

THE EFFECTIVENESS OF A GOAL SETTING INTERVENTION THAT INCORPORATES PERFORMANCE FEEDBACK, SELF-GRAPHING, AND REINFORCEMENT ON IMPROVING THE WRITING SKILLS OF HIGH SCHOOL STUDENTS (pp. 268)

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The present study addressed gaps in the current literature on writing interventions by conducting a goal setting writing intervention with high school students and by utilizing correct writing sequences (CWS) as the outcome measure. The intervention included performance feedback, self-graphing, and reinforcement as supporting components. The intervention was conducted in a one-on-one setting with six high school students and utilized changing criterion single-subject research methods. CWS were used to evaluate the writing samples and to set goals. Participant writing samples were also graded for total words written, correct minus incorrect writing sequences, and correct punctuation marks in order to further discussion of the utility of these curriculum-based measures at the high school level. Descriptive and visual analysis and effect size data revealed positive effects for five of the six participants and mixed results for the sixth participant. Effect sizes were reported as percent nonoverlapping data (PND) and nonoverlap of all pairs (NAP). Treatment integrity data revealed high adherence to intervention protocol. The study suggests several important findings, in spite of some limitations. First, the study supports goal setting as an effective intervention for improving high school students' writing. Second, participants found the treatment acceptable, supporting its social validity. Limited acceptability data was available from

the participants' teachers, however. Third, generalization and maintenance data were generally positive, with some exceptions. Fourth, the utility of various curriculum-based measures for high school students and of PND and NAP in single-subject research are discussed. Additional implications for research and practice are also included.