3</td>
<td>18</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>7, 39%</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2, 22%</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3, 33%</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>2, 22%</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>1</td>
<td>31</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>4, 13%</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>2</td>
<td>31</td>
<td>4</td>
<td>2</td>
<td>15</td>
<td>1</td>
<td>9, 29%</td>
</tr>
</tbody>
</table>
Relation of sentence length to vague and unclear submissions

Themes related to vague and unclear responses (see Table 9) were examined for length of sentences and complete sentences. In other words, was there a relationship between the length and structure of sentences and themes related to vague and unclear responses? Results showed students submitted shorter responses, one to three words, to four of the six prompts that resulted in vague and unclear themes. Seventy three percent of the responses to prompt two of section two, lesson one were one to three words. Sixty percent of the responses to the prompt were one word. Only two submissions were complete sentences. Also, sixty percents of the responses to prompt four of section two, lesson two were two to three words. Sixty three percent of the responses to prompt one of section four, lesson one were two to three words and sixty three percent of the responses to the second prompt of that section and lesson were one to three words. In these cases, a majority of responses were short and resulted in themes of vague and unclear answers. In contrast, other prompts leading to themes of vague and unclear answers contained longer submissions. Fifty percent of prompt six of section two, lesson two were between four and seven words, and twenty-three percent were longer than ten words. Four submissions contained complete sentences. Also, forty-eight percent of responses to prompt two of section two, lesson two were four to seven words, and three submissions were longer than ten words. In conclusion, four of the six prompts that led to themes of vague and unclear submissions contained a majority of short submissions; however, two others contained longer submissions. In these cases, if the prompt resulted in themes of vague and unclear responses, then the submissions most likely were short, between one and three words.
Research Question Five Findings

What themes emerged regarding emotions in the journal responses?

Emotions were a common theme in response to the Succeeding in School instrument (See Table 11).

Table 11. A Synopsis of Emotions Students Expressed

<table>
<thead>
<tr>
<th>Section, Lesson</th>
<th>Pride</th>
<th>Negative Emotions: (Fear, Scared, etc.)</th>
<th>Nervousness</th>
<th>Embarrassment</th>
<th>Positive Emotions: (Happy, Joy, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 2, Lesson 1</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Section 2, Lesson 2</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 2, Lesson 3</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Section 3, Lesson 2</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Section 5</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Section 10</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Students were prompted to explore their feelings in Section Two, Lesson One. Positive feelings emerged from students as they responded to the butterfly prompt. As reported earlier, one student expressed the picture made him/her feel “happy,” while others reported that “it makes me feel good inside” and “it makes me happy because I like butterflies.” Students continued the emotional exploration in response to the colors in the picture. Their response was usually positive, such as feeling “Happy,” “Joyful,” and “HAPPY, SPECIAL, AND EXCITED.”

Section Two, Lesson Two focused on identifying fears related to school and how to overcome fears surrounding the academic environment. Students felt afraid of achieving poor academic results. They expressed fear of taking assorted tests and examinations. These fears were intermingled with fear of punishment, usually corporal punishment, at school. Students reported fear of the “EOG, FALING, ReportCard, macking a F, and not passing,” “PADDINGS, SUSPENSION, EOG, REPORT CARDS, AND FAILING,” “eog,
Section Two, Lesson Three utilized unusual drawings as prompts to motivate students to explore their feelings. Students responded to the pictures with both positive and negative feelings. Emotions included “Happy Exciteig,” or “HAPPY AND SPECIAL.” Other students thought the picture made them feel “weird and different,” or “makes me feel weird.” Students expressing positive feelings toward the second picture said it made them “feel good inside” or “Comfortable” and “HAPPY.” The final prompt within the section asks students to identify how they feel when they are nervous. Students were clear nervousness included many negative feelings, often with physical responses accompanying them. “When I get nervous I feel scared and sometimes embarrassed.” Others described feelings nervous as “SCARY AND SOMETIMES FREAKY,” or “it feels like you scare or in really bad trouble.” Many students found physical symptoms resulted from feeling nervous. One student described it as having “butterflies in your stomach and you get hot and start to sweat.” Another said, “it doesn’t feel to good in my opinion. and i also get butterflies in my tummy.” The negative emotional response and physical consequences of nervousness was a strong theme, “i start to get a mind block i get hot and start to bite my finger nails,” “like if you have to go to the office i feel like i have to throw up!!!”

Section Three, Lesson Two resulted in students sharing how proud they were of their responsible actions. One student reported, “It makes me feel real good.” Others felt “PROUD AND SUCCESSFUL,” “i feel proud,” and “good and happy.”

Section Five explored students’ feelings of embarrassment and fear concerning asking for help at school. Students did not ask for help because of fear of embarrassment, fear of
punishment, or fear of the teacher. One student said he/she did not ask for help “because I think I might get in trouble.” Another was afraid of being embarrassed, “I didn’t know anything and everyone else did.” Other students identified situations and teachers by name that intimidated them when they wanted to ask for help. “When I didn’t understand math Equations and I was scared to ask Mrs. Maynor for help because she would have yelled at me.” “When it is math course if I asked her she would have yelled at me for not listing.”

Section Ten prompted students to create drawings or images of a film illustrating their bright side. Students expressed positive self regard and pride over their creation, and suggested their families would hold the film in high regard. One student thought his/her family and friends would be “happy and proud of me.” Students also expressed their feelings about their movies. One student was “very touched, it really brings out the character in my beautiful self.” Another student wrote, “I’m very proud of myself,” while a third was “impressed.”

Summary

This chapter presented themes associated with each section, lesson and prompt of the Succeeding in School instrument. Themes related to results from past quantitative studies utilizing the paper-and-pencil version of the Succeeding in School instrument. Themes reflected the characteristics of the students’ journal submissions. Tables represented the length and sentence completeness of the submissions. Counts and percentages were used to illustrate the small number of slang words, the number of prompts that resulted in a low number and percentage of responses, and to highlight prompts that resulted in a high number of vague or unclear responses. Finally, a synopsis of the emotions students conveyed in response to the Succeeding in School instrument was presented organized by prompt with examples provided from the text to add richness to the data.
The next chapter, Chapter 5, will include the summary of chapters one through four, a brief synopsis and interpretation of results of chapter four in relation to the original research questions and related literature. Limitations of the study and applications to future research and practice will be discussed.
Chapter 5: Discussion

This chapter summarizes the results and relates them to the research goals, methodology and purpose of the study. Limitations of the study, relation to current and previous research and future directions will be discussed. The purpose of this study is to utilize a qualitative approach to implement a preliminary, exploratory examination of the data derived from a previous intervention utilizing the online version of the Succeeding in School Program. The main goal of this study is to illuminate the perspectives and voices of the participants, in order to identify themes from students’ responses to the online Succeeding in School Intervention (see Appendix A). This study utilized the following research questions as a framework for analysis:

1. What themes emerged in relation to each of the ten sections of The Succeeding in School Program?

2. Do emergent themes relate to prior results from quantitative studies? Do results of this qualitative study support or disagree with past quantitative results showing an increase in students’ awareness of skills needed to be successful in school? This question is valuable in that past quantitative studies supported the use of the Succeeding in School Program to increase academic achievement, and the present study will serve to illuminate the essence of the experience of the students as they participated in the Succeeding in School Program. It is also important to note that review of the codes and themes will be analyzed separately from the influence of previous studies.

3. What themes emerged related to the participants’ feelings about taking an online intervention or related to other technological aspects of the intervention?
4. The responses of the students will be tabulated related to the characteristics that emerge related to structural aspects of the journal responses of participants. For example, tabulations will represent the distinct patterns that emerge related to the length of the responses, the grammar and sentence structure of the responses. What type of language was used to answer the prompts, for example, was web slang utilized? A count and a percentage will be used to illustrate results of these questions.

5. What themes emerged regarding emotions conveyed in the journal responses?

The research analysis utilized a coding team and Atlas ti computer software. The four member coding team acknowledged their existing biases before they began analysis of the data and continually checked their codes to the original words of the participants to reduce possible bias in the codes. The preliminary system of reducing the data for a manageable analysis was provided by the ten week classroom guidance structure of the Succeeding in School instrument. Weekly sections often consisted of multiple lessons, further reducing the units of data analysis (See Table 1, Chapter 4). Codebooks were created (See Appendix D) and applied to each of the sixteen lessons. Although codebooks were created for each lesson, data analysis was broken into sections based on prompts in order to identify themes related to each prompt. Results spoke to students’ experiences with prompts. The length and structure of students’ sentences in response to prompts, and prompts resulting in themes of vague and unclear submissions were also reported.

Validity checks were implemented throughout the coding and analysis process by comparing results to the original words of participants. The coding team individually coded each section and lesson of the data and then created common codes. Once a coding book had been created and applied to the data, inter-rater reliability was deduced using Kappa. A
Kappa score was determined separately for each section of analysis and scores were reported in Table 2 of Chapter 4. An auditor was sent four randomly selected sections of the data analysis to reinforce the accuracy of the coding books and emerging themes. The auditor supported the findings as representative of the data. Further, the author recorded a journal throughout the analysis as a researcher reflexivity strategy to increase validity and illuminate possible biases related to the data. The journals spoke to life issues occurring within the coding team and to the length and intensiveness of the coding process and analysis, but did not illuminate any biases related to the data. In order to improve validity and support the accuracy of themes and essences, a trained coding team was used, codes were checked against participants words, inter-rater reliability was assessed, researcher reflexivity strategies were implemented, and an auditor checked common codes and themes for accuracy (Miles & Huberman, 1994; Weston, et. al., 2001).

Summary of Results

Question One: What themes emerged in relation to each of the ten sections of The Succeeding in School Program?

Section One: Models of Success.

Prompts in section one seemed to successfully direct students to self-examination and introspection. Strong themes emerged related to success, role models, goals, and future changes students might make to improve their chances of success. A concept map presenting the main prompts and themes related to prompts in section one can be found in Figure 4 in the previous chapter. Themes related to the first prompt of section one illustrated that students identified successful people as possessing a positive mindset, possessing motivation and confidence, and possessing a strong work ethic. Students also identified having strong
natural abilities, such as intelligence and strength, as important to success. Students looked to friends, family and peers as models of success. Hard work, a positive mindset and focus were foundations for success and resulted in accomplishment, usually academic, for those that possessed them. Students identified others who possessed these qualities as those that passed their tests and grade.

Interestingly, an increase in ability was identified as the main benefit of emulating those that had achieved success. Students did not seem to identify academic achievement or other accomplishments as the result of adopting those foundations that propelled others to success. Instead, themes revealed students desired increased intelligence. Students identified their need to change their mindset, focus and work hard to achieve levels of success similar to their role models. When a prompt asked students why they expected to achieve success, students spoke to two types of goals. One type of goal was to avoid negative results, such as being out on the street, without friends, or on drugs. The other type of goal was positive and spoke to educational accomplishments. Goals were expressed in both specific and general terms. A third theme spoke to the high regard students held of themselves. Students spoke to the fact that they would be successful because they believed in themselves.

