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ABSTRACT

This report describes a program for improving student responsibility through increasing the effectiveness of students listening to and following directions. Targeted groups consisted of an eighth-grade applied computer technology class, a ninth-grade English class, a ninth-grade biology class, and an eleventh-grade applied physical science class. Student and teacher surveys and a teacher observation checklist documented the problem of lack of responsibility, revealing many students who failed to bring materials for class, failed to follow class rules, failed to actively listen to the teacher as directions were given, failed to complete an activity as directed, or asked a teacher to repeat directions already given. The faculty reported that teachers enabled students by repeating or explaining directions when students did not listen the first time; students who speak English as their second language had difficulty comprehending written and oral instructions; and in previous grades, students had been promoted to the next grade level even though they failed individual courses. A literature review revealed that when students are not held accountable, they do not develop responsibility for their learning. A review of solutions strategies suggested by knowledgeable others, combined with an analysis of the problem setting, yielded three major categories of intervention: (1) the teacher will foster a sense of students' responsibility by giving students direct instruction and practice in following directions, holding students accountable, and modeling effective listening; (2) the teacher will develop a procedural model that he/she will follow when giving oral directions; and (3) the teacher will develop a procedural model that he/she will following when giving written directions. (Contains 43 references; appended are various survey results and sample survey forms.) (Author/CR)

INCREASING STUDENT RESPONSIBILITY THROUGH THE DEVELOPMENT OF THE SKILLS OF LISTENING TO AND FOLLOWING DIRECTIONS

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ABSTRACT

This report describes a program for improving student responsibility through increasing the effectiveness of students listening to and following directions. The targeted groups consisted of an eighth grade applied computer technology class at Building A, a ninth grade English class at Building B, a ninth grade biology class and an eleventh grade applied physical science class at Building C. The problem of lack of responsibility was documented through student and teacher surveys and a teacher observation checklist revealing the number of students who failed to bring materials for class, failed to follow class rules, failed to actively listen to the teacher as directions were given, failed to complete an activity as directed or asked a teacher to repeat directions already given.

Analysis of probable cause data revealed that the faculty reported: a) that teachers enable students by repeating or explaining directions when students did not listen the first time; b) that students who speak English as their second language have difficulty comprehending written and oral instructions; and c) that in previous grades, students have been promoted to the next grade level even though they have failed individual courses. Students reported that they assume they know what to do without reading or attending to directions and they do not put effort into work they consider boring. Both students and faculty reported that students rush through work, avoiding full directions. Review of literature revealed that when children are not held accountable they do not develop responsibility for their learning.

A review of solutions strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: 1) the teacher will foster a sense of students' responsibility for their success in school by: a) giving students direct instruction and practice in following directions, b) holding students accountable, and c) modeling effective listening; 2) the teacher will develop a procedural model that he/she will follow when giving oral directions; and 3) the teacher will develop a procedural model that he/she will follow when giving written directions.

The results of our intervention showed an increase in students accepting responsibility for their learning through listening to and following directions. It was found that over the duration of the intervention, the incidents of students' failure to follow rules, failure to bring materials, failure to listen attentively, failure to complete an activity as directed, and requests for repeated directions decreased.

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CHAPTER 1

PROBLEM STATEMENT AND CONTENT

General Statement of the Problem

The students of the targeted eighth grade applied computer technology class at Building A, ninth grade English class at Building B, ninth grade biology class and eleventh grade applied physical science class at Building C, fail to follow directions, indicating a lack of responsibility for learning. Evidence for the existence of the problem includes teacher observations of the frequency of requests for repeated instructions and the frequency of questions asked that are clearly answered in the directions, along with a lack of achievement on homework assignments due to not following directions.

Local Setting

Building A

The racial/ethnic background of the student population of Building A is 84.6% White, 1.3% Black, 6.1% Hispanic, and 8.1% Asian/Pacific Islander. There are no Native Americans. Of the student population, 6.3% are classified as low-income students and 0.8% as limited-English-proficient. There are no dropouts. The student attendance rate is 96.0%; the student mobility rate is 4.6%. There are no chronic truants *(School Report Card*, Building A, 1996).

The racial/ethnic background of the 548 certified teaching staff of Unit District A is 99.8% White non-Hispanic and 0.2% Black non-Hispanic. There are no Hispanic,

Asian/Pacific Islanders, or Native Americans. The gender breakdown of the teaching staff is 30.8% male and 69.2% female. The teaching staff has an average of 15.0 years of teaching experience; 30.1% have a Bachelor's Degree, and 69.9% have a Master's Degree or above. The average teacher's salary is $52,169 (*School Report Card*, Building A, 1996).

Building A is one of two middle schools in a metropolitan unit school district. The building is a combination of ultra-modern construction and state of the art technology. The building is networked by computer with all other district schools, the administrative facility, and the local library. Classroom and faculty office computers may access information from any of the above sources.

Building A's student population is divided by grade level; each grade level (sixth, seventh and eighth) consists of two teams. Each team consists of a common group of students instructed by a collaborative team of teachers. All students have identical course requirements and schedules which consist of the following: mathematics, science, English, physical education, foreign language, history, technology, art, music, health, home economics, and drama. Extracurricular activities include interscholastic sports competitions, intramurals, academic teams, and community awareness programs (*Student Curriculum Guide*, Building A, 1995).

The Illinois Goal Assessment Program (IGAP) average scores for 1995-96 for Building A sixth grade are mathematics, 334 (state average 278); writing, 24.1 (state average 22.5); reading, 301 (state average 248). The IGAP average scores for seventh grade are science, 301 (state average 252) and social science, 285 (state average

246). The IGAP average scores for 1995-96 eighth grade are reading, 265 (state average 238); mathematics, 349 (state average 282); and writing, 27.4 (state average 24.4) (School Report Card, Building A, 1996).

District A's cost per pupil is $7,706. The pupil-teacher ratio is 18.5 to 1, and the pupil-administration ratio is 237 to 1. The average class size is 25.3 pupils (*School Report Card*, Building A, 1996).

Building B

The racial/ethnic background of the student population of Building B is 74.5% White non-Hispanic, 3.6% Black non-Hispanic, 6.4% Hispanic, 15.1% Asian/Pacific Islander and 0.3% Native American. Of the student population, 1.9% are classified as low-income students, 2.0% as limited-English-proficient, and 2.8% as dropouts. The student attendance rate is 95.4%; the student mobility rate is 8.1%. Chronic truants are 1.2% of the student population. The graduation rate is 91.7% (*School Report Card*, Building B, 1996).

For the students in Building B, the percent of students who meet or exceed state goals on IGAP scores for each of the areas tested are as follows: reading, 77%; mathematics, 92%; writing, 76%; science, 88%; and social science, 95%. American College Testing Program (ACT) scores, which range from 1 (lowest) to 36 (highest), for students who completed a core program of at least four years of English and at least three years of mathematics, social studies and natural sciences are as follows: English, 22.1; mathematics, 23.3; reading, 23.2; science reasoning, 22.9; and composite, 23.1. ACT scores for all students tested are as follows: English, 20.8;

mathematics, 21.9; reading, 22.1; science reasoning, 22.0; and composite, 21.9 (*School Report Card*, Building B, 1996. Of students who take Advanced Placement (AP) exams, at least 77% score a grade of "three" or higher. College matriculation figures show 39% of the students attending a four-year college and 47% attending a two-year college (*Key Facts*, Building B, 1995).

The racial/ethnic background of the 458 members of District B's teaching staff is 98.0% White non-Hispanic, 1.1% Black non-Hispanic, 0.7% Hispanic, and 0.2% Asian/Pacific Islander. There are no Native Americans. The gender breakdown of the teaching staff is 51.3% male and 48.7% female. The teaching staff has an average of 15.7 years of teaching experience; 18.7% have a Bachelor's Degree; 81.3% have a Master's Degree or above. The average teacher's salary is $61,410 (*School Report Card*, Building B, 1996) .

Building B is one of four sites in a metropolitan high school district. It is a 28-year-old two-story windowless, climate-controlled site. Special features of the building include two theaters, two computer labs, a library-media center with individual meeting rooms and a career center, two gymnasiums, and a field house. Most classrooms are used every period of the day, with numerous teachers assigned to two or more classrooms. Extra room is afforded by two mobile classroom units.

Building B's curriculum is designed for the ninth, tenth, eleventh and twelfth grades. The comprehensive program includes honors, regular, basic, and special education courses. Cooperative education and vocational education programs are available. The curriculum includes programs targeting students who need assistance

in any of the following areas: special education, English as a Second Language (ESL), and Title I. Students who graduate from Building B must successfully complete six semesters of English and physical education, four semesters each of mathematics and social studies, two semesters of science, one semester each of speech, cultural arts, applied arts, consumer education, driver education, and health. Extracurricular opportunities include varsity and intramural athletics, music, theater, journalism, student government, school spirit groups, and special interest clubs (*Key Facts*, Building B, 1995).

