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MODES OF PRESENTATION IN THE EDUCATION OF SECONDARY STUDENTS WITH DISABILITIES

MODES OF PRESENTATION IN THE EDUCATION OF SECONDARY STUDENTS WITH DISABILITIES

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Curriculum and Instruction

By

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ABSTRACT

This qualitative study analyzes the learning styles, self efficacy, and listening skills of students with disabilities who spend most of their school day within one self-contained classroom setting. It investigates three different methods of presenting age appropriate literature to this group of students and analyzes students' self-efficacy and listening skills. The *General Self-Efficacy Scale* was used to analyze self-efficacy, and a receptive language index score derived from the CELF- IV was used to analyze listening skills.

A convenience sample, drawn from the researcher's own self-contained classroom, was used in the study. Participants were observed in the natural setting of their classroom and participated in studying three novels in three different modes: movie, audio media, and teacher- read. They were tested over the material and questioned about preferences.

The students were also given pre and post questionnaires with the *General Self -Efficacy Scale* to determine if any changes occurred in their self-efficacy as a result of the study of the three age appropriate novels. The listening skills of participants were also analyzed using pre and post test scores on the CELF- IV to determine any changes in the three sub tests regarding receptive language.

The study found that participants preferred the movie format for presentation style, feeling that it was easier to understand than the other two delivery options. The study also showed only small changes in participants' self-efficacy following the three lessons. The greatest change was the level of listening skills as evidenced by the increase in their CELF IV receptive language index scores.

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to the Graduate Council

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Annie Vaughan Quinn

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DEDICATION

For Shawn and Amy

TABLE OF CONTENTS

ABSTRACT

ACKNOWLEDGEMENTS

DEDICATION

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1……1

Introduction…….....1

Statement of the Problem…….5

Significance of the Study…….8

Purpose of the Study……8

Definition of Terms……..9

Limitations…….....11

Summary……11

CHAPTER 2……..13

Review of the Literature……..13

Introduction…… 13

The Population: Students with Disabilities in a Self-Contained Setting……..13

Educational Barriers……..14

Reading Difficulties and Possible Solutions…….....16

Accessing the General Curriculum ……..16

Educational Practices ……..17

Social Development ……19

Transition from School to Adult Roles ……...20

Listening Skills in the Classroom…….21

Achievement ……24

Self-Efficacy……26

Differentiated Instruction……. 26

Conclusion……...30

CHAPTER 3……..33

Methodology……..33

Research Design…….33

Instruments…….35

Curriculum…….37

Participants……38

Data Collection Procedures……...40

Data Analysis……41

CHAPTER 4……..43

Introduction……..43

Data Collection……..43

Participant Description……...43

Timeline and Procedures……44

Description of Individual Participants……...50

Observations Concerning the Three Learning Modes……...75

Observations Concerning Student Self Efficacy…….....90

Observations Concerning Listening Skills and Receptive Ability……97

CHAPTER 5……106

Discussion, recommendations, and Conclusions Introduction…….106

Limitations……...106

Discussion of Research Questions……...107

Discussion of Research Question 1……..107

Discussion of Research Question 2……..109

Discussion of Research Question 3……..111

Discussion of Student Reported Preferences……..113

Recommendation for the Use of the Modes of Presentation……...115

Recommendation for Further Studies……..118

Conclusion……...120

REFERENCES……122

APPENDIX……..132

Appendix A: Informed Consent Form……132

Appendix B: Spanish Informed Consent Form……..134

Appendix C: General Perceived Self-Efficacy Scale……..135

Appendix D: Student Preference Questionnaire……..136

Appendix E: Teacher Made Test over *To Kill a Mockingbird*……137

Appendix F: Teacher made Test over *The Outsiders*.....139

Appendix G: Teacher made Test over *Animal Farm*…….141

Appendix H: S1 Work Sample……....143

Appendix I: S3 Work Sample One……..144

Appendix I-2: S3 Work Sample Two……..145

Appendix J: S4 Work Sample……..146

Appendix K: S5 Work Sample One…….147

Appendix K2: S5 Work Sample Two…….. 148

Appendix L: S7 Work Sample One……..149

Appendix L2: S7 Work Sample Two……....150

Appendix M: S8 Work Sample One…….....151

Appendix M2: S8 Work Sample Two……...152

Appendix N: S9 Work Sample One…….....153

Appendix N2: S9 Work Sample Two……... 154

Appendix O: S10 Work Sample One……155

Appendix O2: S10 Work Sample Two…….....156

Appendix P: S11 Work Sample One…….157

Appendix P2: S11 Work Sample Two…….....158

Appendix P3: S11 Work Sample Three……159

Appendix Q: S12 Work Sample One……160

Appendix Q2: S12 Work Sample Two…….....161

Appendix R: S13 Work Sample…….....162

Appendix S: S14Work Sample One…….163

Appendix S2: S14 Work Sample Two……..164

List of Tables

Table 1	Student Demographic summary…….	39
Table 2	Time Line…….……..	45
Table 3	Description of Individual Participants…….	51
Table 4	Teacher Made Test Performance…….……..	80
Table 5	Movie mode Favored or Disfavored……..	83
Table 6	Audio Media Mode Favored or Disfavored……...	84
Table 7	Teacher Read Mode Favored or Disfavored……..	85
Table 8	Story Favored by Students…….	86
Table 9	Test Scores as Related to Favored Modes…….	87
Table 10	GSE Pre-Test and Post-Test Scores…….……..	92
Table 11	GSE Score Fluctuation by Groups and Score Comparisons…….…….	94
Table 12	GSE Scores by Statement Pre-Test and Post Test…….……	96
Table 13	CELF IV Receptive Language Index Scores: Pre and Post……..	99
Table 14	Group Comparisons of Work Samples Produced and CELF Scores……...	101
Table 15	Scaled Scores for CELF IV Subtests Used…….…….	103
Table 16	Traits of Confidence and Performance……	105

CHAPTER ONE

Introduction

Recent legislation has resulted in many students with mild, moderate, and even severe developmental disabilities being placed in general education settings (Murphy & Steel, 2007). The Federal *No Child Left Behind (NCLB) Act of 2001* has made it necessary for many educators and administrators to look into raising the academic bar for all students regardless of their cognitive abilities. Students with intellectual disabilities have traditionally been taught using positive reinforcement and behavioral modification coupled with a community based instructional approach to education. Academics were presented within the special education room and were tied directly to the student's goals on the Individual Education Plan (IEP) and not linked to the state requirements for the general curriculum. The academics generally taught to these students were basic reading, math, science and social studies (Neubert & Moon, 2006). Repetition, drill, and hands on instruction often took the place of the introduction of new concepts and new vocabulary. The general idea behind this approach was that these students needed an education to prepare them for independence in the world of domestic skills and vocational skills. While this is still considered to be true for students with intellectual disabilities, especially at the secondary level, greater academic expectations are being placed upon them. Prior to the enactment of the *Individuals with Disabilities Education Act (IDEA) Amendments of 1997*, most school districts omitted students with disabilities from their assessments and accountability reports (Murdick, Gartin, & Crabtree, 2007). These students are now expected to pass standardized tests that were previously not required of them. While many of them are given tests using an alternative format, or a portfolio evaluation of their work, many are being tested

with modifications and accommodations. Schools that do not show that their students with intellectual disabilities are reaching independent levels may be placed on an alert status.

The four basic pillars of NCLB are: heightened accountability, greater local control of funds, parental choice, and research-based instruction. Heightened accountability involves assessment and reporting of standardized tests. This means that special educators can no longer simply measure a student's progress on his or her IEP to account for annual progress (Vannest, Mahadevan, Mason, & Temple-Harvey, 2009). *The Individuals with Disabilities Education Improvement Act, 2004*, has been reauthorized and is now aligned with NCLB (US Department of Education). All of these factors point to a need for more research in methods of educating students with intellectual disabilities in the academic areas.

Technology has also been playing a new role in education for all students. New forms of technology are improving education by making access to textbooks and literature more available for students with reading difficulties. Many with mild intellectual disabilities have in the past been referred to as educable. This means that many of these students can learn to work basic math problems, read at a literate level, and write letters and stories. This does not mean that they will learn at the same level as their non-disabled peers, but it does mean that they are capable of gaining an academic education along with their life skills training. Some educators are rethinking the educational strategy of using functional life skills as the primary education of secondary students with intellectual disabilities (Browder, Ahilgrim-Delzell, Spooner, Mims & Baker, 2009).

Academic diversity is an issue that must be addressed today in both general and special education classes. One way of dealing with this diversity is differentiated instruction. Differentiated instruction meets the needs of a diverse population of students in the classroom.

This method of instruction is achieved when the teacher keeps in mind student variance when planning and delivering lessons to students throughout the day (Tomlinson, 2004). Meaningful choice is also an essential component to differentiating instruction in the classroom. According to Benjamin (2006), differentiated instruction does not necessarily offer students a choice about what they learn, but does allow them to choose how they learn. Also Benjamin writes about the importance of providing both ritual and variety to help bring about joy in learning. Students who find learning enjoyable are more likely to retain the leaning and grow from it. Also, some students learn to read best if they are read aloud to, and are able to understand the overall picture before trying to break down the individual parts of words. At any rate each student learns differently and the motivational rewards offered to individual students are the essential elements in the learning process (Wink & Wink, 2004). There are a variety of methods for providing differentiated instruction; there no one correct way of doing this. The main idea of differentiated instruction is that students will all be able to participate in their own learning and at their own levels.

When working with students with special needs of all types, educators today must also bear in mind the future needs of the students in non-academic areas that will affect their vocational and daily living abilities following high school. Transition services for students with disabilities have been a part of students' Individualized Education plans (IEP's) since 1990, when Public Law 104-476, *The Individuals with Disabilities Education Act (IDEA)* was reauthorized. (Grigal, Test, Beatie & Wood, 1997).

Overview of the study

The objective of the study was to examine the development of listening skills and self efficacy in the population of self-contained secondary students during a time frame in which they were presented with literature that is currently used in their school's general curriculum. The presentation modes of the literature were analyzed using teacher made test scores following each of the three presentation style. The students viewed one of the novels in movie form, listened to one in audio format, and listened to another read aloud by their teacher.

The study was conducted over an eight week time frame. Pre-treatment measures were taken during the first day of the study. These measured the participants' listening skills and their level of self-efficacy after receiving normal classroom instruction in the self-contained classroom. Following all of the presentations of the three novels, the participating students were given post tests in both listening skills and self efficacy.

The sample for the study was drawn from a self-contained secondary classroom in the Mid-South, United States. There are currently fourteen students participating in this classroom this school year. The students in this classroom have a wide variety of abilities and diverse disability classifications, but most have been identified as having an intellectual disability. The study involved observations; teacher- made tests over three different modes of presenting literature; testing of listening skills using the listening components of the *CELF-IV*; and information gleaned from *The General Self Efficacy Scale (GSE).*

During the study students were presented with three novels: *To Kill a Mockingbird (*Lee, 1960), *Animal Farm* (Orwell, 1946) and *The Outsiders* (Hinton, 1967). Each of these was presented in different formats. The longest of the three novels was *To Kill a Mockingbird*; therefore the 1962 movie version of this novel was presented. *Animal Farm* and *The Outsiders*

are both of relatively the same length and each of these took two weeks each to complete. After students finished the movie version of the first novel, they were given a short teacher -made assessment. They then began to listen to *The Outsiders* using audio format. This novel took approximately two weeks to complete. Students listened each school day for approximately thirty minutes. After this novel was completed, the students were given a short teacher- made test. The third novel was read aloud by the teacher for thirty minutes each day for two weeks. After this novel was completed, students were again administered a short teacher-made test. When all three novels were completed, the students were given a post test of listening skills with the four listening skills subtests of the *CELFIV* and also completed the self efficacy scale once more with the *GSES.* The scores were then analyzed for possible differences or changes in these areas, and the teacher-made tests were analyzed for student comprehension among the three modes of presentation.

Statement of the problem

Students with intellectual disabilities have been found to continue to increase in receptive and expressive vocabulary as they mature; however, they generally demonstrate little academic progress at the secondary level and beyond (Ypsllanti, Groulous, Alevrladou & Tsapkini, 2005). This lack of progress has led educators to address these students' needs with repetition of the same academic work in the resource or self-contained setting. The problem with continuing this educational approach is that not only do new laws require that students learn the state required curriculum, but many of these students appear to have the potential to increase receptive and expressive vocabularies even without the ability to improve in reading, writing, and math skills.

Students with intellectual disabilities are able to increase their listening comprehension and vocabulary if they are taught using various types of technology. Coencas (2007) found that secondary students learn to transfer their understanding of movies to the literature presented in secondary language arts classes. His students with special education needs also became more self confident and showed improvement in language arts through the use of movie viewing in his classroom.

Much of the recent research in the area of reading aloud to students in order to improve listening comprehension involves English language learners (ELL), or students involved in ELL classes. Hickman, Pollard-Durodola, and Vaughn (2004) found that teachers could use the strategy of reading aloud daily to build the vocabulary and comprehension of students in this population.

The simplest definition of literacy is the ability to read and write. A broader definition views literacy as a continuum of learning that enables individuals to achieve goals, develop knowledge, and participate in their communities (Wikipedia The Free Encyclopedia, 2010). It still involves the use of printed text; however, many individuals, such as those who are blind or have learning disabilities utilize technology to listen to texts. Morgan, Moni and Jobling (2006) noted that a present challenge of literacy instruction for students with intellectual disabilities is to broaden it to include a wider variety of texts and practices in teaching. According to these authors, the contemporary view of literacy involves engaging learners with texts in print, oral, and multi-media domains in a wide range of contexts for different purposes. They also state that research has shown that for students with intellectual disabilities, this aspect of literary engagement has been for the most part ignored in favor of placing strong emphasis on vocational skills and daily living. This of course, is not to say that students with intellectual disabilities do

not need this type of education, but that they should not be excluded from an academic education as well.

Historically individuals with all types of disabilities have been required to prove that they were actually literate when they broke through barriers imposed by both their disability and society. Many students today with intellectual disabilities have both the challenge of their disability and society's view of their disability. Many students today with intellectual disabilities have both the challenge of their disability and society's view of their disability to overcome in order to become literate citizens (Kliewer, Bilken & Kassa-Hendrickson 2006).

All students need to have self-confidence. Self-efficacy is similar to self-confidence, but it is a broader term that includes the concept of motivation. Those with self-efficacy will be motivated to set goals and produce work. Lee and Bertera (2007) looked at self-efficacy among multi-cultural students. They used technology with multi-cultural students to promote self-regulation and self-efficacy. Klassen & Ming (2010) examined self-efficacy for self–regulated learning of adolescents with learning disabilities. He compared students with and without learning disabilities to find that adolescents with learning disabilities rated their self-efficacy lower than did those without learning disabilities. Similarities exist between the achievement scores of students with mild intellectual disabilities and those with learning disabilities even though they differ widely in IQ scores. Both generally do not perform at the targeted academic grade and age level of their peers (Sambomie, Cullian, Osborn & Brock, 2005).

Significance of the Study

This study is significant since it will help teachers and administrators make decisions about the use of technology in self contained classroom settings. Teachers have limited time during the day to engage students in activities that would increase their vocabularies and listening comprehension, such as reading aloud to them and discussing the meanings of words. Technology would not be able to replace the significance of the interaction with the teacher, but finding the most useful technology to increase student vocabulary and understanding would be a boon to educators and those responsible for appropriating funds. Another factor of importance to teachers and administrators is that if these students improve in comprehension, they will also improve on the newly required standardized tests to help insure school improvement in compliance with the NCLB Act of 2001. Most importantly, this study will help students with diverse disabilities, whether they spend most of their school day in a self-contained program or in an inclusive setting. If more is understood about their learning ability and the process of their learning, then teachers will be better prepared to motivate them. While these students may not reach an age appropriate academic level in the areas of reading, writing, and math; they may still be able to reach a level of receptive understanding, and thus an age appropriate communication level that will help them communicate in vocational and community settings as adults.

The purpose of the study

The purpose of this study is to analyze the learning of students with disabilities to determine if listening to and viewing novels that are read in their high school's general education classes will increase their listening skills and self efficacy. It also analyzes three different modes of presentation of the material to the students in the self-contained classroom. The following research questions frame and direct this study:

1. Does the presentation of literature from the general curriculum make a difference in the listening skills of self-contained students with disabilities and in what ways will they demonstrate the changes to their listening skills?
2. Will the presentation of literature from the general curriculum make a difference in the self-efficacy of self contained students with disabilities and how will they describe their self-efficacy?
3. Will there be a difference in the comprehension of material among self-contained students with disabilities, based on three modes of presentation: a movie version of a novel, an unabridged audio presentation of a novel, and a teacher read presentation of a novel and in what ways will they demonstrate their comprehension?

Definition of Terms

For purposes of this study the following definitions terms will apply:

1. *Academic Achievement*

   Academic performance, or how well a student performs in school to meet the standards set forth by the state and by the school.

2. *Accountability*

   According to Federal Law No Child Left Behind, this means that each state establishes and meets its own definition of adequate yearly progress.

3. *Adaptive Behavior*

   The ability to communicate adequately; take care of personal needs, and exhibit social skills.

4. *Adequate Yearly Progress*

Annual Progress State by State, used to target needs of schools to improve student achievement.

5. *Audio Book*

   A sound recording of a book. Some are abridged, while others are unabridged and in their original form.

6. *Differentiated Instruction*

   A teaching strategy that recognizes individual differences among students and provides students with different avenues to learning. It does not standardize their curriculum but allows for all levels to make progress within a classroom.

7. *Inclusive Classroom*

   The educational practice of students with special education needs attending most or all of their class time in the general curriculum with non-disabled peers.

8. *Intellectual Disability*

   Generally defined as a person who is identified before age eighteen as having an intelligence quotient below 70, has difficulty with problem solving, academics, and adaptive behaviors.

9. *No Child Left Behind Act of 2001*

   A Federal Law that was first enacted on January 8, 2002. It is based on the theories of standard-based education reform. The main concept of this law is that by setting high standards and measurable goals educational outcomes will be improved.

10. *Self-Contained Classroom*

A classroom designed to assist students with a variety of cognitive and emotional disabilities. It is smaller than the general classroom and is designed to foster greater support for students with special needs.

11. *Self-efficacy*

A person's belief about his or her ability and capacity to accomplish a task or to realize goals, and to work through the challenges of life.

12. *Transition Services*

Coordinated activities that are a part of a student's Individual Education Plan by the time he or she is 14 years old. The activities are intended to move the student into post-school outcomes such as employment or continued education.

Limitations

Data collected from this case study represented a small group of individuals, which will not generalize to the general population. The research depended upon one researcher, so it was dependent upon the skills and viewpoint of a sole researcher. The volume of data in qualitative research and the nature of interpretation of the data is also a limitation since there is a vast amount of data involved and the interpretation of this data is based on the researcher's knowledge and understanding of the information.

Summary

With the heightened need to provide general education opportunities to students with disabilities, coupled with new developments in the understanding of receptive and expressive abilities among students with disabilities, it is essential to gain a better understanding of how to provide and utilize the most effective teaching methods. Teachers must determine how to use

technology to develop better reading skills in these students. In order for students with intellectual disabilities to comprehend textbooks and novels that are near their grade placement, they need access to technology assisted instruction. If they are able to increase in vocabulary and understanding, then these students will receive an academic and a vocational education that will help them compete in our technological world when they leave the classroom after high school

CHAPTER TWO

Review of the Literature

Introduction

The *No Child Left Behind (NCLB) Act* attempts to close the achievement gap among students from all subgroups, including those with intellectual disabilities (Bowen & Rude, 2006). This implies that teachers need to use techniques that differentiate instruction in classes that either include, or are made up entirely of these students. Teachers must now consider *NCLB* when planning for the education of students who were educated primarily in community based pull out programs (Hyatt, 2007). Until recently the only academics considered for these students were basic and repetitive in nature (Neuburt & Moon, 2006). *NCLB* requires that all students pass standardized tests that are linked to curriculum standards. This results in holding students with disabilities and their teachers accountable for their learning (Bratlinger, 2001). A small percentage of students with cognitive disabilities may be given alternative assessments and many are given tests with the provision of accommodations and modifications (Murdick, Gartin, & Crabtree, 2007).

The Population: Students with Disabilities in a Self-Contained Setting

Students classified as having intellectual disabilities comprise approximately 1% of the school population. The most recent definition of mild mental retardation, found in *DSM-IV* is an IQ of 50 to 69 (Simonoff, et. al., 2006). IQ testing first began in the early 20th century when Alfred Binet developed a test to predict school children who would be successful and those who would encounter academic difficulties (Nettlebeck & Wilson, 2005). Nettlebeck and Wilson caution against overlooking current theories of intelligence, such as Gardner's theory of multiple

intelligences, when considering cognitive abilities in children; however they do acknowledge that IQ scores can be valuable to teachers who want to understand each child's individual academic abilities. The main criteria for identifying intellectual disabilities is an IQ score.

Thirty years after students with intellectual disabilities (ID) have been admitted to the public schools, much of the data on their literacy skills continues to come from an era of institutionalization (Young, Moni, Jobling & Krayenoord, 2004). Young et.al. (2004) studied adults with intellectual disabilities and their continued growth in literacy skills to find that when given the opportunity, adults with intellectual disabilities continue to make progress in reading and comprehension skills; however, they also found that their basic reading skills were generally at an early elementary level.

Educational Barriers

There is a noted disproportionate representation by gender, race, and ethnicity among students who are identified as having mild intellectual disabilities. Additionally, with more being from underrepresented groups, many of these students are also living in low-income families (Farkas, 2003). In addition to these demographic characteristics teacher attitude can also be a barrier to successful inclusion. Teacher attitudes are essential to the success of inclusion programs where students with disabilities are concerned. Unfortunately, many general education teachers frequently do not have knowledge and training to approach the inclusion of students with disabilities in their classrooms with a positive attitude (Wilson, 2007).

Cox and Lynch (2006) studied access to media centers in rural Missouri schools. They considered students with visual impairments, orthopedic impairments, and hearing impairments, but did not consider those with mild intellectual impairments in the study of accessible media centers. Students with learning disabilities are also frequently considered when

deciding what forms of technology to use to enhance learning skills (Hasselbring & Glasser, 2000), but more recently Bouck (2004) studied the ways that students were being educated and found that, at the secondary level, students with mild intellectual disabilities were being educated in much the same way as those with learning disabilities even though she found that students with mild intellectual disabilities require different methods of instruction.

According to Spooner, Dymond, Smith & Kennedy (2006) barriers to general education for the population of students with disabilities, who cannot for whatever reason cope in the general educational curriculum, are multifaceted and include: inadequate professional development; special education is not adequately aligned to the general education curriculum, and students are still not being educated in the least restrictive environment. Historical social attitudes may play a role in students with disabilities being denied the privilege of attending classes in the general curriculum, even when this is the least restrictive environment for many of them. Kliewer, Bilken, & Kasa-Hendrickson (2006) wrote an article about the denial of competence in persons with disability that is ever present in our culture. The article gives accounts of well known people such as Phyllis Wheatley and Helen Keller as examples of individuals, who for very different reasons, were forced to prove before a court of law that they were in fact actually literate. Wheatly, a poet, was also a slave, therefore her skill was unusual. Helen Keller, who was both deaf and blind, was forced to prove that she was capable of writing the works that she had written, and was accused of having her teacher do all of her writing for her. At the time she was forced to prove this, she already had earned a college degree. This article explains how persons with disabilities, such as Helen Keller were viewed as mentally defective, even if their disability had nothing to do with their ability level. These writers also

chronicle the advances in special education in which children have been allowed to become literate amid much criticism that literacy is not for them.

Reading Difficulties and Possible Solutions

Recent brain research points to a neurological explanation for reading difficulties such as dyslexia. This leads educators away from a possible social construct for the lack of ability to read (Camp & Aldrige, 2006). Research by Sabisch, Hahne, Glass, Suchodoletz & Friederici in 2006, found that dyslexic children demonstrate phonological impairment. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM –IV-TR) a child may be diagnosed with a phonological disorder if he or she does not develop age-appropriate speech sounds. This lack of development should also prove to cause problems for the child at home, at school and other social situations. If the child has an intellectual disability and has problems with speech due to physical difficulties such as hearing impairment, or even environmental deprivation, the diagnosis of phonological disorder may still be appropriate.

Accessing the General Curriculum through Technology

In some studies, students with intellectual disabilities have been found to continue to increase in receptive and expressive vocabulary (Ypsllanti, et. al., 2007). A student's comprehension increases with vocabulary development and an improvement in listening skills (Rasinki, 2003).

Although functional life skills have been taught to students with mild intellectual disabilities at the secondary level for quite some time, and have been considered best practice, educators are now rethinking this approach. It may be beneficial in some respects, but it is not

age- appropriate in that students are not receiving the same type of education that their peers are receiving (Browder, Wakeman, Flower, Rickelman, Pugalee, & Karoven, 2007).

Several technological interventions have been proposed for students with disabilities; however, most of these articles make no mention of students with intellectual disabilities such as students with mild intellectual disabilities. Montgomery and Marks (2006) made several suggestions as to how various forms of technology can be used to assist the learning of students with learning disabilities (LD). They recommended word prediction devices, voice output, spell checker, and thesaurus. Webquest is also recommended for students with learning disabilities. Webquest is a structured, online instructional tool designed around a research task (Skyler, Higgins & Boone, 2007). Web-based history learning environments are also recommended, and methods for modifying these activities for learning disabled students is discussed, but modifying for students with intellectual disabilities is not mentioned (Okolo, et. al., 2007).

Assistive technology has been used for quite some time to help students with intellectual disabilities of different degrees learn to communicate. Assistive technology is not to be confused with using technology as an educational tool; however, it is primarily used to directly assist individuals in everyday activities and is highly customized for the individual who uses it (Lopresti, Mihailidis, & Kirsh, 2004).

Educational Practices

Special education services in the United States have been provided longer for students with mild intellectual disabilities and sensory impairments than they have been provided for students with other disabilities (Patton, Polloway, & Smith, 2000). Students with mild disabilities are frequently referred to as being high incidence disability, since historically this group is one of the largest categories. As many as 1.07% of the school population in the United States between

six and twelve years old are classified as having an intellectual disability. Of those, 67% are considered to be mildly impaired (U.S. Department o Education, 2005)

The traditional view of an appropriate education for students with mild intellectual disabilities is that they benefit from non-academic classes, such as physical education, art and music in the general curriculum, while academic subjects should be in a special education classroom (Patton, Polloway, & Smith, 2000). However the trend today is to develop methods and strategies that will promote access to the general curriculum for all students, including those with intellectual disabilities (Wehmeyer, 2006). Although this trend continues to increase studies showing the positive effects of including students with intellectual disabilities in the general education classes on their academic, behavioral, and social development, this positive effect is not true for all students. There is much diversity within this population as seen by some of these students performing best when mainstreamed into the general educational curriculum, while others are more suited to a self contained or a resource setting (Peetsma, Vergeer, & Karsten, 2001). A study by Zhang, 2001 found that students with intellectual disabilities actually have more opportunities to engage in self-determined behavior when they are in resource rooms than when they are included in the general education classrooms.

Recently educators have placed an emphasis on teaching students to read by using scientifically based approaches (Bowder, Ahlgrim-Delzell, Courtade, Gibbs, & Flowers, 2008). To develop literacy, children must be exposed to literature in both narrative and expository forms (Morrow & Gamble, 2002). Reading aloud to children has demonstrated positive effects on measures that score vocabulary, comprehension, and decoding skills (Bus, Van-Ijzendorn, & Pellegrini, 1998).

Social Development

Vygotsy viewed the social problems of children with disabilities as stemming from society's response to the disabilities. The response leads to social isolation and deprives the child of the contact needed to learn social skills. The result of this isolation is defective development. (Vygotsky, 1983/1993). Vygotsky suggested that students with physical or mental defects can be taught through alternative methods, but also through equivalent methods that aim at cultural development. If needed, according to Vygotsky's view, symbolic systems could be presented in an alternate form, such as the use of Braille for the blind, rather than written words. Likewise, sign language is used for the deaf, rather than spoken language. In today's world this concept may be transferred to the use of computer technology as a method to instruct students with various disabilities (Gredler, 2005).

Labeling children and adults with mild intellectual disabilities can lead to a belief system that causes the individual to feel more deficient than he or she actually is (Smith, 2006). Students with mild intellectual disabilities may therefore have difficulties, not only in socializing, but also in self-determination. A study on self-determination demonstrates that these students improve in the area of self- determination when they are empowered. This empowerment stems from encouragement for the student to be involved in transition planning and all other components of his or her Individualized Education Plan (Shogren, Wehmeyer, Palmer, Soukup, Little, Garner, & Lawrence, 2007)

Social awareness and competence are essential components in finding and keeping successful employment, and many people who have intellectual disabilities have not developed the level of social competence needed for this. Although work itself helps to develop individuals

socially, they must initially possess the basic social skills needed to maintain their employment (Black & Langone, 1997).