Section Two: Being Comfortable in School.

Section Two, Lesson One: Relaxing at School focused on identifying emotions. Themes emerged concerning students’ positive feelings and sense of calm in response to a butterfly prompt (see Appendix A, Section 2, Lesson 1). A theme also emerged related to some students submitting vague and incomplete responses to the prompt. A similar theme related to vague and incomplete answers emerged in response to another prompt in Lesson One that asked students to consider how the colors in the butterfly picture made them feel.
However, an emotional response was the other theme that emerged. This response was usually positive, such as feeling “Happy,” “Joyful,” and “HAPPY, SPECIAL, AND EXCITED.”

Section Two, Lesson Two: Fears About School prompted students to identify fears related to school and how to overcome fears surrounding the academic environment (see Figure 5, Chapter 4). Students were fearful of types of tests and poor academic results, as well as corporal and other types of punishment. Students seemed unsure of what to do to overcome their fears. Many responses were vague and undefined. However, students also realized that seeking help from others might help them overcome their fears and they identified possible resources that might help.

Students expressed the desire to begin working to overcome their fears immediately or in the future. Students seemed unsure about the first step to overcoming fears about school. Submissions were vague, didn’t match the prompt, were blank, or a jumble of letters that didn’t form a word. Students clearly identified who they would confide in about their fears. Students identified family, friends, and teachers as their main resources for assistance. Students chose these people as resources because of relationships built through an emotional connection, understanding and confidentiality. Understanding and confidentiality were identified as key components of this relationship. Another reemerging theme was the amount of vague responses concerning why students might feel comfortable talking with these people about their fears. These responses were unclear concerning the reasons for talking with others about their fear. Examples of vague responses include, “To get the fear out,” “FEEL GOOD,” and “Good.”
Section Two, Lesson Three: Calm Thoughts utilized unusual drawings as prompts to motivate students to explore their feelings. Students responded to the first picture with both positive and negative feelings. The second picture prompted positive feelings; however, often students’ feelings were expressed in terms that were vague or hard to understand. The final prompt asked students about their response when feeling nervous. Students clearly expressed that nervousness resulted in negative feelings usually accompanied by a physical response.

Section Three: Being Responsible in School.

Section Three focused on homework, responsibility, and relationships with parents and teachers. In Section Three, Lesson One: Newspaper Article Exercise, students’ were encouraged to finish writing a newspaper story. Of the 25 submissions, eighteen were inapplicable. The remaining seven responses expressed the benefit of changing negative mindsets to positive. This change usually results in some accomplishment for the student in the story. Section Three, Lesson Two: The Responsible Me asked students to describe how they felt when adults treated them like robots. Students seemed confused by the prompt; seven of nineteen responses didn’t match the prompt. The other students identified times when adults yelled at them or provided discipline or directions as times they felt like robots. When students were asked to put themselves in the place of teachers and parents and consider why they give students requirements and tasks, students responded they thought adults were motivated by a strong emotional connection, and that adults were trying to prepare students or motivate them to improve in some way. Students expressed that following rules, an increased focus and working on academics were all beneficial aspects of school. Following rules and focusing were valuable as well. Students felt chores were their
most important responsibilities at home. Taking care of siblings, cleaning, and helping do other chores were emergent themes related to home responsibilities. Section Three, Lesson Three: How I Feel About Homework focused on exploring students’ feelings and thoughts concerning homework. One major theme throughout this lesson was the small number of submissions. Students were asked how they could improve their attitude about homework. Seven responses expressed the need for students to focus and follow rules. Students identified knowledge and education as benefits of completing homework.

*Section Four: Listening in School.*

Section Four, Lesson One: Listening and Learning utilized picture prompts of faces and asked students to write what the faces might have heard. Each face held a distinctive expression. These four prompts (see Figure 6, Chapter 4) each led to different reactions from students. Students seemed unsure how to react to prompt one and prompt two faces. The emergent themes described that the face had heard unusual auditory cues that were “weird” or “shocking” and were often described as something “funny and stupid and fool.” The students were clear the third face had heard something negative. In contrast, the fourth face heard something funny, like a joke. Section Four, Lesson Two: Listen and Transform asked students to consider what different teachers had taught them about certain subjects at school. Themes emerged from the responses identifying specific skills students learned related to each subject. For example, if the prompt asked about math, students responded by listing math skills they had learned. Similar themes related to academic subject continued through the prompts related to what students learned in science, language arts, and social studies by listening to the teacher. Each prompt resulted in students listing skills they learned related to each subject. The final prompt of the lesson asked students what they learned in other
subject by listening to the teacher. The only academic theme that emerged identified language arts skills as the academic skills students learned from listening to their teachers in other school subjects.

Section Five: Asking for Help in School.

Section Five, Lesson One: Asking for Help Exercise explored students’ experiences and feelings about asking for help at school. Themes emerged describing many times at school a student might need help but not ask for it. Fear of embarrassment, fear of punishment, or fear of the teacher inhibited the students from asking for help. Students sought help verbally or by raising their hand. Interestingly, students reported when they asked for help they usually received help that resulted in a positive end result.

Section Six: Improving at School.

Section Six, Lesson Two: Rewards for Improving asked students to imagine they were one of their teachers. As the teacher, the prompt requested they write a letter to themselves highlighting their improvement in a school subject. Nine students submitted responses to the prompt. Four responses were inapplicable. The five remaining submissions were encouraging and praised the student for a job well done.

Section Seven: Cooperation with Peers.

Section Seven, Lesson One: Cooperating with Other Students prompted students to explore cooperating with peers. The initial prompt consisted of drawings of people wearing hats “in disguise.” The prompt described the people as “disguising themselves so that no one will try to help them do better at school.” The prompt then asked the students to give suggestions to help the people in disguise feel better about working with other students. The
lesson asked for three suggestions. Students gave strong responses to the first request for suggestions. Students encouraged the people in disguise to cooperate and work with others.

Requests for a second and third suggestion resulted in a reduction in responses. Of eighteen submissions to the second suggestion request, ten were inapplicable. The remaining eight submissions encouraged the disguised people to keep a positive mindset. Of eighteen responses to the third suggestion request, eleven were inapplicable. The remaining seven submissions encouraged the people in disguise to cooperate and keep a positive mindset. When students were asked what makes them nervous about working with other students, themes emerged related to students not being nervous or having low-self efficacy resulting in nerves. Students worried others might think they were unintelligent and others worried they would mess up. Students suggested they had been helped by others students “many times” but responses did not elaborate on that statement.

Section Eight: Cooperating with Teachers.

Students readily identified how teachers helped them academically with clarifying work in response to prompts in Section Eight. Students also expressed they helped teachers with classroom organization.

Section Nine: The Bright Side of School.

The themes of both lessons within Section Nine were submissions were unclear, incomplete, vague or incomprehensible. Each prompt within section nine resulted in a majority of responses that were inapplicable. Thus, in future updating of the instrument, the prompts within section nine should be carefully scrutinized and evaluated for effectiveness.
Section Ten: The Bright Side of Me.

Section Ten asked students to create paper drawings or computer images for a film illustrating their bright side. They were asked how their families and friends might feel about their film. Students felt their family and friends would feel very positive about their films. When asked how they felt about their own films, students responded with positive feelings and pride.

Question Two: Do emergent themes relate to prior results from quantitative studies? Do results of this qualitative study support or disagree with past quantitative results showing an increase in students’ awareness of skills needed to be successful in school?

Relating results of the current studies to past results of quantitative studies resulted in recognition of students’ attitudes about how to be successful in school and their attitude toward school. Previous studies by Gerler and Anderson (1986) and Gerler and Drew (1990) suggested positive increases in students’ attitudes towards school, classroom behavior and language arts grades. Gerler and Herndon’s (1993) results suggested a significant increase in students’ awareness of how to achieve school success.

In the current analysis, themes regarding attitudes about how to be successful in school emerged from Section One and Section Three. In Section One students’ related hard work, focus and a positive mindset with success in academics. Students set academic goals for the future as a way to achieve school success and felt they would achieve their goals because they believed in themselves and their ability. In Section Three, Lesson Three, students expressed that following rules, increasing focus and working on academics were all beneficial aspects of school.
Ruben (1989) found that students who participated in the Succeeding in School program reported perceiving themselves in a positive manner and predicted personal successes in their future. Related themes concerning self-perceptions can be found in Section Six, Lesson Two and Section Ten. Section Six, Lesson Two contained positive and encouraging letters students wrote themselves. Section Ten contains positive themes of positive feelings and pride concerning students’ perceptions of their movie creation. As previously mentioned, students revealed in Section One they would be successful because they held themselves in high esteem and positive regard.

Question Three: What themes emerged related to the participants’ feelings about taking an online intervention or related to other technological aspects of the intervention?

No themes emerged related to participants’ feelings about the intervention taking place online in comparison to a traditional paper and pencil format.

Question Four: The responses of the students will be tabulated related to the characteristics that emerge related to structural aspects of the journal responses of participants.

Sentence lengths were examined by section, lesson and prompt. Out of 1023 responses, 20% were one word in length, 49% were one to three words in length and 74% of responses were seven words or less. Only 7% of the responses were submitted using correct grammar and complete sentences. Students responses were often misspelled and grammatically incorrect. Slang was used in only two percent of submissions. Blank responses were submitted 49 times. A different number of responses were submitted each week (see Table 8, Chapter 4). The fewest number of participants was nine in Section Six, Lesson Two: Rewards for Improving and Section Nine, Lesson One: What’s Fun About School. The greatest number of participants was 43 in Section One: Focus on Successful
People. The numbers in Table 8 are not necessarily representative of the total number of students participating in each section. The analysis does not reflect the number of duplicate, vague, blank, or unintelligible submissions within those 43 entries.

Vague, Unclear and Inapplicable Responses.

Table 9 in the results section represents those prompts that resulted in themes related to vague and unclear responses according to the prompt. Section Two contains prompts in Lesson One: Relaxing at School and Lesson Two: Fears About School that resulted in a large number of vague submissions. Vague submissions may suggest that students did not understand or process the prompt well and thus the prompt may deserve attention and assessment for effectiveness when updating the instrument. Prompts One and Two of Section Four, Lesson One: Listening and Learning also resulted in vague submissions.

Table 8 also does not always represent the total number of students participating in each section because of themes relating to submissions that were blank, didn’t apply to the prompt, or were inapplicable. Table 10 of Chapter Four present prompts that resulted in a high percentage of blank, incomprehensible, inapplicable, or duplicate responses. Again, prompts resulting in a low percentage of useful prompts may need reevaluation when updating the instrument. Prompt One of Section Three, Lesson Three: How I Feel About Homework, is an example of such a prompt, with only seven usable submissions out of 25 responses, or 28%. Prompt One of Section Nine, Lesson One: What’s Fun About School is another example, containing two useful submissions out of 9 responses, or 22%. Prompts Two and Three of Section Nine, Lesson One: What’s Fun About School, also returned a low percentage of usable responses, with 33% and 22% respectively. Section Nine, Lesson Two:
Making School Better continued the trend with Prompts One and Two resulting in 13% and 29% of usable submissions.