In Building B, English I is a required course for all freshman. Students enroll in honors, regular or basics levels depending on their standardized test scores and teachers' recommendations. Students in the three targeted English classes are enrolled in a pilot interdisciplinary program involving English, world history, and keyboarding/technology. The teachers of these courses coordinate lessons, skills, and projects in order to help students apply knowledge learned in one class to the other classes in the program and to make learning more meaningful. They also hope that the interdisciplinary teaching will ease the transition from junior high school to high school. Teachers have designed this program to aid the student in developing responsibility for learning at the high school level.

The cost per pupil spent in District B is $8,572. The pupil-teacher ratio is 17.7 to 1, and the pupil-administration ratio is 297.3 to 1. The average class size is 23.7 pupils (*School Report Card*, Building B, 1996).

Building C

The racial/ethnic background of the student population of Building C's 1,392 students is 61.6% White non-Hispanic, 1.1% Black non-Hispanic, 30.1% Hispanic, 7.0% Asian/Pacific Islander and 0.1% Native American. Of the student population, 11.0% are classified as low-income students, 6.5% as limited-English-proficient, and 4.0% as dropouts. The student attendance rate is 93.4%; the student mobility rate is 8.9%. Chronic truants are 1.9% of the student population. The graduation rate is 83.9% (*School Report Card*, Building C, 1996).

For the students in Building C, the percent of students who meet or exceed state goals on IGAP scores for each of the areas tested are as follows: reading, 69%; mathematics, 86%; writing, 55%; science, 83%; and social science, 93%. ACT scores for students who completed a core program of at least four years of English and at least three years of mathematics, social studies and natural sciences are as follows: English, 22.5; mathematics, 22.5; reading, 22.6; science reasoning, 22.3; and composite, 22.9. ACT scores for all students tested are as follows: English, 20.4; mathematics, 20.8; reading, 20.9; science reasoning, 21.4; and composite, 21.0 (*School Report Card*, Building C, 1996).

The racial/ethnic background of the 88 members of the teaching staff of Building C is 98.9% White non-Hispanic and 1.1% Hispanic. There are no Black non-Hispanic, Asian/Pacific Islander or Native American teachers. The gender breakdown of the teaching staff is 47.6% male and 52.4% female. The teaching staff has an average of 16.0 years of teaching experience; 37.3% have a Bachelor's Degree and 62.7% have a

Master's Degree or above. The average teacher's salary is $60,624 (*School Report Card*, Building C, 1996).

Building C is the only building of a metropolitan high school district. Wired with the latest in audiovisual and computer networking technology, the building is clean and well-maintained, air conditioned, and sound-proofed. The support areas include a media center, an auditorium, and several computer labs.

Building C's curriculum is designed for the ninth, tenth, eleventh and twelfth grades. The comprehensive program includes standard, accelerated, basic, and special education courses. Cooperative education and vocational education programs are available.

The curriculum includes programs targeting students who need assistance in any of the following areas: bi-lingual education, special education, English as a Second Language (ESL), and Title I. Students who graduate from Building C must successfully complete seven semesters of English, seven semesters of physical education, six semesters of social studies, four semesters each of mathematics and science, two semesters of fine and applied arts, one semester each of consumer education, driver education, and health. Extracurricular opportunities include varsity and intramural athletics, music, theater, journalism, student government, school spirit groups, and special interest clubs such as Math Team and Scholastic Bowl (*Curriculum Handbook*, Building C, 1995-96).

In Building C, applied physical science fulfills the second year of the physical science requirement for graduation. It is one of two levels of physical science.

Students who have low standardized reading scores and/or low standardized mathematics scores, students who are limited English proficient, students who have been identified as being at-risk, students who are in some special education courses, and students who have been unsuccessful in the other physical science course are candidates for applied physical science. Special education students are assigned to the same class section of applied physical science and are team taught by a special education teacher and a science teacher. Because the team-taught class is usually at capacity with special education students, the majority of the limited English proficient students are scheduled into the second section of applied physical science, which is not team taught. Each section is limited to a maximum of 20 students. One focus of this class is the improvement a student's ability to read the directions for an experiment, to paraphrase those instructions, and then to carry out the experiment using the rewritten instructions.

Biology is a required course for all freshman in Building C. There are three levels of biology: accelerated biology (4 sections), standard biology (12 sections) and applied biology (3 sections). Students enroll in one of the three levels of biology based on their junior high standardized test scores and their teachers' recommendations. This is the second year for the curriculum being used in the three targeted standard biology classes. Teachers modified it from a lecture/laboratory content-based curriculum to a hands-on activity/laboratory concept-based curriculum with an emphasis on science, technology and society (STS) issues. The teachers and

administrators feel that concept based education meets the needs of the students and increases student interest and success.

The cost per pupil spent in District C is $10,698. The pupil-teacher ratio is 17.4 to 1, and the pupil-administration ratio is 154.7 to 1. The average class size is 19.2 pupils (*School Report Card*, Building C, 1996).

Community Setting

Community A

Community A is an upper class suburb of a large metropolitan area. The 1990 demographics of Community A include a total population of 9,504, with a median age of 37.1 years. The population is 47.7% male and 52.3% female. The ethnicity is 98.4% White, less than 1.0% Black, 6.6% Hispanic, less than 1.0% Asian/Pacific Islander, and less than 1.0% American Indian. The average educational attainment is 14.0 years (*Profile*, Building A, 1995).

Community A has the following socioeconomic characteristics for 1990. The average single-family detached home selling price is $218,100. There are 2,624 owner-occupied housing units and 847 renter-occupied housing units. The median gross rent is $793 per month. The average household income is $81,125, with a median household income of $63,987. The per-capita income is $30,048. In 1995, and again in 1996, the community rejected District A building referendums (*Facts and Figures*, Community A, 1995).

District A consists of seven elementary schools (kindergarten through fifth grades), two middle schools (sixth through eighth grades), and one high school (ninth

through twelfth grades). The total district enrollment is 7,514 students. The district attendance rate is 95.6%, with a chronic truancy rate of 0.4%. The student mobility rate is 5.9%. Low-income families in the district are 3.2%. Limited-English-proficient students are 1.4% of the district population. The district dropout rate is 3.1%. Within the district, 84.6% of the students are White, 1.3% are Black, 5.4% are Hispanic, 5.2% are Asian/Pacific Islander, and 0.1% are Native American (*School Report Card*, Building A, 1996).

District A has been awarded three Blue Ribbons for Excellence in Education by the United States Department of Education. For the 7th and 8th grade students in District A, the percent of students who meet or exceed state goals on IGAP scores for each of the areas tested are as follows: reading, 75%; mathematics, 97%; writing, 97%; science, 97%; and social science, 95% (*School Report Card*, District A, 1996).

The district is guided by its strategic plan which it developed in cooperation with parents and community leaders. On-going strategies include: a) unity of students, staff, parents, community and board; b) development of facility improvement plan; c) use of the school improvement planning process within buildings; d) assurance of fiscal responsibilities; e) provision of adequate funding; f) exploration of alternative delivery systems; and g) preparations to meet the demands of a growing local population (*School Report Card*, Building A, 1996).

In the middle schools, improvement goals emphasize team teaching, integration of subject matter, infusion of thinking skills and problem solving into instruction,

participation in the advisor-advisee program, and increased communication between school and home (*School Handbook*, Building A, 1996).

The 1995 District A statistics for academic performance are as follows: one presidential scholar, 14 National Merit Finalists Scholars and 95 state scholars. The graduation rate is 97.7%, with 91% of those graduating continuing their education (D. Villers, Personal Communication, June 3, 1996).

The 1995-96 total revenue is $51,970,150, and the total budget is $53,270,349. The current education fund tax rate is $4.80, and the current total tax rate is $6.33 per $100 assessed valuation (D. Villers, Personal Communication, June 3, 1996).

The district employs 781 people, 548 certified staff members and 233 classified staff members. The average teacher has 14.9 years of experience and a Masters Degree plus 15 hours of study. The administrative staff consists of one superintendent, two assistant superintendents, five directors, and six coordinators. The Board of Education is made up of seven members who meet twice a month (D. Villers, Personal Communication, June 3, 1996).

Community B

Community B is a middle class suburb of a large metropolitan area that has seen substantial growth in business and housing in the last twenty years. Once surrounded by corn fields, the high school is now edged by subdivisions, predominantly made up of two-story, single family homes. The 1993 demographics of Community B include a total population of 36,241, with a median age of 29.2 years. The population is 49.5% male and 50.5% female. The ethnicity is 88.5% White, 3.8% Black, 6.6% Hispanic,

7.8% Asian/Pacific Islander, and 0.2% American Indian. The average educational attainment (1990) is 13.5 years (*Demographic Profile*, Community B, 1996).

Community B has the following socioeconomic characteristics for 1993. The average single-family detached home selling price is $155,966. There are 8,993 owner-occupied housing units and 3,710 housing renter-occupied. The median gross rent is $620 per month. The 1990 average household income is $58,960, with a median household income of $51,028. The per-capita income is $20,411 (*Demographic Profile*, Community B, 1995).