For both students with disabilities and for young adults seeking employment and independence in the community, peer relationships continue to play a large role in social development. Peer relationships contribute to children's behavioral adjustment, therefore, when students are alienated by peers; various conduct problems result (Murray & Greenburg, 2006).

Transition from School to Adult Roles

Transition services for students with disabilities have been a part of the students' Individualized Education Plans (IEP's) since 1990, when Public Law 104-476, the Individuals with Disabilities Education Act (IDEA) was passed (Grigal, Test, Beatie, & Wood. 1997). Transition mediation for students with mild intellectual disabilities provides work opportunities for most of these students; however a study by Devlieger and Trach (1999) shows that involvement of school and agency personnel disproportionately led to employment in sheltered workshops, while involvement by parents most often resulted in self-employment or continued education. A variety of case histories were also examined in this study. Some of the issues that the individuals with mild intellectual disabilities had with work related issues were: verbal and physical abuse on the job, difficulty communicating, and limited vocational skills.

Young adults with mild intellectual disabilities have expressed several ideas about important employment behaviors (Cinamon & Gifsh, 2004). They listed the following behaviors as proper employee behaviors: arrive on time, be clean, be nice, and dress nice. Although these are good behaviors for employees, they did not mention such qualities as following directions, nor accomplishing tasks.

The areas of problem-solving, self-regulation, and metacognition among persons with mild intellectual disabilities have been the subject of a significant amount of research (Dermitzaki, Stavroussi, Bandi, & Nisiotou, 2008). These areas are important to academic success, but could also be related to transition outcomes. Although, in general, individuals with mild intellectual disabilities do not self-regulate, especially when utilizing strategies of memorization (Pressley & Aftlerback, 1995), there is evidence that these individuals can use memory strategies when given supports (Fletcher & Brag, 1995).

Listening Skills in the Classroom

Listening skills are a portion of the Arkansas English Language Arts curriculum Framework (Arkansas Department of Education, 2009). The listening standards and student learning objectives are found under the overall strand of Oral and Visual Communication. Specifically, the listening strand is Standard 2 and has five student objectives. Students are expected to complete at least one of these objectives on three separate occasions if they have an alternative portfolio for Language Arts. Although the alternative portfolio is produced in the students' junior year, other students are expected to be engaged in some of these learning objectives throughout their high school educations. The learning objectives for listening are as follows:

OV.2.11.1 Demonstrate critical, empathetic, and reflexive listening to interpret, respond to, and evaluate speakers' messages.

OV.2.11.2 Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations.

OV.2.11.3 Identify the barriers to listening and generate methods to overcome them.

OV.2.11.4 Critique oral communications for clarity, faulty reasoning, relevance, organization of evidence, and effective delivery.

OV.2.11.5 Demonstrate critical listening skills and productive participation in self-directed work teams for a particular purpose to include:

Maintaining independent judgment

Defining individuals roles and responsibilities and setting clear goals

Acknowledging the ideas and contributions of individuals in the group

Understanding the purpose of the team project and the ground rules for decision making

Selecting leader/spokesperson when necessary (ACTAAP Alternative Portfolio Administration Manual, 2009).

Certain methods may be utilized to help teachers maintain student attention in the classroom, which is a good beginning in the effort to teach listening skills. Teachers can be, in their role of presenter, highly effective communicators. They use non-verbal communication frequently to maintain control and attention in the classroom. Some suggestions in employing these techniques are that students should be close enough to have eye contact with their teacher. Eye contact is important since it breaks down barriers (Moorhead, 2005).

Listening skills are essential to learning. People learn by listening, observing and doing (Rega, 2000). Rega explained seven important barriers to listening:

1. Believing that it should require little or no effort to listen
2. Tuning out the subject or changing the subject
3. Becoming distracted by the sound of the speaker's voice or delivery manner.
4. Letting emotions get in the way.
5. Doing two things at once.

6. Concentrating only on facts rather than ideas, thus failing to grasp the general meaning of what is said.
7. Forgetting to test for understanding (in other words not asking questions).

Listening should be active, meaning that the listener is involved. Tips for active listening include: opening your mind and ears; switch off negative perceptions about the speaker; put aside preoccupations, analyze what is being said; really listen to what is being said rather than just being silent, never interrupt; ask questions, remember what was said, block out distractions and interruptions; be responsive by making eye contact and by leaning forward; and finally, be relaxed (Brooks, 2006).

Although these articles are intended for business people, they can transfer easily to the world of education, especially when keeping in mind that transition from school to work will require such communication skills. Active listening is further examined and the following tips given: 1. Listen with feelings. 2. Respond to feelings. 3. Encourage the speaker to get in touch with his own thoughts. 4. Ask questions. 5. Give your undivided attention (Cousins, 2000).

There also different types of listening according to Cousins (2000) which includes active listening as the superior alternative. These types of listening are: 1. Hearing without processing information; 2. Information gathering, in which the listener gathers information without really listening to the message; 3. Cynical listening, in which the person seems to be listening when in reality they are tuned out; 4. Offensive listening in which the listener does not look at the speaker, but does other things; 5. Polite listening, in which the listener is polite, but not active; and 6. Active listening, in which the listener expresses understanding of the speaker's message.

Funk and Funk (1989) discussed the importance of teaching listening in the classroom and stated that teaching listening skills is largely ignored since teachers expect listening skills to

develop naturally. They set up guidelines for teaching listening which include: establishing a purpose for listening, setting the stage, promoting positive listening habits, and providing for follow-up experiences and activities.

Although very little literature exists concerning listening skills in relation to the population classified as having a mild intellectual disability, there has been a great deal of interest during the past 25 years about issues concerning listening comprehension strategies (Berne, 2004). Several of these studies, however relied on subjective measures, such as teacher assessment of listening proficiency (Bern, 2004).

Murphy (1986) investigated the differences between more and less proficient listeners by examining the strategies they use. Murphy found that more proficient listeners were often concerned with rhetorical organization and were able to identify the main idea and the supporting details. Less proficient listeners, on the other hand, were more concerned with definition and pronunciation of unfamiliar words.

Listening effectively helps people learn and leads to better understanding, and although listening is an important part of communication we receive very little training on how to listen (Kemp, 2000). An example of the previous statement is a recent article by Cievelo (2009) which upholds the importance of communication in landing jobs through the interview; however it makes no reference to effective listening.

Achievement

Due to the passage of *No Child Left Behind* in 2004, more emphasis is placed on raising achievement ability for all students, including those with mild intellectual disabilities. The impact of NCLB on special education was the subject of a 2009 study by Vannest, Mahadevan, Mason, and Temple-Harvey. They interviewed educators, administrators, and staff

who worked with special education students and found main perceptions of the impact of NCLB to be both positive and negative. The positive factors included changes related to accountability, teacher qualifications, and evidence based practice. The negative changes related to the assessment of the students. Another question regarding achievement and students with special needs is how effective are the special education programs that serve them in raising their academic achievement? A study by Hanushek, Kain, and Rivkin (2002) sought to answer this question. Their study analyzed the special education programs themselves to determine if special education helps improve the achievement scores for students identified as having disabilities. The changes in the students over time were examined and findings indicated that student achievement increased when provided with special education services. This study also compared mainstreamed students to self-contained students and found no significant difference in their academic achievement levels.

In another study by Steele (2007), academic achievement for students with high incidence disabilities was examined due to the need for improving methods of instructing such students due to NCLB and IDEA. Steel examines improving instruction for students with a variety of high incidence disabilities including learning disabilities, attention deficit disorders, communication disorders, and behavioral disorders. The students were included in science classes in a secondary setting. Steel's study did not include students with intellectual disabilities; however, many of the learning difficulties in this study also relate to them. Vocabulary and language problems were addressed, along with difficulty in remembering what was seen and heard.

Self-Efficacy

Self-efficacy is defined by Bandura, (1986) as a person's judgment of their own capabilities to organize and execute courses of action required to attain designated types of performances. In a recent study of self-efficacy by Klassen & Ming (2010) self-efficacy for self-regulated learning was compared between high school students with and without learning disabilities. He found that students with learning disabilities rate their self-efficacy and self-regulatory efficiency lower than their peers without learning disabilities. Classroom achievement was also lower for the students with learning disabilities.

Differentiated Instruction

Differentiated instruction is defined as a process ensuring that a student learns by taking into account, how he or she learns it, and how the student demonstrates what has been learned. This requires a match for the student's readiness, interest, and preferred learning mode (Tomlinson, 2004). Rock, Greg, Ellis, and Gable (2008) examined the difficulties faced by general educators when faced with decisions concerning how to differentiate their instruction. Following their study is an appendix that delivers a framework for differentiated instruction. The authors recommended a five-step approach to differentiating instruction. This is called REACH, which stands for Reflect, Evaluate, Analyze the learners, Craft lessons based on research, and Hone in on data. Although their ideas are mainly geared toward differentiating instruction in the general education setting, they could be used in any educational setting where students have a variety of needs and learning styles.

The labeling of students is thought to contribute to their lack of growth. Students in an inclusive setting may benefit if their disabilities are considered a normal part of life. Differences may be viewed as ordinary in this type of classroom. Occasionally, most students, regardless of

whether or not they have some type of disability, will need some type of modification or adaptation to the curriculum (Baglieri & Knopf, 2004).

A team approach is often needed with pre-school age children and with all special needs students, to ensure differentiated instruction according to Kaderavek (2009). Her explanation of differentiated instruction is that it is in many ways related to universal design because it emphasizes the importance of helping students access the curriculum in ways that are meaningful to them. This also involves utilizing assessment in ways that are flexible since not all students can demonstrate their learning in the same way.

Utilizing differentiated instruction and meeting the high standards presented by No Child Left behind (NCLB, 2004) seems to be conflicting concepts; however, the two can theoretically be achieved simultaneously. Changing roles for teachers and some role confusion has been a result of the high stakes testing required by NCLB. Teachers today have an increased workload and several roles to play (Valli & Buese, 2007). Teachers, according to these authors, have become increasingly concerned about matching their instruction and testing materials to the types of questions used on state tests. Many districts are requiring that teachers align curriculum content and tests to the state test.

Differentiated instruction is not a new idea, but has its roots in the one-room school house (Anderson, 2007). In the one room school house there was certainly diversity since children were of all ages. A concept that has emerged more recently is the idea of choice. Choice is now considered an essential part of differentiated instruction (Walker, 2007). Choice and collaboration combined bring about a more full educational experience. When students do research individually on topics that they are interested in, they will then have information to

share with the rest of the class. They learn about the whole concept from one another, rather than trying to study the whole textbook alone to prepare for a test.

Since differentiated instruction involves individual differences along with readiness to learn, it must begin with assessment (Coulter & Groenke, 2008). Assessment may be formal or informal, or a combination. The teacher needs to know the student's current achievement level in order to begin instruction. The student's interests may be discovered informally by talking to the student and by providing choices, such as research topics in a history class.

According to Levy (2008) assessment is threefold and is used for a tool more than for a test. The three types of assessment that Levy discusses are pre-assessment, formative assessment, and summative assessment. The example given for pre-assessment is Know, want, and learned or KWL: what I already know, what I want to know, and finally what I learned. Formative assessment is informal. The teacher asks the students from time to time if they have questions about the lesson. Summative assessment includes teacher made tests, quizzes, and projects. It involves any type of performance that demonstrates what the students have learned.

As if a variety of backgrounds, cultures, languages, and levels are not enough, teachers must also provide an equivalent level of education to the few students with disabilities who are present in almost every general education classroom. Differentiating instruction can help these students learn and participate, but the teacher must be aware of the diversity within the realm of disabilities. Differentiation for a child with a hearing impairment would differ from differentiation for a child with autism, for instance. Modifications and accommodations are a part of differentiating for these students, but not necessarily all of it. Differentiation also occurs when students make choices and pursue interests. Just reading a test aloud to a student with a learning disability does not ensure that the instruction was actually differentiated. The main idea

when working with students with disabilities is to treat the disability as just a unique quality that the student has. Difference and disability should not be viewed as negative by teachers or students (Baglieri & Knopt, 2004). Teachers should attempt to embrace and utilize the variety of qualities of every student. This example helps the students to learn from each other.

According to Baglieri and Knopt (2004) teachers often create curriculum based on where they think students should be rather than where they actually are. Even though teachers are always aware of upcoming standardized tests, they must also be aware that skipping ahead and forcing students to learn rigorous lessons will not ultimately teach them anything. They will learn more by starting where they are and building from there.

Many general educators have students with disabilities that may or may not be easily recognized. One such disability is fetal alcohol syndrome (FASD). Many of the expectations are the same as for other students according to a study by Ryan and Ferguson in 2006. Experienced teachers tend to figure out where these students are and move them forward from there.

Students with autism and other disorders on the autism spectrum are a growing number in the United States. The reported prevalence of autism spectrum disorders, ASD, increased from 4 to 5 cases per 10,000 individuals in the 1960s to 5 to 31 cases per 10,000 individuals in the 1990s (Iovannone, Dunlap, Huber, and Kincaid, 2003). Today their number continues to rise. General educators will soon see many more students with high functioning autism and Asperger Syndrome in their classrooms. Differentiating instruction for these students may include systematic instruction, which is carefully planned and delivered with consistency. These students may also need a place to be alone that is situated within the classroom. Some may need a great deal of assistance with organizational skills.

The teacher of today will have to differentiate due to such diversity in the classroom. A teacher of today will also have to keep in mind that high stakes testing will have a role in measuring their effectiveness as a teacher. Differentiating instruction does not appear to impede the success that students have on standardized tests. Giving students choices and helping students succeed based on the variety of learning modalities of each student actually tend to help them grow and reach the current standards (Levy, 2008).

Conclusion

Methods for educating students with intellectual disabilities are changing in the wake of the *No Child Left Behind Act* and with the movement toward inclusion of many special needs students in the general education classrooms. (Browder, et. al., 2007). Most studies concerning the use of technology in special education involve learning disabled students, or students with hearing impairment or blindness. Some studies that involve students with intellectual dosabilities and the use of technology tend to concentrate specifically on students with autism or Down syndrome. Research needs to be done to look at students with intellectual disabilities as a whole, since they are often grouped together in public schools. Research needs to investigate what types of technology are appropriate to use with these students, since they are not on the same intellectual level as students with learning disabilities and cannot be adequately taught in the same way (Bouck, 2004).

Although listening skills are a part of the required educational curriculum, not much research is available on teaching students with mild intellectual disabilities the step by step process of listening along with providing these students with an opportunity to listen to presentations in various, or differentiated formats. The development of good listening skills for this population could benefit them is all aspects of life from employment to social endeavors.

Good listening skills would be needed before much of the technology would be of benefit to these students, since most of it is intended to provide an alternative format to reading.

Since there is a lack of information concerning software and other technology that is recommended for this group, it is necessary to test various types of technology for effectiveness. Complicated technology that is used with learning disabled students may not be the best choice. Since reading is a challenge for many students with mild mental intellectual disabilities, talking books or audio books may be beneficial in increasing their listening comprehension and vocabularies. Audio books began in 1931 when Congress established a program aimed at helping blind citizens. Today the popularity of talking books has grown and the methods of obtaining and using them have changed. They are more portable and may be found on CD, cassette, iPod, and on computers. Audio books are no longer just for the blind, and have been used to help increase reading comprehension (Wikipedia, http://en.wikipedia, 2007).

Talking vocabulary lessons are available on line and include pictures and sound. These lessons are recommended for English as second language students (ESL). The lessons are available at different levels. These lessons may prove to benefit students with intellectual disabilities in learning vocabulary words since they are interactive and informative.

Since so little information is available as to which direction to turn when attempting to provide an academic education that is linked to state curriculum standards for students with mild intellectual disabilities, it is necessary to investigate and discover which methods and tactics are the most productive. Until very recently the primary education for students with mild intellectual disabilities at the secondary level was community based instruction with hands on activities and very little in the way of academia (Browder, et. al., 2007). Technology for these students is generally thought to be assistive technology. Rather than technology designed for the entire

group to gain in academic skills, it is designed to help students reach individual goals. Since a child with intellectual disabilities has an Individual Education Plan, the individualization of education was permissible. Today, however, the child has an Individual Education Plan (IEP) and must also attempt to meet state requirements in learning that shall be demonstrated on standardized tests. This means that the curriculum for these students may be simultaneously life skill based and aligned with the general curriculum (Browder et. al., 2007). With this in mind, there is much to discover about the educational needs of this population.

CHAPTER THREE

Methodology

This chapter will provide the methodology used to study and answer the research questions. The chapter will also detail the procedures that this study used in order to investigate the effect that different modes of presentation of commonly used age appropriate novels have on improving listening skills, self-efficacy, and achievement for students with disabilities. The study examined the development of listening skills and self-efficacy in the population of self-contained students when they are presented with literature from the general curriculum in three different presentation modes. It also analyzed their retention and understanding of the literature, and compared the three modes of presenting the literature: a movie, electronic audio device, and teacher read material.

For this study, listening skills was defined by the students' classroom participation, attention to the speaker, freedom from misinformation, and by the students avoiding other tasks during the presentations. It was also analyzed by the scores obtained on the CELF-IV subtests which measured receptive skills and produced a receptive language index score on pre and post tests. Self efficacy was determined by the students' attitude while in class, pre and post test scores on the *GSE*, and through participation on discussions and the production of work samples related to the novels. Student mode preferences were determined by the self-report on the group survey and by the scores obtained on the teacher-made tests. Observation of the students and discussions about the three modes was also used to determine their preferences.

The study examined students in a self-contained rural public school in the United States. The class is in is a secondary school that contains grades nine through twelve. There were

672 students currently in attendance with 11% of these classified as special education students. The self-contained, or pull out program, has a total of fourteen students, or approximately .02% of the high school population. The goal of the study was to answer the following research questions:

1. Does the presentation of literature from the general curriculum make a difference in the listening skills of self-contained students with disabilities and in what ways will they demonstrate the changes to their listening skills?
2. Will the presentation of literature from the general curriculum make a difference in the self-efficacy of self-contained students with disabilities, and how will they describe their self-efficacy?
3. Will a difference emerge in the comprehension of the material among self-contained students with disabilities, based on three different modes of presentation: a movie version of a novel, an unabridged audio presentation of a novel, and a teacher read presentation of a novel and in what ways will the participants demonstrate comprehension?

Research Design

The design of this investigation is a case study. It analyzes a particular group of individuals in a specific context. In this case the individuals are students with disabilities who participate in a self-contained classroom setting for most of their school day. This study was a descriptive case study since it used pre-test and post-test data to analyze a particular critical event (Berg, 2004). Although this design was the primary structure of the study, other elements of qualitative design were also used. Elements of ethnographic strategies, for example, were used to help illustrate and interpret the data.

This case study focused on the use of three different modes of presenting novels to students in a self-contained secondary classroom. The students were observed in the naturalistic setting of their classroom. Participants were presented novels that are commonly assigned in the general curriculum at this particular school.

Instruments

The instrument used to test listening comprehension was a portion of the *Clinical Evaluation of Language Fundamentals-Fourth Edition, CELF-IV,* which is frequently used by speech pathologists with students with disabilities (Semel, Wiig, & Secord, 2005). The entire test measures a wide variety of receptive and expressive language skills. Performance on this test indicates a child's ability in everyday speaking and listening. The mean score is ten and the standard deviation is three. There are nineteen subtests; only the three subtests that address listening skills were used for this study. The school's speech language pathologist provided information to determine which students could be appropriately tested with this instrument and which subtests would be appropriate in determining the Receptive Language index score. These subtests used for students age 9 to 21 are described as follows: *Word Class Receptive* is a subtest in which students must choose two related words from a word group and explain their relationship. The second subtest used to determine the index score was *Understanding Spoken Paragraphs*. The participants listened as the examiner read paragraphs of increasing length and difficulty. They then answered multiple-choice questions given orally, following each paragraph. The questions, like the paragraphs, are of increasing complexity. The third subtest administered was *Semantic Relationships* in which the participant listened to a sentence and then chose two from a set of four choices to correctly answer a target question. Tests were scored manually with

pen and paper rather than with a computer program, since this version is currently used in the district and is available from the school's speech pathologist.

The *CELF-IV* is designed to test individuals from ages five through twenty-one years old. Questions in the selected subtests target main ideas, detail, sequence, and inferential predictive information. The *CELF-IV* was standardized on a representative sample of 2650 students. Reliability is reported to range from .71 to .86 for the subtests and .88 to .92 for the composite.

Content validity for the *CELF-IV* was provided by a review of the language skills and development of students from the age of five to twenty-one years old. The internal structure of the test was assessed by factor analysis, which showed high correlations between the core language score and other language indexes.

The General Self-Efficacy scale (GSE) was used to measure self-efficacy. The GSE is used and designed to measure and assess optimistic self-beliefs used to cope with many of the demands of living (Schwarzer & Jerusalem, 1995). The assessment uses a scale that consists of ten items that are self-administered. It takes an average of four minutes to complete the assessment. Participants were asked to respond to each item on the assessment, which uses a 4-point Likert type scale ranging from "not at all true" to "exactly true." Scores range from 10 to 40. Cronbach alphas ranged from .76 to .90. Criterion-related validity is reported as positive coefficients with favorable emotions, dispositional optimism, and work satisfaction. (Schwarzer & Born, 1997). This assessment has been used in many research studies where the alphas produced internal consistency between .75 and .91 respectively. Since all of the students in this study have a modification in their individual education plans requiring that tests are read aloud to them, the self efficacy scale was read aloud as the students completed it.

The researcher in this study also acted as an instrument. She was the self-contained

classroom teacher of the participants at the time of this study. The researcher has a Master's degree in Special education, and at the time of this study 19 years of teaching experience in the field of special education. Also for the past nine years, she taught in the self –contained classroom in which most of her students spent most of their school day in her classroom. The researcher acted as an instrument by seeking to gain a complete picture of the classroom. A holistic approach is used in natural settings to make adequate decisions and interpretations of observations (Stainback & Stainback 1984). The researcher was also a participant in that she is ordinarily present in this classroom rather than visiting the classroom to make observations. Some interviewing was a part of the study, but was also a natural part of classroom questioning and answering. Students in the classroom were only slightly aware of any differences in their curriculum and therefore behaved in a natural manner.

Curriculum

Materials used for this research were novels that are currently read in the general curriculum at the school in which the study was conducted. One of the novels, *To Kill a Mocking Bird* (Lee, 1960), is read in the general curriculum during the spring semester of the eleventh grade Language Arts classes. This novel is described by Scholastic.com as having an interest level for grades nine through twelve and a reading level of 8.1. For this study the movie version was presented instead of the book since this is the longest of the three novels, and since the movie version was the 1962 Pulitzer Prize winning film. The second novel to be presented was *The Outsiders* (Hinton, 1967). This novel is currently read in the ninth grade general curriculum at the school where the research took place. Scholastic publishers list it as having an interest level from 8th through 12th grade and a reading level of 5.1. This novel in its unabridged form was presented to the students in the self-contained classroom using audio recordings. The third

novel presented was *Animal Farm* (Orwell, 1942). Scholastic publishers list this novel as having an interest level of 9th through 12th grade and a reading level of 9.2. This novel was read aloud by the researcher/classroom teacher.

Participants

Participants in this study were drawn from a self-contained special education classroom in a rural Mid-South public school district. All of the participants had IQ test scores from the *Weschler Intelligence Scale for Children (WISC-IV*); current adaptive behavior assessments from the Vineland Adaptive Behavior Scales or the Adaptive Behavior Assessment System-Second Edition (ABAS-II); current achievement test results and current classroom based and curriculum based assessment results. All participants in this study were achieving more than three years below their peers in the same grade placement level in all or most academic areas. They also had reading scores below seventh grade level and were in the grade ninth through twelve.

All 14 students in the self-contained classroom were given the opportunity to participate in the study and presented a variety of disabilities and ranged from moderate intellectual disability to average intelligence. The students included twelve males and two females; twelve white and two Hispanic; three in the ninth grade, four in tenth, five in eleventh, and two in twelfth. There were several different disability types represented including: four with multiple disabilities, one with autism, one with a specific learning disability, one with other health impairment, one with a speech language disability, and the remaining six with mild intellectual disabilities without other co- morbid disabilities. Recent informal sight word recognition testing at the beginning of this school year revealed that the student's reading levels range from two who are non readers to one who reads at level six. The average reading level in

this classroom is at level three, indicating that the students are far below their non-disabled peers who attend the general curriculum core classes. The following table summarizes the demographics of the participating students.

TABLE 1: Demographic Summary

Student	Gender	Age/grade	Race/Nationality	Primary Disability	Recent IQ	Reading Level
1	F	16/11th	Hispanic	MD	45	Pre-primer
2	M	17/12th	White	MD	40	Non Reader
3	M	17/11th	White	Mild ID	54	Pre-primer
4	M	16/10th	White	MD	60	Pre-primer
5	M	15/10th	Hispanic	SLD	97	2
6	M	16/10th	White	A	42	Non Reader
7	M	17/12th	White	MD	61	6
8	M	14/09th	White	Mild ID	69	4
9	F	15/09th	White	Mild ID	59	2
10	M	16/11th	White	Mild ID	60	5
11	M	16/11th	White	OHI	98	5
12	M	16/11th	White	Mild ID	65	5
13	M	15/10th	White	SL	78	6
14	M	14/09th	White	Mild ID	70	6

A: Autism, MD: Multiple Disabilities, SL: Speech Language Disability, SLD: Specific Learning Disability, OHI: Other Health Impaired, Mild ID: Mild Intellectual Disability

Data Collection Procedures

Participants were selected on a voluntary basis after approval was obtained from the Institutional Review board. After all permissions were granted from the parents or guardians and the participants, the participants were given a pre-test using the three subtests that measure listening skills from the *CELF-IV*. They were also given a pre-test with the *GSE* to measure self-efficacy before they began to study the three age and grade appropriate novels presented in three different modes.

The first novel presented was *To Kill a Mockingbird.* Students were asked if they had either read the book or seen the movie version, and if they like to watch the movie version of books. If they were familiar with either the movie or the book, they were asked to report what they recalled about it before the presentation of the movie. The students were then shown the movie of Harper Lee's *To Kill a Mockingbird.* The movie version was selected for this novel since the novel version is too long for the purpose of this study. The students watched this in Language Arts class each day for forty minutes until the movie was completed. This took four days of viewing since the total running time of the movie was 130 minutes, and they watched some portions of it again. The story line was discussed in class, but the test was not reviewed; students then took a teacher-made test over the movie.

The next novel presented was *The Outsiders* by S.E. Hinton. It was presented to the students in audio format. The students were asked if they were familiar with this book and to what degree. If they were familiar with it, they were asked to discuss what they knew about it prior to the presentation of the book. They were also asked if they like to listen to books in audio format. The students then listened to this novel for thirty minutes per day for two weeks. They were given the option to take notes while listening, and on several occasions to draw pictures or

write about what they recalled in the few minutes of class time following the presentation. A teacher-made test over the novel was then given. The third novel, George Orwell's *Animal Farm*, was presented by being read aloud by the teacher. Prior to listening to the students were asked if they like to listen to books read aloud and if they had ever listened to this particular novel or seen the movie. Students were also asked to discuss any prior knowledge of this book or the movie version with the teacher and the class prior to the reading of it. The students then listened to the teacher read the novel in their Language Arts class for approximately thirty minutes a day. This took place for approximately two weeks. Following this activity, students were administered a teacher-made test over the novel. After all of the novels were presented in their various modes of presentation, students were given a group interview using a teacher-made questionnaire to see what their preferences were and to give them the opportunity to examine the three modes and the three stories. After they were questioned about their preferences, post-tests with the four listening skills sub-tests of the *CELF-IV* and the GSE were administered.

Data Analysis

Field notes were taken daily during the course of the study, which took approximately eight weeks to complete. Field notes included observation of the participants as they listened, viewed, or discussed the stories in the various modes that they were presented. Students were also asked questions about their favorite stories and their favored method of presentation. Scores for the teacher –made tests were compared to determine if there was any difference in comprehension between the different modes of presentations. Listening skills and self-efficacy were assessed before and after the presentation of all three novels in different modes. Scores of these tests were coded and themes analyzed to gain insight into the changes that may have taken place in these two areas. Participant preferences of the three modes were also analyzed to

determine if they comprehended best when presented the novel in a manner that they preferred. Finally, teacher-made test results were compared to determine if there was any difference in students' comprehension when presented material in different modes. Data in this study were analyzed typologically. According to Hatch (2002) there are eight steps to analyzing data in this manner. These include:

> (1) Identify typologies to be analyzed (2). read the data and make entries related to the typologies (3) read entries by typology and record the main ideas on a summary sheet ((4) look for patterns, relationships, themes and typologies (5) record data and code entries according to patterns identified while keeping records of what entries go with which patterns (6) decide if the patterns are supported by data and search the data for non examples of the pattern (7) look for relationships among the identified patterns (8)write the patterns as one sentence generalizations. (9)Select data excerpts that support your generalizations. (Hatch, 2002, p. 153)

Since there are several categories under observation in this study: self-efficacy, listening skills, and three modes of presenting literature that is traditionally read in the general curriculum, the data were analyzed by organizing everything into groups and categories rather than proceeding from specific to general. This enabled the typologies to be identified. Patterns, relationships, themes and typologies were searched for and observed. A decision was made as to whether or not patterns are supported by data, and the relationships among patterns were identified.