**Complete Sentences and Sentence Length.**

Tables contained in Appendix E show sentence length by each section, lesson, and prompt. The tables also show the percentage of complete sentences. This is useful to identify which prompts result in complete sentences and longer responses or shorter responses. Some prompts, such as Prompt One of Section Two, Lesson One: Relaxing at School, required students to name a picture, resulting in one or two word submissions. However, other prompts are meant to motivate students to further self-examination and might prove to be more beneficial with longer answers. It is unknown at this time if short or longer prompts are signs of self-exploration; however, future research could explore the issue. For example, Prompt Two of Section Two, Lesson One: Relaxing at School contained 30 submissions, 18 of which were one word in length. Prompt Four of Section Two, Lesson One: Relaxing at School contained 28 submissions, 23 of which were one to three words in length. In contrast, Prompt Two of Section Three, Lesson Three: How I Feel About Homework contained nine responses that were ten plus words, and ten complete sentences. Prompt Two of Section Seven, Lesson One: Cooperating with Other Students contained eighteen submissions, six of which were ten words or more. If the benefit of the Succeeding in School intervention is founded on the therapeutic benefits of journaling, short responses to prompts may not instigate such self-exploration. These prompts may need to be re-examined prior to updating the instrument.
Question Five: What themes emerged regarding emotions conveyed in the journal responses?

Many emotions emerged as themes in response to prompts within the Succeeding in School instrument. Positive emotions, such as happiness and joy were submitted in response to prompts in Section Two, Lesson One, Section Three, Lesson Two and Section Ten. Negative emotions such as fear and anger were submitted in response to prompts in Section Two, Lesson Two, Section Two, Lesson Three and Section Five. Pride was an emotion students felt as a response to prompts in Section Three, Lesson Two and Section Ten. Nervousness was reported in response to prompts in Section Two, Lesson Three and embarrassment was submitted as a response to prompts in Section Five.

Integration of Findings with Literature

The American School Counselor Association’s (ASCA) National Model (American School Counselor Association, 2003) encourages school counselors to utilize interventions that impact students’ academic achievement, interventions that benefit all students, and interventions that are based on previous studies published in the literature. The Succeeding in School Program satisfies all three suggestions. Potential benefits of the Succeeding in School Program could be a direct impact on academic achievement of students, increased awareness and exploration of emotions, as well as an increased awareness of skills necessary for academic achievement. As previously mentioned, themes related to positive and negative emotions, embarrassment, pride, and nervousness all emerged as a result of students responding to the Succeeding in School intervention. Students identified skills necessary for academic achievement in Section One and Section Three. Students suggested hard work, focus and a positive mindset led to success in academics in Section One. Academic goals
were identified as a way to achieve school success and students felt they would achieve their goals because they believed in themselves and their ability. Students suggested in Section Three, Lesson Three that following rules, increasing focus and working on academics were all beneficial aspects of school.

Another benefit for school counselors would be an intervention connecting their work directly with increased academic achievement of students (Whiston & Sexton, 1998). Since the Succeeding in School Program is a classroom based program, according to Borders and Drury (1992), it would also be one of the most direct avenues to positively impact students’ educational and personal development. In fact, the Succeeding in School Program is a preventative intervention, whereas most school counseling interventions focus on remediation of problems (Whiston & Sexton, 1998). Updating and replicating the Succeeding in School Program might help satisfy the call for increased evidence based school counseling research that relates school counseling interventions to increased academic achievement (Baker & Gerler, 2004; Fairchild, 1993; Fairchild, 1994; Otwell & Mullis 1997; Whiston, 2002; Whiston & Sexton, 1998). It would also increase the technological interventions school counselors use as interventions (Holcomb-McCoy, 2005). Baker and Gerler (2004) suggest that school counselors cooperate with teachers in conducting classroom guidance to help students increase their self-worth as individuals and students, and increase their comfort and ability to recognize and express emotions surrounding themselves and their learning. They also call for prevention programming in schools focused on enhancing academic achievement (Baker & Gerler, 2004). The Succeeding in School Program helps students explore and express their feelings in response to a myriad of issues...
related to academic achievement and can be conducted by the school counselor or classroom teacher in the school’s computer lab.

**Current Findings and Past Results**

As previously mentioned, results of the current study also relate to past results of quantitative studies using the Succeeding in School Program. In the current analysis, themes regarding attitudes about how to be successful in school emerged from Section One and Section Three. Students connected hard work, focus and a positive mindset with success in academics. Students set academic goals for the future and felt they could achieve their goals by believing in themselves and their ability. Students also submitted that following rules, increasing focus and working on academics were all beneficial aspects of school. These themes spoke to students’ attitudes towards school reported in studies by Gerler and Anderson (1986) and Gerler and Drew (1990) as well as to the results of Gerler and Hendon’s (1993) replication which suggested a significant increase in students’ awareness of how to achieve school success. Themes related to positive self-perceptions can be found in Section Six, Lesson Two and Section Ten. Students submitted they felt positive feelings and pride towards their movies created in Section Ten, and, as previously mentioned, in Section One, themes emerged suggesting students felt they could achieve success because of their positive self-regard. Ruben (1989) also found that students who participated in the Succeeding in School Program perceived themselves in a positive manner and predicted personal success in their future.

**Limitations**

Like every study, limitations exist in this study. We have attempted to strengthen internal validity through researcher reflexivity strategies, breaking content analysis into small
units, utilizing four trained members in a coding team, and utilizing an auditor. However, this study utilized a quasi-qualitative type methodology in that the study utilized archival data, was non-personal, and was non-community based. Unfortunately, since the data had been previously collected, conducting focus groups or interviews with participants was impossible. Descriptive validity could be strengthened in future qualitative analysis of the Succeeding in School Program through triangulation methods utilizing focus groups, member checking, and member interviews. As with most qualitative analysis, external validity is limited.

Students’ experience classroom discipline, school safety, and relationships with teachers differently depending on the classroom they are in. Unfortunately, in this study, no identifiers indicated which classrooms students’ originated from. Therefore, the results may represent the specific experiences of students’ with individual teachers rather than students’ overall experiences related to fear, positive or negative relationships, and academic achievement in school. Therefore, this study cannot explain differences or similarities in students’ responses and the relationship these similarities and differences may have with specific classroom teachers. This important perspective of the study is further limited by the lack of information related to teacher demographics.

Implications and Future Research

One of the implications of the wide variation in student submissions week to week and lesson to lesson (see Table 8 and Table 10 of the previous chapter) may be that when the school counselor and teacher took the students to the computer lab to utilize the Succeeding in School intervention, they did not supervise them closely. Section One: Models of Success resulted in a high percentage of submissions with clear themes. Prompts in Section Nine:
The Bright Side of School resulted in themes related to the vague and unclear responses the students submitted. The level of submissions of students did not follow a predictable pattern (See Table 8, Chapter 4) from week to week. One implication of this is when updating and replicating the Succeeding in School Program the school counselor be provided specific instruction on organization and implementation of the intervention from first week to last week.

Implications of Ineffective Prompts

Another possible implication of results is the need to analyze and assess prompts for their effectiveness in motivating students to introspection and self-analysis through journaling. Some prompts asked students to name a picture, such as the picture in Prompt One of Section Two, Lesson Three: Calm Thoughts and these prompts result in short, one to two word responses. Other prompts, such as Prompt One of Section Three, Lesson Three: How I Feel About Homework, prompts students to explore their feelings, yet 18 of 30 responses were one word and 22 of 30 responses were one to three words. Also, prompts leading to themes of vague and unclear submissions resulted, for the most part, in short answers between one and three words. If the benefit of the Succeeding in School Program occurs through the journaling process, do short responses instigate the necessary introspection to facilitate a growth process? Are open-ended prompts meant to encourage self-exploration yet resulting in one, two or three word responses effective? Further analysis and assessment is needed of open-ended responses designed to facilitate emotional exploration but which resulted in short submissions.
Implications of Effective Prompts

Prompts in certain sections resulted in interesting themes. Students’ responses to prompts within Section One: Focus on Successful People resulted in strong themes relating to success, role models, goals and changes students might make to achieve future success. If students look to family and friends as models of success, utilizing these resources in interventions should prove beneficial to students. Although themes spoke to students’ identifying a need to change their mindset, focus and work hard to achieve levels of success similar to their role models, students seemed to identify increased intelligence as their main desire. Later themes spoke to fears students expressed related to academic results, especially different types of tests. These fears were intermingled with themes of punishment, usually in the form of corporal punishment. These fears speak to the emphasis of testing and academics in schools. Perhaps student anxiety related to testing and academic achievement needs to be assessed and related to mental health. Of particular concern is the fact that students identified punishment, especially corporal punishment, as inducing fear. School counselors should utilize the results of the Succeeding in School intervention to ensure their students feel safe and comfortable in their learning environment. School counselors could involve family resources in the attempt to support students, as family was identified as a resource students would use to talk about their fears. Similar to the strong themes related to fear that emerged from the data, students themes concerning nervousness was also noteworthy. Students’ clearly identified nervousness as a strong negative emotional response accompanied by physical consequences. These themes highlight the need for school counselors to utilize needs assessments and other assessments in order to identify which students need individual or group interventions designed to equip them with skills to deal
with school related nervousness and help them feel more comfortable at school. These themes also highlight the need for classroom guidance lessons related to enhancing students’ comfort at school, to equip them with anxiety reducing tools, and to emotionally prepare them for End of Grade testing and other high stress assessments.

Another troubling theme was the frequency students expressed they may need help at school but not ask for it. The fear of embarrassment or punishment limited the freedom students felt in asking for assistance. Students seemed to be intimidated by certain teachers or embarrassed by not knowing the answers. Using this information, school counselors could consult with teachers and suggest classroom organization strategies to create an open and welcoming classroom environment in which students would feel free to ask questions.

*Structure of Prompts and Resulting Submissions*

Themes emerging from Section Seven: Cooperating with Peers suggested the organization and structure of the Succeeding in School intervention affects the amount of submissions. For example, the prompts focused on helping students explore cooperating with peers, and the lesson asked for three suggestions to help other students feel comfortable working with others. Students responded well to the first request for suggestions; however, submissions dropped for each subsequent request. Further, the theme, students’ encouraging others to attempt to cooperate, were consistent throughout all three requests for suggestions. In other words, the three prompts may have been equally as effective if it were one prompt organized to motivate exploration and multiple responses. Other prompts require listing responses from students, and these prompts resulted in a high percentage of submissions (see Section Three, Lesson Two in Appendix A). Listing and other directed prompts may be helpful strategies to implement when updating prompts.
Future research is needed to assess the effectiveness of individual prompts. The Succeeding in School intervention seemed to promote students’ self-examination and emotional introspection. However, students did not respond as strongly to some prompts as others. Some prompts resulted in a large amount of vague or inapplicable responses and these prompts need to be examined further. As mentioned earlier, some prompts resulted in short answers, one to three words long, while other prompts resulted in longer prompts, more than ten words. Possible explanations regarding submissions of one or two words might be that the prompt did not motivate higher levels of introspection, or it might be that the school counselor and teacher were not present in the classroom at the time and students simply rushed through the prompt, or it might be the students did not possess a high expertise in typing and simply tired of typing long submissions. Further research needs to be done to assess the comparative effectiveness of short or long submissions within the Succeeding in School intervention. Further replications of the study need to create a controlled environment in which to study the length of students’ submissions.