Community B's local school district consists of four high schools. Each school in the district instructs students in grades 9 through 12. The total district enrollment is 7,730 students. The district attendance rate is 94.8%, with a chronic truancy rate of 1.5%. The student mobility rate is 8.3%. Low-income families in the district are 3.4%. Limited-English-proficient students are 2.6% of the district population. The district dropout rate is 2.4%. Within the district, 76.8% of the students are White non-Hispanic, 4.8% are Black non-Hispanic, 5.9% are Hispanic, 12.1% are Asian/Pacific Islander, and 0.4% are Native American (*School Report Card*, District B, 1996).

In 1995, District B produced 43 National Merit Commended Scholars and 186 state scholars. District students currently have a 76% passing rate on College Advance Placement Exams. The graduation rate is 89.5% (*Key Facts*, Building B, 1995).

For the students in District B, the percent of students who meet or exceed state goals on IGAP scores for each of the areas tested are as follows: reading, 76%;

mathematics, 91%; writing, 79%; science, 88%; and social science, 95%. ACT scores for students who completed a core program of at least four years of English and at least three years of mathematics, social studies and natural sciences are as follows: English, 23.1; mathematics, 23.6; reading, 24.0; science reasoning, 23.9; and composite, 23.8. ACT scores for all students tested are as follows: English, 21.9; mathematics, 22.4; reading, 22.9; science reasoning, 22.8; and composite, 22.6 (*School Report Card*, Building B, 1996).

The district covers 45 square miles, including all or portions of nine communities. The total interior building space is 1.1 million square feet; the total campus covers 138 acres. Each high school has two or more feeder elementary districts (*Key Facts*, Building B, 1996).

In 1994, the voters approved a referendum allowing the district to sell $6 million in bonds. The 1995-96 total revenue is $65,820,362, and the total budget is $70,911,553. The current education fund tax rate is $1.70, and the current total tax rate is $2.16 per $100 assessed valuation (*Annual Report*, Building B, 1995).

The district employs 868 people, 570 certified staff members and 298 classified staff members. The average teacher has 15 years of experience and a Masters Degree plus 15 hours of study. The administrative staff consists of one superintendent, three assistant superintendents, three directors, and two coordinators. The Board of Education is made up of seven members who meet twice a month (*Key Facts*, Building B, 1996).

The school and community issues include on-going improvements and preparation for the future of District B. First, voter approval of the 1994 referendum has allowed the district to perform extensive repair and renovation work at all four high schools. Second, following the recommendations of a Strategic Plan Committee, the district developed a list of "Essential Qualities" which are now a part of new programs and new courses and being woven into current courses. Third, teachers and local businesses are forming partnerships to gain a better understanding of the needs and realities of the world of work and to transmit this understanding to district students. Fourth, the district's enrollment continues to increase as state funding decreases. If current projections hold true, the district's school population will have increased by nearly 2,500 students between the years 1990 and 2000 (*Annual Report*, Building B, 1995). Finally, District B is working to improve IGAP scores in reading comprehension. Accordingly, current curriculum projects include teacher designed test questions that reflect the format of IGAP questions.

Community C

Community C is a middle class suburb in a large metropolitan area. It has extensive business and commercial developments. The 1992 demographics of Community C include a total population of 30,217, with a median age of 32.1 years. The population is 49.8% male and 50.2% female. The ethnicity is 80.4% White, 5.7% Black, 13.9% Hispanic, 4.8% Asian/Pacific Islander, and less than 1.0% American Indian. Of the adult population, 76.4% have graduated from high school and, 17.35%

have completed four or more years of college education (*Profile: County Statistical Data,* County C, 1992).

Community C has the following socioeconomic characteristics for 1992. The median value of a single-family detached home selling price is $114,600. There are 11,522 owner-occupied housing units and 3,638 renter-occupied housing units. The median gross rent is $540. The 1990 median household income is $45,160. The per-capita income is $16,870 *(Profile: County Statistical Data,* County C, 1992*)*.

The local school district consists of a single high school. Two separate elementary districts feed into the high school. The total District B enrollment is 1,392 students. For the students in District C, the percent of students who meet or exceed state goals on IGAP scores for each of the areas tested are as follows: reading, 69%; mathematics, 86%; writing, 55%; science, 83%; and social science, 93%. ACT scores for students who completed a core program of at least four years of English and at least three years of mathematics, social studies and natural sciences are as follows: English, 22.5; mathematics, 22.5; reading, 22.6; science reasoning, 22.3; and composite, 22.9. ACT scores for all students tested are as follows: English, 20.4; mathematics, 20.8; reading, 20.9; science reasoning, 21.4; and composite, 21.0 (*School Report Card*, District C, 1996).

District C is guided by its strategic plan which it developed in cooperation with parents and community leaders. On-going strategies include the following: a) by the year 2001 all graduates will meet or exceed District C's standards for those skills necessary to become lifelong learners, which include critical thinking, problem-solving

and effective communication; b) student performance will improve annually in the areas of mathematics, science, social studies, reading, and writing; c) annually, each student will set and achieve personally challenging goals (curricular and extra-curricular) that relate to his or her personal aspirations; d) beginning with the Class of 2001, each student will select and complete an approved community or service activity prior to graduation; e) the district will reach a graduation rate of 100% (*School Report Card,* Community C, 1995).

District C employs 199 people, 107 certified staff members and 92 classified staff members. The administrative staff consists of one superintendent, one principal, one curriculum director, one business manager, two administrative assistants, and one athletic director. The board of education is made up of seven members (G. Neuman, personal communication, June 4, 1996).

National Context of the Problem

Harold Stealey, plant manager of a large glass-manufacturing firm talks about what he wants in employees: He needs productive people who can follow directions independently, people who don't have to be told what to do (as cited in Fennik, Peters, & Guyon, 1993). Stealey's concerns are shared by teachers and educational reformers preparing for the future. Students who graduate from American schools must be prepared to function in adult pursuits. For example, Davis and Murrell (1994) maintain that colleges and universities expect students to be self-sufficient learners, problem solvers, and time managers. They further state that student responsibility is important as the key to all development and learning; responsible habits pay lifetime benefits to

the individual and society. Equally important, Pope (1993) of North Carolina State University contends that today's employees need strong communication skills, including listening, in order to function in the business world. Increasingly, job applicants are expected to pass basic skills tests requiring an ability to follow directions. For instance, Ameritech hires only one of every ten people interviewed because the other nine don't pass their test (Students and Teachers Should..., 1996). Daggett (1994) says that the educational system needs to provide students with the skills they need to function in the society of the future, one based on technology and information. He further states that curriculum should be based on the skills and knowledge that graduates will need to function as adult workers.

One of the most important skills students and workers need is the ability to listen to, read, and follow directions. Brent and Anderson (1994) report that students spend over half the school day listening, but they are ineffective listeners. Brooks and Brooks (1993) assert that students who err on questions sometimes do so because they were answering the question they thought the teacher was asking rather that what the teacher was actually asking. In addition, Jenkins (1994) and Chamberlain and Chambers (1994) declare that success in school is not so much dependent on student ability but on student responsibility (as cited in *Helping Students...*, 1995).

Elementary school teacher Pauly (1995) describes a situation in her classroom. One child frequently did not follow directions for bringing needed materials to school. Eventually, when he did not turn in a permission slip by the required date, he had to remain at school while the rest of the class went on a field trip. Although it was a hard

lesson, Pauley reports that the boy learned to follow directions and to be responsible; he was the first one to turn in paperwork for the next field trip.

A mission of schools is not just to educate children in basic facts, but to prepare students to be productive citizens equipped to challenge the future. Personal responsibility for following both oral and written directions is a fundamental piece of that equipment. Teachers need strategies to strengthen students' abilities to follow directions, making them better prepared for the future. McCabe and Rhoades (1992) express the idea that developing responsibility must be actively taught. Similarly, Jenkins (1994) and Chamberlin and Chambers (1994) concur that a sense of responsibility does not develop by chance; students learn responsibility when they are taught how to be more responsible (as cited in *Helping Students...*, 1995). Students who learn to follow directions become responsible learners.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the extent of a lack of student responsibility due to failure to listen to and/or follow directions, researchers sent a letter home requesting parental permission (Appendix A) for students to participate in a research survey, then researchers administered a survey to targeted students (Appendix B). A similar survey was administered to teachers at the targeted schools (Appendix C). Over a three week period, researchers also recorded student behavior on a teacher observation checklist (Appendix D). Finally, researchers noted student anecdotes in a weekly teacher log (Appendix E).

Students in the targeted classes were asked to complete a researcher-developed survey (Appendix B). The survey asked questions specific to student behavior. Students were asked to respond whether they never, seldom, often, usually or always engage in these behaviors. The survey also asked students to identify their teachers' direction-giving procedure. Additionally, the survey asked students to provide short answers on the above topics. A summary of the student responses combined from all three sites is presented in Figure 1 - Results of Student Survey. (The raw data from the student surveys for each site is located in Appendix F.)