CHAPTER FOUR
Results

Introduction

The purpose of this study was to gain a better understanding of the learning process of students with disabilities that are significant enough for them to be placed in a self-contained setting, which is defined as more than 40% of the school day in the general curriculum. This current research was intended to add to the limited research on modes of learning and listening skills development among secondary students with disabilities, along with their self-efficacy. The use of general literature curriculum presented in different modes was compared for student preference and comprehension, and for the increase in self-efficacy and listening skills following their immersion in the three different literary presentations.

Data Collection

Data were collected in the spring of 2011 in a self-contained special education classroom for students classified as grades 9 through 12. Several sources were utilized for data collection: observations, interviews, documents, self-rating scales, school activities, and tests. All interviews were group interviews and conducted in the classroom as a natural part of the Language Arts class discussion, before and after the presentation of the literature in different modes. Students were aware that they were participating in a study; however, they were accustomed to the researcher as their teacher, and provided more natural responses.

Participant description

Fourteen students were enrolled in the classroom; all fourteen agreed to participate and were given permission by their parents to be included in the study. The students participated at different levels due to the diversity in their ability levels. Of the fourteen students, nine students were full participants in all of the activities, while three were partial participants. No personally

identifiable data were used; students were identified by the letter “S” for student and a number from 1-14, to ensure that they remained anonymous.

Time-line and procedures

General education students at the school read the novels that were used in this study. While the students in the study were not required to actually read the books, they were responsible for gaining knowledge from their content with three alternative means. In the general education setting students do not read the three books in the same class or in the same year. They generally read *The Outsiders* and watch the movie version in their ninth grade language arts class; Animal *Farm* in their ninth grade civics class; and To *Kill a Mocking Bird* in their tenth grade language arts class.

Students in the study had some past experience with watching literary movies and with having novels read aloud. Some also had experience with listening to books on CD or tape with headphones. None of the students had previously listened to an audio using the LCD player with audio media player as a class assignment. This method was used in the study to ensure the students were all listening and were in the right place. None of the students had experienced watching a literary movie followed by an audio presentation and then a teacher-read novel. Most of the students had very little experience with the general curriculum, since most had been in a self-contained special education classroom for at least three years. Some of these students also received speech therapy services as a part of their related services as stated in their Individual Education Plan. These students had been given parts of the CELF IV in the past during speech evaluations. Most of the students were not currently involved in speech however, so their experience with this test would have been more than three years ago. None of the students

recalled ever being given the General Self Efficacy Scale. The following table presents the time line that was followed during the procedure.

Table 2 Timeline

Activity	Date
Pre-test: CELF 4 & GSE	02/14-15/2011
Movie	02/17/2011
Movie Test	02/23/2011
Audio Book	03/01/2011
Audio Book Test	03/18/2011
Teacher-read Book	03/29/2011
Teacher-read Book Test	04/14/2011
Post-test: CELF 4 & GSE	04/14-15/2011

On the first day of the investigation, students were administered the *General Self Efficacy Scale* to complete in a group. Before administering the scale, the meaning of the scores was explained. The following instructions for completing the questionnaire were read: "please circle the degree to which you agree or disagree with the following statements: 4-exactly true, 3-Moderately true, 2-hardly true, and 1- not true at all." The entire scale was read to the group since all of the students in the classroom receive oral testing as a part of their modifications in their Individual Education Plans. The meaning of some of the words was also explained and a

synonym for the word was provided, if needed. An example of this is question two: if someone opposes me, I can find the ways and means to get what I want. After reading this exactly as it is written, it was interpreted as, “if someone goes against me, I can find a way to get what I want.” This rereading and interpreting of many of the statements helped students understand words that are difficult for them. Most of the statements are not too difficult to understand, but when students looked confused, they were reworded. The same day students began taking the three sub-tests of the CELF-IV that are used to determine a receptive language index. The receptive language index is a measure of listening and auditory comprehension. The score is derived by adding scaled scores from a combination of two or three receptive subtests. The subtests used for this index were: Word Class Receptive, Understanding Spoken Paragraphs, and Semantic relationships.

Students began watching the movie version of *To Kill a Mockingbird* during their first period Language Arts class on February 17. They watched the movie for approximately 30 minutes each day until it was concluded on February 22. They discussed it with their instructor as a group before and after the movie each day. On the first day the students were asked if they had seen the movie before. Two raised their hands. When asked what it was about, one student could not recall any information, and the other said, “It was about a boy and a girl and a house.” This demonstrates that the movie was fairly new to the entire class. The day after their final viewing of the movie, a brief review was conducted by asking students questions about the movie. Most seemed to understand what had been happening, but they had more difficulty recalling details such as the names of individuals in the movie. The students then completed the ten -question multiple choice test that was read to them. Results of the test ranged from 50% to 100% correct responses, with a class average of 85%. Student 1 and student 3 both had a

teacher's assistant stand near them to point out the words as the questions were read, since it is difficult for them to follow oral reading. With this modification, S1 made a score of 50% and S3 80%.

The audio version of *The Outsiders* was down loaded so it could easily be played using an LCD player. The students did not have to use headphones since all of them listened together. In the event that someone missed a session, he or she was allowed to catch up by listening to the story with a CD, CD player and headphones during homeroom or other free time. The students began listening on Tuesday, March 1. They listened for 30 minutes, each day. Students had the option of taking notes while listening, reading along from the book while listening or both if desired. S7 and S10 wanted books to read along with. None of the other students chose to read along with the audio, and three students took notes on at least one occasion during this presentation. The students who took notes were S7, S8, and S14. Those that showed the best listening skills throughout the duration of the audio were S2 (when present), S3, S6, S7, S8, S9, S10, S12, and S14. Students were considered to demonstrate good listening skills if they were observed to have facial expressions showing engagement in the story, if they sat quietly, and if they refrained from doing other things, such as reading unrelated materials or drawing unrelated pictures. Although everyone was quiet during the presentation, those who did not show good listening skills were observed encaged in some of the following behaviors: doodling, reading other materials, playing with a calculator, and occasionally sleeping. These students included S1, S4, S5, S11, and S13. S5 and S13 actually seemed upset that they were expected to listen, and although both read above fourth grade level, neither wanted a book to aid in following the story. Neither wanted to take notes or contribute drawing when given an opportunity to do so.

The lulling voice used in this audio, and in many audio stories, had a tendency to make the students relaxed to the point of drifting off to sleep. The first day was the most obvious as several them, including the good listeners, lay their heads down on their desks within ten minutes. Even though the entire class initially seemed to have difficulty understanding and following the story, they began to show signs that they understood it before the first chapter was completed. They laughed at humorous portions and showed a variety of facial expressions throughout. By the end of the first session the students already had found a favorite quote, "need a hair cut greaser?" This was repeated by many and some drew an illustration for this. Most of the students began to enjoy the characterization and the plot of the story. It was at this point that it was decided that it might help them retain the story better if they were allowed to draw pictures to illustrate the action on some of the days following the audio. They still were allowed to take notes or read along during the readings, but this gave them an opportunity to extend their knowledge in a creative way. A variety of learning types was demonstrated. There were those who preferred to just listen and then draw a picture or write a sentence or two after the thirty minutes of listening; those who liked to take notes during the session and then draw an illustration afterward; one who like to spend two days drawing a well developed illustration for a particularly important part of the story; those who appeared to listen but were non verbal and could not draw or write; and those who did not really want to participate and preferred to do something else, such as read a newspaper or play with a calculator. The audio was concluded on March 17th and a ten- question multiple choice test was administered over the book. Each question had only three choices. In between the readings students completed a total of 68 work samples related to the story. Much of the work samples were in the form of drawings, but a

considerable amount was in the form of notes. The test scores were somewhat lower than the test scores for the movie, ranging from 30% to 100% and the average of 79%.

Spring break fell March 23-25; therefore the third part of the investigation began Monday, March 28. The students were asked to listen to the novel, *Animal Farm*; it was read aloud to them. It was not unusual for stories to be read aloud to these students; however none had heard this novel before. One student, S11, had taken civics in the ninth grade and was slightly familiar with the book. He did not recall any of it being read aloud, but said he had seen the movie.

Before reading the book, students were asked to indicate if they could remember their parents reading aloud to them in the past. All of the students in the room insisted that their parents had not read aloud to them, or that they could not recall it, except for S10 who said that he remembered it when he was about three years old, but not after the age of three.

The novel *Animal Farm* was selected because it is used in the general curriculum civics classes and due to its length and subject matter. The book is very symbolic and has political content. The symbolism and politics were only discussed lightly. Students were allowed to derive much of the meaning for themselves. Issues such slavery, rules that change over time and greed were discussed but political movements or theories were not discussed. The book was read for thirty minutes each day during their 50 minute language arts period. Students were allowed to express themselves on several occasions after the readings. S2 was at work at a sheltered workshop on Tuesdays through Thursdays, and was therefore unable to participate in drawing or writing. S6 was also unable to participate in these activities although he listened attentively each day. S1 had produced only one artifact during the audio story, but she produced four pictures of animals for this novel. S5 was the only one who participated in drawing after *The*

Outsiders who refused to draw or write after listening sessions with *Animal Farm.* S5 produced two work samples during the course of this novel and S13 produced three work samples. Both of these students had refused to participate in drawing or writing during the previous novel. S5 was very particular about what he wrote. He wanted to copy something from the book and asked several times what he should copy. He was finally told to copy what he thought was important. On one occasion he copied the rules of animalism and on another occasion he wrote the last part in the book about how the pigs and men could not be distinguished from one another.

The novel was read daily from March 28 until April 13. Students took their ten question multiple choice test over this novel on April 14. Test scores ranged from 20% to 100%., with an average of 72%. The students performed lower on this novel test than on the other two, however, the class average was not unusually low, and was in fact average on a scale of 70 to 79 being considered average performance.

After this test was given on April 14 students completed the General Self Efficacy Scale a second time to determine if there were any changes in their self concepts. The three subtests of the CELF IV that had been given previously were also administered with some of the students on this date and concluded on April 15.

Description of the Individual Participants

The following section describes each of the fourteen participants. It discusses their attitudes about their work, their preferences, and their scores on the various assessments. Below, Table 3 compares the participants in regard to gender, age, disability, and whether they are verbal or non-verbal. A student may be considered nonverbal yet still be able to say a phrase or a word at will. A student may also be considered verbal, yet be difficult to understand even though he or she speaks in complete sentences in an attempt to communicate. None of the students in

this study are completely mute. S6 only repeats one word over and over, so he is the most nonverbal of the students. S1 only says a few words, but S2 sometimes says phrases.

Table 3: Student comparison of verbal/non-verbal

Student	Gender	Age	Disability	Verbal/Non-verbal
S1	F	15	MD	Non-verbal
S2	M	17	MD	Non-verbal
S3	M	17	Mild ID	Verbal
S4	M	16	MD	Verbal
S5	M	15	SLD	Verbal
S6	M	16	A	Non-verbal
S7	M	17	MD	Verbal
S8	M	14	Mild ID	Verbal
S9	F	15	Mild ID	Verbal
S10	M	16	Mild ID	Verbal
S11	M	16	OHI	Verbal
S12	M	16	Mild ID	Verbal
S13	M	15	SL	Verbal
S14	M	14	Mild ID	Verbal

A: Autism, MD: Multiple Disabilities, SL: Speech Language Disability, SLD: Specific Learning Disability, OHI: Other Health Impaired, Mild ID: Mild Intellectual Disability.

Student one, a girl identified as Hispanic and with multiple disabilities, was sixteen years old at the time of the study. She was a partial participant due to being mostly nonverbal. She was

reading at a pre- primer level at the time of the study and used Picture Exchange Communication Cards to aid in communicating with teachers and peers. She also demonstrated her reading ability by matching word cards to pictures of objects or people. She was able to participate in all but one of the activities. She says a few words and phrases daily, however she does not non converse with others. Due to her inability to communicate verbally, her speech language pathologist recommended that she be excluded from the CELF IV testing used to determine a receptive language index score. She participated in listening and viewing all three of the novels, drawing pictures to tell what was happening in the two that were presented through auditory means, group interview of preferences, tests following each of the novels, and the General Self Efficacy Scale pre and post test.

Student one was more attentive during the movie presentation of *To Kill a Mockingbird* than when listening to *The Outsiders* or *Animal Farm*. She appeared to be much more able to understand the visual presentation. Her scores on the tests were all low however, and were not counted against her report card grade since she received grades for other activities, such as using her PECS cards to communicate. Her tests scores were as follows: movie test: 50%, audio book test: 30% and teacher read test: 50%. She answered group questions on an answer sheet with the help of a teacher aid, who pointed to questions as they were read. She indicated her preferences on this sheet while it was read to be as follows. Question One: Which story did you like best? Answer: *To Kill a Mockingbird*. Question Two: Which method of presentation did you understand best? Answer: Audio book. Question Three: Which story was easier to understand? Answer: *Animal Farm.* Question Four: Which way do you learn best? Answer: Listening. Question Five: Did you like all three stories? Answer: Yes. Question six: Which story did you like least? Answer: The outsiders.

Some inconsistencies were noted with these answers. She indicated that she liked the movie version of *To Kill a Mocking Bird* the most which was consistent with her answer to which story she liked least, which was *The Outsiders*; however, she indicated that she preferred the audio book presentation format to the movie format, and that she learns best through listening rather than watching movies. Her test scores however, showed that she preformed the same on the audio format as the movie format, and much lower on the teacher read format.

Her participation in drawing pictures on selected days after the audio and teacher read presentations, increased with time. She seemed reluctant to participate in this at first, but by the end of the eight weeks she was drawing a picture each time she was given this opportunity. She drew a total of five pictures; one was drawn for *The Outsiders* and four were drawn for *Animal Farm*.

Student one was given the *GSE* on February 14 and again on April 15. She scored a high score of 35 on each of these. She gave the same score of 4 for all of the statements on both the pre-test and post- test except for a score of 3 on two of them. A score of 3 means moderately true. She scored statement two which is: "if someone opposes me, I can find the means to get what I want" with a score of 1, which means, not true at all.

Classroom observations of this student were conducted throughout the investigation. During the movie she was much more attentive. She watched the entire movie and did not appear to be distracted. The movie took only four days to watch, so this may have helped her maintain her focus. The lights are also out during the movie viewing, so there are fewer opportunities for visual distractions. She did not pay as much attention during either the audio media player presentation of *The Outsiders* or the teacher read presentation of *Animal Farm*. Some behaviors that were noted were: sleeping, coloring, looking at her Picture Exchange Communication

System, PECS book. PECS picture cards are attached in the book with Velcro and may be removed and given to a teacher when the student is making a request. She seemed to listen better as the story developed. By chapter six of The Outsiders, she was sitting up and listening. She demonstrated what she had heard by drawing pictures. She drew one picture for *The Outsiders* and four to represent *Animal Farm*. Her picture for *The Outsiders* was a picture of people, presumably characters from the story. She consistently drew a smiling pig to represent *Animal Farm*. Overall student one seemed to have gained new skills through these presentations. These new skills include communicating her reading comprehension with pictures, which he had not done previously, and determining what her favored mode of presentation was. She was able to make some decisions about her own learning style.

Student two was a Caucasian seventeen year old senior with multiple disabilities. His disabilities include Autism, seizure disorder, and moderate intellectual disability. Due to his inability to speak or to communicate without the occasional use of picture exchange cards, he was unable to participate extensively in the study. Another factor was that he only attended on Monday and Friday; he was gone the rest of the week to participate in job training activities at a sheltered workshop. This student did participate well in that he watched the movie and listened to the audio presentation and teacher read presentations without causing any disruption. He occasionally played with beads at his desk, but did not make disruptive vocalizations, which indicates he was attending to the movie and audio presentations. He was not given any tests, interviews, or the GSA scales due to his inability to speak, read, or write.

Student three was a seventeen year old male Caucasian junior at the time of this investigation. He is classified as having a mild intellectual ability. Although it is mild, his ability level is somewhat lower than many of the other students with this classification. He is verbally

limited and non academic. He was reading at a pre primer level and wrote only very basic words. He was unable to follow along when questions were read so an aid assisted him by running a finger under each sentence as it was read aloud. This student is strong in social skills, but he generally prefers the company of adults. Although he is weak in many areas, he was a full participant in this investigation.

Daily classroom observations of this student indicated that he listened very attentively at all times. He never fidgeted, slept, looked at books, or bothered other students. He participated in the after the story activities each time he was given an opportunity. He drew a total of nine pictures following daily readings. Five of these were for *The Outsiders* and four for *Animal Farm.* He drew people and animals and in general, seemed to have basic knowledge of story events. His test scores following the presentations were somewhat sporadic as: movie test 80%, audio media book 100% and the teacher read book 40%. His answers to his preferences were both consistent with these scores and inconsistent in some ways. He answered that the story he liked best was *Animal Farm*, which is inconsistent with his test score. He also answered question two inconsistently by saying that the presentation style he understood best was teacher read. He answered question three with a consistent answer in that he said the easiest story to understand was *The Outsiders*. He gave an inconsistent answer to which way to you learn best, by choosing interaction with the teacher. He answered "no" to the question, did you like all of the stories. He answered that he liked *The Outsiders* the least which seemed inconsistent with his score of 100%. It appears that this student felt that the audio media story was too easy to understand and did not present challenges to him; therefore, he liked it least and preferred a more challenging presentation style and story. It is difficult to use this information to determine whether the student was inconsistent or just liked the teacher-read story the best, even though he had more

difficulty understanding it. It is also possible to have a good understanding of a story, and yet, not like it.

Student three participated in the *General Self Efficacy Scale* on February 14 and again on April 15. S3 at first scored a high score of 29, but this dropped to a more moderate score of 23 on his post- test. On his first test he gave questions three and eight each a score of two. These dropped to a score of one for each on his post-test. These statements are: "It is easy for me to stick to my aims and accomplish my goals," and "when I am confronted with a problem, I can usually find several solutions." Numbers four and six remained fours. These statements are "I am confident that I can stick to my aims and accomplish my goals" and "I can solve most problems if I invest the necessary effort." He gave himself five twos on the second trial. Only one of these had been given a score as low as two on the first scale taken. He seemed to have lost some confidence over the course of the study, and this may be partly due to the decline in his test scores from the first presentation to the last.

This student was determined to be able to participate in the *CELV IV* subtests by his speech language pathologist. On the pre-test of the subtests, student three obtained a receptive language index of only 40. On the post test, approximately two months later, he received a score of 54.

Student four is classified by school definition as having multiple disabilities. He has speech language difficulties, a mild intellectual disability, and has been evaluated for a possible spectrum disorder, which has not yet been fully determined. He speaks, but is often difficult to understand. He reads at a pre primer level, but often contributes to class discussions, and frequently answers oral questions in class correctly. He paid attention most of the time, even though he was observed drawing on a piece of paper frequently during the audio media

presentation and the teacher read presentation of the novels. He had rather inconsistent scores on the tests: movie test 100%, audio media player test 50%, and the teacher read test 100%.

On the group interview questions student four indicated that the story he liked best was *The Outsiders*. He chose audio book or media player presentation as the style that he understood the best. He chose the teacher read book, *Animal Farm*, as the story that was easiest to understand. He then chose looking at pictures or watching movies as the way he learns best. He said that he did like all three stories and liked *To Kill a Mockingbird* the least. Several of his answers seemed somewhat inconsistent with other answers and with his test scores. The choice of audio media presentation for the presentation style he understands best is inconsistent with his score on the Outsiders test. It is also inconsistent with his answer of looking at pictures and watching movies to the question "which way do you learn best?'' This answer, however, was consistent with his high score on the movie test. His final answer that his least favorite story was *To Kill a Mockingbird* may explain why he did not choose the movie as the presentation style he understood the best.

Student four participated occasionally in drawing pictures following the audio and teacher read novel presentations. He does not write in sentences independently and enjoys drawing; however, he only participated two times. The drawings were of people and events in *The Outsiders.* This is consistent with this story being his favorite of the three. Ironically it was the story on which he earned the lowest test score.

This student completed the *General Self Efficacy* Scale on 2-15-11 and on 4-15-11. Even though his score was the same, some of his answers changed. From the first questionnaire to the second question one number two dropped from a three to a one. This statement is: "if someone opposes me, I can find the means to get what I want." Question number one increased

from a three to a four. This statement is: “I can always manage to solve difficult problems if I try hard enough.” Number five increased from a one to three and reads: “thanks to my resourcefulness I know how to handle unforeseen situations.” Number nine went down from a three to a two. It states:” if I am in trouble, I can usually think of a solution”. Number ten went up from one to a three and states: “I can usually handle whatever comes my way.”

Student number four took a pre-test and a post-test in three subtest areas needed to calculate his receptive language index score. These subtests were: *Word Class Receptive*, *Semantic Relationships*, and *Understanding Spoken Paragraphs*. His post test score were significantly higher than his pretest score. The Pre-test was administered on February 14th 2011 and he received a receptive index score of 52; the follow up post test was given on April 15th 2011, and he received a score of 70.

Student five had his sixteenth birthday during the study. He is a very quiet Hispanic boy, born in California to parents whose primary language is Spanish. He is diagnosed with a Specific Learning Disability. This means that his measured intellectual ability is at least two standard deviations above his achievement scores in one or more area. In his case his IQ scores are well above achievement scores in all academic areas. His full scale measured intelligence is within the average range, so he does not have a mild intellectual disability like the majority in the class. He appeared anxious during many of the activities during the investigation. He acted the way he generally does in other classroom settings however, so it was not unusual. He was generally afraid of failure and afraid to answer questions. He appeared, as he always does, to be a highly visual learner. Student five participated in all parts of the study. He was given extra time to answer the test questions, which is a modification that is always provided for his tests. Extra time is defined as time and a half for any student who has this as a modification.

Student five was sullen throughout the study. He was also needy of my attention more than usual. He seemed to participate best during the movie, and it held his attention. He tried to do other things several times during the audio media presentation. He read his library book until asked to put it away. He attempted to read the paper or work on copying words from the dictionary during the audio presentation and teacher- read presentations. When he was encouraged to use the novel to read along, he occasionally cooperated. When the students were given the opportunity to write about what they had learned, or to illustrate what they had learned from the readings at the end of selected sessions, student five generally refused to cooperate. He did not complete any of these supplementary activities for *The Outsiders.* Although, he is able to draw relatively well, student five refused to draw any pictures to illustrate the stories. He finally took the book, *Animal Farm,* on two occasions and copied what he considered to be an important portion of the story. His printing is incredibly neat, and the parts he chose were very pertinent to the story.

Student five received the following test scores: movie test: 100%, audio media book: 50% and the teacher read book 20%. These scores were used in the data analysis; however, he was allowed to make up the test over the final presentation using an open- book strategy. When he took this test open book, he scored 100%. This was allowed since he is almost totally a visual learner. Student five appeared to comprehend very little from audio media or teacher read books; however, he was observed daily during the investigation and it was noted that he was not engaged in either of these stories.

When asked the interview questions, this student was reluctant to respond. He answered question one: “which story did you like best” with “neither.” “Neither” was his own option and was not one of the three multiple choice options given. He wrote this answer beside the options.

To question two “what method of presentation do you like best?” Student five answered “movie,” which is consistent with his test score and learning style. Question three: “which story was easier to understand was answered” with “neither.” This is inconsistent with the score of 100% that student five earned following the movie test. His answer to question four: “which way do you learn best” was “movie.” This is also consistent with his general learning style and his test scores. He answered “no” to ‘do you like all three of the stories?’ And wrote in ‘none’ for the last question: ‘which do you like least?’ Apparently, student five thought that all of the stories were too difficult for him, and he was not interested in them, but the movie format made the first story more accessible to him. He understood it regardless of whether he liked the story or not.

Student five participated in scoring the ten statements of the General Self Efficacy Scale on February 14 and again on April 15, 2011. On the first day of the testing, he initially refused to respond. He finally decided to participate after it was explained to him a little more. He scored himself a one for every question at that time. This resulted in a very low score of ten. It was the lowest score that any student in the class gave themselves. On the second setting, he improved slightly and decided to give himself a two for questions five and seven. All other questions received a score of one which means “never true.” A score of two means “hardly true.” These scores were improved for question five:” thanks to my resourcefulness, I know how to handle unforeseen situations,” and question seven: “I can remain calm when facing difficulties, because I can rely on my coping abilities.” Although he only scored twelve of forty possible points on this scale, he seemed more cheerful when completing it the second time.

Although this student has average intellectual ability, he had a lot of difficulty with the receptive vocabulary subtests of the *CELF IV*. On the first try, February 14th, he came willingly,

but soon felt that he was unable to comprehend the testing. He wrote me a note saying “I can’t do this.” I allowed him to stop after a few minutes of trying each subtest. He scored the lowest possible score for this scale, which was 40. On the second try two months later, he improved somewhat. He was able to think of some words for the word class receptive subtest and was able to listen to the paragraphs and answer two of these correctly. His score was 44 on this post-test. This student demonstrated an extreme lack of confidence that seemed to contribute to his difficulties. He already had trouble with listening skills and is almost exclusively a visual learner, but lack of confidence is also a definite trait of this student.

Student six is diagnosed with autism. He is nonverbal and uses a Picture Exchange Communication System to make simple requests. He was sixteen years old at the time of the study. He was present almost every day of the investigation, but was only able to be a partial participant. Although his IQ score places him in a more moderate level of intellectual ability, other documentation of his abilities state that he comprehends on the level of an 18 month old child. He was able to listen and watch movies, and demonstrated that he understood that he was participating in the activities by sitting quietly and appearing to take in both the movie and the novels. He was unable to talk, and unable to consistently point or gesture to any choices that were in writing. He was not able to draw pictures or indicate his mode preferences, since he does not make choices other than choosing picture cards for things that he needs or wants such as food or water he was not asked to participate in the group interview or the *GSE*. His speech pathologist also said that he would not be able to respond to questions of the CELF IV. He was unable to participate in the interview, the *GSE*, the *CELF IV*, or the writing and drawing activities after the reading of the material; however, he performed very well while viewing and listening.

Although he has been disruptive in the past, he appeared to recognize the activities as important, and did very well by paying attention and not vocalizing during any of the movie, the audio media player, or the teacher- read novel. Classroom observation of student six noted that he paid more close attention during the audio media player presentation of *The Outsiders*. He seemed to be more awake and have more facial expressions during this story. He was quiet during the movie, but occasionally laid his head down. During the teacher- read novel *Animal Farm*, student six was quiet, but didn't seem as interested.

Student seven was a seventeen- year old senior at the time of the investigation. He has multiple disabilities with a primary disability of Cystic Fibrosis. He also has a mild intellectual disability and mild hearing impairment, has difficulty with speech, but is generally very cheerful and willing to participate. Although he enjoys new learning opportunities, student seven is easily distracted. In the past he occasionally was a distraction to others, but for the most part this was not the case during this investigation. This student is highly visual and enjoys many different types of computer games. He did try to succeed in auditory situations by following along in the books and by paying as close attention as possible.

Student seven seemed to really enjoy following along in the book, *The Outsiders*. He also chose to follow along in the novel that was teacher lead. Furthermore, he requested to go to the school media center where he checked out a book along with the audio CD version in order to listen and read along with it during his spare time. This student earned the following grades on the teacher-made tests over the novels: movie test: 90%, media Player presentation: 80% and the teacher read presentation: 50%.

When asked the preference questions at the end of all of the presentations, this student's answers were somewhat inconsistent with his test scores. To question one: "which story do you

like best?" He answered *Animal Farm.* This was the story that he scored the lowest test scores of the three. He was consistent in his answer to question two: "which method of presentation do you understand best" was answered with "movie". "Which story was easier to understand" was answered with *Animal Farm.* Once again this answer seemed inconsistent with his test scores. It may be that he enjoyed this story the most, so he felt that he understood it well. Question three: "which way do you learn best" was answered with an answer that was consistent with his apparent learning style and his test score. He answered this with "watching movies or looking at pictures." He answered" yes" to the question: "did you like all three stories." To the question" which did you like least," he answered *The Outsiders.* This was not really an inconsistent answer, even though he scored a good grade on the test over this story.