Perhaps the Succeeding in School Program serves as a journaling structure. In other words, perhaps the instrument itself moves participants through a journaling process of introspection. In that case, the length of responses would not be of concern, as the instrument would move students through the process of introspection and the length of the journaling response to prompts would not impact that process. This issue may be answered when the instrument is updated and replicated. Consequently, further research needs to be done updating and replicating the Succeeding in School instrument with different populations and grade levels of students.
The Succeeding in School Program and Diverse Populations

Of the 77 fourth graders who participated in the study, 69% were American Indian, and of the 62 fifth graders, 73% were American Indian. The current analysis leads to an understanding of how a majority American Indian population related to the Succeeding in School Program. Understanding the cultural appropriateness of different prompts within the Succeeding in School Program is an integral aspect of updating and replicating the instrument. How do different cultures and populations view the prompts within the Succeeding in School Program? An individual prompt may be interpreted in different manners by different populations. Further community based research studying how multicultural perspectives view and respond to the prompts within the Succeeding in School Program would be an integral step in creating a multiculturally sensitive and appropriate program.

Concluding Remarks

This study found the online Succeeding in School Program resulted in themes related to past quantitative studies utilizing the paper-and-pencil version of the program. Results of the analysis suggest the possibilities of an online, asynchronous, prevention focused intervention school counselors can implement as classroom guidance. Clear themes emerged related to students’ perceptions of success, role models, family resources, fears surrounding testing and other academic failures, and their description of the physical and emotional symptoms of nervousness. Future research could help school counselors address these issues in school while examining those prompts which resulted in vague or inapplicable submissions. In addition, future studies comparing the paper-and-pencil version with the online version of the Succeeding in School Program could illuminate differences in the
manner students interact with and perceive web-based interventions. Utilizing the Internet to deliver the Succeeding in School Program allows for creativity when updating and examining the effectiveness of prompts. Prompts can be created utilizing flash video, video streaming, digital images, drawings, photos, other media, or open-ended questions.

Theoretically, the Succeeding in School Program could be hosted by an Intranet, a self-contained private network, which would allow school counselors around the nation to sign in using assigned usernames and passwords. Having accessed the intranet, school counselors could utilize the Succeeding in School Program as a classroom guidance intervention and have the results of the intervention returned to them as email attachments. As a result, not only would students benefit from the intervention, but school counselors could utilize it as an assessment tool to determine which students were feeling especially anxious about tests, or fearful of certain environments in school. School counselors would be able to easily assess who students identify as resources in their life and who they perceive as role models. Legal and ethical issues related to confidentiality and accessibility would have to be addressed as well.
References


http://jtc.colstate.edu/vol2_2/cabaniss/cabaniss.htm


Retrieved October 1, 2006 from http://jtc.colstate.edu/vol2_2/quinn/quinn.htm


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Appendix A

The Succeeding in School Program

Section 1: Models of Success

The section helps students be aware of successful people and how they achieved their success. The section helps students be aware that they will experience failures in school and elsewhere and that failure often leads to learning. Here are some possible discussion topics for Section 1:

A. The need for children to be aware of successful people.

B. Examples of successful people (Bill Gates, astronaut, Michael Jordan, athlete, John Hope Franklin, historian, Bill Gates, computer expert) and what they have in common.

C. What it takes to be successful.

D. Why success in school is not always possible.

E. How occasional failures aid learning.

F. How success and failure in school will affect students' lives in the future.

G. How to achieve success in school.

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Section 1: Models of Success

Lesson 1: FOCUS ON SUCCESSFUL PEOPLE
(write your responses in the spaces below)

Success means different things to different people. What do you think makes a person successful?

What makes someone successful:

Write the name of someone successful here:

How can you tell that this person is a success?

How you know someone is successful:

Tell why you might want to be like this person:

Why you want to be like a successful person:

List some things you might need to do to be as successful as this person:

What it takes to be successful:

Tell why you expect to have success in your life:

Why you expect success:

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Section 2: Being Comfortable in School

This section helps students view the classroom as an enjoyable and comfortable place to be. Although effective learning climates involve some tension and anxiety, students should feel comfortable at school and not regularly experience feelings that lead to avoiding school. Students need to learn how to cope with feelings of anxiety about school and should occasionally participate in games and other activities that are intended to be relaxing and to create a calm classroom environment. Although physical exercise, proper diet, and adequate sleep contribute to children feeling comfortable at school, teachers and children sometimes need to discuss how to relax and feel comfortable. Here are some possible discussion topics for Section 2:

A. Stress and relaxation.
B. Why and how different people relax.
C. What might cause students to feel nervous or anxious at school.
D. What it means to be relaxed at school.
E. Methods of relaxation that students can practice in the classroom and elsewhere.

Section 2: Being Comfortable in School

- Lesson 1: RELAXING AT SCHOOL (write your responses in the spaces below)
- Lesson 2: FEARS ABOUT SCHOOL
- Lesson 3: CALM THOUGHTS

Describe the two unusual pictures shown on this page:

Make up a name for this picture:
How does the picture make you feel?

picture feels like:

1 | 2
---|---

Make up a name for this picture:

picture 2 name:

1 | 2
---|---

How does the picture make you feel?

picture 2 feels like:

1 | 2
---|---

At times, school seems a jumble of things that nobody understands. Kids get nervous.

Describe how it feels to be nervous:

nerve ting things:

1 | 2
---|---
Section 2: Being Comfortable in School

- **Lesson 1: RELAXING AT SCHOOL**
- **Lesson 2: FEARS ABOUT SCHOOL** (write your responses in the spaces below)
- **Lesson 3: CALM THOUGHTS**

Most students at one time or another feel anxious or afraid at school. Complete the following nine about your school fears:

1. In the space below, list five of your biggest fears about school:

<table>
<thead>
<tr>
<th>Fear 1</th>
<th>Fear 2</th>
<th>Fear 3</th>
<th>Fear 4</th>
<th>Fear 5</th>
</tr>
</thead>
</table>

2. Describe what you might do to get over each of the fears you listed above:

<table>
<thead>
<tr>
<th>Fear 1</th>
<th>Fear 2</th>
<th>Fear 3</th>
<th>Fear 4</th>
<th>Fear 5</th>
</tr>
</thead>
</table>

3. When do you think you will begin to work on overcoming your school fears?

<table>
<thead>
<tr>
<th>Time 1</th>
<th>Time 2</th>
<th>Time 3</th>
<th>Time 4</th>
<th>Time 5</th>
</tr>
</thead>
</table>

4. What will be your first step toward getting over your fears about school?

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
<th>Step 5</th>
</tr>
</thead>
</table>

5. Who might you talk with about some of your school fears?

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
<th>Person 4</th>
<th>Person 5</th>
</tr>
</thead>
</table>

6. Why would you feel comfortable in talking with this person?

<table>
<thead>
<tr>
<th>Reason 1</th>
<th>Reason 2</th>
<th>Reason 3</th>
<th>Reason 4</th>
<th>Reason 5</th>
</tr>
</thead>
</table>

Click here to begin the lesson.
Section 2: Being Comfortable in School

- Lesson 1: RELAXING AT SCHOOL
- Lesson 2: FEARS ABOUT SCHOOL
- Lesson 3: CALM THOUGHTS (write your responses in the spaces below)

Make up a name for this picture:

How does the picture make you feel?

What colors do you see in the picture?

How do the colors make you feel?

Click here to submit this lesson.

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Section 3: Being Responsible in School

This section helps students see the importance of putting work ahead of play and the value of acting responsibly in their relations with peers, teachers, and family. Since students are easily distracted from behaving responsibly, they need to receive instruction and to participate in discussions about responsibility. Students may learn much about responsibility from observing respected adults and peers behaving responsibly. Students need to consider the good feelings and beneficial outcomes associated with acting responsibly. Here are some possible discussion topics for Section 3:

A. A definition of responsibility in terms of self and others.
B. How children can learn the meaning of responsibility through observing responsible people at home and elsewhere.
C. The importance of taking roles that require responsible behavior.
D. What it means to behave responsibly at school.
E. The effects of being responsible at school.
F. Responsibility and students' futures.
G. How students can encourage each other to be responsible.

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Section 3: Being Responsible in School

- Lesson 1: NEWSPAPER ARTICLE EXERCISE (write your responses in the spaces below)
- Lesson 2: THE RESPONSIBLE ME
- Lesson 3: HOW I FEEL ABOUT HOMEWORK

The School Times

My Town, U. S. A. January 1, 2001 $1.00

Responsibility Comes to School

Local student surprises teachers with responsible actions

No one thought I could do it, but when the chips were down I came through. It all began...
How does acting responsibly make you feel about yourself?
Section 3: Being Responsible in School

- Lesson 1: Newspaper Article Exercise
- Lesson 2: The Responsible Me (write your responses in the spaces below)
- Lesson 3: How I Feel About Homework

What do you think of yourself? Some young people see themselves as robots constantly being ordered around by adults.

1. When do you find yourself feeling like a robot at school and at home?

2. Try to put yourself in the place of teachers and parents. Why do you think they provide you with so many requirements and things to do?

3. What might you gain from doing what teachers and parents ask you to do? List three school responsibilities that are important to you:

List three home responsibilities that are important to you:
Section 3: Being Responsible in School

- Lesson 1: NEWSPAPER ARTICLE EXERCISE
- Lesson 2: THE RESPONSIBLE ME
- Lesson 3: HOW I FEEL ABOUT HOMEWORK (write your responses in the spaces below)

Students say lots of things about homework. Write how you feel about these student comments: "Homework is a pain." "Homework takes up all my free time." "Homework is a waste of time." Why do you think some students feel bad about doing homework?

Feelings about homework:

Improving attitude about homework:

Tell how you might try to improve your attitude about homework:

List some good things about doing homework:

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Section 4: Listening in School

This section helps students understand that academic responsibility requires attentive listening in the classroom. Teachers often model effective listening skills and encourage students to practice these skills. Here are some possible discussion topics for Section 4:

A. Why responsible behavior at school requires listening.
B. How listening pays off at school and elsewhere.
C. Skills needed for effective listening.
D. How listening among students can be improved in the classroom.
E. How teachers improve listening among students.

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Section 4: Listening in School

- Lesson 1: LISTENING AND LEARNING
  (write your responses in the spaces below)
- Lesson 2: LISTEN AND TRANSFORM

What did this student just hear in school?