Total number of respondents is 73.	Percent of students choosing ...				
Survey Question	never.....seldom....often.....usually.....always				
1. Do you read all directions before you begin an assignment?	1%	6%	16%	43%	34%
2. Do you read all the directions before you ask questions?	0%	12%	26%	41%	21%
3. When a teacher gives directions, do you look at him/her?	1%	12%	15%	41%	30%
4. Do you ask the teacher to repeat directions he/she has given earlier?	12%	60%	15%	12%	0%
5. Do you interrupt the teacher while he/she is giving directions?	55%	37%	6%	0%	3%
6. Do you talk or daydream while the teacher is giving directions?	32%	33%	15%	11%	6%
7. Do you ask the teacher to define or clarify words in the directions if you are not sure what they mean?	10%	27%	26%	29%	7%
8. When listening to directions, do you write down key words or underline them to help focus your attention?	40%	30%	14%	11%	6%
9. Do you find that not following directions causes you extra work?	3%	27%	8%	32%	29%
10. Do your teachers give written directions telling you how to do an assignment?	0%	15%	38%	33%	14%
11. Do your teachers give verbal directions telling you how to complete an assignment?	0%	8%	30%	45%	16%
12. Do you do work from other classes while a teacher is giving directions or explaining the day's agenda?	41%	48%	10%	1%	0%
13. Do you bring the required materials to class?	0%	1%	3%	53%	43%
14. Do you lose points on assignments because you have not followed directions?	19%	55%	7%	11%	4%
15. When a teacher is explaining how to do something that you already know how to do, do you pay attention?	14%	32%	21%	26%	6%
16. Do you make your best effort to do all the steps in assignments?	3%	0%	18%	53%	26%
17. As you work on a project, do you reread or check the directions to make sure you are following them?	3%	12%	15%	41%	26%
18. Do you have trouble understanding worksheet or textbook directions?	10%	59%	19%	10%	3%
19. Is following directions important to success in classes?	0%	3%	11%	19%	67%
20. Do you make sure you know exactly what you are supposed to do before you begin an assignment, project, or task?	0%	3%	18%	44%	36%
21. Do you ask a classmate if you are not sure about what the teacher said to do?	1%	12%	18%	45%	23%

Figure 1 - Results of Student Survey

The student survey asked students to recount their ability to follow directions. The results of the survey showed that 77% of students say they usually or always follow directions before they begin an assignment. When working with worksheets or textbooks, 69% of the students say they seldom or never have trouble understanding directions. However, few students feel that it is important to follow directions on all assignments; they report that following directions carefully is important on tests or major projects.

Several of the questions addressed the issue of students paying attention while directions are being given. Most students report that they daydream in some subject areas and/or time periods more than others. However, of the 73 students surveyed, 64% responded that they seldom or never talk or daydream while the teacher is giving directions. When asked if they pay attention to a teacher who is explaining something they already know how to do, 51% say they pay attention most of the time. Yet, in the short answer section a number of the students report that they allow themselves to become distracted when the teacher is giving directions.

The survey also questioned students about listening skills. Of the 73 students surveyed, 71% say they usually or always look at the teacher who is giving directions. However, 70% report that they seldom or never write down key words or underline them when listening to directions. When surveyed about asking teachers to repeat directions, 72% say they seldom or never ask for repetitions. When not sure what words mean, a majority of the students say they ask the teacher to define or clarify the words.

The student surveys questioned students regarding the consequences of not following directions. Almost all students say that following directions is important to success in classes. Yet, 74% say they seldom or never lose points due to not following directions. When asked if not following directions causes them extra work, 60% of students respond "often" or "usually."

Teachers at the targeted schools were also asked to complete a researcher-developed survey (Appendix C). The survey asked questions about how well students listen to and follow directions. Teachers ranked student behavior from seldom to always. The survey asked teachers to identify their own direction-giving procedures as well as to provide short answers. A summary of the teacher responses combined from all three sites is presented in Figure 2 - Results of Teacher Survey. (The raw data from the student surveys for each site is located in Appendix G.)

In order to document the extent of a lack of student responsibility due to failure to listen to and/or follow directions, teachers were asked to complete a survey. A combined total of 111 teachers from all three sites responded to the survey. The combined results of the survey showed that 92% of the teachers say that students do not fall into the categories of "usually" or "always" following directions before they begin an assignment. Survey results point out that students do not follow directions because they assume they already know what the directions tell them to do, they are in a rush to get the assignment done, and/or they feel it is a waste of their time to read directions.

Total number of respondents is 111.	Percent of respondents choosing ...				
Survey Question	seldom.....				.....always
1. Do students read all directions before they begin an assignment?	14%	46%	32%	6%	2%
2. Do students read all the directions before they ask questions?	23%	46%	28%	5%	0%
3. When you give directions, do students look at you?	0%	9%	41%	48%	4%
4. Do students ask you to repeat directions you have given earlier?	5%	10%	32%	44%	10%
5. Do students interrupt you while you are giving directions?	14%	30%	34%	19%	4%
6. Do students talk or daydream while you are giving directions?	7%	25%	45%	17%	5%
7. Do students ask you to define or clarify words in the directions if they are not sure what they mean?	10%	38%	27%	21%	5%
8. When listening to directions, do students write down key words or underline them to help focus their attention?	60%	30%	7%	4%	0%
9. Does not following directions cause students extra work?	3%	11%	18%	40%	26%
10. Do you give written directions telling students how to do an assignment?	7%	5%	26%	38%	22%
11. Do you give verbal directions?	0%	1%	12%	34%	51%
12. Do you explain or read written directions to your students?	1%	4%	20%	39%	36%
13. Do students bring the required materials to class?	0%	5%	42%	47%	9%
14. Do students lose points on assignments because they have not followed directions?	7%	11%	23%	44%	14%
15. Who is responsible for students' understanding directions?	teacher 1%		teacher/student 93%		student 7%

Figure 2 - Results of Teacher Survey

Several questions addressed the issue of students paying attention while directions are being given. Of the 111 teachers surveyed, 68% responded that students talk or daydream while the teacher is giving directions. This result was also reflected in the responses to the open-ended questions. Many teachers mentioned the

need for students to improve their listening skills, to develop a positive attitude, and to become more motivated.

The survey also asked teachers to report on their students' listening skills. Of the 111 teachers surveyed, 52% say that students usually or always look at the teacher when he/she is giving directions. However, 90% report that students seldom or infrequently write down the key words or underline them when listening to directions. When asked if students ask teachers to repeat directions, 86% say students do ask more often than not. Teacher responses showed an even distribution on the question of whether students ask the teacher to define or clarify the words that they do not understand.

The teacher surveys questioned teachers regarding the consequences of not following directions; 58% say that students usually or always lose points due to not following directions. On the open-ended questions section, the vast majority of teachers say that they will repeat directions when students ask, even though many of the teachers commented that this strategy is not effective.

In a comparison between the results of the student survey and the teacher survey, the researchers found discrepancies between student and teacher answers. Students report that they usually or always follow directions; conversely, teachers report the opposite. Teachers attribute responsibility for students understanding directions to both the teacher and the student. On the other hand, most students said that the responsibility belonged to the students. Students and teachers also disagree

about daydreaming during directions. Students acknowledge that they seldom or never daydream; however, teachers report that it is a more frequent problem.

Additionally, during the first three weeks of school, teachers of the three targeted classes completed a researcher-developed daily checklist (Appendix D) to establish the extent of the problem. The teachers counted the number of students who failed to follow class rules, failed to bring materials to class, failed to actively listen to directions, failed to complete an activity as directed, and asked the teacher to repeat directions already given.

A combined analysis of the teacher observation checklists from all three sites revealed that observed behavior and student's survey results correlate in three areas: (a) students who do not actively listen, (b) students who do not bring their materials to class, and (c) students who ask the teachers to repeat directions.

Finally, the teachers of the three targeted classes kept anecdotal records in a weekly teacher log (Appendix E). Teachers recorded the actions taken and then reflected on the positive, negative and interesting aspects of the observation. Several observations concurred that students appear to be actively listening to directions but later turn in homework that is done incorrectly. It was also noted that many students attempted to complete assignments without first reading all of the directions, causing them to make mistakes which require extra work. Teachers reflected that students asked for teachers to repeat directions that were either written in the assignment or had been explained earlier. One observation revealed that the teacher's written directions were placed such that students easily skipped over them, even though the teacher

reviewed them orally. Finally, teachers commented that students were surprised that they were not given full credit when they did not follow directions.

Probable Causes - Site Analysis

In order to document the probable causes of student failure to listen to and follow directions, researchers collected several types of data during the first three weeks of school. First, they surveyed the students in the targeted classes to determine their views of their own direction-following behaviors (Figure 1). Second, they surveyed teachers to collect teachers' observations and document their classroom procedures pertaining to listening to and/or following directions (Figure 2). Third, the researchers observed targeted classes to record student behaviors. Finally, researchers recorded student performance in an anecdotal journal.

Similar responses in all four data collection instruments showed that students' failure to follow directions is a significant problem. Teachers listed poor listening skills as the primary reason for students' failure to follow directions. They noted the following student behaviors that interfere with listening: lack of focus, distractions or socializing, and daydreaming. Teachers commented that students have not previously been taught how to listen, that they tune out if they feel they already know the material, that they assume they know what to do without listening, and that they seldom take notes. Teachers reported that some students have trouble following directions because of language difficulties or teacher vocabulary.