Student seven was very prolific when given an opportunity to write or draw illustrations about what he had learned after listening. He frequently produced more than one artifact in the ten to twenty minute time frame given for this activity. He produced a total of twelve work samples. Seven of these were for *The Outsiders* and five were in response to *Animal Farm.* Although some of his answers were inconsistent with test scores, he seemed to like the teacher read novel the best. He seemed to think it was somewhat more difficult to understand, but he enjoyed this challenge. Classroom observations of this student noted that he was on task throughout and was willing to answer questions, even though his answers were frequently incorrect.

This student's *General Self Efficacy* score dropped from a very high score of 35 to a more moderate score of 29 from the pre-test to the post-test. Scores for three of the statements dropped by more than one point in his second self-assessment. Of those dropping more than one point statement one: "I can always manage to solve difficult problems if I try hard enough," fell

from a four to a two. Statement five: “Thanks to my resourcefulness, I know how to handle unforeseen situations,” dropped significantly from a four to a one. Statement ten also dropped from a four to a two and it reads: “I can usually handle whatever comes my way.” None of the statements rose by more than one point.

This student’s *CELF IV* receptive index score remained the same from pre-test to post-test. He scored a 50 on both trials. He seemed to have great difficulty with listening skills, even though his attitude was upbeat the entire duration of the investigation; he was unable to overcome some of these difficulties.

Student eight is generally a good listener, but showed inconsistencies in this area as well. His school diagnosis is that of mild intellectual disability. He is very sociable with his peers. He was in the ninth grade at the time of this investigation and was very close friends with the other two ninth graders: a boy and a girl. He demonstrated good participation in all of the activities. He wrote and drew when given the opportunity, producing a total of thirteen work samples. Some of these were notes that he took during the media player presentation. His test scores were as follows: movie test 70%, audio media player test 90% and teacher read test 90%.

Student eight’s answers to the group interview questions following all three presentations were mostly consistent with his test performance. To question one: which story did you like best, he answered with *The Outsiders*. To question two: which method of presentation do you understand best, he answered movie. This seems inconsistent, but if he liked or comprehended the other stories better than *To Kill a Mockingbird*, then the movie version of this story may have made it possible for him to score as well as he did on this test. To question three: which story was easier to understand, he answered with *The Outsiders.* To question four: which way do you learn best, he answered with listening. This was consistent with his test scores and

classroom behavior. He answered yes to "did you like all three stories." He chose *To Kill a Mockingbird* for the story that he liked least. Overall this student gave very thoughtful and consistent answers.

This student's *General Self Efficacy* score increased slightly from the beginning of the investigation to the end. On the first scale he scored a high score of 36; the second try he scored 37. These are both very high scores and shows that he is extremely self-confident in his abilities. No significant changes were noted to the scores. His lowest score of two was given to statement seven: "I can remain calm when facing difficulties because I can rely on my coping abilities." This score rose to a three on the second trial for this statement. Even though this student was very confident and seemed to be an auditory learner, his language index score fell from a 69 to a 59 on the second try. He seemed a little impatient at times and may have been trying to get the test over with as quickly as possible. Due to his high level of self-confidence, he may have had little concern about his scores.

Student nine is a girl with a school diagnosis of mild intellectual disability. She was in the ninth grade at the time of the study. She was highly sociable with her two ninth grade peers, but she generally quiet and attentive. Student nine has a very soft voice and rarely offers any opinion or an answer in class. She works in class consistently, pays attention and is respectful of others. She also has friends outside of the self-contained classroom; socializing with other girls at lunch and during school activities. Although she rarely initiates a conversation with an adult, she is verbal with her peers. She was observed on all occasions throughout the investigation to be listening attentively, staying on task, and participating in the writing and drawing activities. She completed a total of 11 work samples. Most of these were drawings. She completed 8 for *The*

Outsiders and only 3 for *Animal Farm.* She seemed to enjoy listening to *The Outsiders* the most, based on facial expressions that were observed and the artifacts collected.

Test scores for all three presentations were 100%. This indicated that she had indeed been attending to the stories but did not indicate a particular learning style or any preference. Her answers to the group interview questions were therefore a more reliable method of analyzing her preferences. To question one: "which story did you like best," she answered with *The Outsiders.* To question two: "which method of presentation is easier to understand," she answered with "movie." To the question: "which story was easier to understand," she answered *To Kill a Mockingbird.* To the question "which way do you learn best," she answered "interaction with the teacher." To the questions: "did you like all three stories," she responded with "yes." The final question of which was her least favored story was answered with *Animal Farm.* No inconsistencies were noted in her answers.

Student nine completed the *General Self Efficacy Scale* on two occasions approximately eight weeks apart. The first time she scored herself with a very high score of 35; the second time her score was a 29. Only one score dropped by more than one point. Statement seven: "I can remain calm when facing difficulties because I can rely on my coping abilities," dropped from a three to a one. This means that it went from moderately true to not true at all in this student's self opinion. This student's over *GSE* scores indicate a much more confident individual than is observed in her quiet classroom behaviors. Student nine took the subtests of the *CELF IV* to obtain a receptive index score of 50 on the first try and 76 approximately two months later, following the presentations.

Student ten turned seventeen during the investigation. He was in his junior year in school. This student has a school disability of mild intellectual disability. He is highly emotional.

He becomes frustrated easily if he cannot locate answers within a text he is reading. He is relatively good at reading however, and had learned to locate some answers within a text on his own, without having it pointed out by a teacher, in the months prior to the investigation. He watched the movie without any disruption and did well with the audio media novel. He was a little disruptive at times during the teacher read novel. His disruptions included: giggling inappropriately, speaking out of turn, and doing other things, such as math class work during language arts time. He participated prolifically when asked to draw or write after listening to the two auditorily presented novels. He produced a total of 18 work samples. 12 were in response to *The Outsiders* and six were in response to *Animal Farm.* His test scores were varied following the presentations. On the movie test he scored 100%, audio media presentation 90%, and on the teacher read novel his score fell to a 60%.

Questions on the group interview were rather inconsistent with his test scores. To the question: "which story did you like best," he answered with "*Animal Farm"*. To question two: "which method of presentation do you understand best," he answered with "teacher read presentation." Question three: "which story was the easiest to understand," was answered with "*Animal Farm."* All three of these answers seem inconsistent with his test grade of 60%, especially when compared to his other two higher grades. He did answer the fourth question: "which way do you learn best" with "looking at pictures or watching movies." He said answered "yes" to the question: "did you like all three stories?" The last question: "which story did you like least," was answered with *To Kill a Mockingbird.* These seem inconsistent but his answer to the last question may be part of the key to the inconsistency. He may have enjoyed the teacher read novel more and thus thought it was easier, even though he did not do as well on the test. He

also did not write or draw as many work samples for this novel as he did for *The Outsiders*, so he may have not remembered it as well during the test.

This student took the *General Self Efficacy* questionnaire on February 14 and again on April 15. His score decreased slightly from 27 to 24. Of those questions that dropped, the most significant drop was two points on numbers two, five, nine, and ten. Number two: "when someone opposes me, I can find the means to get what I want," dropped from a three, meaning moderately true, to a one, meaning not true at all. Number five dropped from a four to a two and marked heavily with his pencil the second time, as if he meant to emphasize that it was now hardly true. It reads: "thanks to my resourcefulness, I know how to handle unforeseen situations." Number nine fell from a three to a one, and it states: "if I am in trouble, I can usually think of a solution." Number ten fell from a three to a one. It states: "I can usually handle whatever comes my way." Of those that rose, only one rose by more than one point. Number four increased from a two to a four and states: "I am confident that I could deal efficiently with unexpected events."

Student ten seemed a little upset by the difficulty of the receptive subtests for the *CELF*-IV. He is a highly emotional and eager to succeed individual. He was very confident when the first tests began, but soon seemed frustrated. He did improve quite a lot on his second test, however. His receptive index score was 50 on the first test and 62 on the second one, two months later.

Student eleven is an unusually self-contained student. His intellectual ability places him within the average range and his primary disability is Other Health Impairment due to a medical diagnosis of Attention Deficit Hyper Activity Disorder. He was originally placed in a resource placement in which most of his classes were in the general curriculum. Since he was unable to

pass any classes except one his first semester of ninth grade, he was placed by his IEP committee into the self-contained setting. He has taken classes such as physical education, art, and choir in the general curriculum since this placement. He is talented in art, but has proven to have trouble following directions. In his self-contained academic classes, student eleven is interested in all subjects, but he generally makes average to low scores on tests, even when he is interested in the material.

Student eleven was observed each day of the investigation that he was present. He was frequently absent however, and was allowed to listen to portions of the audio media story using headphones and a tape CD player. He had to do this twice in order to catch up. This student loved the audio version of *The Outsiders* and this method of presentation in general. He checked out an audio book in the library along with the actual novel and spent his free time listening to and reading it. Although he only provided four work samples after listening to the two novels that were read, he worked on them for longer periods of time than the other students worked on their samples. Two of these took all day to complete. He was very detailed in his work and seemed to want to actually illustrate the novels. He did not take any notes or write about the material; however, he gave excellent oral responses in class. It was obvious that he understood the material.

Test scores for this student increased each time he took the teacher made test over the novels. He scored as follows: movie test 70%, audio media story test 90%, and the teacher read novel 100%. This shows an improvement with each story. Even though he missed a total of six days of class during this eight week investigation his scores improved.

This student's answers to the group interview questions were somewhat consistent. He answered question one: "which story did you like best" with *The Outsiders*. This is consistent

with his score of 90% on the test, even though he improved to 100% on the last test. He showed a greater improvement between the first and second test. He seemed inconsistent with his answer to the second question: "which method of presentation do you understand best" was answered with "movie." He answered the third question: "which story was the easiest to understand" with "*The Outsiders"*. Question four: "which way do you learn best" was answered with "listening," which is consistent with his scores and observed behaviors. Question five: did you like all three stories" was answered" no." To question six: "which story did you like least," student eleven answered "*Animal Farm*," which is inconsistent with his score of 100%. This may not actually be inconsistent however, because he indicated that he understood this book very well by the pictures he drew to illustrate it and the answers he gave in class. It may be that the story was upsetting to him, so he didn't like it, even though he comprehended it well.

The *General Self Efficacy Scale* was administered to this student on two separate occasions two months apart. He scored himself a very high score both times, indicating that he is highly confident. His score went from 33 to 38, but both are very high confidence scores. He gave himself all threes and fours on both questionnaires. On the first one he had three 4's and seven 3's. On the second one he switched this and had three 3's and seven 4's. He has generally seemed very confident in the self-contained setting, which seems to be beneficial to his learning and emotional growth.

This student also took the *CELF IV* sub tests to gain a receptive vocabulary score. His score rose from 62 to 74 after the two months of the investigation. He seemed to have improved overall, increasing in scores on teacher-made test, confidence, and listening skills.

Student twelve has health issues other than his school diagnosis of mild intellectual disability that have affected him throughout his school history. He has had many trips to the

doctor or hospital and is frequently absent due to illness. In spite of these difficulties, student twelve is a very serious student. He is a good listener and will also speak out to answer questions. Most of his answers proved to be correct during the investigation. In general, he showed better overall participation than his classmates in: listening, discussing, writing, drawing pictures, test performance, and general daily attitude about the lessons and work. This student has been more successful in the general curriculum than the rest of his classmates as well, due to his listening skills, good attitude, and dedication to work.

Student Twelve was not as prolific as some of his classmates when given an opportunity to draw or write about the stories that were presented with auditory methods. He produced seven work samples, four focusing on *The Outsiders* and three on *Animal Farm.* He seemed to prefer discussing events in the story orally rather than writing about them or drawing pictures.

Although student twelve scored 100% on all three teacher-made tests he was consistent in his answers to the group questions in that he produced more work samples for preferred works and demonstrated listening skills during the audio media presentation better than his classmates. Question One: "what story did you like best" was answered with *The Outsiders.* This is consistent with more work samples produced for this story than for the third one. To question two: "which method of presentation did you like best," he answered audio book. This is also consistent with his first answer. Question four was "which way you learn best," to which he answered consistently with" listening." He answered yes to question five: "did you like all three stories." To question six: "which did you like least," Student twelve answered with *To Kill a Mockingbird.* This student seems to understand his own learning style very well and tended to enjoy presentations in that mode best.

Student twelve showed a very large drop in his *Self Efficacy Scale* score from pre-test to post test. Even though he did quite well in all of the tests following the novels, his confidence score fell from a highly confident level of 31 to a more moderate score of 25. Significant changes where a score fell two or three points were noted. Number two dropped from a three to a one and this statement reads: if someone opposes me, I can find the means and ways to get what I want." Number six dropped from four to a four to a two and it states: "I can solve most problems if I invest the necessary effort." On most of the ones that dropped, he had given himself a four the first time, but gave himself a three the second time. Five rose to a four from a three and states: "thanks to my resourcefulness, I know how to handle unforeseen situations." Student twelve never seemed overly confident, but he seemed even less confident after completing all of the work during the study. Although his confidence went down, student twelve showed improvement in the receptive language index score derived from the sub tests of the *CELF IV*. His score rose from a 57 to a 64.

Student thirteen is a very quiet visual learner. He is a relatively good reader. His reading is on a seventh grade level. His school special education placement diagnosis is speech language disorder. This makes listening difficult for him. He tried very hard to listen throughout the course of this investigation. He was fairly cooperative, but resisted producing very many work samples after the readings when the students were given an opportunity to write or draw what they had learned. He did not participate in this at all following the audio media presentations. He did produce three work samples for the teacher read book. His reason given for his lack of participation was that he could not remember any of it. When offered the book to look at during the reading of both of these novels, he refused to read along. Even though he claimed that he did not recall any of the stories, his test scores were adequate.

He earned the following scores on the teacher-made tests: movie test 80%, audio media test 80%, and the teacher read novel test 100%. Even though he participated very little in the after- reading activities, he showed improvement in listening with the rise in his test scores. He answered the group interview questions as follows: To question one, "which story did you like best," he answered *The Outsiders*. To "which method of presentation do you understand best," he answered with, "movie." To "which story was easier to understand" he answered with *The Outsiders*. To question four, "which way do you learn best," he answered with, "looking at pictures or watching movies." He answered question five with "yes, he liked all three stories," and to question six he answered that he liked *To kill a Mockingbird* least. Some of his answers seemed a little inconsistent with his scores, but when the questions are analyzed as a whole along with his personal taste and preference for visual learning they are fairly consistent. He preferred the audio media story, but it was more difficult for him to follow than the movie. He scored the same score on both tests for these. Although he made no mention of the teacher read book, he had produced work samples while listening to this one and scored the highest on the test for it.

On the *General Self Efficacy Scale*, this student scored the same score on both the pre and post. Although the scores were 26 on both scales, he changed some of his answers, with two rising by more than one point. None of the items dropped by more than one point. Question number five went from one to a three. It states: thanks to my resourcefulness, I know how to handle unforeseen situations. Number six went up from a two to a four and it states: I can solve most problems if I invest the necessary effort.

On the CELF IV language index score, this student scored a 44 on the first try and 47 on the follow up two months later. His language disorder played a large role in his difficulty with

this test. Overall it seemed that this student did very well at maintaining focus and completing each task. He is a conscientious worker who is rarely absent, which also helps considerably.

Student fourteen was a small statured ninth grader at the time of the investigation. He has a school diagnosis of mild intellectual disability, which could also be considered borderline level. He is a pleasant, friendly boy who gets along well with his classmates. He participated in the activities enthusiastically. He did not answer many questions orally but seemed to really enjoy taking notes during the audio media novel presentation and drawing pictures for both books. He did participate in class discussions as well, but was seldom accurate when answering questions. He completed 15 separate works to illustrate and describe what he had heard. Ten focused on *The Outsiders,* and five for *Animal Farm.*

His test scores following the presentation of each novel were as follows: movie test 80%, audio media book test 90%, and the teacher read test 50%. His scores were very sporadic in that he appeared to be increasing with the auditory presentation, only to fall considerably when given an alternate auditory format. The answers that he gave to the group questions were somewhat consistent with one inconsistency. He answered the first question: "which story did you like best" with *The Outsiders.* For "which presentation did you understand best" he answered with "movie," which is fairly consistent with his test score. To the third question, "which story was the easiest to understand" he answered *Animal Farm;* this is inconsistent with his low score on the test over this novel. To "which way do you learn best" he answered "listening." This is consistent with his score on the audio media book but not the teacher read novel. He answered "yes" to the question as to whether he liked all three stories. He answered "which did you like least" with *"Animal Farm."* His dislike of this book may have been a factor in his lower score and his lack of interest in this may have contributed to his limited drawing or writing about it.

Student fourteen completed the *General Self Efficacy Scale*, with a score of 32 the first time and 39 on the subsequent testing. This was the highest of any of his classmates. Of the numbers that went up, numbers two and four increased by two points. Number two states: if someone opposes me, I can find the means and ways to get what I want. Number four increased from a two to a four and states: I am confident that I can deal efficiently with unexpected events. No other statements were assigned scores more than one point higher than his previous scale answers. On the first try he did have more threes than fours. His only question to receive a three rather than a four on the second try actually fell from a four and it states: it is easy for me to stick to my aims and accomplish my goals.

This student took the CELF IV subtests to obtain a receptive vocabulary score of 47 on the first test and a 56 the second time. He seemed to have improved his listening skills somewhat.

Observations Concerning the Three different Learning Modes

In general, the students seemed more eager to watch the movie than when presented with the other two instructional modes. Their facial expressions were relaxed and happy as soon as they learned that they were to watch a movie. Movies are often used for rewards in the self-contained setting, and the students tend to view them as relaxing, even if they expect to be tested over their content. Initially the audio book seemed to bore them. They did not go to sleep nor appear sleepy during the movie even though the lights were out. Five minutes into the audio book on the first day I observed three students closing their eyes. On the second day, however, most of the students were actively listening. They became much more interested as the novel unwound more of its story and they discovered its appealing plot. The students showed more initial interest in the teacher-read novel. This could be partly due to their having listened to me

read before. I also stopped occasionally to ask questions, which was different from when the audio book was used. Most of the students interacted with me very well by answering oral questions, discussing the book and contributing their work samples when given the opportunity. They contributed somewhat more work samples to the audio book than to the teacher- read book. There were 59 samples for *The Outsiders* and 43 for *Animal Farm*.

The movie was well received even though it was black and white and filmed in the 1960s. Students watched it intently each day, with the exception of S1 who sometimes colored or looked at her picture cards. Since the movie was visual in nature and could be covered much more quickly, the students were not asked to draw or write about the movie. The movie was discussed orally each day before and after viewing it. Although most of the students gave the movie their full attention, S2 and S8 were absent frequently. S2 attended a sheltered workshop and was only present on Mondays and Fridays. When he was present he sat quietly and watched the movie. S8 was absent two days during the movie. Some of the movie was replayed each time it was restarted to refresh the participants as to what had happened the day before. S8 may have caught up on these occasions. His movie test score was a 70% while he scored 90% on the other two tests. Although S1 colored or played with cards during the movie, she stopped to watch during certain scenes. She watched intently during the part where the children spy on the Radley house. She also watched the trial scene intently. The movie format was the only story that S5 engaged with. He stated in the group interview that he did not like any of the stories; however, he scored 100% on the movie test. Most of the students seemed frightened by the trial scene. They had tense facial expressions throughout this part. Most of the students seemed enchanted with Boo Radley and wanted to discuss him and the gifts he left for the children in the hollow tree. S10 and S12 were able to list the items orally on two separate days when asked: who can

list the items that were left in the tree? I also asked who they thought left the items. S7 eagerly raised his hand and said, “Their father.” He was corrected by S12 who stated that they were left by Boo. The students seemed to really enjoy the movie format the most. When I mentioned after the movie was over that next we would be listening to an audio media story format of *The Outsiders*, S14 rolled his eyes and shook his head as if he thought it would be a real challenge. He and S10 reminded me almost in unison that there is a movie version of this story. None of the students had heard this story in audio media player format. Even though the movie format was well received, in general it was not their favorite story. Only two students reported that this was their favorite of the three stories. Seven students voted in favor of *The Outsiders* as their favorite, while two voted for *Animal Farm.* One student, S5, said that “neither” was his favorite, furthermore he said that he did not like any of the stories.

Even though most of the students preferred *The Outsiders* and drew pictures and/or wrote about both it and *Animal Farm*, their test performance was significantly higher on the movie test. The book, *To Kill a Mockingbird*, would have been more difficult for them to read due to its level, length, and adult themes. The average class score of 85% on the movie test indicates that this was a good choice to present in movie format, rather than as either an audio book or a teacher read book.

The Outsiders is also a good choice to present in an auditory mode, especially with audio media, since most of the students quickly caught onto the plot and followed the story eagerly. Initially a few fell asleep or at least closed their eyes. This could discourage teachers and students on the first day and cause a discontinuation of this presentation style. Initially it was feared that the participants were bored, but since this was a planned investigation, the presentation with this mode continued and the students became more interested and enthusiastic.

Although they did not perform as well on the test as they did the movie test, they seemed to enjoy the subject matter much more than the subject matter of either of the other two novels. The story itself was more on their reading comprehension levels. Four of the student participants began requesting trips to the library in order to check out books to listen to on CD. They also checked out the book to read along with the audio format and spent their free time reading these books. These students were S4, S7, S10, and S11.

Animal Farm was chosen due to length, reading level, and the use of animals, which gives it the appeal of an animal fable. The students seemed to have more difficulty understanding this novel due mostly to its abstract style. They enjoyed listening to the rules of animalism, and they especially enjoyed the chapter in which the animals fight with the humans in what the animals in the story named "The Battle of The Cow Shed." They learned to quote parts of the story. A favorite quotation was: "four legs good two legs bad." Most understood what was going on when the rules began to be erased and they were aware that Napoleon, the pig, had changed the rules. They were not as aware of the political concepts of the story. Most of the questions that were asked in class were answered orally by S10, S11, S12 and S14. S7 raised his hand to answer frequently, but usually had the wrong answer. S9 seemed to know answers but was afraid to say them. S5 and S13 claimed that they did not understand any of it. They were rather sullen much of the time. S13 improved by the middle of the story and made an attempt at drawing a work sample. Although the work samples were not required, S5 became upset and needy about work samples. He said that he did not know what to do. He was told that he would be allowed to simply find something important from the book and copy it. He did this on two occasions. His printing is very neat and precise. He chose to write the rules of animalism on the first occasion and the last paragraph of the novel the second time. He scored the lowest of all the students on

his test over this novel. He had scored 100% on the movie test. Next he dropped to 50% on the audio media book, and dropped to 20% on this last test over the teacher read book. He is a highly visual learner, but also demands perfection.

Two students scored 100% on all three novel tests. They did not seem affected by the different presentation modes, but may have had their learning enriched by the change in modes. Both of these students answered question one of the interview with *The Outsiders,* since they both liked this story the best. S9 answered question two: which method of presentation do you understand best with "movie." S12 answered this with "audio book" S9 answered which story is easier to understand with *To Kill a Mockingbird.* S12 answered this with *Animal Farm.* Neither answered this with their preferred story. S9 answered question four, which way do you learn best with "interaction with the teacher." S12 answered this question with, "listening." They both answered "yes" to the question; did you like all three stories? *Animal Farm* was S9's least of favorite, while *To Kill a Mockingbird* was S12's least favored story.

In general, the participants performed best on the movie test, and the majority stated during the group interview that the movie was the easiest to understand. The majority also reported that *To Kill a Mockingbird* was their least favorite of the three books, but ten of twelve stated that they liked all three stories. The majority of the students preferred the story *The Outsiders* over the other three, while the majority reported that the teacher- read novel, *Animal Farm* was the easiest to understand. This is inconsistent with their test scores over the teacher read novel. An interaction developed as the students worked on attending to novels in different modes. The interaction was between listening or listening and viewing, caring about the plot and characters in the story, active participation before and after presentations, the desire to succeed on the tests, and student attitude and confidence level. Students who were able to blend all of

these elements were those who showed the best test performance. Students who lacked confidence, regardless of ability level, showed this on test performance. Table 4 shows test performance of all students who were able to participate in the teacher made tests following the novels presented in the three different ways.

Table 4: Teacher-Made Test Performance

Student	Movie Test	Audio Book Test	Teacher-Read Test
S1	50	30	50
S2	N/A	N/A	N/A
S3	80	100	40
S4	100	50	100
S5	100	50	20
S6	N/A	N/A	N/A
S7	90	80	50
S8	70	90	90
S9	100	100	100
S10	100	90	60
S11	70	90	100
S12	100	100	100
S13	80	80	100
S14	80	90	50
	Average: 85%	Average: 79%	Average: 72%

With the exception of S1 all of the students made at least one grade that was above an average score of 70%. S1 was unable to participate in the CELF IV as advised by the school speech language pathologist. She enjoys participating in class and likes to try to take tests along with the group, but her scores are not a representation of the majority of the group. Two students made 100% in all modes. S10's grades fell consistently, as did S5's grades. Those that showed improved grades were S8, S11, and S13. S8 was absent two days during the movie and although parts of it were replayed, he may have not been able to catch up completely.

Student preferences were determined by asking group questions and allowing them to circle the answer to the questions in multiple choice format while read aloud to them. Preferences involve preferred story type as well as modality. Student preferred learning mode is important, but so is interest in the plot and the listening comprehension level of the student. The following are the questions presented and the number of students who responded to each. Twelve of the fourteen students participated in this group survey.

1. Which story did you like best?
    A. To Kill a Mockingbird: 1
    B. The Outsiders: 7
    C. Animal Farm: 2
    D. S5 wrote in "neither" for this question.
2. Which method of presentation did you understand best?
    A. Movie: 7
    B. Audio book (book on CD or media player): 3
    C. Teacher read: 2
3. Which story was easier to understand?

A. To Kill a Mockingbird: 1

B. The Outsiders: 4

C. Animal Farm: 6

D. S5 wrote in “neither”

4. Which way do you learn best?

A. Looking at pictures or watching movies: 5

B. Listening: 5

C. Interaction with the teacher: 2

5. Did you like all three stories?

A. Yes: 10

B. No: 2

6. Which did you like least?

A. To Kill a Mockingbird: 5

B. The Outsiders: 3

C. Animal Farm: 3

D. S5 wrote in “none”

These answers show that movies are generally well received and are the presentation method that is easiest to understand. This movie in particular was more difficult for the participants. The age of the movie, the adult themes, and the fact that the movie was in black and white may have all contributed to it being less popular than *The Outsiders. The Outsiders*, although written in the 1960s, is still very appealing to teens of all ages and ability levels. Although *To Kill a Mockingbird* has children as its main characters, the story is very adult and intellectual. The participants in my study were in general thrilled with the difficult lives that the

teenagers in *The Outsiders* lead. Both of these stories dealt with social inequality. The students did not seem to understand this as well as they understood the action of both stories. *Animal Farm* also carried a theme of social inequality. These participants showed through drawings and classroom conversations that they did understand the theme in this story. The action was also appreciated more than abstract concepts; however, they comprehended the changing of the laws, and the conflict between the two pigs: Napoleon and Snow Ball, and the stupidity of the sheep, which are all abstractly presented. The animal fable style of the story may have prepared them to try to think more abstractly, or at least in the make believe rather than concrete or factual.

The following three tables show which story was favored by mode rather than title and they show the corresponding least favored story by mode and the test scores earned by those who either favored it or liked it least.

Table 5 Move story-line: Favored or least favored and test score for the movie

Students favoring movie	Students who Favored the movie least	Test Score
S1		50%
	S4	100%
	S8	70%
	S10	100%
	S12	100%

Table 6 Audio-book favored most or least and test score over story in this mode

Students favoring audio-book	Students who favored audio-book least	Test Score
	S1	30%
S3		100%
S4		50%
	S7	80%
S8		90%
S9		100%
S11		90%
S12		100%
S13		80%
S14		90%

Table 7 Teacher- read favored most or least and test score over the teacher-read novel

Students favoring teacher-read	Students who favored teacher-read least	Test scores
	S1	50%
	S3	40%
S7		70%
	S9	100%
S10		60%
	S14	50%

Table 8 shows all of the students and the story that they liked best along with their scores on each one.

Table 8 Answers to question which story do you like best?

Movie	Audio-book	Teacher-read	Neither	Score M	Score AB	Score TR
S1				50%	30%	50%
	S3			80%	100%	40%
	S4			100%	50%	100%
			S5	100%	50%	20%
		S7		90%	80%	50%
	S8			70%	90%	90%
	S9			100%	100%	100%
		S10		100%	90%	60%
	S11			70%	90%	100%
	S12			100%	100%	100%
	S13			80%	80%	100%
	S14			80%	90%	50%

These tables show that students who preferred a story generally listened to it and performed well on the test, but it also shows that some of the students were consistent at performing well on tests regardless of whether or not they favored the story that they were studying. Students may be more receptive to difficult material if it is presented in their favored mode, but they may not favor the story. Therefore test performance could rely on either the

favored method of presentation or the entertaining quality of the plot from the students' perspectives.