What did this student just hear in school?
Section 4: Listening in School

- Lesson 1: LISTENING AND LEARNING
- Lesson 2: LISTEN AND TRANSFORM (write your responses in the spaces below)

Listening at school will transform my life. Watch what it does for me.
Listening at school gives us the power to transform our lives through learning about new worlds and new ideas. Name some things that you have learned in each of these subjects by listening to your teachers:

**Math**

- [ ]

**Science**

- [ ]

**Language Arts**

- [ ]

**Social Studies**

- [ ]

**Other School Subjects**

- [ ]
Section 5: Asking For Help in School

This section addresses listening with the need for students to ask for help when they do not understand what they hear. Many students do not speak up because of their fear of being put down by adults or being made fun of by peers. These students need to understand that learners are not passive, they are indeed quick to ask questions and to seek out information. Here are some possible discussion topics for Section 5:

A. Why students may be afraid to ask for help.
B. Ways for students to overcome their fear of asking for help.
C. Positive results from asking for help.
D. How students may improve their abilities to ask for help.

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Section 5: Asking For Help in School

- Lesson 1: ASKING FOR HELP EXERCISE (write your responses in the spaces below)
- Lesson 2: WHEN YOU'RE CURIOUS

When were you confused at school and afraid to ask for help?

How did you ask for help?

Tell what happened after you asked for help:

[Blank spaces provided for responses]
Section 5: Asking For Help in School

- Lesson 1: ASKING FOR HELP EXERCISE
- Lesson 2: WHEN YOU’RE CURIOUS (write your responses in the spaces below)

What does “curious” mean?

meaning of curious:

How can you tell that this seal is curious?


Write about a time in school when you were really curious about something:

when curious:

How did you explore and ask questions when you were really curious about something in school?

how you explore:

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Section 6: Improving At School

This section helps students become aware of their academic strengths and weaknesses. Students need to ask themselves such questions as "What subjects am I good at?" and "What subjects do I need to improve in?" It is especially important for students to understand their academic strengths. Often students are deterred from academic progress by focusing solely on their failures. If students are aware of their academic strengths, they are more willing and able to work toward improving weak areas. Here are some possible discussion topics for Section 6.

A. What students need to know about their strengths and weaknesses in order to improve at school.

B. Why it is important for students to focus on their academic strong points.

C. An overview of study skills needed for academic improvement

D. How teachers can help students monitor improvement in school work.

E. How students benefit by seeing the value in improving academically.

F. How students may help each other focus on academic improvement.

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Section 6: Improving At School

- Lesson 1: CERTIFICATE OF IMPROVEMENT (write your responses in the spaces below)
- Lesson 2: REWARDS FOR IMPROVING

Certificate of Improvement

This School Awards Special Credit to

Name of Student:

for hard work and improvement in the school subject listed below:

Name of School Subject:

Teacher

Name of Teacher:

Date:

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Section 6: Improving At School

- **Lesson 1: Certificate of Improvement**
- **Lesson 2: Rewards For Improving**
  
  (write your responses in the spaces below)

When we do better at something in school we may get a pat on the back or a “thumbs up” sign from our teachers, our friends, or our parents.

Imagine that you are one of your teachers. Write a brief letter to yourself about how much you have improved in a school subject. Be sure to say a lot of nice things.

**From the Desk of:**

[Blank lines for teacher's name]

**To:**

[Blank lines for student's name]

**Write letter here:**

[Blank box for writing]

[Button] click here to submit this lesson

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Section 7: Cooperation With Peers

This section considers the importance of peer relationships and examines the need for students to cooperate at school. Some educators and researchers have concluded that nearly all instruction should take place within a cooperative environment. Some, in fact, have specifically recommended peer tutoring and cross-age tutoring as avenues to promoting both cooperation and achievement. Although competition often motivates students and promotes their academic success, students need to recognize that cooperation often results in satisfying and important academic successes. Here are some possible discussion topics for Section 7:

A. The importance of friendship in the lives of students.
B. How relationships with peers may affect academic success.
C. The importance of cooperative learning in the classroom.
D. The value of peer and cross-age tutoring.
E. Helping students focus on ways to help each other at school.

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Section 7: Cooperation With Peers

Lesson 1: Cooperating with Other Students (Write your responses in the spaces below)

The students pictured here think of themselves as dumb. They have disguised themselves so that no one will try to help them do better at school. What suggestions do you have to make them less afraid of working with other students?
Section 8: Cooperation With Teachers

This section discusses the importance of empathy between teachers and students. Teacher expectations of students, for example, is a major influence on achievement. Students perceived as low in ability and high in effort receive more positive feedback than high ability-low effort students. Similarly, pupils believed to be low in ability and low in effort receive more positive feedback than high ability-low effort students. It is essential, therefore, that teachers and students make every effort to understand each other and that students learn to show initiative in developing cooperative working relations with teachers. Here are some possible discussion topics for Section 8.

A. The importance of empathy, genuineness, and positive regard between students and teachers.

B. The role of self-disclosure in creating a cooperative environment in the classroom.

C. How students can help teachers be more effective.

D. Specific avenues of cooperation between teachers and students.
Section 8: Cooperation With Teachers

Lesson 1: HOW TO COOPERATE WITH TEACHERS (write your responses in the spaces below)

Often it seems as if we are surrounded by teachers at school. Although teachers may make us uncomfortable at times, they usually help us to become better people and to learn about many things.

Describe three times that a teacher has helped you:

Sometimes teachers may need our cooperation and help. Describe three times that you have helped a teacher:

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Section 9: The Bright Side of School

This section helps students focus on pleasant aspects of school life. Since negative discussions about school are prevalent among students, this section provides an unusual opportunity for considering the positive side. Focusing on the positive aspects of school should be at least a start in fostering positive attitudes toward school and ultimately in reducing truancy and numbers of school dropouts. Students who do not like school, especially to the point of being truant, are unlikely to experience academic success. Here are some possible discussion topics for Section 9:

A. The value of a positive attitude toward school.
B. What factors contribute to a student's attitude toward school.
C. An overview of positive aspects of school life.
D. How students can work to improve their view of school.
E. Helping students focus on the bright side of school.

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Lesson 1: WHAT'S FUN ABOUT SCHOOL
(write your responses in the spaces below)

Lesson 2: MAKING SCHOOL BETTER

Even though school is sometimes hard, it can be a lot of fun. Make up the words to a song that tells you some fun things about school. (If you know something about writing music, you may even wish to write a melody.)

[Blank space for song lyrics]

What fun things about school did you think of as you wrote your song?

[Blank space for listing fun things at school]
Section 9: The Bright Side of School

Lesson 1: WHAT'S FUN ABOUT SCHOOL

Lesson 2: MAKING SCHOOL BETTER (write your responses in the spaces below)

Sometimes we can make things better at school for ourselves and for others. Write three things you can do to make school a better place to be:

Why is it sometimes hard to change things at school?

Why is it important never to "give up" even when school is hard -- and not fun?

Section 10: The Bright Side of Me

This section focuses on helping students feel good about themselves. Most educators acknowledge that children benefit academically from high self-esteem. Teachers need to concentrate on building the self-image of children, recognizing the strong relationship between self-image and achievement. Here are some possible discussion topics for Section 10:

A. An overview of the relationship between self-image and student achievement.

B. Factors that affect a student's self-image.

C. How school contributes to a student's self-image.

D. A classroom environment that promotes positive self-image.

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Section 10: The Bright Side of Me

Lesson 1: WHAT'S GOOD ABOUT ME (write your responses in the spaces below)

Imagine that you are producing a “film” or “movie” about yourself.

Make some paper drawings or create some computer images for a “film” that show the bright side of you.

What is the name of your film?

How do you think your family and friends might feel about your film?

How do you feel about your film?
CONGRATULATIONS! YOU HAVE SUBMITTED THE LESSON ON SUCCESSFUL PEOPLE.

Success means different things to different people. What do you think makes a person successful?

I think they should be more successful

Write the name of someone successful here

Someone successful here is Esmeralda

How can you tell that this person is a success?

Because she never talk and she allways does here work dont get in trouble.

Tell why you might want to be like this person:

I can be very smart and never get in trouble

List some things you might need to do to be as successful as this person:

dont play do my work dont talk

Tell why you expect to have success in your life:

by beinning a good person

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Appendix C

Example of Data Converted to Rich Text Format

File: 1successfulpeople3_13_03

Success means different things to different people. What do you think makes a person successful?

a. I think they should be more successful

b. WHEN THEY FEEL THAT THEY CAN SUCCEED AND CAN BE ABLE TO WALK IN AND FEEL LIKE A NORMAL PERSON AND BE FREE TO LEARN

c. when he/she completes something that someone else cant.

d. When you respect someone and wake-up in the morning and say I'm going to school and make a 100!!!

e. listening and paying attention and following rules

f. I think making a person successful is to let them to think about it

g. a person is successful by being different.

h. listening and obeying all kind of rules and think well

i. it means that many people had done what they wanted

j. if they are eager to learn then i think that they can become very successful

k. a person is successful by being different.

l. lessing and obeying all kind rules and think well.

m. Envirermnt

n. I think what makes people successful is they learning and listening

o. susses

p. good work
q. I think a different thing makes a person successful.

r. Successful means a person who believes in themselves and will never give up on themselves. They know they can accomplish hard tasks.

s. education, willingness and ability

t. Smartness makes a person successful person and a person who cares.

u. smart looking and very smart on cooperating with others.

v. it means to success

w. Good work.

x. Successful means a person who believes in themselves and will never give up on themselves. They know they can accomplish hard tasks.

y. lessing and obeying all kind rules and think well.

z. he or she's behavior is not well at home.

aa. To achieve different goals.

bb. Smart, Brave, Caring.

c. SMART, INTELLIGENCE, BRAVE, FRIENDLY, HARDWORKING

d. To be hard working person

e. To do good and try hard

ff. HARD WORKING AND DETERMINATION

gg. Believing that you can do it. Knowing you can do something. Not giving up.

hh. To do good and try hard

ii. not calling out in front of the class out loud and listens to the teacher and has good behavior.

jj. IS LEARNING SOMETHING EVERYDAY AND WANTING TO LEARN
kk. Smartness

ll. By doing something that You thought was very difficult and then succeed in that subject or state of manor. Doing well in something.

mm. THERE behavior

nn. Believing that you can do it. Knowing you can do something. Not giving up.

oo. if you think you can you can do it

pp. I think what make a person successful is different thing.

qq. being responsible

**Write the name of someone successful here**

a. Someone successful here is Esmeralda

b. LIKE ESMERELDA

c. my sister.

d. Curtis Wright

e. my mom, my dad, Ms.Amy, my teachers and ALL OF MY BEST FRIENDS!!

f. Someone successful here is probably going to be Esmeralda

g. my mom and dad and my friends.

h. my mom, my dad, my brother, all of my friends, ms.amy, all of my teachers

i. melinda tiffany d.j. erica april

j. esmarelda she is a very nice and quite person

k. my mom and dad and my friends.

l. my mom, mrs.Amy, all of my teachers, and all of my best friends.

m. MY GRANDMA

n. Julie
A Person who I think is successful would be my dearly friend Brittany Epps and a girl also my best friend Chelsey D. Bullard.

my grandma

Julie Sampson

mack, lindsey and juan

luis

Justin

A Person who I think is successful would be my dearly friend Brittany Epps and a girl also my best friend Chelsey D. Bullard.

my mom, mrs. Amy, all of my teachers, and all of my best friends

rays.