The second most significant cause of students' failure to listen to or follow directions is due to a lack of motivation and effort. Students report that they put little or

no effort towards following directions when they feel the subject matter is boring or a waste of their time. Teachers feel that students are in a rush to finish assignments; they do not take the time to read or follow directions. Teachers observe that students tend to depend on the teacher and other classmates to repeat information if they need it later. Teachers noted that social promotion negates the importance of students following directions. Students have been socially promoted and expect to pass regardless of their academic scores.

Both students and teachers noted that teachers do not hold students accountable for following directions. They enable students by repeating directions and accepting assignments that were not completed according to directions. Although they note that students have a lack of skills in following directions, they do not directly instruct students in this area. Teachers recognize that sometimes directions are confusing or difficult to follow, and that they rush through or skip over directions themselves.

Finally, another probable cause could be due to a discrepancy between what students report they do concerning following directions and what teachers observe in the classroom. Students seem to believe that they have good listening and following directions skills; however, teachers observe through classroom interactions and assignments that students have poor skills in these areas.

Probable Cause - Literature Review

An investigation of current literature suggests that students' poor listening habits have several causes. First among these causes is the attitude of the students themselves. In a 1992 study, Welsh reported that 55% of students surveyed had

stated that teachers were the most important factor in their success; only 25% had named hard work as the most important factor. Welsh's (1992) study maintained that students think innate ability is more important than hard work; they give up when they feel the task is too difficult .

Accompanying attitude is the students' general lack of skills. For example, Emery (1991) suggested that today's students have become passive listeners due to watching television and videos; this promotes poor listening habits. Once these children begin school, the problem continues. Hunsaker (1991) affirmed that the average student spends 47% of class time listening, yet listening is not usually taught in school. He added that the focus of instruction is on reading and writing, even though the average student spends only 14% of class time on reading and 8% of class time on writing. Compounding the problem is the negative affect of students' poor reading scores. Fox and Siedow's (1980) research found that students' abilities to follow directions are often negatively affected by their poor reading scores. Additionally, even though reading instruction is given, Rush (1990) attested that the skills of reading directions are not taught directly.

Literature further suggests that students have problems following directions due to the ambiguity of the directions themselves. Fox and Siedow (1980) stated that written directions are confusing because of complex sentence structure, numerous questions, and questions that ask for more than one kind of response. Also, Fox and Siedow (1980) found that directions are confusing when teachers use undefined terms

or do not clearly specify the desired student response. Furthermore, Katz and Klink (1994) charged that teachers do not provide enough clear examples or modeling.

In addition, students frequently do not make the connection between their own listening and direction-following and their success. Welsh (1992) explained that students lack real-life external consequences that make a clear connection between student effort and achievement. In the same vein, Bacon (1991) stated that teachers make complex assignments without making the meaning or the use of the assignment evident .

In conclusion, the evidence suggests that the primary causes for the lack of listening to and following directions are as follows:

1. poor listening habits
2. poor student attitude
3. passive listening
4. lack of listening skills
5. lack of instruction in the skills of reading and following directions
6. poorly written directions
7. lack of modeling examples
8. lack of student connections between their own listening and direction following and their success
9. lack of consequences for not following directions

CHAPTER 3

SOLUTIONS

Literature Review

A review of current literature indicates that teachers can improve student responsibility through instruction. Bacon (1993) suggested that teachers need to (a) demonstrate that school's primary function is learning, (b) design learning experiences that are appropriate and meaningful, and (c) plan activities that suit student needs and abilities. In addition, Ho (1991) stated that teachers should present the learner objectives to students to prepare them for the expected outcome performances.

Literature also states that teachers can improve their students' listening skills and direction-following abilities. Rush (1990) suggested that teachers "monologue" or talk through their thinking processes in order to model steps in important procedures. According to Fox and Siedow (1980), teachers should provide remedial reading to help poor readers improve their understanding of written directions. They further recommended that teachers use the Fry Readability Formula to determine that written directions are within the reading comprehension level of the students.

Researchers and education experts declare that students benefit from direct instruction in following directions. Rush (1990) urged teachers to follow direct instruction with practice in following directions. Additionally, when working on listening activities, students should be required to respond; they must know what the form of their response will be before the listening activity (Harris & Jendrzejewski, 1987).

Moreover, literature advocates several techniques teachers can employ to assist students in becoming better listeners and direction-followers. Bacon stated in 1991, and reaffirmed in 1993, that teachers should give students choices; a sense of control helps students feel responsible for their own learning. Ho (1991) maintained that teachers should use effective activities for gaining attention. This was confirmed by Brandwein in his 1994 presentation to the Illinois Chapter 1 Middle School and Secondary School Conference. Clawson (1992) acknowledged that student attention is important, suggesting that teachers maintain it by walking around the room and using nonverbal cues to help students refocus. One way to increase and maintain student interest is by using visual aids (Ho, 1991). Ho (1991) also maintained that when directions are more complex, teachers should slow down, repeat, or demonstrate from different viewpoints.

Literature gives suggestions for teachers to follow when they give both written and oral directions. Fox and Siedow (1980) argued that teachers should make directions easier to understand by (a) dividing complex ideas into separate directions, (b) asking only one question at a time, and (c) providing examples of the end product. When students do not understand directions, Fox and Siedow (1980) declared that teachers need to modify them.

When giving written directions, teachers can improve instruction by following the suggestions of experts and researchers. Fox and Siedow (1980) voiced the following rules for teachers' written directions: (a) Keep directions simple, (b) Use short, simple sentences, (c) Use simple vocabulary, (d) List steps in sequence, and (e) Give

examples or illustrations. In addition, teachers should instruct students to read all directions before beginning the task. To reinforce this, pop quizzes could have directions such as, "Do not complete the quiz." or "Do every other question." (Custer, 1995).

Project Objective

As a result of increasing student responsibility by developing the skills of listening to and following directions, during the period of October 1996 through December 1996, the targeted groups will increase their ability to effectively listen to and follow directions, as measured by teacher observation checklists, teacher journal, and student surveys.

Process Statements

In order to accomplish the project objectives, the following strategies and procedures are proposed:

1. The teacher will foster a sense of student responsibility for their success in school.

2. The teacher will develop a procedural model that he/she will follow when giving oral directions.

3. The teacher will develop a procedural model that he/she will follow when giving written directions.

Project Action Plan

I. During the first three weeks of school, the teachers will establish the extent of the targeted class's difficulty in following directions.

A. Student and teacher surveys will be administered (Appendices B and C).

B. Teachers will observe targeted classes, completing the observation checklist (Appendix D).

C. Teachers will keep a weekly journal of anecdotal records (Appendix E).

II. The intervention phase will occur during fourth through fifteenth weeks of school. The teachers will do each of the following, documenting student progress through observation checklists and journal entries.

A. Promote a sense of personal responsibility in students through the following activities:

1. During the first two weeks of the intervention, develop, present and post revised class rules and behavioral expectations developed through shared decision making which should include the following:

a. Bring necessary materials to class each day.

b. Be on time.

c. Do not consume food or beverages in class.

d. Raise your hand and be recognized before speaking.

e. Use appropriate verbal and non-verbal language.

f. Complete homework and assignments on time.

g. Follow directions as instructed.

2. During the first two weeks of the intervention, ask students to brainstorm reasons for and benefits of listening and following

directions (Bone, 1988). See Appendix H for "Fifty Reasons To Become a Better Listener".

3. During the first two weeks of the intervention, instruct, post, and practice strategies for listening and following directions (Ho, 1991; Brandwein, 1994; Rush, 1990; Brent & Anderson, 1993).

   Students will:

   a. Read all directions before beginning the task. The teacher can reinforce this strategy by giving pop quizzes with such directions as, "Do not complete the quiz," or "Do every other question" (Custer, 1995).

   b. Recognize cue words and their meanings (Custer, 1995) (Appendix I).

   c. Demonstrate the following listening behaviors:

      (1) Set a purpose for listening (Brent & Anderson, 1993) (Facilitating effec. ..., 1995; Rush, 1990).

      (2) Sit in an attentive posture looking at the speaker (Bone, 1988; Brent & Anderson, 1993).

      (3) Keep an open mind by finding something interesting in every speaker's message; by judging the content, not the delivery; and by waiting to evaluate until the entire message has been completed (Hunsaker, 1991).

(4) Listen for the main ideas (Hunsaker, 1991; Bone, 1988).

(5) Ignore or eliminate distractions (Hunsaker, 1991; Bone, 1988).

(6) Refrain from talking, fidgeting, daydreaming or faking attention (Bone, 1988).

(7) Ask for repetition or clarification in a way that shows active listening, such as, "Is this what you mean when you say . . .?" or "This is what I think you meant . . . Did I understand correctly?" or "I'm not sure I understand; could you be more specific?" (Bone, 1988).

f. Practice the above listening behaviors at least twice a week.

g. Teach students to review the instructions as they complete assignments in order to verify compliance (Custer, 1995; Rush, 1990).