Table 9 shows the answer to question two and the results of the students test scores in relation to how they responded to, which method of presentation do you understand best?

Table 9 Answers to question which method of presentation do you understand best?

Movie	Audio-Book	Teacher-read	Score M	Score AB	Score TR
		S1	50%	30%	50%
		S3	80%	100%	40%
	S4		100%	50%	100%
S5			100%	50%	20%
S7			90%	80%	50%
S8			70%	90%	90%
S9			100%	100%	100%
		S10	100%	90%	60 %
S11			70%	90%	100%
	S12		100%	100%	100%
S13			80%	80%	100%
S14			80%	90%	50%

Tables 8 and table 9 are almost mirror images with a few exceptions. *The Outsiders* was favored by seven of the eleven students who gave a clear answer for question one: which story did you like best. Question two: which method of presentation did you understand best was answered clearly by 12 participants. Eight of twelve preferred the movie as the mode of

presentation, even though four of the 11 of the participants said that the movie was their least favored story. This shows that the students listened to the questions and considered their answers before giving them. Observations of the participants during the presentations were consistent with their self report as well.

Eleven students answered the question about their favorite novel. Two were not asked to fill out the questionnaire and one student, S5 answered this question with "neither." Of the students who answered this question, four had scores that were higher on their favored story, four did not show much difference, if any on test scores, and three had the lowest or lower test scores on the test over their favored novel. Twelve students answered the multiple choice question: which method of presentation did you understand best. S5 decided to answer this question and gave the answer, "movie." This test was the only one he passed of the three and he earned a score of 100% on this test. Four students earned a higher score on tests over the novel in their favored mode of presentation, five received lower scores and three stayed the same or nearly the same.

Apparently both interest in the story and presentation in the preferred learning mode are important. This indicates that most of the students would perform much better on tests if they were allowed to watch the movie versions of their literary preferences. Therefore, the movie version of *The Outsiders* would likely yield even higher test scores than the audio book test scores for this story. Since most of the students preferred the movie mode, it could also be used to teach more difficult or less preferred material.

Student personality and desire to please the teacher are also important. Some of the students seemed to want more attention during the teacher- read story. These students did not receive higher grades on their tests even though they reported that the teacher read novel was

their favorite story or favorite presentation style. Two students consistently made 100%. S9 is a girl who is very quiet and participated very little in either class discussions or in voluntary work samples. The other, S12, is a boy who contributed daily in class discussion and usually gave the correct answers to questions. He contributed a modest number of work samples and was not as prolific at drawing or writing as many of his classmates were. The two did have some common behaviors. They were both present for all of the sessions. They both tilted their heads and concentrated deeply while listening, and both showed facial expressions that were appropriate with situations taking place during the movie, such as surprise, horrified, smiles and laughter. They were also both very respectful and well mannered at all times during the investigation.

Modes of instruction should be considered according to the level of difficulty of the material. An easy story that is usually read by students younger than high school could be presented to high school students in the most difficult to understand method, which would be to read it aloud, rather than allow students to watch a movie over an easy to understand story. Stories that are very appealing to students may be presented in audio media form, saving the teacher lots of time that would be spent reading aloud. Movies are best used for more difficult and adult level material since the students usually understand the movie format so well. Movies also save teachers time to prepare lessons and record grades while the students watch them. Easier stories would not benefit the students as much in movie format since they would be over simplified. Some students are highly visual and may need movies in addition to other formats; therefore, it may still be acceptable to show movies of even some of the easier novels after reading them aloud or presenting them through audio media format. Most of the participants seemed to enjoy the variation of presentation modes, although at first they showed some anxiety

about modes other than movies. All of the participants of course had much more experience with this mode of storytelling both inside and outside of school.

Self Efficacy Observations

The purpose of using the *General Self Efficacy Scale* is to assess a general sense of self-efficacy with the goal of predicting coping skills and adaptive behaviors that help people who are experiencing daily stress in the regular experiences of life (Schwarzer & Jerusalem, 1995). Twelve of the fourteen participants participated in completing the Generalized Self Efficacy Scale on two occasions. The first administration of this scale was on February 14th, 2011, and the second was on April 14, 2011. The participants began watching the movie immediately after the first scale was completed. Scores on the *GSE* were not categorized as high or low, but students were grouped together according to their self-scores on both occasions to determine if there was a pattern in the GSE scores, their performance on all of the three tests, and the *CELF IV* Receptive Vocabulary Index scores.

Participants were somewhat puzzled by this assessment initially, not being accustomed to rating their own opinions of themselves or personal traits. It was explained how the scale worked, and that there were no right or wrong answers. The students listened carefully to the explanation of the meaning of each number corresponding to the statements. When the statements were read, some were rephrased if they were difficult to understand. Even with reading it slowly aloud and rephrasing four of the ten statements, the assessment was short, taking less than five minutes to complete. Most of the twelve students who participated seemed to want to take the test and were interested in the ten statements. S5 was the only student who was somewhat reluctant to complete the form, but he did comply after he was told that it was voluntary and would not be used for a grade. He gave himself all ones, meaning not true at all

for each of the ten statements. The second time he took the test he gave himself all ones except for two statements which he gave twos, meaning hardly true. Most of the students liked reporting their own self concept and all took it seriously. No one rushed through without listening and no one rolled their eyes or looked bored. Most of the students were generous with their scores and predicted that they would be able to cope in most daily life situations. The following table is a breakdown of their pre- and post- test scores on the GSA and the averages.

Table 10: Generalized Self Efficacy Scores from Pre-test to Post-test

Student	GSE1	GSE2	Difference
S1	35	35	+0
S3	29	23	-6
S4	27	27	+0
S5	10	12	+2
S7	35	20	-6
S8	36	37	+1
S9	35	29	-6
S10	24	27	+3
S11	33	37	-4
S12	31	25	-6
S13	26	26	+0
S14	32	39	+7
	Average: 29.42	Average: 28.83	Average: -.59

Analysis of the *GSE* scores showed that the average score fell slightly from a 29.42 to a 28.83. Scores of 28 to29 are generally considered average (Schwartzer R. 2011). These mean scores, however, include S5's scores of 10 and 12, so without his score the mean would have been much higher. Participant scores were analyzed and were grouped together according to whether their *GSE* scores were high, medium, or low, and whether they showed much change in the score from pre-test to post-test. This information was compared with the number of voluntary activities they completed, test scores on the teacher-made tests, and the pre and post tests of *the*

CLF-IV Receptive Language Index. Group A were those who had a score of over 30 on their first GSA and then remained the same or rose by one or more point the second time. Group B included those who had a score of 20 to 30 and either stayed the same or rose by one or more points on their second trial. Group C had a score of under 20 and stayed the same or rose by at least one point the second time. Group D had a score of above 30 and fell by one or more points the second time. Group E had a score of 20 to 30 and fell by one or more points the second time.

Participant test scores were averaged for each group to determine if any pattern could be discerned. One student in group C, S5, was reluctant to participate in the GSE but decided to do so to keep from being left out of the group activity. He seemed to lack confidence during the entire investigation with the exception of making 100% on the movie test. Given the average intellectual ability of this student, he frequently performed well below his expected level. None of the other students gave themselves a score that was below 20, so it is difficult to compare his scores or work activities with the majority of the group. Following is table 10 showing the groups and the participants who fell into these groups and the average test scores for the groups.

Table 11 shows students by category. It demonstrates that the majority of the students either had moderate pre-test scores that remained moderate, or high pre-test scores that became more moderate on the post-test.

Table 11: Group comparison of *GSE* scores and teacher-made test averages by group

Group A	Group B	Group C	Group D	Group E
S1				
				S3
	S4			
		S5		
			S6	
			S7	
S8	S10			
S11			S12	
	S13			
S14				
71%	84%	57%	91%	73%

Group D had three students. Two of these scored 100% on all three tests. All of these students initially gave themselves *GSE* scores of over thirty, but all three gave themselves lower scores on the subsequent items. The next highest test score average was for group B, which also had three participants. They initially gave themselves scores that were in the 20s. Their scores stayed the same or increased. Group A and group E had similar test scores but opposite ratings on the GSE. Group A was the largest group with four participants. They gave themselves more than 30 points on their first scale and either stayed the same or increased the second time. Group E was only one student who gave himself a score under thirty the first time and a lower score, but still above twenty, the second time. Group C also consisted of only one student. Although his score rose slightly the second time it remained well below twenty. Some of the students seemed to lose confidence after participating in the investigation even if they scored very high on all of the tests. Others, with more sporadic grades seemed to maintain a high level of confidence regardless of any setbacks in grades. The participant who showed the lowest self-efficacy scored the lowest average on his test, although he made a 100% on the first test.

The General Perceived Self-Efficacy Scale questions were also analyzed individually in order to determine which statements the majority of the participants thought were more or less like them before and after the three lessons and tests over the novels. Table 12 shows the scores given to the individual questions and the amount these score decreased or declined on the second testing.

Table 12: Average participant scores for each of the then statements on the first and second *GSE*

Statement Number	First Score	Second Score	Loss or Gain
1	3.25	2.92	-.33
2	2.67	2.08	-.59
3	3.33	3.50	+.17
4	2.92	2.58	-.34
5	2.75	3.00	+.25
6	3.42	3.08	-.34
7	2.75	2.50	-.25
8	2.83	2.42	-.41
9	2.17	2.25	+.08
10	3.00	3.08	+.08

The statements that received the highest average scores from the participants were statements 6, 3, and 1 on the first try with 6 being higher the first time and 3 the second time. The lowest marks were given to numbers 9, 8, and 7, with statement 6 being the very highest and statement 9 the lowest of all ten. From these scores it seems that the students demonstrate self-efficacy in the areas of problem solving, accomplishing their goals, and in trying hard enough to do the assigned tasks. They show the least self-efficacy in confronting problems stemming from being in trouble or opposed by others. Also many doubt their ability to stay calm in difficult situations. These students overall had a greater than average self-efficacy score. S5 ‘s scores of ten and twelve brought the entire group’s scores into alignment with scores that are more

frequently reported as average. If S5's scores had not been included their average scores would have been 31.18 on the first form and 30.36 on the second form.

Therefore, it appears that only one member of the group had difficulty with self-efficacy, and if this has an effect on his work, it may be observed in grades and performance on the CELF IV. It is unknown; however, whether lower self-efficacy affected his performance on tests, or whether a history of difficulties in test taking affected his self-efficacy.

Observations Concerning Listening Skills and Receptive Ability

Listening skills showed little improvement in the test results; however, the modes of presentation may have been the reason. On the average students showed much improvement on their CELF IV receptive language index scores on the average. They demonstrated listening comprehension in several ways throughout the course of the study. First they demonstrated listening skills by sitting quietly and listening to the story in whichever format it was presented. Some were obviously better listeners than others. They often demonstrated emotion during emotional or exciting parts of the movie. During the teacher read book, these students were very quiet and focused on the reader. Most of them to responded to questions about the stories. Attention seeking behavior was much more prevalent during the teacher read novel. The students also demonstrated how well they had listened to the two novels that required only listening by voluntarily drawing pictures or writing about what they had heard. It was explained that the work would be turned in but not graded. Most of the students participated in this on every opportunity. They were given from twenty to thirty minutes to work on these voluntary projects on eight occasions during the audio book presentation and seven occasions during the teacher read presentation. Most seemed happy to be able to express themselves. S5 and S13, who both preferred watching movies, were very reluctant to produce any work samples. Neither of them

did anything for the audio book presentation but they completed a few samples during the teacher read presentation. S13 has a speech language disability as his primary handicapping condition; however, he showed good listening skills for the most part and did well on all three tests.

Eleven students participated in taking the three subtests of the CELF IV to obtain a receptive language index score. These tests included: Word Class Receptive, Understanding Spoken Paragraphs, and Semantic Relationships. Student 1 was not given these tests because the school‘s speech pathologist indicated that she would not be able to complete them. Students 2 and 6 were also determined to be unable to take this test due to their inability to communicate verbally. The eleven students who completed these subtests generally scored below their intellectual levels on both the pre-test and the post-test. Most of them, however, showed significant gains from pre-test to post-test. The test was administered by the researcher, and hand scored it to obtain the results. Student standard scores were used in comparing pre and post tests.

The following table shows the scores obtained on the pre and post tests. These tests were given two months apart, so the students may have increased their scores partly due to the recency of the pre-test. Not all of the students improved, but most showed considerable improvement.

Table 13: Students who completed CELF IV tests and their standard pre-and post-test Receptive Language Index scores

Student	Pre-test Receptive Language Index score	Post-test Receptive Language Index score
3	40	54
4	52	70
5	40	44
7	50	50
8	69	59
9	50	76
10	50	62
11	62	74
12	57	64
13	44	47
14	47	56

The average for the first test was 51 which is a low score and much lower than the average intellectual level of the group tested. The second test yielded an average Receptive Index score of 59.63, rounded off to 60, which is closer to the average intellectual level of the group tested, but is still somewhat low. It seems that gains may have been made due to a better understanding of the test on the second time, but the students could also have made gains due to implementing learning strategies using the three modes to comprehend the novels.

The receptive language scores were also analyzed in relation to the students' groups from the analysis of the *GSE* scores, by the number of work samples they created, and by their test score averages to see if any pattern could be discerned. Table 14 shows this analysis. It shows that the students increased their scores as a group. Two groups had only one student in them. The groups are based on the pattern that developed when the *GSE* was administered. Group A had the highest *GSE* scores and these remained the same or rose on their second attempt. Group B did not have as high scores but their scores also either rose or stayed the same. Group, C, which consisted of only S5, had a very low score both times, but it rose slightly the second time. Group D had high scores comparable to Group A the first time, but lower scores on the follow-up. Group E consisted of only S3 and his scores were not high or low the first time, and fell somewhat the second time. The participating students, whose scores dropped, actually performed better on both the teacher-made tests and the Receptive Language Index score.

Table 14 shows the students grouped according to their *GSE* scores and show how the different groups compare in the average number of work samples submitted voluntarily, test averages and pre and post test scores for the *CELF IV* Receptive Language Index.

Table 14: Student s grouped by *GSE* scores, the average number of work samples, teacher-made test averages and average Receptive Language Index scores by groups

Group	Av. Number W.S.	Test Av.	RLI Pre-Test	RLI Post-Test	Difference
A	9.5	71.5	59.3	63	+03.7
B	9.5	81.5	48.25	62.25	+14.0
C	3.0	56.7	40.0	44.0	+04.0
D	10.0	91.0	52.3	63.3	+11.0
E	9.0	73.3	40.0	54.0	+14.0

For those who willingly participated in creating work samples the average number of these created during the fifteen times the students were given the opportunity to create them was 9.5. This average does not include S5, since he seemed unhappy in completing a work sample and wanted explicit directions each opportunity. He was very insecure about doing any of the work, but was somewhat satisfied when he was that finding and copying an important portion of the book would be acceptable as a work sample.

S13 is placed in special education under the primary handicapping condition of Speech Language Disorder. He reinforced this label with his low scores of the CELF IV Receptive language Index subtests. He did well, however on all three of the teacher-made tests. He apparently comprehended the stories fairly well in spite of his language disorder and the fact that he only completed three work samples. His test scores over the movie were actually lower than the scores for the teacher-read book. He scored 80% on the first two tests and 100% on the last test. He showed consistent improvement in class in spite of his language difficulties. The CELF

IV receptive vocabulary subtests more clearly pin pointed his difficulties than did tests in class. His lack of ability to draw or write about the stories may also be due to his language deficit.

S11 did not produce many work samples, but concentrated on the quality of his art work instead to draw some nice illustrations for both stories that were read to the students. He drew illustrations that had significance as well as aesthetic qualities. He took more than the allotted time to complete his works and usually saved his drawing until the next opportunity to create work samples. He worked on each piece for approximately one and a half hours, or in a combination of three different occasions in which the students were allowed twenty to thirty minutes of class time to create work samples.

The three subtests that eleven students took to obtain their Receptive Language Index score included the Word Class Receptive test, the Understanding Spoken Paragraphs, and the Semantic Relationships test. On the Word Class Relationships test participants chose two related words from a group of words orally given and then described their relationship. The subtest Understanding Spoken Paragraphs required the participant to listen as several grade appropriate paragraphs were read aloud and had to answer several questions about the paragraph. These questions targeted the main idea, details, sequence, inferential, and predictive information. The Semantic Relationships test required participants to listen to a sentence and then select two words from a list of four that correctly answer a question about what was read. The student was allowed to see the list of words that he or she was to choose from. Individual subtests were analyzed to see if there were any differences in score increases or decreases between the types of sub tests. Scaled scores were obtained by using the raw scores. A chart in the manual provides the scale scores for each raw score. Scaled scores were added to find the student's standard score. Scaled scores for the three subtests were averaged from pre-test to post-test to see which

areas the students showed the greatest improvement. The differences in the average scaled scores from pre-test to post test showed that the students improved in all of the areas tested. Word Class Receptive showed the greatest improvement with an average of 2.07 more in scaled score points than the previous test. The following table shows the three sub-tests and the average scaled scores for each that were obtained by the eleven participants who completed these tests.

Table 15: Average Scaled Sores for Word Class Receptive, Understanding Spoken Paragraphs, and Semantic Relationships

Subtest	Pre-test	Post-test	Amount Gained
Word Class Receptive	2.8	4.27	2.07
Understanding spoke paragraphs	2.63	4.54	1.91
Semantic Relationships	1.81	2.54	1.36

This information shows that although the students had more difficulty with Semantic Relationships, they still increased in their performance from one test to the next. Word Class Receptive was a stronger area for most students, and it also showed the largest increase. Most of the students improved on the test, at least in part due to having taken it two months earlier; however a pattern can be clearly seen between teacher made test scores and the results of the language index scores.

The observations throughout the eight weeks showed a pattern associated with students' reported confidence. Some students had good attitudes, remained calm, and performed their tasks with ease regardless of whichever mode of presentation they received. Others were more particular about the mode. These students tended to be highly visual and to have difficulty with auditory processing. Most of the students however, self reported that they preferred the movie as

the mode of presentation. This was reflected in their grades even when they did not like the story as well as the other stories. Table 16 shows the positive traits of student confidence and negative traits, along with positive and negative traits observed with lower student confidence.

The participants' behavior was observed to fall into positive and negative categories based on their confidence. Confidence was observed in many ways: class participation, facial expressions, questions asked, test scores, and scores on the *GSE*. One lacked confidence more than the rest of the group, but he still exhibited some positive learning skills and traits. Student behaviors were organized into four categories. These include: (1) negative low confident traits, (2) negative confident traits, (3) positive confident traits, and (4) positive low confident traits.

Table 16: Traits of confidence and performance

Negative Low Confidence Traits: Lack of communication skills, fear of failure, fear of self expression, fear of being in trouble, fear of opposition from others, high preference for one mode over another, poor listening skills, over emotional
Negative High Confidence Traits: Distractible, attention seeking, over emotional, inconsistent work, fear of being in trouble without finding a solution, does not think about personal preferences or their own progress clearly
Positive High Confidence Traits: Belief in their ability to set goals and accomplish them, belief in ability to solve problems if they try hard enough, consistent work, ability to understand all three modes, ability to listen, ability to remember, good communication skills: verbally and through drawing and writing
Positive Low Confidence Traits: Attention to detail, thinking and reporting about their own progress and preferences, neatness, and understands the movie mode very well

These findings helped to explain the behavior of the student participants by clarifying the differences between the method they preferred for learning and which stories they most enjoyed. This helps in making some decisions about differentiating the material so that all of the students in a self-contained classroom can have optimal learning opportunities. It also shows that students in a self-contained classroom should be allowed to read using any or all methods.

CHAPTER FIVE

Discussion, Recommendations, and Conclusions

Introduction

The purpose of this study was to analyze the learning of students with disabilities in a self-contained setting to determine how they are affected by listening to and viewing novels that are read in their high school's general education classes. Specifically, it was intended to determine if the extensive exposure to grade and age appropriate novels would have any effect on listening comprehension and self-efficacy. It also analyzed the different modes of presenting the novels and how these particular students responded to the different modes.

The study used both convenience sampling and purposive sampling since the participants were drawn from the researcher's own classroom. Students were given pre-and post tests with the *General Self-Efficacy Scale* and the *CELF-IV* subtests that determine the receptive language index score. The study lasted a period of eight weeks. Students were presented novels that are used in the general curriculum using three different presentation modes: movie, audio book, and teacher- read. Students were given short teacher-made tests following the presentation of each novel. They were interviewed after all of the novels were complete to determine which methods and which stories they preferred.

Limitations

Data collected from this case study represented a small group of individuals, and therefore should not be generalized to a larger population. The research was dependent upon one researcher, so it depended upon the skills and viewpoints of a sole researcher. The volume of data in the qualitative research and the nature of interpretation of the data is also a limitation since it is subjective from the perspective of the researcher.

Discussion of the Research Questions

The research attempted to answer the following questions:

1. Does the presentation of literature from the general curriculum make a difference in the listening skills of self-contained students with disabilities, and in what ways will they demonstrate the changes to their listening skills?
2. Will the presentation of literature from the general curriculum make a difference in the self-efficacy of self-contained students with disabilities, and how will they describe their self-efficacy?
3. Will there be a difference in the comprehension of material among self-contained students with disabilities, based on the three modes of presentation: a movie version of a novel, an unabridged audio presentation of a novel, and a teacher read presentation of a novel, and in what ways will they demonstrate their comprehension.

These questions were answered by utilizing classroom observations, teacher-made tests, and Pre and post completion of the General Self Efficacy Scale, pre and post tests with the three CELF IV subtests that measure listening skills and obtain a receptive language index score. Also utilized during this study were student work samples and a group interview concerning student preferences between the three presentation modes.

Research Question One: Does the presentation of literature from the general curriculum make a difference in the listening skills of self-contained students with disabilities, and in what ways will they demonstrate the changes to their listening skills?

The results of the study indicated that the presentation of the literature from the general curriculum made a difference in student listening skills in several ways. First, since the literature was age and grade appropriate, it was more applicable to the students regardless of whether or not they had a mild disability. Students with a more moderate to severe cognitive disability

appeared to be engaged in the stories in all three modalities. They did not vocalize or act out in any way during the presentations and sat watching and listening throughout most of the presentation. Many, however, were not capable of demonstrating their understanding in traditional ways, such as through teacher-made tests or participation on the CELF IV subtests.

Students seemed eager to listen after they realized that they were being given materials that they knew were used in the general curriculum. Two of the fourteen students indicated that they had watched the movie in the past. Three of fourteen said that they had watched the movie version of *The Outsiders* in the past, but none had listened to the audio media presentation of this novel. Two students had taken Civics in the general curriculum in the ninth grade and had read *Animal Farm*, but none had heard it read aloud by the teacher before. No one seemed to have any clear recollection about the content of these, even if they had some experience with them. At this particular school, *To Kill a Mockingbird* is read in the tenth grade, but the movie version is also presented in speech class. As a result, many of the students were at least vaguely aware that the movie version was part of the general curriculum at their school. *The Outsiders* is read by ninth grade students. They also listen to the audio version while reading along in the text. *Animal Farm* is read in Civics class and analyzed from more of a political than literary standpoint. The students seemed contented with the novels; since they are a part of the general curriculum they regarded them to be of higher quality than other materials that could have been used.

The participants' listening was observed to improve in the following ways: the participants were eager to listen, they answered questions, they asked questions, they honestly evaluated their preferences, and they took notes, drew pictures about the stories, and most seemed to be genuinely engaged in the presentations. Their grades on the teacher-made tests were in general average to high. Most of the participants seemed to have a better attitude than

usual. They were more zealous about their learning and about the material. Most came willingly to take the CELF IV pre-test and post- test, and most showed improvement on the scores for the receptive language index, indicating that they had improved their listening skills in some way.

The average CELF IV Receptive Language index score improved from 51 to 60. Nine of the eleven students, 82%, who took the subtests, showed improvement, one stayed the same, and only one dropped in his score. S9, a quiet girl with a mild intellectual disability, showed the most improvement by increasing her score by 16 points from 50 to 76. S11, a boy with average ability and ADHD also improved considerably from a score of 62 to 74. The first Receptive Language average was well below most of the participants' actual intellectual levels. The average on the second test was more closely aligned with the average ability level of the class.

These participants demonstrated that the intense consecutive study of the three novels in the three different modes did in fact stimulate their receptive language skills, and that in general their listening habits improved. Most showed very little if any anxiety associated with the testing. Their calm attitudes, therefore, may have played a role in their success and in increased scores on the Receptive Language Index.

Research Question Two: Will the presentation of literature from the general curriculum make a difference in the self-efficacy of self-contained students with disabilities, and how will they describe their self-efficacy?

The participants in the study, with the exception of S5, generally had higher than the expected average score of 29 on their General Self Efficacy Scale, both times that they took it. Although they scored a total average score of 29.42 on the first scale and fell slightly to 28.83 the second time, their average score without including S5's scores of 10 on the first scale and 12 on the second one, were 31.19 the first time and 30. 19 the second time. These scores indicate that the majority of these students already possessed self-efficacy. They did not feel lacking in their

abilities to achieve in many areas simply because of being in the self-contained special education placement, or due to disability or any other factors. Fifty percent of the students who participated in completing this scale had scores that either stayed the same or rose slightly. The other fifty percent had scores that fell the second time, but none fell below a score of 23. Their self-efficacy scores dropped slightly overall, but remained high. It could be that they were more thoughtful the second time they took it and therefore tried to be more honest and realistic about it.

Answers indicated that the students consistently had higher self-efficacy in the areas of problem solving, setting and accomplishing goals, and in their own ability to accomplish difficult tasks if they tried hard enough. They demonstrated less self-efficacy in the areas of confronting problems that involved another person and in their ability to escape situations in which they are in trouble. The participants' answers seemed to indicate that they can be easily intimidated by peers or adults. These fears in turn could have some affect on learning.

The students also demonstrated their self-efficacy in the number and quality of artifacts they produced as a result of listening to the stories. They also showed self-efficacy in their desire and willingness to answer questions in class concerning the action of the novels. Some of their answers seemed to be a method of seeking adult attention and approval. Attention seeking students would often raise their hand to answer, but would be incorrect when called upon. These same students were also very prolific when drawing pictures, but their pictures were not as detailed or neat as the more serious students. The more serious students were less prolific but much more detailed in their work.

One student, S5, who showed very little self-efficacy according to his *GSE* scales on both the pre and post- testing, demonstrated the validity of his scores in his daily behaviors. He

was a quiet student most of the time, so he did not act out. However, he sought the teacher's approval and assistance much more than the other students. He often used the words "I can't," when asked to do anything in class. If asked a question in class, his answer was usually, "I don't know." His scores on the teacher-made tests began at 100 % for the movie test and then dropped to 50% and finally 20%. It was as though he shut down during the study. He also was fearful of participating in the CELF IV subtests. He showed some improvement the second time, but his final Receptive Language Index score was 44, which is far below his intellectual ability, which is within the average range.

Research Question Three: Will there be a difference in the comprehension of material among self-contained students with disabilities based on the three modes of presentation: a movie version of a novel, an unabridged audio presentation of a novel, and a teacher read novel; and in what ways will they demonstrate their comprehension?

Test score averages, though all fairly close, did show some differences in how well the participants comprehended each mode of presentation. Average test score after the movie presentation was 85%, or thirteen percentage points higher than the average for the teacher read novel, and six percentage points higher than the test score average for the audio book. When this is analyzed according to student preference of the stories, it indicates that the movie, though not the favored story, was much easier for the students to understand. The movie was an older movie and in black and white. If it were a newer movie, and in color, it may have been even easier for these students to comprehend. The student survey indicated that although they preferred the audio book story, *The Outsiders*, the movie presentation was easier for them to understand.

Movies can reach more students and covers all modalities. These students also indicated that a movie is an excellent form of positive reinforcement. When it was mentioned that a movie would be shown, it generated some excitement. Students smiled and wanted to tell what they knew about this movie, or asked questions about it. Later, when it was noted that they were

going to listen to an audio version of *The Outsiders*, one student said that there is also a movie version. He rolled his eyes and looked a little annoyed when he was told that they would be listening to this story instead. Those students who were primarily auditory learners did not perform as poorly on the movie test as those students who were primarily visual learners performed on the audio book and teacher read tests. Some of the students who are better at listening performed very well on all three tests. The two students, who could not participate in testing due to severe communication disorders, seemed to be more engaged in the movie than in the audio book or the teacher -read book.

Even though the students preferred the movie form of presentation and performed better on tests over the movies, in many cases movies can oversimplify material. Students with intellectual disabilities can learn age and grade appropriate academic material, and should be given opportunities to do so through all of their senses, and through the use of all three of these modalities. These participants were allowed to write and draw pictures during the presentation of the audio book and the teacher -read book to help them visualize the events that took place and the characters that were described. This stimulated their creativity and seemed to increase their involvement and enjoyment. Even with these added activities, however, they still performed better on the movie test.