Julie Sampson

Brittany Epps

JULIE SAMPSON

Juan

Wayne Sampson

MY SISTER KARINA.

My uncle Jimmy.

Wayne Sampson
someone successful is miranda because she really wants and like sto learn at school today and in the future.

PAIGE LOCKLEAR

Brittany Epps

I think my mom is a very succesful person so is my teacher Mrs. Wendy Maynor, of course my brother. All of these people I have Just listed are people who i think is succesful and more but can't list.

Ashley Watson

My uncle Jimmy.

My friend

How can you tell that this person is a success?

Because she never talk and she allways does here work dont get in trouble.

THEY ARE VERY EAGER TO LEARN

when here dad died she said she was not going to be able to go on but she did.

Because when he gets to school he always makes Ms.P's day

THEY ALL HAVE A GOOD EDUCATION!!

I can tell that this person is successful because she acts that way all the time in school

t hey have a greatmind.

they have great eduction.

because they have done what their dreams was

because she listens to the teacher and she does all her work.
k. they have a great mind.
l. They have great eduction.
m. COUSE SHE RAISED A GOOD FAMILY AND SHE TOUGHT ME THE GREATEST THINGS IN LIFE.
n. she is smart and always listening in class
o. they work every night
p. he work hard
q. because that person is strong and that person works in two thing
r. They have a good attitude toward their self. They no they can take on a challenge and not fail.
s. because she raised a big family took care of it and loved her family alot.
t. She wories about school even on the weekend.
u. juan tellez is succesful because hes very smart and helps me out with my work.
v. THEY work every night
w. A good worker
x. They have a good attitude toward their self. They no they can take on a challenge and not fail.
y. They have great eduction.
z. you can tell

aa. She acheives diffrent goals and she always succeeds in what's right.
bb. Cause she always cares about herself and worries about her school work.
cc. She makes good grades she is hard working at school.

dd. He works hard at school
ee. They do good

ff. SHE PASED ALL HER GRADES.

gg. He is a heart doctor. He now lives in a huge house in Raligh.

hh. They do good

ii. she is a success because she really new to this school and she really wants to learn.

jj. SHE MAKES GOOD GRADES AND SHE ASK PEOPLE FOR HELP IF SHE NEEDS IT

kk. Cause she is so smart.

ll. They Have self-confidence that what ever they do they act as if they know they are doing it well.

mm. they have a very good behavior in school

nn. He is a heart doctor. He now lives in a huge house in Raligh.

oo. pp. because he is a president

qq. she helps me in stuff

Tell why you might want to be like this person:

a. I can be very smart and never get in trouble

b. SO I CAN PASS ALL MY GRADES AND GO TO COLLEGE AND GET MARRIED AND HAVE 2 KID'S

c. I might not be as stong as she is if my dad died.

d. He takes pride in everything!

e. THEY ARE GREAT PEOPLE!!

f. I might want to be like this person because she is very very nice to people
g. because they raised me to do better.

h. they are a great person.

i. i haven't done what dream was but one day i will

j. because i can tell by the way she works in school she will be succesful when she is grown

k. because they raised me to do better.

l. They are a great person.

m. COUSE SHE IS A GOOD ROMOEL TO EVERYONE.

n. I would like to be like this person because I would like to be smart and pass my classes

o. so you can pass the end of grade test

p. because he work hard

q. I want to be like that person is strong

r. They feel confident in them selves and know there will be a better today tomorow.

s. because she was a romodel and a good loving mother to everyone.

t. She is so smart.

u. cause he is very smart and he will help me with my work.

v. because you cann pass the end of grade test

w. His ask

x. They feel confident in them selves and know there will be a better today tomorow.

y. They are a great person.

z. becouos he is cool.

aa. So if I acheive in a goal I know is right It might be easier to get into collage.
bb. Cause shes smart and carring.

c. Because she makes good grades in school

d. He the best person he helps me on work. He is the best person in the world

e. Because I can do good

f. SHE IS SMART AND WORKES HARD TO OCOMPLISH ALL HER STUFF

g. I see what this person has accomplished and how people look up to him and I want to be like him.

h. Because I can do good

i. well i dont want to be that person noways, no hoza, no, no, no, nono sir. i would love to be my self because i like my self anyway i like the way i look and the way i speak and all that other stuff.

j. BECAUSE SHE MAKES GOOD GRADES ALL THE TIME, SHE LISTEN TO THE TEACHER ALL THE TIME, AND FINISHES HER WORK. SOME TIMES I LISTEN TO MY TEACHER AND FINISH ALL MY WORK AND MAKE GOOD GRADES

k. Cause she learns different things every week.

l. They are strong independant people and i just admire them very very much.

m. SHE, S very smart in school

n. I see what this person has accomplished and how people look up to him and I want to be like him.

o.

p. I want to be like this person because this person is smart and proud of his work

q. because I can make it to college.
List some things you might need to do to be as successful as this person:

a. don't play do my work don't talk

b. GENEROUS EAGER TO LEARN NO TALKING AND KIND

c. believe that you can go on, believe in yourself and everyone else, and be strong in hard times

d. be glad everyday listen up

e. HAVE A GREAT ATTITUDE, LISTEN AND PAY ATTENTION!!

f. I might need to be nice, helpful, and understanding

g. like things to be smart about, and things to be helpful.

h. like things to be your self

i. make you dreams that you wanted to be one day like me i want to be a singer

j. eager to learn smart

k. like things to be smart about, and things to be helpful.

l. to be helpful.

m. GO TO SCHOOL GET MY EDUCATION.

n. The things is be smart, pay attention in school

o. study hard and be successful

p. work harder

q.


s. go to collage get my schoolership and be successful.

t. Books A and concentration.

u. study hard and listen to the teacher.
v. work hard


y. to be helpful.

z. be kind.

aa. Start studying harder to make goals I choose.

bb. Smart Kind Careing.

c. Do homework every night, make good grades in school.

d. To try your best.

e. Do good

ff. BE SMART AND HAVE DETERMINATION

g. Go to school. Get good grades. Go to college.

hh. dcfwdfjdf.avfhamng

ii. were like the same level of successful except for her she is more more qiet.

jj. WANTING TO LEARN, DO GOOD ON GRADES,

kk. Smart willing to do hard worker.

ll. Stay in school get a good education listen to my teacher and and go to college and get a degree in physician, or business.

mm. 1. SHE ARE VERY GOOD IN SCHOOL 2. SHE BEHAVE RIGHT 3. SHE ATE VERY POLITE 4. SHE IS A GOOD FRIEND, AND A SISTER 5. SHE’S NOT MEAN, AND WANT TALK ABOUT ME!

nn. Go to school. Get good grades. Go to college.
pp. I need to learn all the rules of U.S.A.

qq. be nice to people and friends

Tell why you expect to have success in your life:

a. by beinning a good person

b. SO I CAN PASS MY GRADES AND GO TO COLLEGE

c. because I am stong and I believe in myself and others.

d. I want to go to RCC or UNCP!!

e. BECAUSE I WAN'T TO BE SMART ,GET A GOOD EDUCATION AND BE SMART!!

f. I success i my life by trying to be nice to people

g. because i dont want to be not smart.

h. be good deed

i. expect in my life because many people have many diffret dreams

j. so i can be a good person

k. because i dont want to be not smart.

l. because i want to be smart.

m. I DONT WANT TO BE OUT ON THE STREET

n. I expect to have success in school because I pay attention and learn new things every day

o. so i can be smart

p. beuse i will work harder

q. 

r. Cause i know i wll suceed.
s. i don't want to be on drugs or be out on the street without no family or anyone to talk to.

t. Cause i could achieve anything i would like to.

t. cause im trying to study a little bit harder and listen to the teacher while in the future.

v. study and pay attention

w. be want i want to be

x. Cause i know i will succeed.

y. because i want to be smart.

z. because that is the right then

aa. To be a good influence on my futer children.

bb. Cause at least i know i could be a smart person.

cc. It can be hard but with people around you, you will get plenty of help all around the world

dd. TRY YOUR BEST

ee. So I can be good in life.

ff. I AM SMART AND DO ALL MY WORK

gg. I have made up my mind, I'm gonna go to school and make good grades and go to collage.

hh. Fgadsftyfg

ii. because im in the right mood right now to take spelling test and i will study more more.

jj. I WANT TO BE A MEDICAL DOCTOR

kk. To learn as much as i can.
ll. because I believe in myself.

mm. I KNOW HOW TO DO ALL THE THINGS THAT I HAD SAID IN THE OTHER BOX!

nn. I have made up my mind, I'm gonna go to school and make good grades and go to collage.

oo. F

pp. because being a successful person is good for you and makes you feel proud of yourself.

qq. because I try hard
Appendix D
Coding Book

Codes_Section 1, Lesson 1

**Ability:** Cognitive, physical, and emotional ability to successfully complete school work.

**Accomplishment:** Achievement

**Acts As If:** Acts successful – acting to exhibit the qualities you desire to achieve.

**Brave:** Showing courage.

**Career:** Identifying a future vocation the student has interest in.

**Caring:** Action resulting from an emotional awareness, an emotional connection, feelings, or compassion for others.

**Comfort Level with Environment:** The extent to which the student communicates their comfort in the school, classroom, home, or community environment.

**Confidence:** Knowing and believing that you can accomplish tasks. Believing in yourself.

**Cool:** This is an In Vivo code.

**Cooperation:** Working with other students in a positive manner in some capacity.

**Duplicate Entry:** See “Repeat Entry”

**Education:** Reflects the importance of learning. Could include all levels, including the desire to go to college.

**Emotional Awareness:** Illustrates the ability to know their own emotions.

**Environment:** Classroom, home and community influences that disrupt or encourage student’s ability.

**Family:** A member of the immediate or extended family. Could include mother, father, sister, brother, cousins, grandparents, etc.

**Focus:** Anything having to do with putting your mind and your body in a state of readiness to learn. These include: listening, paying attention, avoiding distractions

**Following Rules:** student’s behavior - not talking, not fighting, attending school, following the “usual” rules of a school.
**Friends:** People identified as “friend” by the student in his/her submission.

**Goals:** These goals could be educational, vocational, or familial in nature.

**Hard Working:** Identified by students as a hard worker. This person works at night, on weekends and during class times.

**Monetary Gains:** These gains are property that money can buy you, including houses, cars, etc.

**National Leader:** A person nationally recognized in a leadership position, such as President of the United States.

**Overcoming Obstacles:** Exhibiting the ability to overcome barriers to success.

**Peer:** A person in the student’s class, grade, or peer group that has not been identified as a friend.

**Positive Mindset:** Attitude, determination, motivation and persistence that contributes to an increase in effort to succeed.