4. Present learner objectives daily to prepare students for the expected outcome (Ho, 1991; Brandwein, 1994; Facilitating effec. ..., 1995).

5. For each assignment, hold students accountable for listening to and following directions (Helping students ..., 1995). Listed below are techniques that should be followed:

a. Clearly state the relationship between student behavior and the consequence (Welsh, 1992).

b. When students follow directions, give positive feedback such as points, positive comments and stickers (Clawson, 1992).

c. When students do not follow directions, require them to redo the assignment or do not give credit for the incorrect work.

d. Provide daily practice using any of the following activities:

(1) Use following directions activities such as the Geoboard Fun (Appendix J) and the Paragraph Development activities (Appendix K) (Custer, 1995).

(2) Integrate mini-lessons with course content (Brent & Anderson, 1993).

(3) During class discussions, encourage students to review and evaluate listening strategies content (Brent & Anderson, 1993).

(4) Increase the difficulty and complexity of listening experiences as students' skills progress (Hunsaker, 1991).

6. Model effective listening daily (Brent & Anderson, 1993; Katz & Klink, 1994).

a. Use monologing to model mental processes while following directions (Rush, 1990).

b. Make eye contact with students during discussions or when they ask questions (Ho, 1991).

c. Demonstrate the above listening strategies.

B. Throughout the intervention, use the following procedures when giving oral directions:

1. Tell students instructions will be presented once; present instructions once only (Fuery, 1985).

2. Establish students' attention before giving instructions (Ho, 1991; Brandwein, 1994).

a. Specify an attention signal (Cummings, 1983). Examples follow.

(1) Raised hand or "Give Me Five" (Cummings, 1983) (Appendix L).

(2) Music (Ho, 1991).

(3) Bell (Cummings, 1983).

(4) Rhythm Clap (Cummings, 1983).

(5) Verbal request (Cummings, 1983).

b. Instruct students to respond to the attention signal by stopping the current activity (including talking), looking at the speaker, and tuning into the speaker (Cummings, 1983).

c. Provide "wait time" between the signal and the instructions (Clawson, 1992).

3. State the objectives of the instruction (Ho, 1991).
4. Change the routine as a precursor to boredom.
    (1) Stand in a different or unusual place (Brandwein, 1994).
    (2) Give the answer instead of a question (Brandwein, 1994).
5. Maintain attention while giving directions.
    a. Model excitement and enthusiasm (Brandwein, 1994).
    b. Use suspense (Brandwein, 1994).
    c. Move around the classroom (Clawson, 1992).
    d. Use nonverbal cues to keep students focused (Clawson, 1992).
    e. Use variation in speaking tones and rates (Clawson, 1992).
    f. Maintain a pace that suits student interest and ability level (Helping Students ..., 1995).
6. Appeal to as many senses as possible (Clawson, 1992).
    a. Use visual aids (Ho, 1991) and props (Brandwein, 1994).
    b. Have students write, underline, circle, or highlight instructions as they are explained (Clawson, 1992).
7. Check for student understanding by having a student paraphrase directions or by leading a whole group guided practice (Cummings, 1983).

C. During the intervention, use the following procedures when giving written directions:

1. Keep directions simple; divide complex ideas into basic parts (Fox & Siedow, 1980).
2. Use short, simple sentences (Fox & Siedow, 1980).
3. Use simple vocabulary; avoid unclear or undefined terms (Fox & Siedow, 1980).
4. List steps in sequence (Fox & Siedow, 1980).
5. Give examples or illustrations (Fox & Siedow, 1980).
6. Ask only one question at a time (Fox & Siedow, 1980).
7. Specify the learner objective (Ho, 1991).

Methods of Assessment

The researchers are going to use several methods of assessment. Some of these will be ongoing. Prior to the intervention, the researchers will administer researcher-developed student and researcher-developed teacher surveys. Parental permission will be obtained before administering the survey to the targeted students. The ongoing assessments will include teacher observations written in a teacher journal and a teacher observation checklist of student behavior. At the end of the intervention, a post-survey will be given to the students.

These assessments will be used to evaluate the students in the following areas:

1. How well do students follow class rules?
2. How frequently do students bring required materials to class?

3. How frequently do students listen to the teacher as directions are being given?

4. How often do students complete an activity as directed?

5. How often do students ask the teacher to repeat directions which were already given?

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this action research project was to increase student responsibility by developing the skills of listening to and following directions, during the period of October, 1996, through December, 1996, as measured by researcher observation checklists, researcher journal, and student surveys.

In order to accomplish the project objectives, the following strategies and procedures were utilized:

1. The researcher fostered a sense of student responsibility for their success in school.

2. The researcher developed a procedural model that he/she followed when giving oral directions.

3. The researcher developed a procedural model that he/she followed when giving written directions.

During the first three to four weeks of school, the researchers established the extent of the targeted class's difficulty in following directions. The intervention phase occurred during the fourth through fifteenth weeks of school. The researchers documented student progress through observation checklists and journal entries.

During the intervention a sense of personal responsibility was promoted in students through the following activities:

1. During the first two weeks of the intervention a revised set of class rules and behavioral expectations were developed through shared decision making and a variety of cooperative and individual activities.

2. During the first two weeks of the intervention, students were asked to brainstorm reasons for and benefits of listening to and following directions.

3. During the first two weeks of the intervention, strategies for listening to and following directions were discussed, posted, and practiced.

4. Learner objectives were presented daily to prepare students for the expected outcome.

5. For each assignment, students were held accountable for listening to and following directions.

6. Throughout the intervention, researchers modeled effective listening skills.

7. Throughout the intervention, students were presented with methods designed to enhance listening skills and following direction skills both in oral form and written form.

Initially, during the intervention, students were observed daily and then periodically on major activities that required using the targeted skills. Teacher observations of students were then summarized in the teacher journal.

Presentation and Analysis of Results

In order to assess the effects of the intervention to increase student responsibility by developing skills of listening to and following directions, students completed a post survey. A summary of the student responses combined from all three sites is presented in Figure 3 - Results of Student Post-Survey on the next page. (The raw data from the student post-surveys for each site is located in Appendix M.)

Researchers compared the results of the second survey to the responses of the first survey. The results of the post survey showed that 79% of the students said they usually or always follow directions before they begin an assignment, as compared to 77% on the pre-survey. When working with worksheets and textbooks, 73% of the students said they seldom or never have trouble understanding directions, as compared to 69% on the pre-survey.

Several of the post-survey questions addressed the issue of students paying attention while directions were being given. Most students reported that they daydream more in some subject areas and/or time periods than others. However, of the 71 students who completed the post-survey, 69% of the students surveyed reported that they seldom or never talk or daydream while the teacher is giving directions, as compared to 64% on the pre-survey. When asked if they pay attention to a teacher who is explaining something they already know how to do, 60% of the students responded that they pay attention most of the time, as compared to 51% on the pre-survey.

Total number of respondents is 71.	Percent of students choosing ...				
Survey Question	never.....seldom....often.....usually.....always				
1. Do you read all directions before you begin an assignment?	0.0%	5.6%	15.5%	64.8%	14.1%
2. Do you read all the directions before you ask questions?	2.8%	8.5%	22.5%	50.7%	15.5%
3. When a teacher gives directions, do you look at him/her?	0.0%	7.0%	19.7%	52.1%	21.1%
4. Do you ask the teacher to repeat directions he/she has given earlier?	4.2%	66.2%	22.5%	5.6%	1.4%
5. Do you interrupt the teacher while he/she is giving directions?	52.1%	42.3%	1.4%	4.2%	0.0%
6. Do you talk or daydream while the teacher is giving directions?	16.9%	52.1%	18.3%	8.5%	2.8%
7. Do you ask the teacher to define or clarify words in the directions if you are not sure what they mean?	4.2%	39.4%	22.5%	19.7%	14.1%
8. When listening to directions, do you write down key words or underline them to help focus your attention?	40.8%	23.9%	19.7%	14.1%	1.4%
9. Do you find that not following directions causes you extra work?	5.6%	23.9%	22.5%	26.8%	21.1%
10. Do your teachers give written directions telling you how to do an assignment?	0.0%	18.3%	26.8%	50.7%	4.2%
11. Do your teachers give verbal directions telling you how to complete an assignment?	0.0%	9.9%	29.6%	47.9%	12.7%
12. Do you do work from other classes while a teacher is giving directions or explaining the day's agenda?	33.8%	47.9%	11.3%	4.2%	1.4%
13. Do you bring the required materials to class?	0.0%	1.4%	7.0%	43.7%	47.9%
14. Do you lose points on assignments because you have not followed directions?	16.9%	63.4%	9.9%	7.0%	2.8%
15. When a teacher is explaining how to do something that you already know how to do, do you pay attention?	4.2%	35.2%	26.8%	29.6%	4.2%
16. Do you make your best effort to do all the steps in assignments?	1.4%	4.2%	18.3%	39.4%	38.0%
17. As you work on a project, do you reread or check the directions to make sure you are following them?	1.4%	11.3%	21.1%	39.4%	26.8%
18. Do you have trouble understanding worksheet or textbook directions?	7.0%	66.2%	18.3%	8.5%	0.0%
19. Is following directions important to success in classes?	0.0%	1.4%	11.3%	23.9%	63.4%
20. Do you make sure you know exactly what you are supposed to do before you begin an assignment, project, or task?	0.0%	1.4%	19.7%	49.3%	29.6%
21. Do you ask a classmate if you are not sure about what the teacher said to do?	1.4%	11.3%	21.9%	39.4%	25.4%

Figure 3 - Results of Student Post-Survey.