The teacher-read novel test resulted in lowest test scores of the three presentation modes. Participants tried to seek more attention during this form of presentation. One difference was that the teacher was engaged in reading and could therefore not monitor the behavior of the students. The attention seeking was not entirely a bad thing. Student tend to see the teacher as a role model, and having the teacher model reading a book, helped to promote them to copy this behavior. These students sought attention negatively by answering questions out of turn, raising

their hands to answer incorrectly, and a few other minor interruptions. They began to seek attention in more positive ways after redirection. The positive forms of attention seeking included answering correctly, asking questions, and in drawing pictures about the story.

The students did not prefer the novel *Animal Farm* as much as they did *The Outsiders;* furthermore, the students did not prefer either auditory method of presentation as much as they did the movie form of presentation. If the novel was one that more students enjoyed and found entertaining, then this method of presentation may be favored. The students demonstrated a need of seeing the teacher reading and a need of experiencing the live presentation of stories, plays, and other forms of oral literature to help them learn to listen to and comprehend such everyday live oral presentations as demonstrations in the workplace. This need was expressed in their increased desire to discuss the teacher read novel in class. This method of presentation is also good when the teacher wants to stop and discuss parts of the story with the class to make sure that they understand the important parts before resuming the presentation. Overall it seems that the teacher-read method is still a very good choice, but the teacher may need help in the classroom from paraprofessionals who may need to sit near some students and provide additional support.

Discussion of Student Reported Preferences

The majority of the students preferred the movie as a method of presentation but preferred the story *The Outsiders* which was presented in the audio book format. It should also be noted that the students were not as familiar with the audio book mode as they were with movies and teacher-reads materials. Of those who had used audio books in the past, most had actually completed the books that they checked out from the library. The students appeared to be impatient with *The Outsiders* initially and would have been likely to stop listening to it if they

had been allowed to. When they finally began to settle into listening to the story, many of them really enjoyed the experience and began to look forward to it. Since these students had a lot more experience with watching movies it isn't surprising that most of them favored the movie style of presentation, even if they described themselves as learning best through listening.

One student who has a speech/language disability, S13, answered questions to the group survey with answers that were most typical to the group opinion as a whole. Even though he is a highly visual learner, he reported that he liked *The Outsiders* best and that is was the easiest for him to understand. He may have understood this story because he liked it and it held his attention. He did state that he understood the movie method of presentation the best, but that he liked the story *To Kill a Mockingbird* the least even though he reported that he liked all three stories. He didn't mention *Animal Farm* at all, but he made the highest score of 100% on the test for this presentation. Even though he has a speech language disorder and did not want to take notes or draw many pictures after listening, he showed improvement in his listening skills.

Not all of the students reported liking the story the best that they understood best, and some said they liked and understood a story, but did not perform as well on the test for that one as for others. Students who enjoy a challenging piece of literature may like listening to a story that is somewhat difficult for them to understand. Liking and understanding may go together, but are not the same thing, and may not be expected to always go together. The movie is a good example of this; even though most of the students said they understood it the best, it was the least favored story.

The reasons that most students reported preferring the movie format the best could include many factors such as they are accustomed to movies, movies provide both auditory and visual information, movies are short and require less attention, movies are thought of as

entertainment and are frequently used as rewards. The reasons for preferring the story, *The Outsiders,* most likely has to do with the story being about adolescents and their problems. Even though the story is over forty years old, it is still relevant to young people. It is also set in Oklahoma which is also more relevant to these students. The author was also an adolescent when she wrote the novel, so the language she used is more common to them than the language used in Animal Farm, which was a British novel. The reason that a few students preferred the teacher-read novel was most likely the interaction with the teacher and the students. Students sometimes tended to act out or answer erroneously when asked questions, and this behavior tended to come more from those who reported liking this story the best. S11 reported that he understood this one the best, yet he also said that he did not like this novel. He drew good pictures to illustrate it and answered questions in class appropriately about it, but it seems that his understanding of it may have been a factor in his dislike for its ending.

As noted in Chapter Four, it is apparent that both interest in the story and preferred learning mode is important for student comprehension. These students performed on the average the best on the story that was presented in their preferred learning mode, even though most reported that this story was their least favorite. Their favorite of the three stories, *The Outsiders*, yielded the second highest test scores. It may be then that if they were present the movie version of *The Outsiders,* their scores would have an even higher average than the scores for *To Kill a Mockingbird.*

Recommendations for the Use of the Modes of Presentation

Students with all types and levels of disability may be found in a self-contained classroom such as the one in this study. Sometimes they are more homogenous and the teacher will not have to vary their classroom experiences quite as much, but in all classrooms there will

be a great deal of individual differences regardless of what type of classroom it is. Within the self-contained classroom the trend today is to teach adaptive behavior with a functional curriculum. Since students in a self-contained classroom are often placed in that setting due to severe adaptive behavior deficits, this is a necessary part of their education. An academic education can still be provided to many students with disabilities and adaptive behavior deficits without compromising their education in the functional curriculum. Academic education in language arts would include more of the literature provided in the general education classrooms. Since this material is age and grade- appropriate, it is a good choice for many students with disabilities as well as their non disabled peers. Learning what the general population is learning can only help to increase adaptive behaviors since it promotes an understanding of the students' immediate culture.

The use of different modes of presentation helps the teacher reach all of the students in the classroom. If the general curriculum is somewhat difficult to understand, video presentations will make it much more accessible to students with disabilities. Accessibility involves much more than simply being able to access the physical environment. It also involves being able to access the intellectual environment to the fullest extent possible. Students in this study with mild disabilities, such as mild intellectual disabilities, speech language disorders, and attention deficit hyperactivity disorder, were able to access the general curriculum with modifications and accommodations within the self-contained classroom. Those with more moderate to severe disabilities accounted for only 21% of the students and were able to participate partially, such as in watching the movie and listening to the novels that were read. It is not well known how much students with severe autism who are non verbal retain, however they should not be excluded from such activities simply because they are unable to express how much of it they understood.

Test modifications for the study included shortened tests with only three multiple choice items. Clarity in testing is also advisable without any trick questions and with more concrete questions. Testing of visual learners over auditory materials may require a study guide prior to the test, a word bank, or even open book testing. Auditory learners seem to require fewer modifications when taking a test over a movie, since it is both auditory and visual. Allowing the students to write and draw pictures helped keep them involved with the story. They were also able to share ideas with each other this way.

Although movies do help students learn regardless of which mode they prefer, and are the best method of presentation for visual learners, the research shows that movies that are not age- or grade-appropriate should be used minimally, or not at all. Students with more severe disabilities such as autism, combined with an intellectual disability or those with very low self confidence, may be an exception. Therefore in a mixed classroom, some easier movies would be necessary. Language arts class is not the only example of where students can benefit from film. History and other types of social studies should try films for difficult concepts, rather than assuming that some students cannot grasp the material. Science is another good example where videos might be useful.

Audio books and teacher- read materials are a good method to use when the teacher wants students to experience reading, or at least the skill of listening to a full text of a book. Movies cannot replace this part of a student's education since they do not provide the full text of a story and do not require the student to listen the entire time while forming his or her own mental images. Students often begin listening to audio stories on their own, only to stop listening to it before they are finished. When listening to the audio book is under teacher direction, students are able to complete the entire book. Students can also read along with the text, which

may help them increase in reading skills. When the students discover that they can listen to a book from beginning to the end, they develop a sense of pride in their accomplishment and often demonstrate this by making more frequent trips to the library to check out their own audio books. This may help them not lose interest in the books that they choose as quickly since they have been forced and may become more interested as the story progresses. Audio books and movie presentations are the best when the teacher can monitor student behavior. Teacher-read materials are good for a personal touch and extra involvement with the story. Since this method helps students model the behavior, it should not be entirely replaced with audio books. Easier material that is at the students' comprehension level but above their reading level is best read aloud or presented in audio book format. Sometimes teachers use movies to follow up the stories that are read. The students probably find this reinforcing.

Recommendation for Further Studies

Recommendation for further research stemming from findings in this study include self-contained classroom settings, curriculum for students with disabilities, the use of technology for different levels of students and in various ways, accessibility to academics for self-contained students and others with disabilities, literacy rates of students who are self-contained, and the impact of *No child Left Behind* on inclusion and self-contained settings. Although many schools attempt to include students with disabilities in the general education setting many schools continue to have self-contained classrooms. These classrooms typically include students with mild disabilities, who for whatever reason are considered to be unable to compete in the general education system of their school. This particular phenomenon and the attitudes of those who teach students with mild intellectual disabilities would be a subject for possible further investigation. The curriculum of self-contained students and the variety of individual differences

that exist in many self-contained settings could also be investigated in the future. The needs of these students vary immensely and therefore the instruction in a self-contained setting varies frequently. How to use of a variety of instructional modes and technological tools could be the subject of another study to investigate various instructional factors on student listening and receptive vocabulary skills. Since videos are relatively inexpensive and easy to use, it is would recommended that more research be done to determine the extent students with mild and even moderate intellectual disabilities learn new material through this mode of instruction.

Accessibility in the schools is often thought of as ramps to help students in wheelchairs or in allowing a self-contained student to have access to a non academic class such as art or physical education. With technology advancing and new tools being available for academic use, accessible technology is for students in a self-contained setting, when compared to those in the general setting, would be a promising area of study.

Literacy rates among students with mild disabilities in inclusive settings and those in self-contained settings could be further investigated. This has been a subject of past studies but with the advancement in technology, new methods of instructing students in either setting could lead to greater advancement in their literacy.

The ways in which the strict guidelines of *No Child Left Behind* and the fear of the loss of funding have affected the inclusion of students into the general curriculum in recent years would also be an area to investigate. In other words are more students being placed into the self-contained setting now than in the past? Also, if this is true what type of education do they receive in the self contained setting, and how is instruction differentiated for those with both mild and more moderate to severe disabilities?

Conclusion

When I began the journey of this study, I was interested in analyzing three different methods of presenting general Language Arts curriculum to students with disabilities in the self-contained setting. I wanted to investigate their ability to comprehend the general curriculum and see if they made any progress in the areas of self-efficacy and listening skills by completing these stories consecutively. I learned a great deal about my students in the process. I was not aware that most of them have a good level of self-efficacy. Now that I am aware of this, I can be less concerned with strengthening this through positive reinforcements such as praise and other rewards, and concentrate more of my efforts on their academic needs. For my students who needs this, I can provide more positive reinforcement and greater opportunities for success and self discovery.

I learned a great deal about the different modes of presentation and how the students respond to these. I knew that students liked movies, but had not noticed that the students perform better on tests over movies than over audio or teacher read presentations. I also learned that the students need visual aids, even self-made visual aids, when using either auditory format. Since most of my students do not communicate well in writing, I learned more about what they were learning from the material by having them draw pictures to illustrate the stories. The most important thing that I learned about my students is that they can continue to make progress in the general curriculum, even if it is at a slower pace, or in a different manner than those students who are placed in general curriculum settings. They showed enjoyment of the age and grade appropriate material, and they made progress as evidenced by their Receptive Language Index scores.

I hope that self-contained teachers of students with diverse disabilities will attempt to

use a variety of methods to incorporate the general curriculum whenever possible into their classrooms. Students with adaptive behavior deficits need functional curriculum; however, a typical school day is long enough to provide both life skills training and academics that are adapted to the students' ability level. It is my hope that these students will continue to receive both types of education, and not be excluded from the general curriculum, when it is possible for them to be included, at whatever level that they can comprehend. I would like to see the challenges to accessibility met at all levels and in multiple areas. Much has been done in recent years to make buildings and technology accessible to individuals with physical and sensory disabilities. I would like to see greater accessibility for students with mild and moderate intellectual disabilities, autism, attention deficit disorder, and for those with emotional disorders. This can be done with greater attention to the access to curriculum through adapted media centers, including students in the general curriculum, and through providing the general curriculum to those students who are in a self-contained setting.

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APPENDIX

Appendix A: Informed Consent Form

TITLE: Modes of Presentation in the Education of Secondary Students with Disabilities

DESCRIPTION: This research is a part of a dissertation to meet the degree requirements for a doctorate in curriculum and instruction. Students in the self contained classroom will be given pre-tests and post- tests for self-efficacy and listening skills. This study will analyze the effects of using different methods of presenting literature that is normally used in the school that they attend. Literature will be presented in movie form, audio presentation, and read aloud by the teacher.

RISK AND BENEFITS: There are no risks anticipated with this project. Students will be given normal teacher made tests to analyze which mode of presentation is better and to see if the instruction helps students make improvement in self confidence and listening skills. The benefits of the study are that it will help researchers and educators in the future have a better understanding of the educational needs of students in a self contained setting. Students will be administered four subtests of the CELF IV to be analyzed for changes in their listening skills, and they will be given the General Self-Efficacy scale to see if their self confidence is affected by their study of the literature.

VOLUNTARY PARTICIPATION: The decision to allow your child to participate is strictly voluntary, although most of the activities will be a daily part of the regular lesson plan.

RIGHT TO WITHDRAW: You or your child retains the right to withdraw your consent at any time during the project. In that case your child's data would not be recorded in the project data. There would be no negative consequences for this decision.

CONFIDENTIALITY: All information concerning your child will remain confidential throughout the project. All data will be collected using a predefined system of unique identifiers that protect the participants' identities. At the end of the semester all consent forms will be destroyed to protect the identities of the participants.

CONTACT INFORMATION: You may contact me or the university instructor if you have questions about this study or would like to know the results of the study. I have also listed the contact information for the Institutional Review Board Compliance Officer, who oversees all research conducted through the University of Arkansas.

Researchers	**Faculty Advisor**	**IRB Compliance Officer**
Annie Quinn	Tom Smith	
		Rosemary Ruff OZAR 120

INFORMED CONSENT: I _____have read the description of the study. (Please print your name)

I understand the purpose of the study, the procedures to be used, the potential risks and benefits, how confidentiality will be maintained, as well as the option to withdraw from the study at any time. The researcher has answered all of my questions regarding the study and I believe I understand what is involved.

I have read and discussed this project with my child._____.
(Please print your child's name)

My signature and my child's signature below indicate my child and I freely agree for my child to participate in this study.

_____ _____ _____
Signature of Parent /Guardian Signature of student Date

Appendix B: Spanish Informed Consent Form

TITULO: Modo de Presentation en la educacion Secundaria de estudiantes con descapacidades

DESCRIPCION: Esta investigation es parte de la tesis para un doctorado en educacion. Los estudiantes de la clase del salon de su hijo (a) recibiran pre-examenes y examenes posteriores para la confiaza en si mismo y la hablilidad de saber escuchar. Este estudio analizara los effectos de usar diversos metodos de literatura que es presentada nomalmente en la escuela que ellos atienden. La literatura sera presentada por audio-vision y leida en voz alta por la profesora.

RIEGOS Y BENEFICIOS: Noy hay riegos anticipados con este proyecto. Los alumnos recibiran examenes hechos por maestros de clase normal, para analizar cual modo de presentacion es mejor. Determinar si la instruccion ayuda a mejorar la confianza de los alumnos en si mismos y su habilidad de escuchar. . Las ventajas del estudio seran de ayuda a investigadores y a educadores en el futuro, a tenar una comprehension mejor de las necesidas educativas con descapacidades.

PARTICIPACION VOLUNTARIA: La decision para permitir que su nino participe es terminantemente voluntario, aunque la mayor parte de las actividades son parte del plan de trabajo regular diario.

DERECHO A RETIRARSE: Usted y su nino conservan el derecho de retirar su consentimiento en cualquir momento durante el proyecto. En este caso los datos de su nino no seran registrados en el resto de los datos del proyecto. No habra ninguna consecuencia negativas si cambia de opinion y no acepta participar.

SECRETO: Toda la information referente a su nino sera confidencial a traves del proyecto.Todos los datos seran guardados usando un sistema predefinido de los identificadores unicos que protegen las identidades de los participantes. Al final del estudio, todas las fomas de consentimiento seran destruidas para proteger las identidades de los participantes.

INFORMACION DE CONTACTO: Usted puede contactar con los miembros del comite de la Universidad, si usted tienepreguntas sobre este estudio o quisiera saber los resultados del estudio.Tambien he enumerado la information para contactar al comite examinador de la Institution , que supervise toda la investigacion conducida en la Universidad de Arkansas.

Investigador	Facultad Presidente del comite	IRB official de cumplimiento
Annie Quinn	Tom Smith	Rosemary Ruff

CONSENTIMIETO INFORMADO: He _____ leido la decription
(por favor impression)
del estudio. Entiendo el proposito del studio, los procedimienteos usados y los riegos y las ventajas potenciales como el confidencialidad sera mantenido, asi como la opcion para reirarse del studio en cualquir momento. El investigador ha contestado a todas mis preguntas con respect al studio y creo que entiendo cual esta implicado.

_____ _____ _____

Firma del Padre/Madre/Tutor La Firma del Nino/Participante

Appendix C: General Perceived Self-Efficacy Scale

GENERAL PERCEIVED SELF-EFFICACY SCALE (GSE)

INSTRUCTIONS: Please circle the degree to which you agree or disagree with the following statements:

4- Exactly True; 3- Moderately True; 2- Hardly True; 1- Not at all True

1. I can always manage to solve difficult problems if I try hard enough.
   4 3 2 1
2. If someone opposes me, I can find the means and ways to get what I want.
   4 3 2 1
3. It is easy for me to stick to my aims and accomplish my goals.
   4 3 2 1
4. I am confident that I could deal efficiently with unexpected events.
   4 3 2 1
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.
   4 3 2 1
6. I can solve most problems if I invest the necessary effort.
   4 3 2 1
7. I can remain calm when facing difficulties because I can rely on my coping abilities.
   4 3 2 1
8. When I am confronted with a problem, I can usually find several solutions.
   4 3 2 1
9. If I am in trouble, I can usually think of a solution.
   4 3 2 1
10. I can usually handle whatever comes my way.
    4 3 2 1

Appendix D: Student Preference Questionnaire:

Questions about presentation styles

1. Which story did you like best?
   A. *To Kill a Mockingbird*
   B. *The Outsiders*
   C. *Animal Farm*
2. Which method of presentation do you understand the best?
   A. Movie
   B. Audio book (book on CD or media player)
   C. Teacher read
3. Which story was easier to understand?
   A. *To Kill a Mockingbird*
   B. *The Outsiders*
   C. *Animal Farm*
4. Which way do you learn best?
   A. Looking at pictures or watching movies
   B. Listening
   C. Interaction with a teacher
5. Did you like all three stories?
   A. Yes
   B. No
6. Which did you like least?
   A. *To kill a Mockingbird*
   B. *The Outsiders*
   C. *Animal Farm*

Appendix E: Teacher Made Test Over *To Kill a Mockingbird*

To Kill a Mockingbird: Test

1. The two children (main characters) in the story are:
    A. Scout and Jem
    B. Sue and Billy
    C. Alice and Tom

2. Why was everyone afraid of Arthur "Boo" Radley ?
    A. He had murdered several people, and had not bee caught.
    B. He did not come out of his house for years.
    C. He was known to carry the plague

3. What were some of the things the children found in the tree?
    A. A ball of string, a picture of Elvis, and a teacup
    B. Two wax dolls, a pocket watch, pennies, and gum
    C. Two running trophies, a lock of hair, and a brass ring

4. Who was Tom Robinson?
    A. The black man whom Atticus defended in court
    B. The father to May Ella
    C. The man who attacked the children on Halloween

5. Why did Bob Ewell want to get revenge on Atticus?
    A. Atticus did a poor job of defending his brother, Tom.
    B. Atticus made him and his daughter look bad in court.
    C. Atticus lied about May Ella's involvement with Tom.

6. What was Scout's first real contact with Boo Radley?
    A. Boo came out on the porch the night that she was prowling around his house.
    B. Boo covered Scout with a blanket when she was standing in the cold watching the house fire.
    C. Boo came out and shot the mad dog that was coming down the street.

7. What day and age was this novel set in?
    A. During the Depression years (mid 1930s) just before WWII.
    B. During the Civil War Reconstruction period, about 1875.
    C. During the 1980s Reagan year

8. What was understood about Dill from the adult viewpoint?
    A. He did not have a father and his mother did not want him.
    B. He had very famous and rich parents
    C. He was the most educated child in Macomb County

9. How do we know that Tom Robinson did not hit May Ella Ewell?
    A. His left arm was disabled
    B. He was never at her house
    C. He was too nice to have done it.

10. Who kills Bob Ewell?
    A. Jem Finch
    B. Atticus Finch
    C. Boo Radley

Appendix F: Teacher-Made Test over *The Outsiders*

The Outsiders: Test

1. When and where does the story take place?
   A. The early 1900s in New York City
   B. The 1960s in Tulsa, Oklahoma
   C. The 1990s in San Francisco

2. Darry, Pon boy , and Soda Pop are:
   A. Greaser s and brothers
   B. Socs and brothers
   C. Greaser friends

3. The story is narrated by:
   A. Cherry Valance
   B. Johnny
   C. Ponyboy Curtis

4. What was something that a Soc might say to a Greaser?
   A. “Need a haircut, Greaser?”
   B. “Hi Grease, want to play basketball with me?”
   C. “Hey, we are having a party next weekend; would you like to come?”

5. How was Johnny described?
   A. Very tall with blonde hair and a nice tan
   B. He was short and overweight with sandy hair and blue eyes
   C. He was thin and small with dark hair and black eyes.

6. What was one thing that the Curtis boys had NOT lost during their lives?
   A. Each other
   B. Their parents
   C. The horse, Mickey Mouse

7. Why did Pony Boy find it easier to talk to his brother Soda Pop than to his much older brother Darry?
   A. Darry was not as smart as Soda
   B. Darry was the head of the house, so he was the one who disciplined him.
   C. Darry hated his little brothers

8. Why does Johnny kill the Soc?
    A. The Soc was trying to pick up his girl, Marcia
    B. The Soc appeared to be drowning his friend, Pony Boy.
    C. The Soc had insulted him by calling him Greaser.

9. How did Johnny become a hero?
    A. He won the fight against the Socs
    B. He left the gang and went to the war
    C. He saved some children from a fire in a church

10. What are Johnny's last words?
    A. Did we win the fight?
    B. Stay gold, Ponyboy
    C. Go away, Dally!

Appendix G: Teacher-Made Test over *Animal Farm*

Animal Farm: Test

1. What was Old Major's reason for wanting to create Animal Farm?
   A. So that the animals could become more like humans
   B. He thought that the animals should kill all of the evil humans.
   C. The humans were the only creatures that consume without producing, so the animals needed to free themselves from their rule.

2. "For that day we all must labor, though we die before it breaks; cows and horses, geese and turkeys. All must toil for freedoms sake." This is a quote from:
   A. The laws of animalism
   B. Beasts of England
   C. Animals unite

3. What did the raven always tell the animals about?
   A. The place where bad animals would go
   B. Sugar Candy Mountain where animals would go when they died.
   C. The future world that would come after the rebellion

4. Which of the pigs was very smart, but not as respected as Napoleon?
   A. Snowball
   B. Squealer
   C. Pigsty

5. What was Mollie like?
   A. She was very vain and spoiled.
   B. She worked hard all of the time
   C. She was a good mother to her foal

6. What were the sheep always saying at meetings?
   A. Napoleon is always right and I will work harder
   B. No animal shall kill another animal
   C. Four legs good; two legs bad

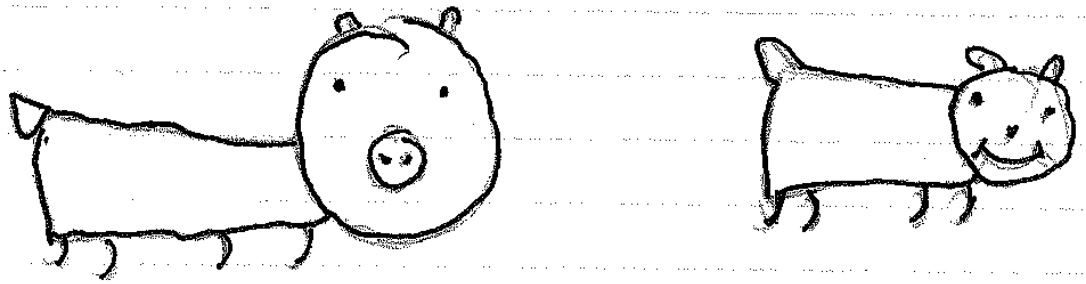
7. What was Napoleon saving the milk for?
   A. The pigs and the puppies
   B. The baby calves
   C. The children

8. What does Boxer always say?
    A. I want to retire to the pasture soon
    B. Four legs good, two legs bad
    C. I will work harder and Napoleon is always right

9. What was happening to the Seven Commandments?
    A. They were becoming more strict with stiffer rules.
    B. Squealer was adding a word to each, one at a time, to slightly change their meanings in favor of the pigs
    C. They kept getting more new commandments until they equaled 12.