**Pride:** Displaying or possessing self-respect that has been earned.

**Raise a Family:** A person who has raised children to adulthood.

**Repeat Entry:** A submission that is the exact replication of a previous entry. In order to be coded as a “duplicate entry” it must be determined that in all likelihood this is not a different student submitting the same word or words, but more definitely, is a student who has hit the “submit” button more than once.

**Respect:** Being held in positive regard by others because of a characteristic or achievement the person has accomplished.

**Response doesn’t match question:** Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

**Responsible:** Having the trust and maturity to be accountable for actions and decisions.

**Role Model:** Identified as a person to look up to or to imitate.

**Seeks Help:** Seeking assistance outside yourself.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.
**Teacher:** Identified by the student as “Teacher”. Usually their teacher in their current grade, but can be past teachers.

**Unique:** Different than everyone else.

**Unspecified Person:** A person’s name that is not identified as a peer, friend, teacher, or family member. This is an unidentified person.

**Vague Response:** A response that didn’t contain enough information to categorize.

**Worry:** mental distress related to the apprehension over what might happen.

**Codes_Section 2, Lesson 1**

**Calm:** Relaxed and calm

**Duplicate Entry:** See “Repeat Entry”

**Fear:** Scared or fearful

**Lonely:** Feeling alone or without friends or company.

**Negative Feeling:** Bad, sad, mad, the opposite of positive feelings.

**No Change:** Identified as the absence of change.

**Positive Feelings:** Feeling good, happy, joyful, excited

**Repeat Entry:** A submission that is the exact replication of a previous entry. In order to be coded as a “duplicate entry” it must be determined that in all likelihood this is not a different student submitting the same word or words, but more definitely, is a student who has hit the “submit” button more than once.

**Response doesn’t match question:** Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.

**Vague Response:** A response that didn’t contain enough information to categorize.
Codes Section 2, Lesson 2

**Academic Results:** Report cards, failing a grade, etc.

**Academic Work:** Includes work within the classroom, homework or other school assignments.

**Availability:** Being available to talk, spend time, or consult with students.

**Administrative Involvement:** Suspensions, expulsions

**Avoiding Trouble:** Making choices to avoid circumstances which may result in trouble.

**Bullied:** verbal or physical abuse from other students.

**Caring:** Action resulting from an emotional awareness, an emotional connection, feelings, or compassion for others.

**Comfort Level with Environment:** The extent to which the student communicates their comfort in the school, classroom, home, or community environment.

**Confusion:** Not having the ability to differentiate between things. Showing an uncertainty about decisions or situations.

**Confidentiality:** Having a relationship with someone built on trust and being able to confide or talk with them and know it is private.

**Cool:** This is an In Vivo code.

**Corporal Punishment:** paddled at school

**Embarrassment:** Embarrassed by teacher, called out in front of class

**Emotional Response:** Cry, feeling good or some other emotional response to environmental stimuli.

**Family:** A member of the immediate or extended family. Could include mother, father, sister, brother, cousins, grandparents, etc.

**Fear:** To feel apprehension about a situation, event, person, etc.

**Focus:** Anything having to do with putting your mind and your body in a state of readiness to learn. These include: listening, paying attention, avoiding distractions

**Following Rules:** student’s behavior - not talking, not fighting, attending school, following the “usual” rules of a school.
Friends: People identified as “friend” by the student in his/her submission.

Future Action: An action that the student is going to make in the future.

Games: An event or game that the student has identified as fun in nature.

Goal: These goals could be educational, vocational, or familial in nature.

Hard Worker: Identified by students as a hard worker. This person works at night, on weekends and during class times.

Home Involvement: Involving whoever is at home in the process, could involve phone call home,

Immediate Action: An action that the student is planning to make in the present.

Language Arts Skills: Skills or knowledge that the student has gained that have to do with language arts.

Legal Consequences: Results of behavior or choices that are going to be dealt with legally.

Locations in School: Could include bathrooms, hallways, lunchroom, recess area

Negative Social Consequences: Losing friends

Not Following Rules: Choices that result in behavior outside of classroom, school, or home rules.

Peers: A person in the student’s class, grade, or peer group that has not been identified as a friend.

Redirection: Choices students make to get their mind off of present circumstances.

Repeat Entry: A submission that is the exact replication of a previous entry. In order to be coded as a “duplicate entry” it must be determined that in all likelihood this is not a different student submitting the same word or words, but more definitely, is a student who has hit the “submit” button more than once.

Response doesn’t match question: Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

Science Skills: Skills or knowledge that the student has gained that can be categorized as having to do with science.
**School Counselor:** Person working at school that has been trained as a school counselor.

**Seeks Help:** Seeking assistance outside yourself.

**Similar Experiences:** People who share similar experiences as a result of environment, life history, educational experiences, interests, etc.

**Spiritual Solution:** Prayer, belief in God, faith in a higher power

**Task Avoidance:** These answers were either random numbers or letters that made no sense.

**Teacher:** Identified by the student as “Teacher”. Usually their teacher in their current grade, but can be past teachers.

**Teacher Involvement:** A situation at school which results in the participation by the teacher in the life of the student.

**Tell Others:** The willingness to tell others about events at school

**Trouble:** Anything to do with getting in trouble, except for unjustified blame

**Trust:** The ability to have faith and belief in others.

**Types of Tests:** Could include EOG, exams, quizzes, end of course tests, etc.

**Understanding:** Having the ability to empathize, or understand what another person has experienced.

**Unjustified Blame:** Getting in trouble for things the student didn’t do.

**Unspecified Person:** A person’s name that is not identified as a peer, friend, teacher, or family member. This is an unidentified person.

**Vague Response:** A response that didn’t contain enough information to categorize.

**Violence:** Choosing to deal with circumstances or events by resorting to violence.

**Codes_ Section 2, Lesson 3**

**Confused:** Something the student doesn’t know or doesn’t understand academically, socially, or at home. Could be directions, schoolwork, instructions, etc.

**Creative:** Possessing the ability to create something through a process.

**Dizzy:** feeling as if your head is spinning, as if you might fall.
**Drowsy:** to feel tired (In-vivo code)

**Negative Feeling:** Bad, sad, mad, embarrassed, scared, weird and different, the opposite of positive feelings.

**No Change:** A lack of chance in the students’ thoughts or condition.

**Non-feeling word:** A word that does not contain any reference to feelings or emotion.

**Physical Response:** Having a physical response to anxiety, fear, or happiness. Physical responses could include sweating, cramping, moving, throwing up, etc.

**Positive Feelings:** Feeling good, happy, joyful, excited, special, righteous, comfortable

**Response doesn’t match question:** Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.

**Unsure:** Not having confidence in the decision or choice.

**Vague Response:** A response that didn’t contain enough information to categorize.

**Codes_Section 3, Lesson 1**

**Accomplishment:** Achievement

**Alternative Opportunities:** Student identifies alternative options at home that are appealing to them.

**Calm:** Relaxed and calm

**Challenging:** Student finds homework too hard, or difficult to complete.

**Education:** Reflects the importance of learning. Could include all levels, including the desire to go to college.

**Fatigued:** Exhausted from school work, or tired from the day at work.

**Focus:** Anything having to do with putting your mind and your body in a state of readiness to learn. These include: listening, paying attention, avoiding distractions

**Following Rules:** student’s behavior - not talking, not fighting, attending school, following the “usual” rules of a school.
**Low Academic Self-Efficacy:** A lack of belief in the ability to accomplish tasks or achieve something academically.

**Negative Feeling:** Bad, sad, mad, embarrassed, scared, weird and different, the opposite of positive feelings.

**Positive Mindset:** Attitude, determination, motivation, goal setting and persistence that contributes to an increase in effort to succeed.

**Response doesn’t match question:** Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.

**Time Commitment:** Events, commitments, homework, or other things which demand time be given to them.

**Time Management:** The ability or lack of ability to successfully organize time commitments.

**Vague Response:** A response that didn’t contain enough information to categorize.

**Codes_Section 3, Lesson 2**

**Ability:** Cognitive, physical, and emotional ability to successfully complete school work.

**Accomplishment:** Achievement

**Brave:** Showing courage.

**Focus:** Anything having to do with putting your mind and your body in a state of readiness to learn. These include: listening, paying attention, avoiding distractions

**Negative Feeling:** Bad, sad, mad, embarrassed, scared, weird and different, the opposite of positive feelings.

**Negative Mindset:** A way of thinking which results in negative emotions, self-concept, or self perceptions about the present or future.

**Negative Peer Pressure:** Pressure from peers that guides a person to make decision which result in negative consequences.

**Overcoming Obstacles:** Exhibiting the ability to overcome barriers to success.

**Positive Feelings:** Feeling good, happy, joyful, excited, special, righteous, comfortable
**Positive Mindset:** Attitude, determination, motivation, goal setting and persistence that contributes to an increase in effort to succeed.

**Pride:** Displaying or possessing self-respect that has been earned.

**Repeat Entry:** A submission that is the exact replication of a previous entry. In order to be coded as a “duplicate entry” it must be determined that in all likelihood this is not a different student submitting the same word or words, but more definitely, is a student who has hit the “submit” button more than once.

**Response doesn’t match question:** Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.

**Unsupportive Teacher:** A teacher who exhibits behavior that undermines the students’ ability to succeed or results in negative thoughts toward the school or classroom environment.

**Vague Response:** A response that didn’t contain enough information to categorize.

**Codes _Section 3, Lesson 3**

**Ability:** Cognitive, physical, and emotional ability to successfully complete school work.

**Accomplishment:** Achievement

**Academic Work:** Includes work within the classroom, homework or other school assignments.

**Authoritative Directions:** Directions from those in an authority position above. People such as teachers, parents, principal, etc.

**Caring:** Action resulting from an emotional awareness, an emotional connection, feelings, or compassion for others.

**Chore:** Responsibilities the student participates in at home. Chores could involve taking care of siblings, house work, etc.

**Confidence:** Knowing and believing that you can accomplish tasks. Believing in yourself.

**Constructive Work:** Stuff that is given to students to keep them out of trouble.
**Discipline:** Correction, or instruction which directs the person to do what someone else wants, usually with a purpose in mind.

**Education:** Reflects the importance of learning. Could include all levels, including the desire to go to college.

**Emotional Connection:** An connection with others based on positive feelings about the other person.

**Focus:** Anything having to do with putting your mind and your body in a state of readiness to learn. These include: listening, paying attention, avoiding distractions

**Following Rules:** student’s behavior - not talking, not fighting, attending school, following the “usual” rules of a school.

**Hard Working:** Identified by students as a hard worker. This person works at night, on weekends and during class times.

**I Don’t Feel Like a Robot:** Doesn’t identify as a robot.

**Interruptions:** Having someone interrupt the work or experience the student is participating in.

**Leisure Activity:** An activity the student participates in resulting in relaxation or fun. A non-work related activity.

**Not in Control:** When the student does not have control of their circumstances.

**Not Getting Desires:** The student doesn’t get what they want.

**Positive Mindset:** Attitude, determination, motivation and persistence that contributes to an increase in effort to succeed.