The post-survey questioned students about listening skills. Of the 71 students surveyed, 73% said they usually or always look at the teacher who is giving directions, as compared to 71% on the pre-survey. Sixty-five percent of the students reported that they seldom or never write down key words or underline them when listening to directions being read to them, as compared to 70% on the pre-survey. When surveyed about asking teachers to repeat directions, 70% said they seldom or never ask for repetitions, as compared to 73% on the pre-survey.

The post-survey questioned students regarding the consequences of not following directions. Eighty-seven percent of the students surveyed said that following directions is important to success in classes. Eighty percent reported that they seldom or never lose points due to not following directions, as compared to 74% on the pre-survey. When asked if not following directions causes them extra work, 70% of the students responded often, usually, or always as compared to 60% who responded often, usually, or always on the pre-survey.

The results of the intervention based on the teachers' observations will be presented separately by building.

Building A

Intervention techniques applied to students of Building A showed an increase in student responsibility over a nine-week period. The daily observation checklist showed a decrease in the number of student infractions. Violations of classroom rules were reduced from 7% to 3%. The amount of students who were not prepared for class fell from 2% to 0%. The percentage of students who failed to actively listen as directions

were given went from 6% to 3%. The number of students who failed to complete activities as directed was reduced from 6% to 1%. Those students who asked for directions to be repeated decreased from 8% to 2%.

The pre-survey indicated that 66% of students said they read all directions prior to beginning an assignment. During the first phase of the intervention, students took a "trick" quiz on following directions; the results revealed that only 38% of the students actually read the directions. Of the 62% who failed to read all the directions prior to beginning the quiz, 40% tried to cover up their mistakes.

During the second phase of the intervention, students learned to analyze directions and fully understand them before beginning an assigned task. The post-survey revealed a 17% increase in the number of students who developed an awareness for understanding directions. As a direct result of not following directions, students had to do extra work or lost credit. Classroom homework records revealed that the number of students who lost points or experienced some form of extra work was reduced from 42% prior to the intervention to 16% following the intervention.

Building B

Students' participation grades were negatively affected by failure to follow class rules, failure to listen to directions, and failure to bring materials to class. However, students were awarded bonus points when they actively participated in class discussions or were able to explain directions to other members of their cooperative learning teams. During weeks 4, 5, and 6, the class averaged 24% of the students losing participation points and 24% of the students gaining bonus participation points.

During weeks 7, 8, and 9, an average 21% of the students lost participation points, while 42% of them earned bonus points. During weeks 10, 11, and 12, 18% of students lost points, while 20% of students gained bonus points. During the final weeks of the intervention, weeks 13, 14, and 15, an average of 8% of students lost participation points, while 46% of the students received bonus points.

On projects, portfolios, and written assignments, students grades were negatively affected when they did not follow directions. During the early weeks of the intervention, weeks 4, 5, and 6, 11% of the students lost credit on the "Works Consulted" assignment, 30% of the students lost credit on the summary paragraph assignment, and 69% of the students lost credit on the novel portfolio assignment. During the middle weeks of the intervention, weeks 7 through 12, 23% lost credit on the critique paragraph, 19% lost credit on the notes portfolio, 15% lost credit on the "TARGET 1" assignment, and 69% lost credit on the five paragraph theme outline. During the final three weeks of the intervention, weeks, 13, 14, and 15, 40% lost credit on the critique outline, 12% lost credit on the second five-paragraph theme outline, 1% lost credit on the third five-paragraph theme outline, and none lost credit on the fourth five-paragraph theme outline.

Students were asked to evaluate themselves. At the close of the first nine weeks grading period, students set goals for the second quarter grading period. "Paying attention", "following directions", and "listening" were goals stated by 35% of the students. Throughout the intervention, students recorded scores and comments on

the table of contents of their writing portfolios. Thirty-three percent of the students listed not following directions as a need for improvement.

Building C

The pre-intervention observations by the teachers of the two classes at Building C were very similar. The students began the year quiet, attentive, and cooperative. While filling out student information sheets and going over the course requirements the students appeared to be actively listening. Only 2 or 3 students out of 31 did not fill out the forms correctly.

As the days passed, it became apparent that in-class performance on assignments was different from out of class performance on assignments. In each class homework assignments were done incorrectly, due to not following the directions. Students admitted that they did not read the directions. Nevertheless, they did understand what to do after reading the directions. "Not reading" directions occurred at least three times during the pre-intervention time period and involved from 30% to 60% of the students. Assignments with "normal" directions were completed according to the given directions.

General classroom behavior declined during the three weeks prior to the interventions. Approximately 25% of the students were not following class rules. Obtaining or bringing needed materials to class was also a problem for about 25% of the students (more on some days).

The first intervention used was a quiz with altered directions such as:

> Directions: Write your name in the upper right hand corner with your period number directly underneath it. Choose the answer that will best complete each question by underlining your choice. If you are still reading these directions, good for you! Only complete the even numbered questions starting with the second question.

In the biology class, 52% of the students did not follow the directions. In the applied physical science class, 77% of the students did not follow the not "normal" directions.

The "Give Me Five" intervention met with immediate resistance. In each class, students expressed feelings that this intervention was too childish for high school age students.

The "Cue Words" list was given to both classes and was placed in each student's folder for future reference. The list was discussed. Later observations of directions on major projects, tests, worksheets, etc. showed that only 10% to 15% of the class actually wrote down, underlined, or otherwise identified the "cue words."

Another intervention was to discuss reasons for listening. The list prepared by groups of students doing brainstorming in cooperative groups and then as a class, was very similar to the supplemental hand-out given to the students after the activity was completed.

During the second week of the intervention, all of the classes discussed the class rules that were given to them the first day of class. The discussion centered around why these rules were needed. After this discussion, students were given an opportunity to brainstorm rules that they would like added or deleted. These suggested rules were

then discussed by the entire class and if agreed upon, were added to the list. The students then made posters of the rules and posted them in the front of the room. Next, the group came up with suggestions for dealing with students who did not follow the rules that were created. These were typed and placed in each student's folder.

An analysis of the intervention based on the teachers' observations will be presented separately by building.

Building A

The checklist used to compile daily classroom observations actually accomplished more than simply record the desired information. The researcher observed students being more attentive and an ever increasing number of them were becoming aware of their own conduct as well as their work habits. The daily checklist was helpful in the beginning. As the study continued, the researcher noted that only the actions of a few students were being recorded, and were being recorded repeatedly.

There were several uncontrollable factors that negatively impacted student behavior. The first was a false fire alarm that lasted seven minutes during a rain storm. Students became uncomfortable and were difficult to get back on task. The second was when a water main burst in the lower wing, forcing the cancellation of school for the rest of the day. Unfortunately, the principal announced the school closing would occur at the end of the class period. As a result, for the next 25 minutes most students tried to make after school plans via passing notes and hand signals. One student sang his afternoon plans to his friend across the room.

The trick quiz was a great segue into reading and understanding directions. It was an enjoyable activity for students to perform because it contradicted the findings of one of the pre-intervention survey questions. On the pre-intervention survey, most students indicated that they need to read and understand all directions prior to beginning a given task. This is reflected in a 17% gain in the number of students who thought understanding directions is essential before beginning an assignment.

Holding students accountable for following directions helped to create a greater sense of student responsibility. Students were made aware of all directions and it was made clear that any deviations would result in additional work or a grade reduction. Students were taught to read directions, look for and highlight key words, and reread directions while performing a given task. Homework and major project grades improved and fewer students lost points or were forced to redo work as the study progressed.

Another activity students enjoyed was interpreting oral directions. In this activity, students had to rely on existing knowledge of vocabulary and technological terminology. Each student drew an object being described to him. The object was not visible to him. The students were instructed to visualize it and then try to draw it. The components that made up the object were described only once; with a 30 seconds interval between descriptions. The object was then presented to the students to visualize and then re-draw. The students labeled the drawings before and after. A discussion over oral versus written instructions then followed. It was pointed out that students who were daydreaming or not prepared missed portions of the instructions and thus, had an

incomplete drawing. When the object was presented to students to view, everyone completed it.

Most students, when given a choice, prefer written over oral directions. If the two are combined and discussed, students understood exactly what was expected of them. When the students are made aware of all expectations, then the responsibility of fulfilling these requirements is up to them.

Building B

As the intervention progressed, the percentage of students losing participation points generally decreased. Once rules were established and students began to receive computerized grade sheets with the weekly participation scores, they improved in the areas of following class rules and bringing materials to class. However, when one unit ended and another began requiring students to bring a different book, the number of students without required materials rose slightly for one day. Also, students were less likely to listen actively to instructions for completing a routine task. Students' answers to the open-ended questions on the surveys indicated that most of them did not feel it was necessary to listen if the topic was boring or if they already knew the information.