10. What do the pigs become like in the end?
    A. Horses
    B. Dogs
    C. Humans

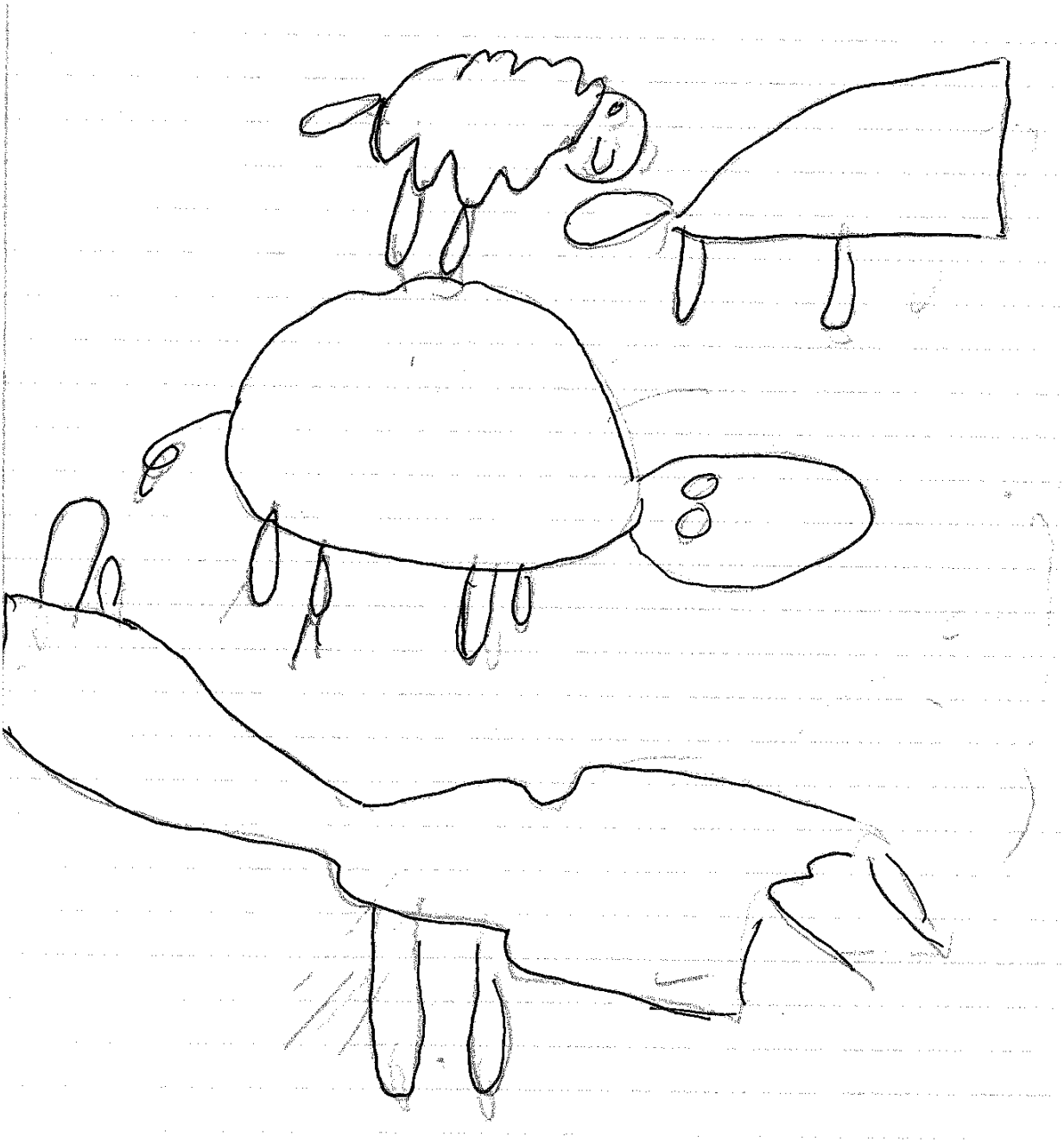
Appendix H: S1's work sample an *Animal Farm* illustration



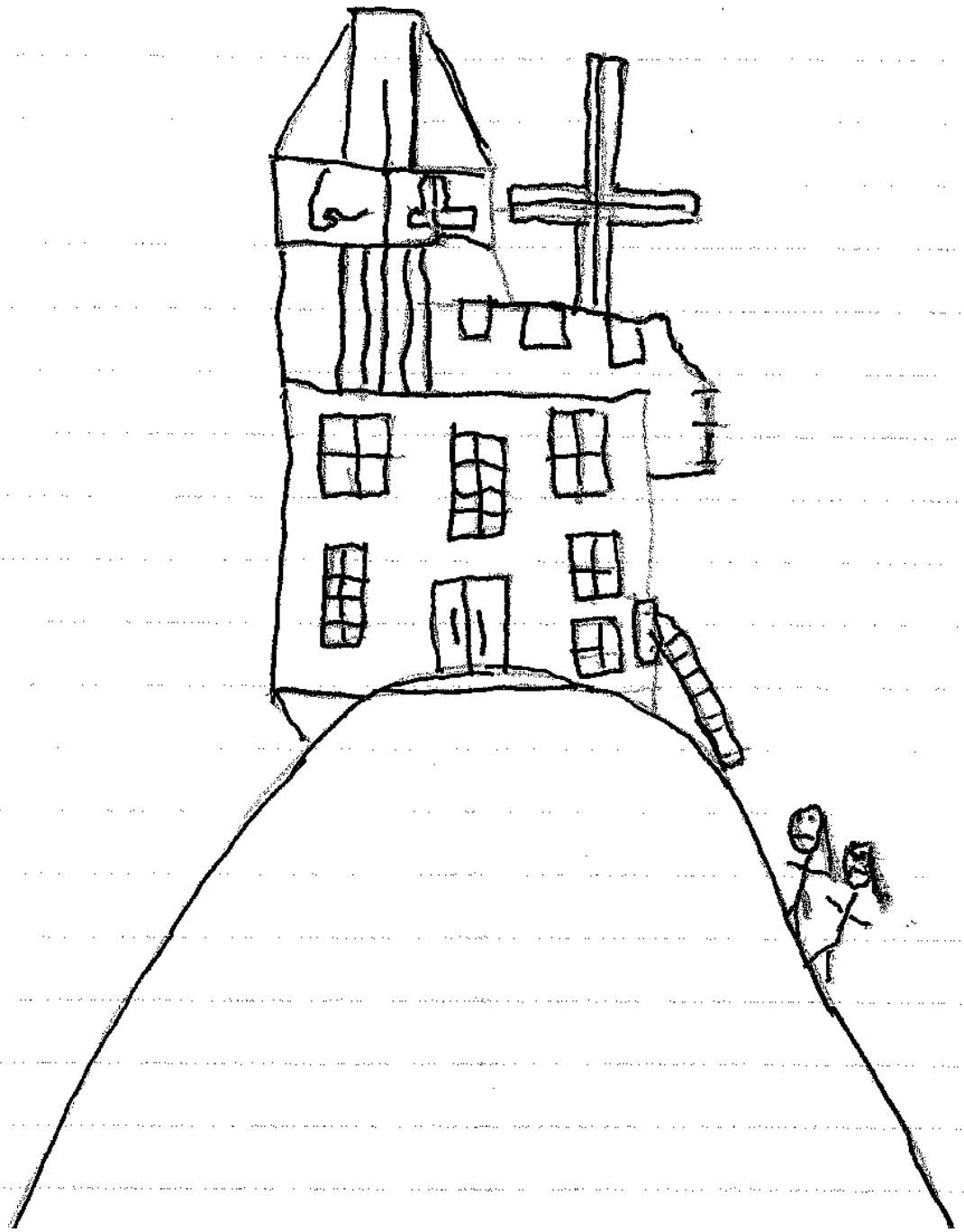
Appendix I S3 work sample: an illustration from *The Outsiders*



Appendix I-2 S3 worksample: illustration from *Animal Farm*



Appendix J S4's work sample: An illustration of the church in *The Outsiders*



Appendix K S5's worksample: A copy of the Animal Laws from *Animal Farm*

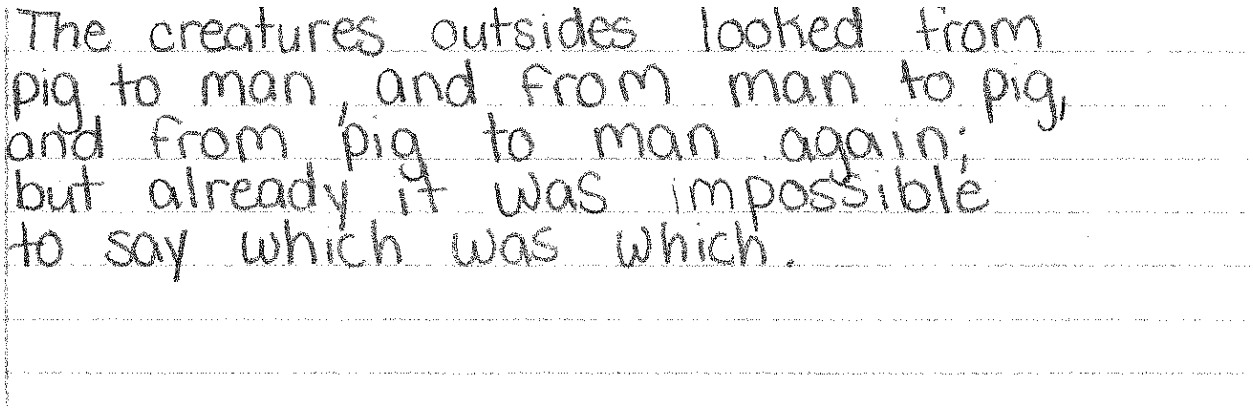
S5

The Seven Commandment

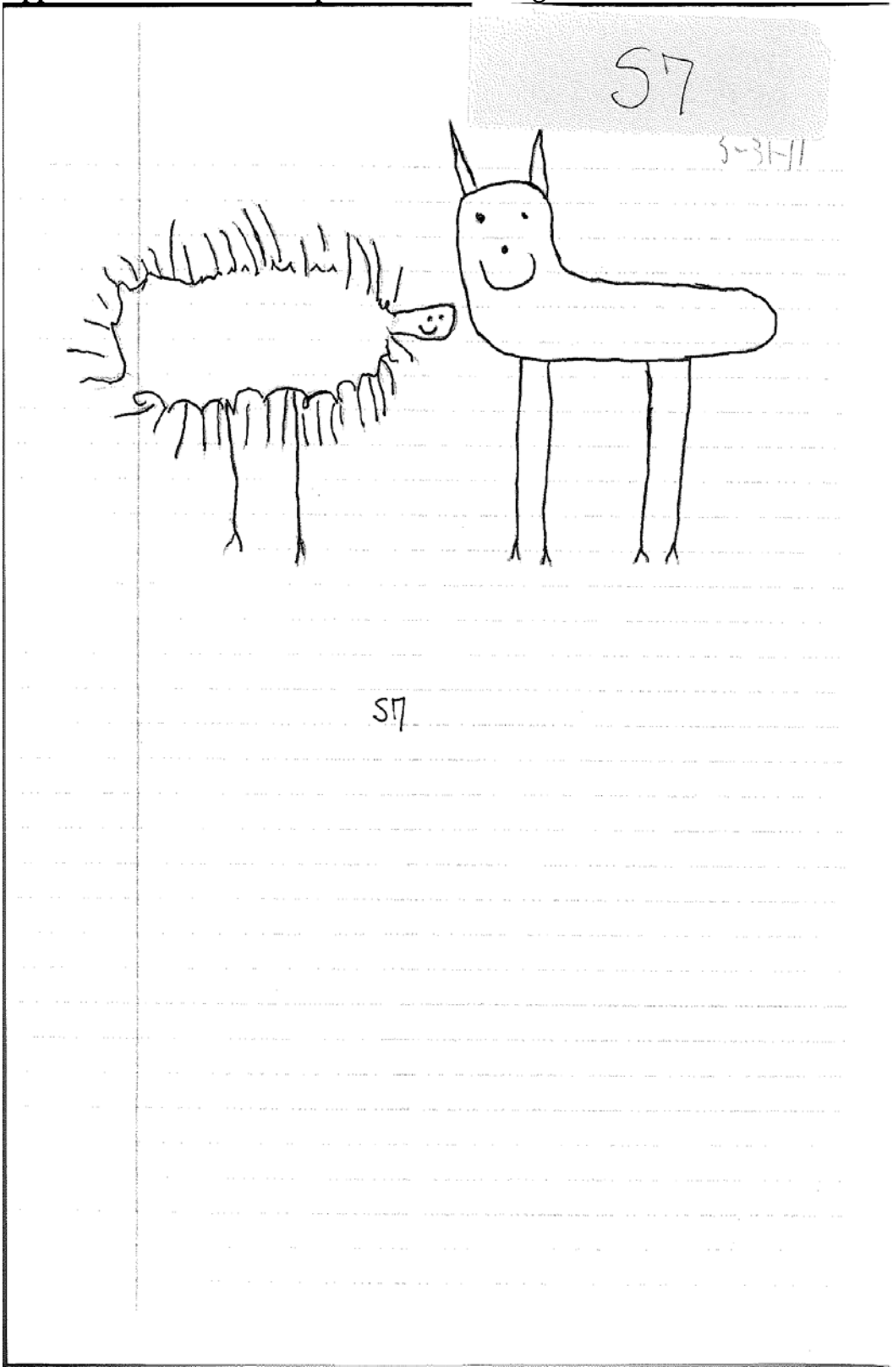
S5

1. Whatever goes upon two leg is an enemy.
2. Whatever goes upon four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animal shall sleep in a bed.
5. No animal shall drink alcohol.
6. No animal shall kill any other animal.
7. All animals are equal.

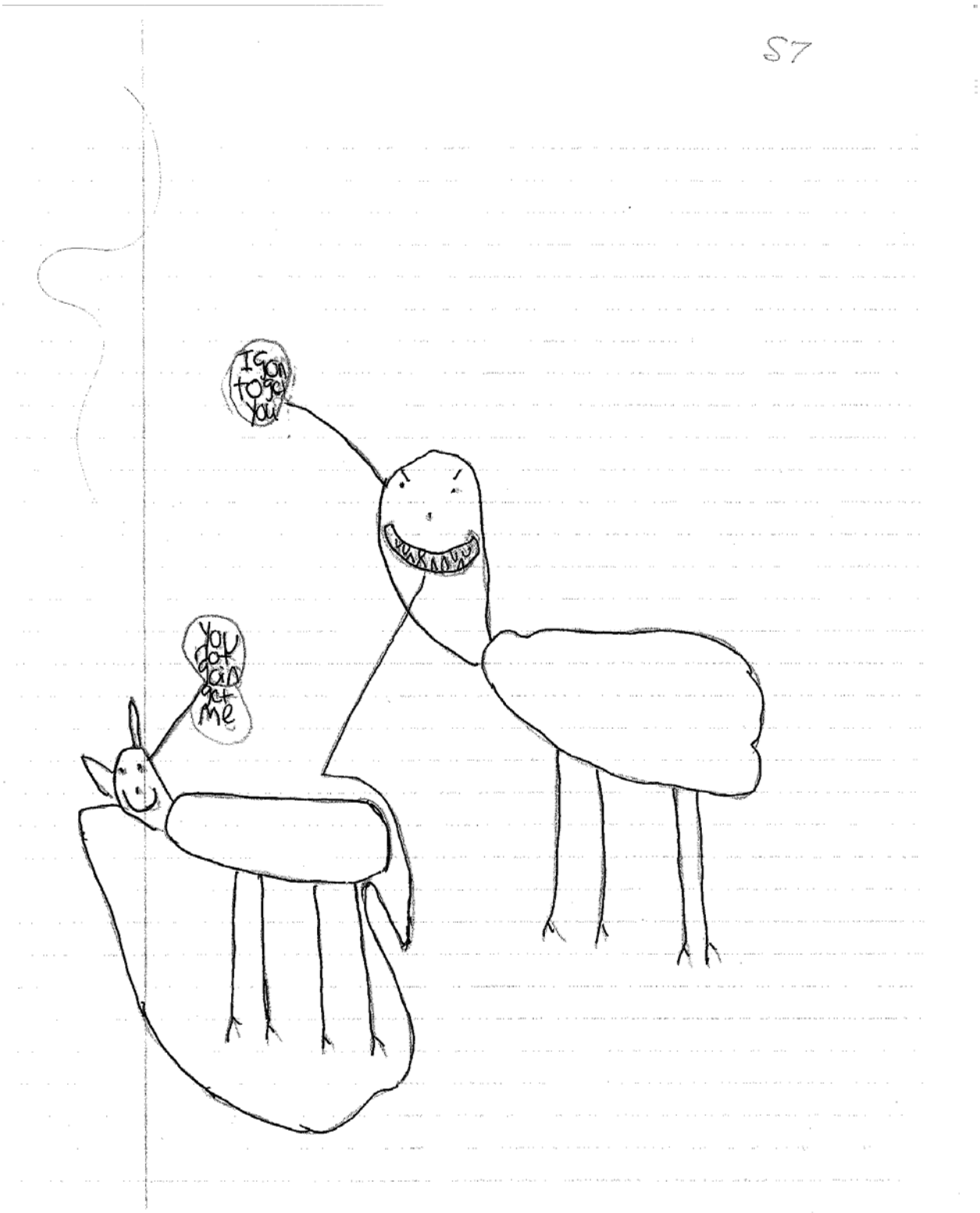
Appendix K2 S5's work sample: The last words from *Animal Farm*


The creatures outsides looked from
pig to man, and from man to pig,
and from pig to man again;
but already it was impossible
to say which was which.

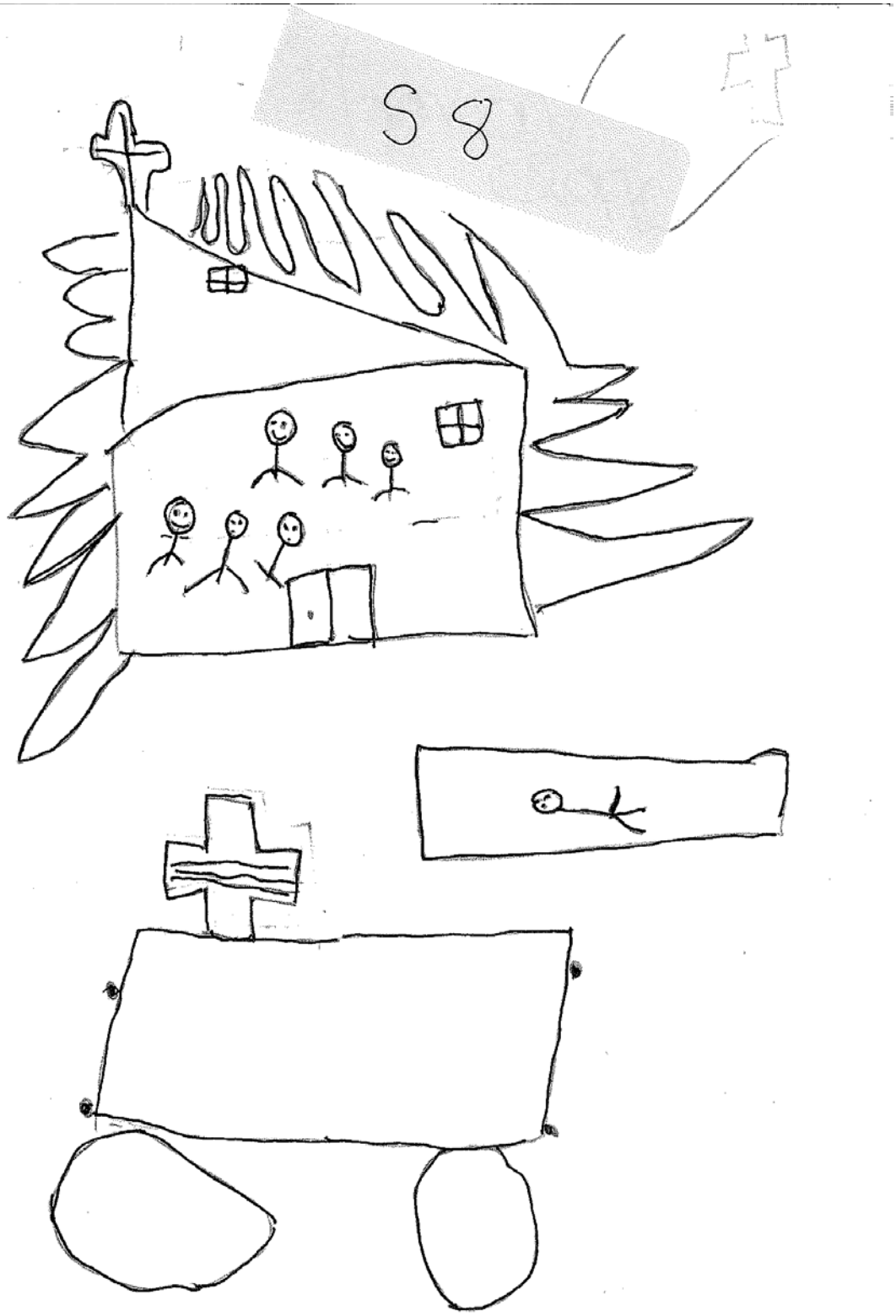
Appendix L S7's work sample: Illustration of good animals from *Animal Farm*



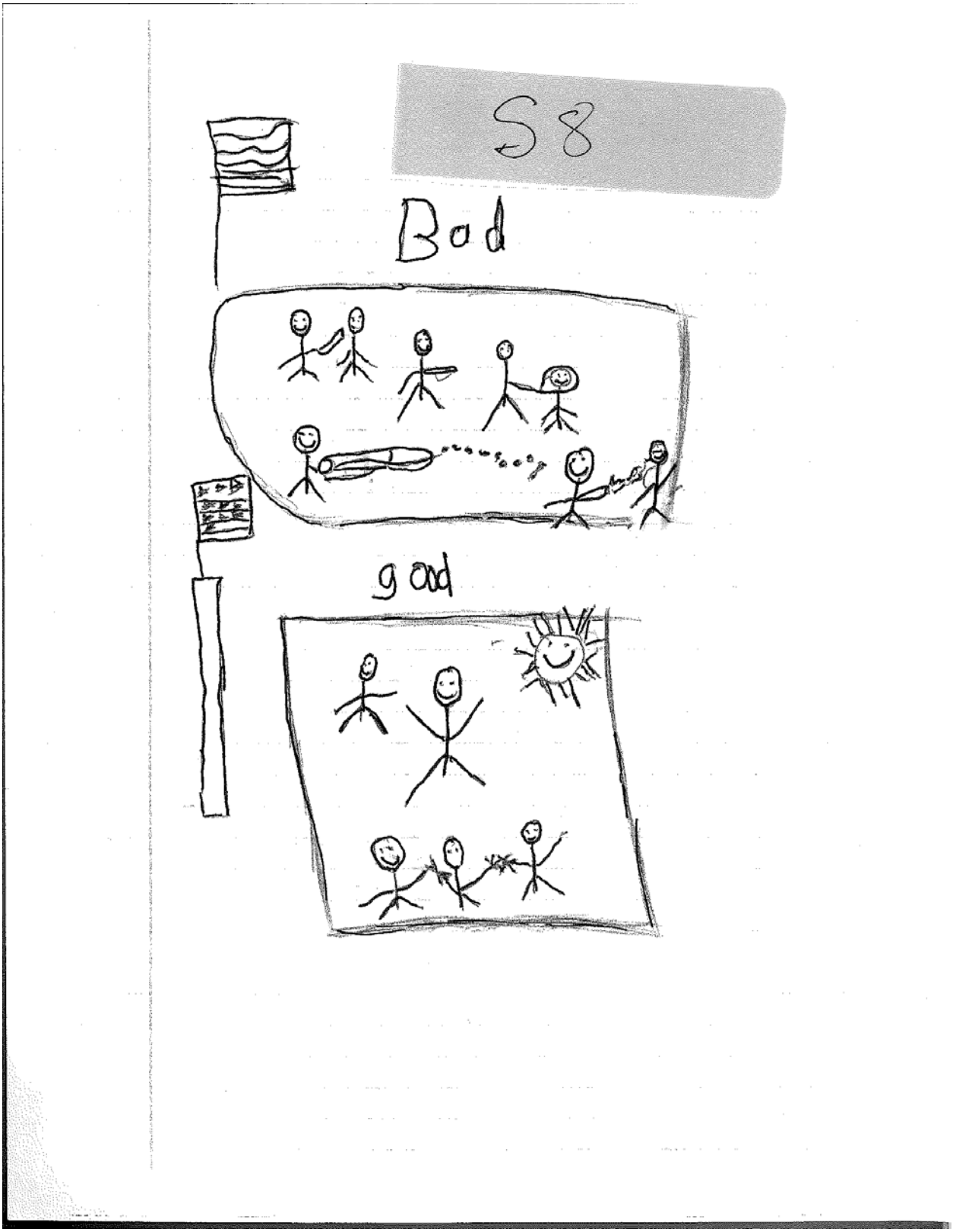
Appendix L2 S7's Work sample of a bad animal in *Animal Farm*



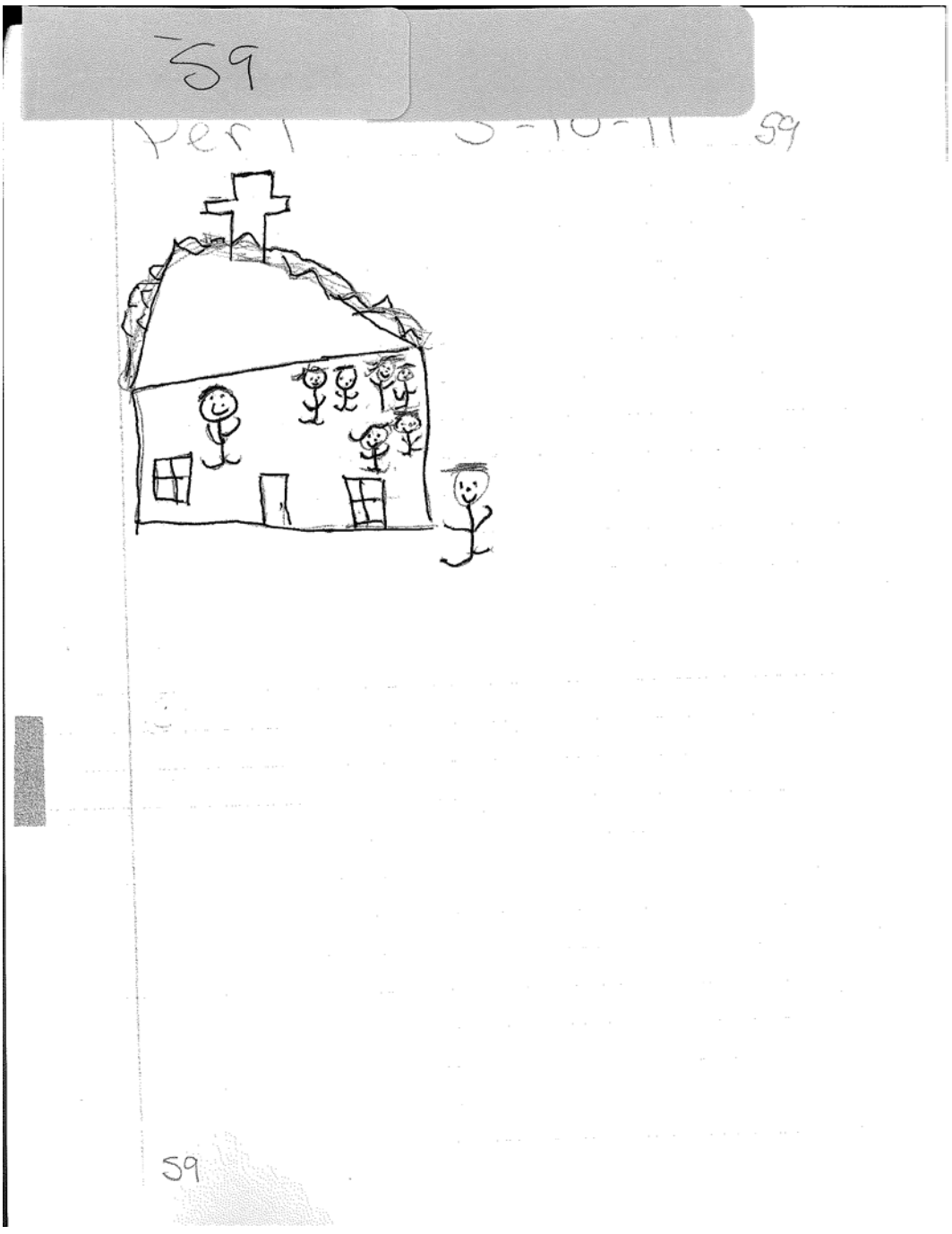
Appendix M S8's Work sample: the church fire and Johnny on a stretcher from the *Outsiders*



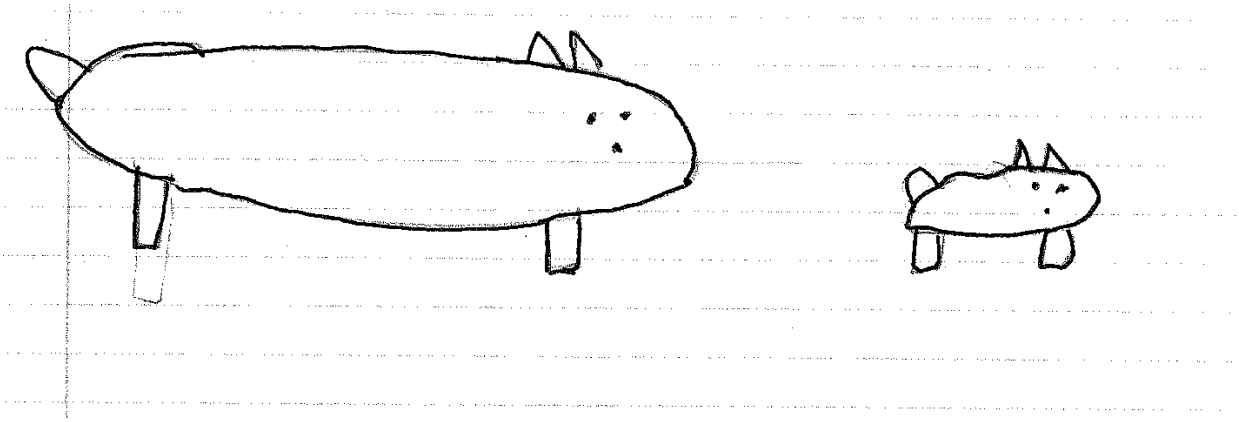
Appendix M2 S8's work sample: bad and good sides in *Animal Farm*