**Respect:** Being held in positive regard by others because of a characteristic or achievement the person has accomplished.

**Response doesn’t match question:** Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

**Responsible:** Having the trust and maturity to be accountable for actions and decisions.

**Seeks Help:** Seeking assistance outside yourself.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.
Trouble: Anything to do with getting in trouble, except for unjustified blame

Uncaring Adults: Feel like adults don’t like them.

Vague Response: A response that didn’t contain enough information to categorize.

Workload: The amount of work a student has.

Yelling Adults: Adults in the student’s life who yells at them.

Codes_Section 4, Lesson 1

Academic Work: Includes work within the classroom, homework or other school assignments.

Bug Noise: A noise made by a bug

Confused: Something the student doesn’t know or doesn’t understand academically, socially, or at home. Could be directions, schoolwork, instructions, etc.

Contemplating: To give something extended attention or thought.

Corporal Punishment: paddled at school

Focus: Anything having to do with putting your mind and your body in a state of readiness to learn. These include: listening, paying attention, avoiding distractions

Following Directions: Students that follow the direction of teachers, administrators, or parents.

Following Rules: student’s behavior - not talking, not fighting, attending school, following the “usual” rules of a school.

Joke: heard something funny, not necessarily a verbal joke, but could be a funny comment, noise, or verbal comment.

Negative Comment: A comment that is discouraging, negative in nature, or meant to undermine the recipient.

Negative Feeling: Bad, sad, mad, embarrassed, scared, weird and different, the opposite of positive feelings.

Not Getting Desires: The student doesn’t get what they want.

Outside Noise: A noise that comes from outside the classroom.
Positive Comment: compliments

Positive Feelings: Feeling good, happy, joyful, excited, special, righteous, comfortable

Relationships: A relationship connecting two or more people, connecting them together.

Response doesn’t match question: Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

Stupid Things: Things that the students’ identified as stupid.

Task Avoidance: These answers were either random numbers or letters that made no sense.

Unusual Auditory Cues: Student heard something crazy, shocking, surprising, unusual

Vague Response: A response that didn’t contain enough information to categorize.

Codes_Section 4, Lesson 2

Academic Work: Includes work within the classroom, homework or other school assignments.

Accomplishment: Achievement

Art Skills: Skills or knowledge that the student has gained that have to do with the arts.

Focus: Anything having to do with putting your mind and your body in a state of readiness to learn. These include: listening, paying attention, avoiding distractions

Language Art Skills: Skills or knowledge that the student has gained that have to do with language arts.

Math Skills: Skills or knowledge that the student has gained that have to do with math.

Positive Mindset: Attitude, determination, motivation and persistence that contributes to an increase in effort to succeed.

Response doesn’t match question: Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

Science Skills: Skills or knowledge that the student has gained that have to do with science.

Seeks Help: Seeking assistance outside yourself.
Social Study Skills: Skills or knowledge that the student has gained that have to do with social studies.

Study Skills: Skills or knowledge that the student has gained that have to do with strategies to study efficiently.

Task Avoidance: These answers were either random numbers or letters that made no sense.

Vague Response: A response that didn’t contain enough information to categorize.

Codes_Section 5, Lesson 1

Academic Work: Includes work within the classroom, homework or other school assignments.

Ask Friend: Asking a friend for help or assistance.

Beginning of School: The very start of the school year.

Confused: Something the student doesn’t know or doesn’t understand academically, socially, or at home. Could be directions, schoolwork, instructions, etc.

Fear: To feel apprehension about a situation, event, person, etc.

Following Rules: student’s behavior, not talking,

Home Involvement: Involving whomever is at home in the process, could involve phone call home,

Many Times: More than once; often.

Math Class: Class that teaches math content and skills.

Negative Feeling: Bad, sad, mad, embarrassed, scared, weird and different, the opposite of positive feelings.

Not Seeking Help: Choosing not to seek help from others, although a person may need help.

Physically Seek Help: Moving from seat, going to teacher to seek help.

Positive Mindset: Attitude, determination, motivation and persistence that contributes to an increase in effort to succeed.

Raise Hand: Student physically holding up their hand to be recognized.

Received Help: Student received some manner of help from others.
**Received Help - Negative:** After receiving help the student still was unable to learn the skills to achieve their goal.

**Received Help - Positive:** The consequence of student receiving help was learning the skills to achieve their goal.

**Response doesn’t match question:** Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

**Seeks Help:** Seeking assistance outside yourself.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.

**Trouble:** Anything to do with getting in trouble, except for unjustified blame.

**Unsupportive Teacher:** A teacher who exhibits behavior that undermines the students’ ability to succeed or results in negative thoughts toward the school or classroom environment.

**Vague Response:** A response that didn’t contain enough information to categorize.

**Verbally:** Using words.

**Yelling Adults:** Adults in the student’s life who yells at them.

**Codes_Section 6, Lesson 2**

**Encouragement:** To inspire others using positive reinforcement.

**Praise:** To give positive regard, encouragement, or favor to someone else.

**Response doesn’t match question:** Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.

**Vague Response:** A response that didn’t contain enough information to categorize.

**Codes_Section 7, Lesson 1**

**Ability:** Cognitive, physical, and emotional ability to successfully complete school work.

**Acts As If:** Acts successful – acting to exhibit the qualities you desire to achieve.
**Brave:** Showing courage.

**Close Proximity:** Being close to others physically.

**Confused:** Something the student doesn’t know or doesn’t understand academically, socially, or at home. Could be directions, schoolwork, instructions, etc.

**Cooperation:** Working with other students in a positive manner in some capacity.

**Confidence:** Knowing and believing that you can accomplish tasks. Believing in yourself.

**Group Project:** Working with others to accomplish a task or goal.

**Encouragement:** To inspire others using positive reinforcement.

**Low Self-Efficacy:** A lack of belief in the ability to accomplish tasks or achieve something.

**Many Times:** More than once; often.

**New Lesson:** Something original, a lesson the student had not experience prior.

**Not Nervous:** Possessing a lack of nervousness.

**Not Seek Help:** Choosing not to seek help from others, although a person may need help.

**Positive Mindset:** Attitude, determination, motivation and persistence that contributes to an increase in effort to succeed.

**Response doesn’t match question:** Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

**Seek Help:** Seeking assistance outside yourself.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.

**Vague Response:** A response that didn’t contain enough information to categorize.

**Codes_Section 8, Lessson 1**

**Academic Participation:** Helping teachers by participating in class through responding verbally and physically in classroom activities.

**Academic Work:** Includes work within the classroom, homework or other school assignments.
Clarifying Work: Teacher assists students in understanding their work or help students correct their work.

Classroom Organization: Students helping teachers with tasks such as grading, taking names, and physical organization of the classroom.

Confused: Not having the ability to differentiate between things. Showing an uncertainty about decisions or situations.

Correcting Teacher: Showing the teacher an error in order to assist them in correcting the wrong.

Duplicate Entry: A submission that is the exact replication of a previous entry. In order to be coded as a “duplicate entry” it must be determined that in all likelihood this is not a different student submitting the same word or words, but more definitely, is a student who has hit the “submit” button more than once.

Following Rules: student’s behavior - not talking, not fighting, attending school, following the “usual” rules of a school.

Modeling: Exhibiting character or skills that are emulated by others because of their distinction.

Never Helped: Student has not ever helped a teacher.

Problem Solve: The ability to work to find solutions to tasks or problems.

Response doesn’t match question: Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

Task Avoidance: These answers were either random numbers or letters that made no sense.

Vague Response: A response that didn’t contain enough information to categorize.

Verbal Assistance: Receiving help from someone else through their verbal guidance.

Codes_Section 9, Lesson 1

Academic Results: Report cards, failing a grade, etc.

Academic Work: Includes work within the classroom, homework or other school assignments.

Age Limitations: Restrictions that are placed on the student based on their age alone.
**Authority:** Someone in a position of power that can control outcomes for the student.

**Duplicate Entry:** A submission that is the exact replication of a previous entry. In order to be coded as a “duplicate entry” it must be determined that in all likelihood this is not a different student submitting the same word or words, but more definitely, is a student who has hit the “submit” button more than once.

**Earning Changes:** Students indicate changes and improvements to school must be earned.

**Focus:** Anything having to do with putting your mind and your body in a state of readiness to learn. These include: listening, paying attention, avoiding distractions

**Following Rules:** student’s behavior - not talking, not fighting, attending school, following the “usual” rules of a school.

**Positive Mindset:** Attitude, determination, motivation and persistence that contributes to an increase in effort to succeed.

**Response doesn’t match question:** Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

**School Responsibility:** Students misunderstood the question and responded with how they wanted the school to improve things, not how they could take responsibility for improving the environment at school.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.

**Vague Response:** A response that didn’t contain enough information to categorize.

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**Codes Section 9, Lesson 2**

**Academic Work:** Includes work within the classroom, homework or other school assignments.

**Duplicate Entry:** A submission that is the exact replication of a previous entry. In order to be coded as a “duplicate entry” it must be determined that in all likelihood this is not a different student submitting the same word or words, but more definitely, is a student who has hit the “submit” button more than once.

**Education:** Reflects the importance of learning. Could include all levels, including the desire to go to college.

**Goals:** These goals could be educational, vocational, or familial in nature.
**Playing Games:** Participating in events that are organized but focused on leisure and fun.

**Positive Mindset:** Attitude, determination, motivation and persistence that contributes to an increase in effort to succeed.

**Recess:** The period of time when students get a break from academic work during the school day.

**Response doesn’t match question:** Students attempted to answer questions. However, responses indicated a lack of understanding of question, or the response doesn’t answer the question.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.

**Vague Response:** A response that didn’t contain enough information to categorize.

**Duplicate Entry:** A submission that is the exact replication of a previous entry. In order to be coded as a “duplicate entry” it must be determined that in all likelihood this is not a different student submitting the same word or words, but more definitely, is a student who has hit the “submit” button more than once.

**Joke:** heard something funny, not necessarily a verbal joke, but could be a funny comment, noise, or verbal comment.

**Negative Feelings:** Bad, sad, mad, embarrassed, scared, weird and different, the opposite of positive feelings.

**Positive Feelings:** Feeling good, happy, joyful, excited, the opposite of negative feelings.

**Pride:** Displaying or possessing self-respect that has been earned.

**Task Avoidance:** These answers were either random numbers or letters that made no sense.

**Vague Response:** A response that didn’t contain enough information to categorize.
## Appendix E

### Weighted Kappa

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208
Appendix F

Complete Sentences and Sentence Length

Responses were tabulated according to number of words contained in the response. Examination was broken into units of one word, two to three words, four to five words, six to seven words, eight to nine words, and ten plus words. Analysis was broken down within each section by lesson and within each lesson by prompt.

Responses were also analyzed for their sentence structure. Sentences were complete if they had a subject, a verb, and the sentence presented a complete thought. Tabulations were separated as complete or incomplete sentences and organized by section, lesson and prompts within lesson.

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Table 27. Section Four, Lesson Two Complete Sentences

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