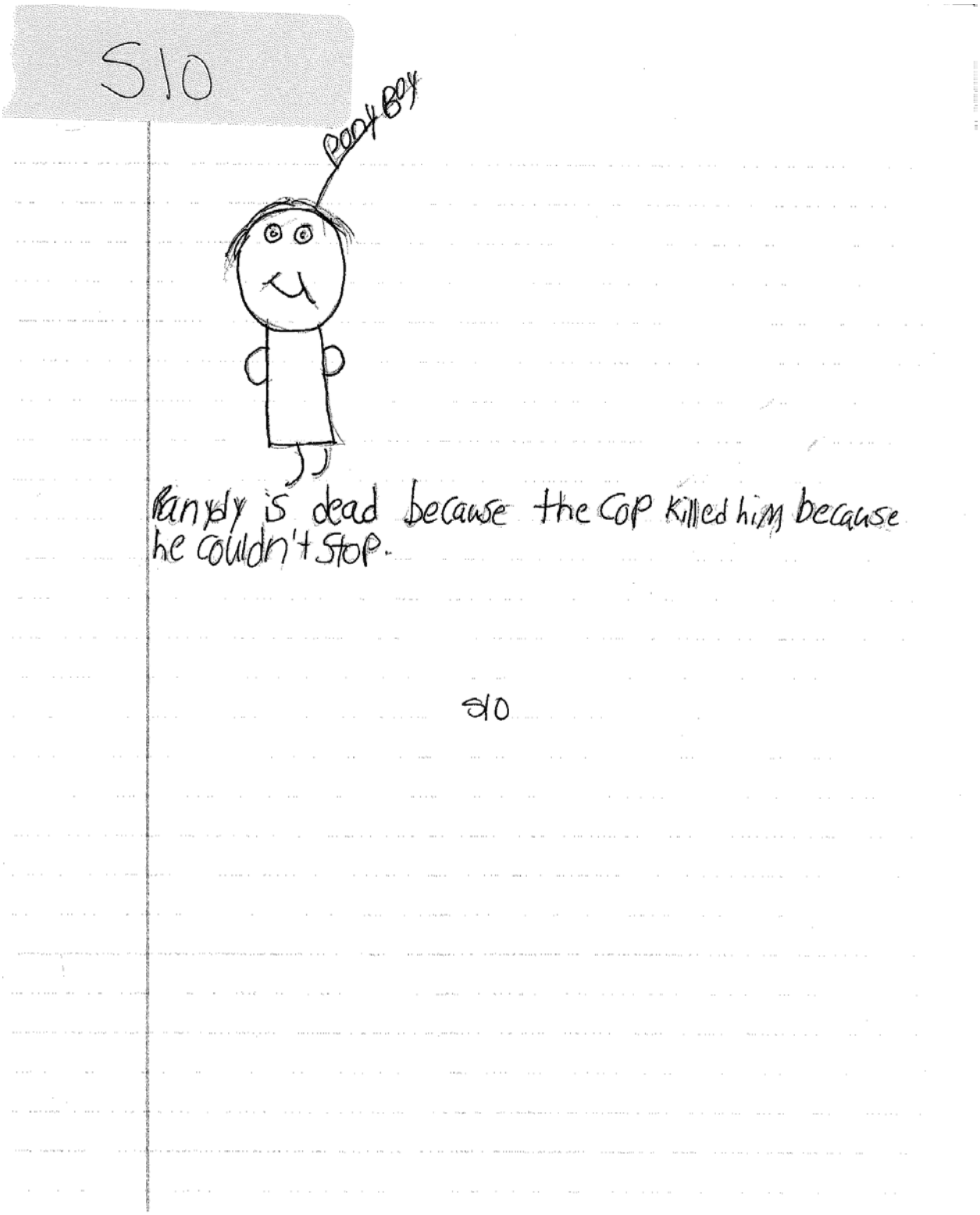
Appendix N S9's work sample: The children playing during the church fire in *The Outsiders*



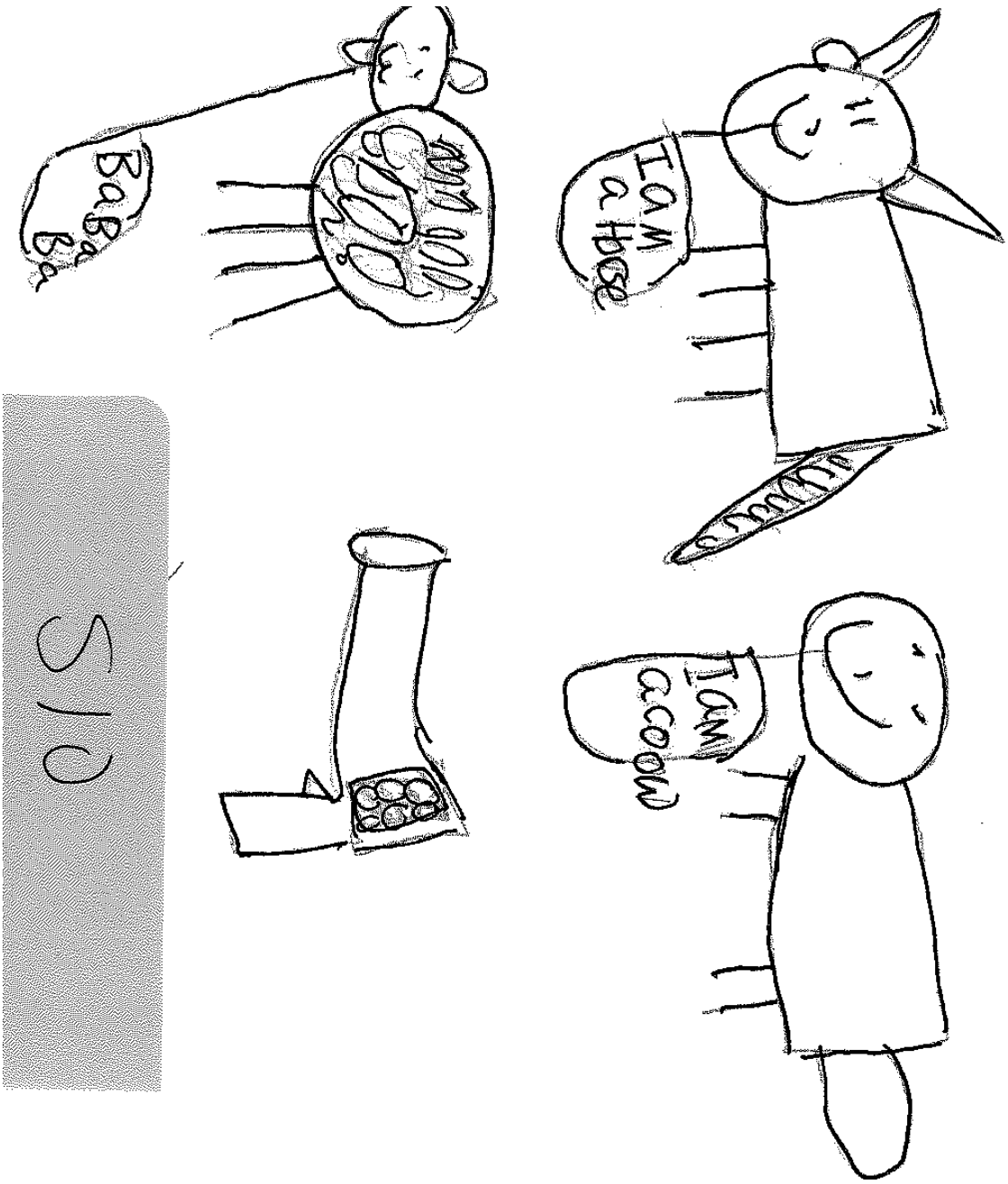
Appendix N2 S9' work sample: Napoleon and a piglet from *Animal Farm*



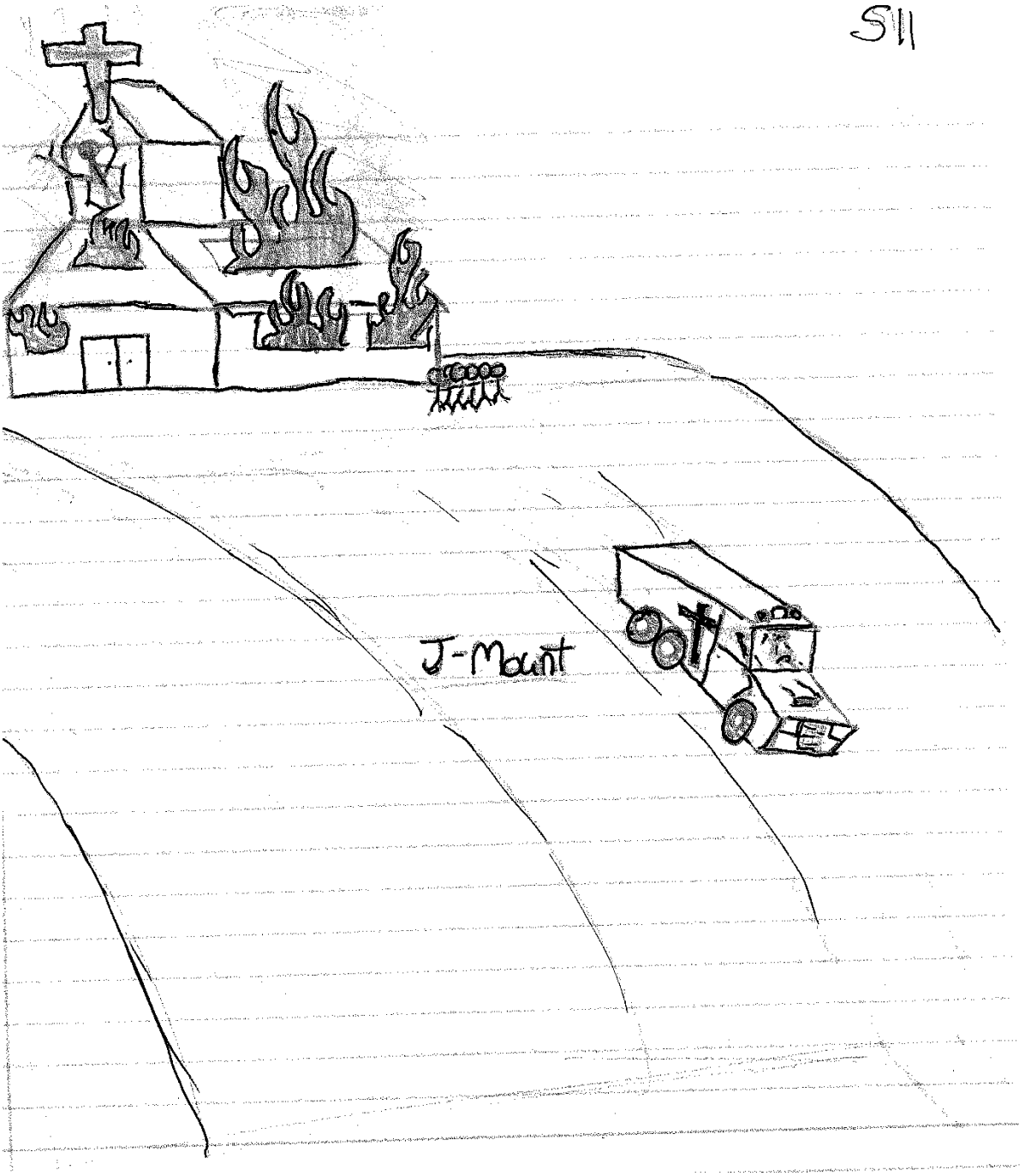
Appendix O S10 work sample of Ponyboy's thoughts from *The Outsiders*



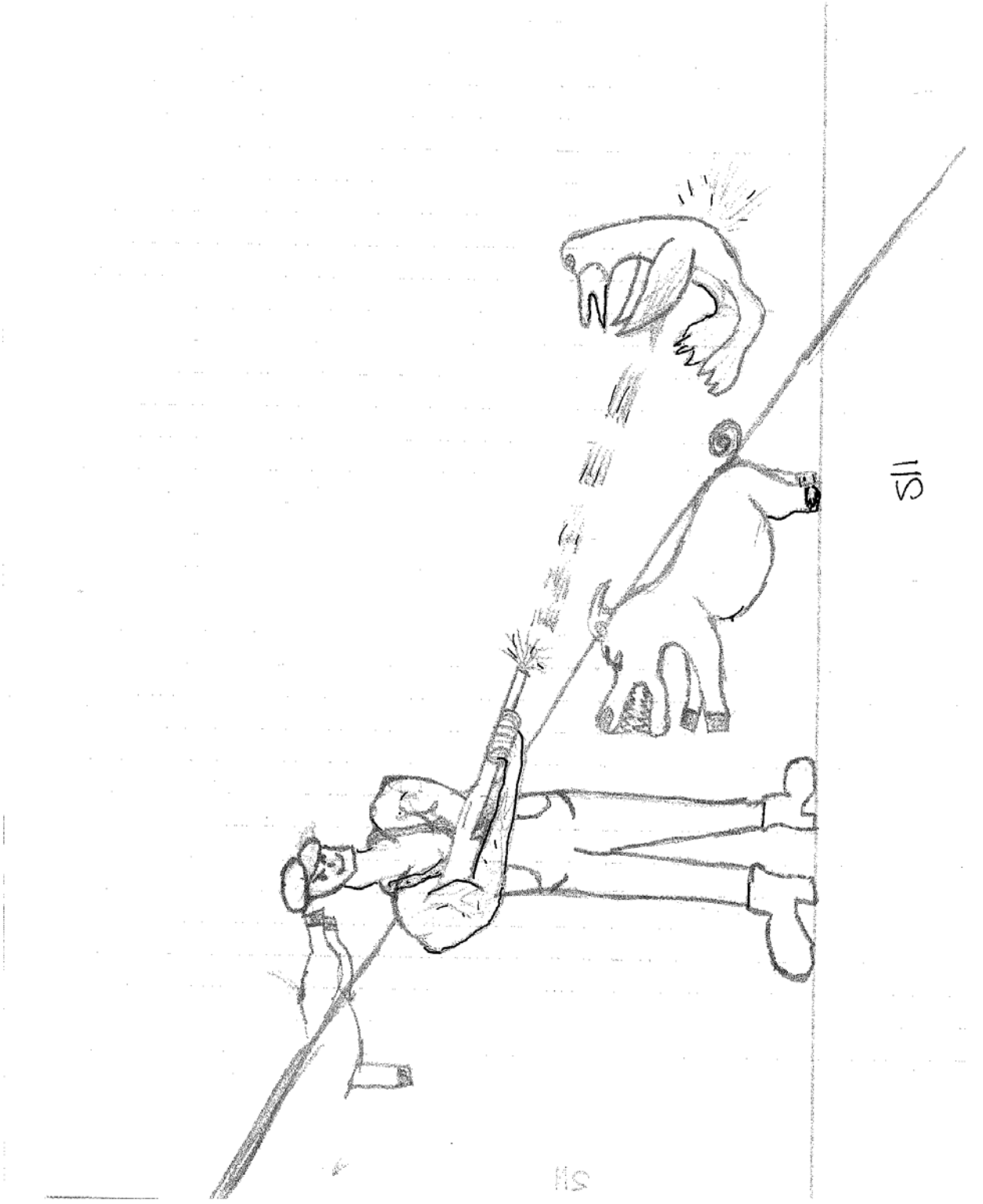
Appendix O2: S10's work sample which illustrates animals and a gun from *The Outsiders*



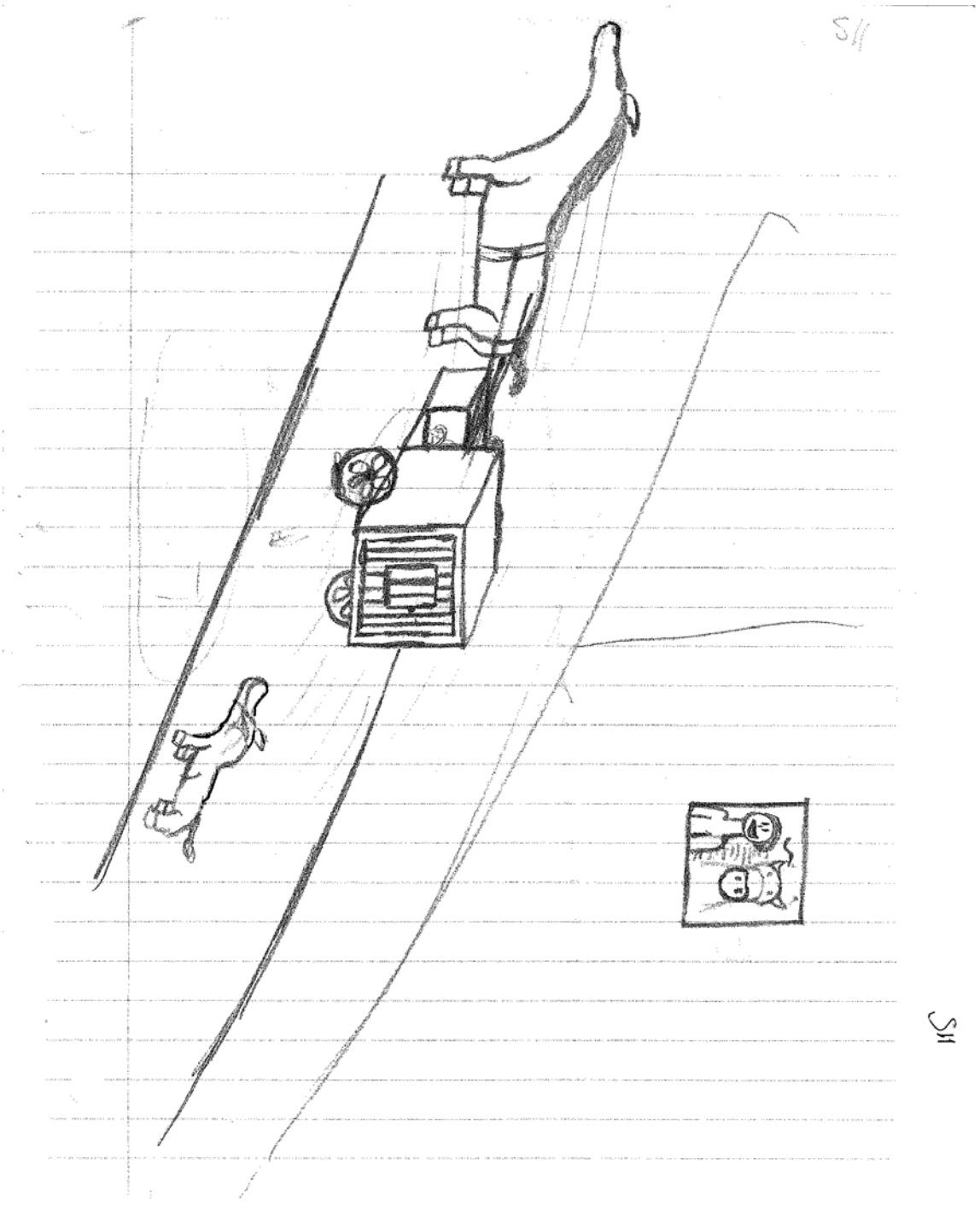
Appendix P: S11's work sample illustrates the church fire from *The Outsiders*



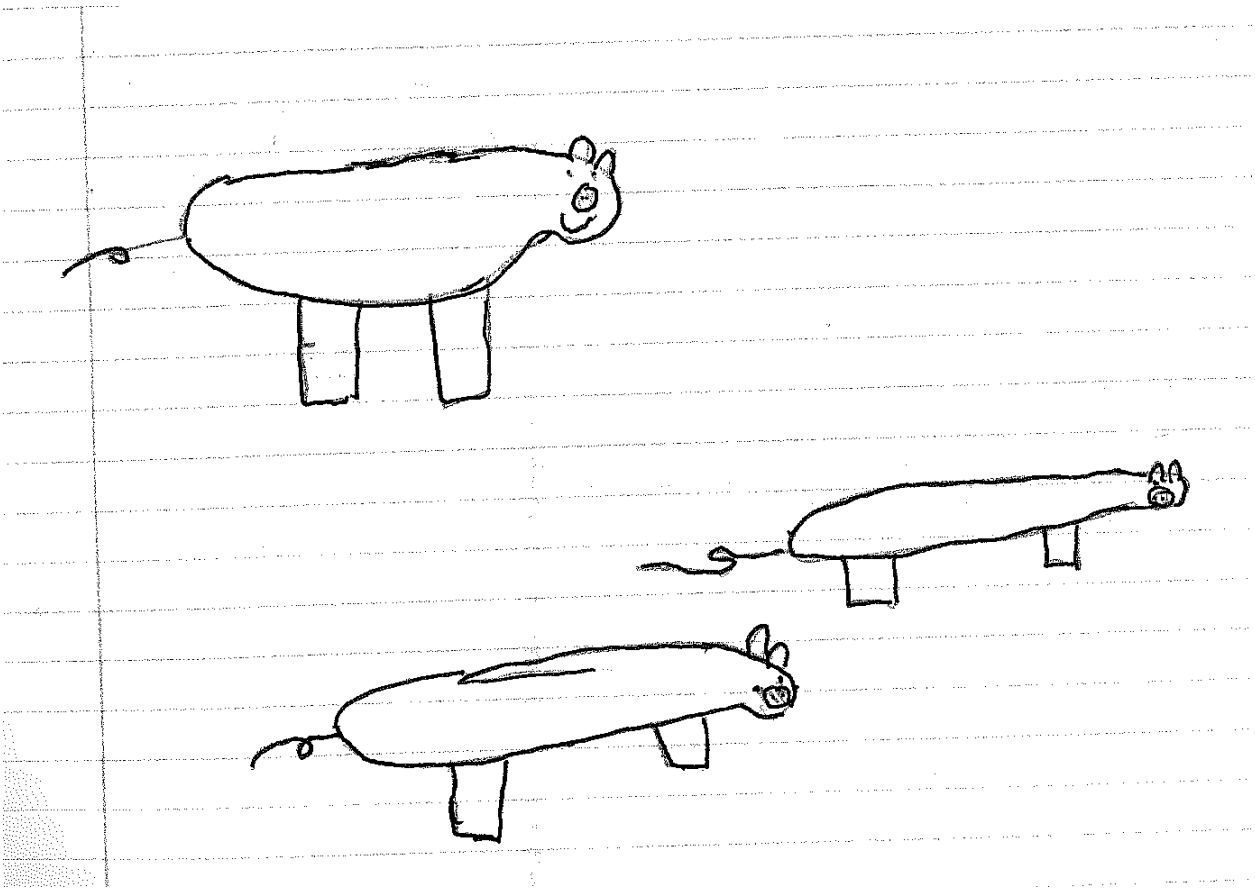
Appendix P2: S11's work sample illustrates the battle in the cow shed from *Animal Farm*



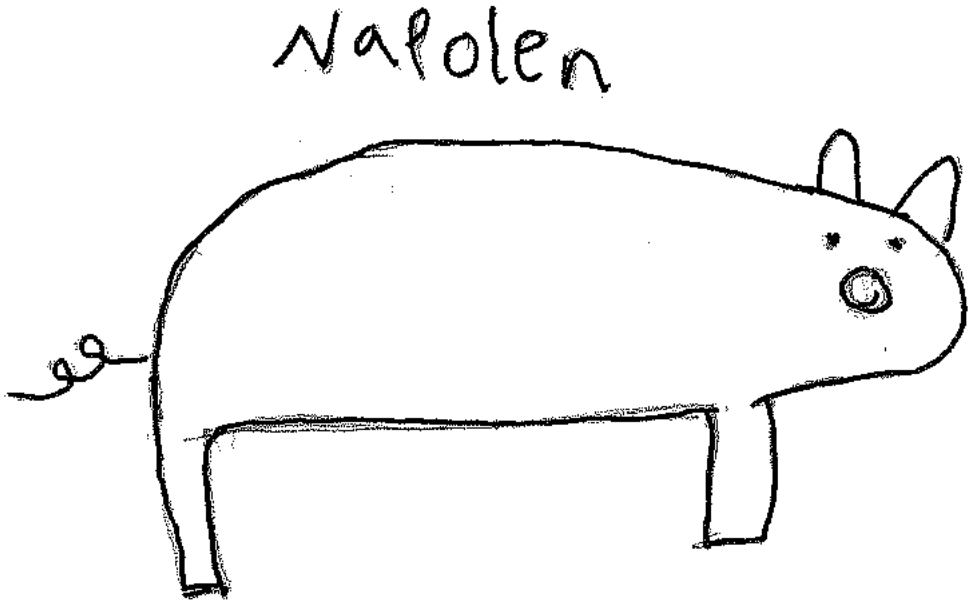
Appendix P3: S11's work sample illustrates Boxer being taken away from the farm to be destroyed, from *Animal Farm*



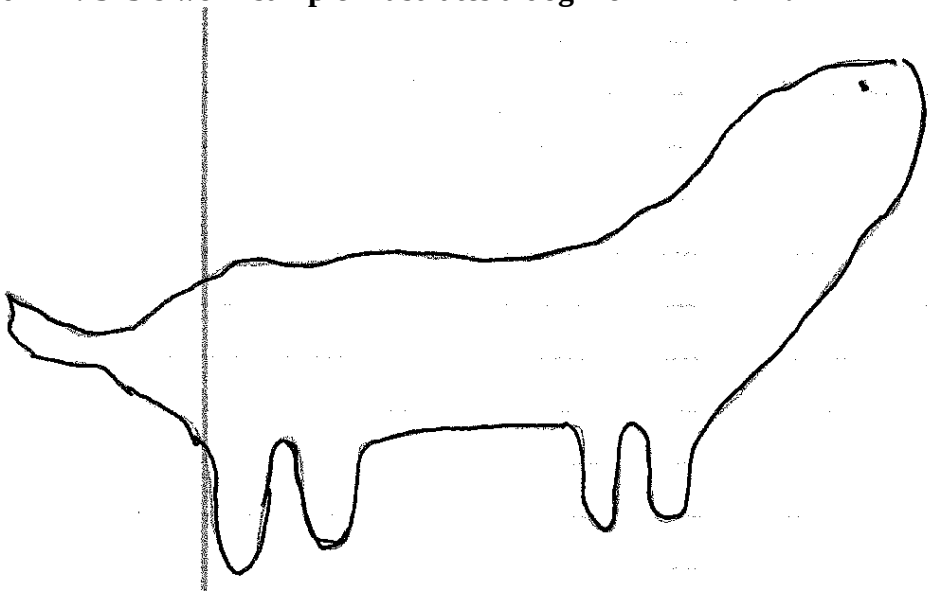
Appendix Q: S12's work sample illustrates the three main pigs from *Animal Farm*



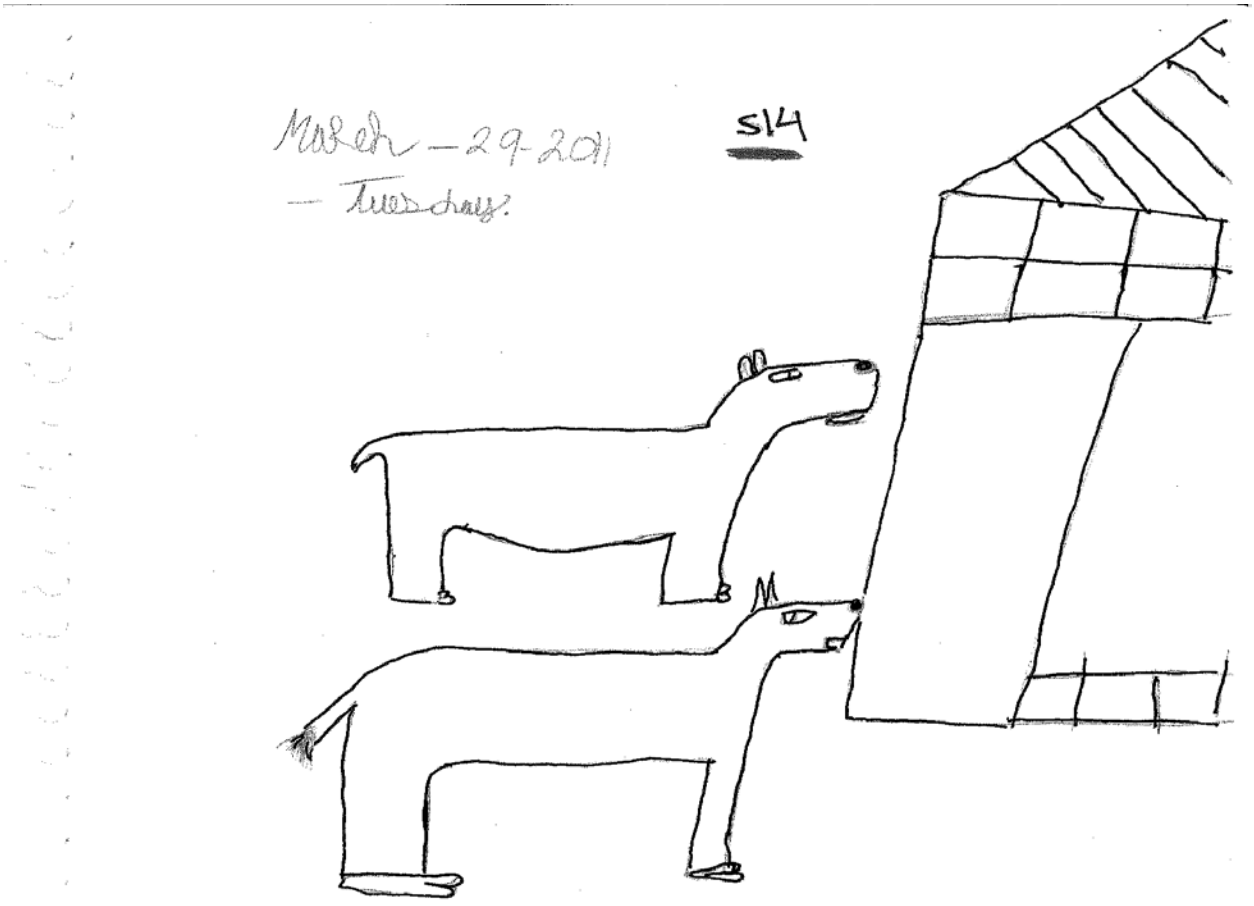
Appendix Q2: S12's work sample shows that the pig, Napoleon, is special from *Animal Farm*



Appendix R: S13's work sample illustrates a dog from *Animal Farm*



Appendix S: S14's work sample illustrates the horses reading the animal commandments from *Animal Farm*



Appendix S2: S14's illustration of a battle between good and bad from *Animal Farm*