As students become more familiar with the format of an assignment, such as writing an outline for a five-paragraph theme, they were more likely to complete it according to the directions. Students in the targeted class completed five different five-paragraph theme assignments, and each time the number of students who did not follow directions decreased.

As the intervention progressed, names of individuals who failed to listen to and/or follow directions were noted. For the most part, the students who did not follow class rules, did not listen actively, and did not bring required materials were the same common core of students who asked the teacher to repeat instructions and did not complete assignments as directed. When given the opportunity to "redo" an assignment, the students who made mistakes the second time around were those who had frequently lost points for not listening to or not following class rules.

Because the targeted students of Building B are in an integrated program, rules and directions were often reinforced in two or three classes. For example, some assignments were explained in World History, drafted in English, and typed in keyboarding. Students tended to make fewer errors due to not following directions on these assignments because the directions were given by three different teachers.

Using the raised hand or "Give Me Five" all quiet signal was successful with the targeted students of Building B. As rules were discussed, the need for an all quiet signal was presented, including an explanation that this method was also used in post-graduate level classes. When the teacher's hand was raised for all quiet, most students raised their hands; the room quieted quickly. As the intervention progressed, students sometimes initiated the all-quiet signal when conversations began at inappropriate times!

Post survey results indicated that 45% of the targeted students prefer directions to be both oral and written, 32% prefer written directions, and 18% prefer oral directions.

Building C

Students began to follow directions more carefully after the "altered directions quiz." However, after two weeks of checking the directions for 'altering', students began going back to old habits of not reading directions unless it was considered a major assignment. This contradicts the post-survey in which over 90% of the students responded that they often, usually, or always make sure that they know exactly what they are supposed to do before they begin an assignment or task. Each time an assignment was given in which students were told orally that they would be graded on how well they followed directions, the majority of the students did complete the assignment correctly. However, these same students chose not to read the directions at all on a daily homework assignment the next day. Students felt that major assignments affect their grade more than daily homework assignments, therefore they follow directions more carefully when they feel it will affect their grade. After receiving printouts of their total itemized grades including homework, tests, and quizzes, students began to see the effect of repeated poor grades on homework assignments. As the weeks went by, more students began to see the importance of following directions on daily homework assignments also. It was noted that when one teacher was absent for a week, students began to fall back on old habits of not reading or listening to directions. Students needed to be held accountable for their actions in order to keep the desired behavior. When the substitute failed to follow the interventions, students began to fail to follow directions.

The "Give Me Five" intervention was dropped due to the fact that the students thought it was inappropriate for high school and would not participate when it was used. After a discussion with the students, a verbal signal of "quiet, please" was accepted as more appropriate. Since this was deemed acceptable to the students, they choose to follow it when it was used. If this was not successful, looking at the clock to measure how long it took the class to settle down worked well. This same amount of time was then taken as class time after the bell. Because the students chose this signal, they did not complain when the signal was used. In fact, many students helped by asking classmates to quiet down when the signal was given.

The "cue words" list that was given to the students to put in their folders did not seem to be successful. Only 10 to 15% of the students responded on the survey that they wrote down, underlined, or otherwise identified the "cue words." When the fact that the list was not being utilized was discussed in class, students responded that they forgot that it was in their folders or that it was too much work for them to look up the word. A few also commented that they did not really read the directions unless it was a major assignment.

The discussion involving the need to listen allowed students to generate a list of reasons that was surprisingly similar to the supplementary handout of reasons given to the students after the activity. Students had no trouble generating good reasons for listening. Post-survey questions showed that 56% of students feel that they often or usually do listen to directions even when they already know what to do, compared to 39% who seldom or never listen. The survey also showed that 73% feel they usually or

always look at the teacher when he/she is giving directions. However, the researchers found that the same 2 to 4 students would frequently ask the teacher to repeat directions already given, or complete the activity incorrectly even when they seemed to be listening to directions.

The students seemed to enjoy generating their own class rules. They understood the need for certain rules, and easily came up with reasons why we need rules in the science classroom. After taking ownership of these rules, behavior in the classroom was much better for the majority of the students. For the most part, as stated above, the students who did not complete assignments as directed, did not listen actively, and did not bring required materials were the same core of students who asked the teacher to repeat instructions and did not follow class rules. This intervention did not seem to help these 2 to 4 students.

Conclusions and Recommendations

One objective was to foster a sense of students' responsibility for their success in school. Considering the presentation and analysis of data, most of the students did assume responsibility for their learning. The researchers observed that most students did follow class rules, did listen to and follow directions, did practice listening and direction following strategies, and recognized that their grades reflected their effort in each of these areas. This observance paralleled students' comments on self-evaluations and on the open-ended section of the post-survey. Researchers also observed that over the duration of the intervention, the incidents of students' failure to follow rules, failure to bring materials, failure to listen attentively, failure to complete an

activity as directed, and requests for repeated directions decreased. However, all researchers noted that after the initial weeks, the students who did not accept responsibility for their own success tended to be the same "repeat offenders." Researchers also found that any disruption to the regular routine, such as a change in procedure or textbook or a substitute teacher resulted in a higher incidence of students' failure to follow directions. Researchers conclude that, in the absence of rules and accountability, many students revert to easier, but less-successful, habits of not following directions.

The second objective was for the teacher to develop a procedural model that he/she would follow when giving oral directions. Researchers did tell students that they would not repeat directions. For the most part, the teachers followed this rule, except when students asked for clarification or further explanation. Students found that they must pay attention in order to get the information they needed. When students asked questions that showed they had not listened carefully to the directions, other students would remind them that the teacher "already told us that!"

Each of the researchers used an attention signal that was appropriate for his/her class. One teacher found the "Give Me Five" worked well. Two teachers found that their students perceived "Give Me Five" as inappropriate for high school, so they established attention with verbal signals. Because of the size and subject matter of the other class, the fourth teacher found it better to call students to attention. Two teachers found looking at the clock after the quiet signal was given encouraged students to quiet more quickly. Because teachers required students to look at the teacher while they

gave oral directions, it was easier to spot who was not paying attention. When students stopped giving eye-contact, researchers found students reestablished it when teachers stopped talking and increased the "wait time." If the "wait time" was excessive, rule-violators were assigned detentions or the whole class lost the appropriate amount of time from the passing period.

Each of the researchers found it helpful to state the objective of the instruction and to change the routine periodically as a precursor to boredom. Sometimes the objective was stated orally; other times it was written on the board or overhead or on student handouts. When the change in routine was a teacher change, the students responded favorably. However, when the change in routine was a new procedure or a different way to complete a familiar task, students were resistant to the change. Until the students gained experience with the change, the frequency of not following directions increased slightly.

Researchers found maintaining students' attention while giving directions became easier when students knew that directions would not be repeated and that grades would reflect whether they followed those directions. Teachers used the suggested techniques as they fit the individual classrooms, disciplines, and personalities. For example, two researchers found moving around the room or beginning class from various locations beneficial, but two of them felt that students focused attention faster when they knew one place to look for official instructions. The researchers would suggest teachers use only those techniques they find comfortable and successful, e.g.,

one teacher found that talking individually with "repeat offenders" was more beneficial than addressing the entire class.

Visual aids and props were helpful in augmenting instructions. Teachers wrote key words on overheads and or blackboards. When researchers directed students to underline, circle, or highlight key words on written directions, they did so, but they did this only when specific oral directions were given to do this. Researchers had hoped that students would develop a habit of doing this on their own. Unfortunately, they found that by the end of the intervention, students did this only when specific directions were given.

Having students paraphrase directions was an excellent way to check for student understanding. Knowing they might be called on to restate the directions helped some students stay focused. If directions were paraphrased incorrectly, the teacher clarified the instructions or deferred the clarification to other students. When students did not listen carefully to directions and needed to ask another student how to proceed, the other student frequently gave the non-listener negative feedback. Researchers felt that avoidance of negative peer-pressure motivated some students to listen to oral directions.

The single most important strategy used by the teacher-researchers was using easily understood written directions. A majority of the students stated in both the pre-survey and the post-survey that they preferred written or both written and oral directions. Written directions allow students to work at their own pace, to review instructions as they go, and to check that they have followed directions as they complete an

assignment. When students did not complete an assignment as directed, teachers could point out the written directions that students did not follow. Written directions also made it easier for absent students to assume the responsibility of completing make-up work on their own.

Researchers found that reformatting previously used worksheets to make the directions and questions more clear was beneficial. The word "directions" preceded written instructions. Teachers often typed these in boldface, in all capitals, or in italics to indicate their importance. Teachers found it helpful to put a border around the directions to make them more noticeable. The researcher detected that when a project had many directions, it was better to provide students with a final checklist so that they would not overlook final instructions. Such a final checklist serves as a rubric for both students and teachers to assess achievement.

One researcher found that when she reformatted the questions on worksheets so that each question asked for only one answer, she was more likely to get complete answers. In the past, students had only answered one part of the question and gone on to the next one. Researchers discovered that when directions or questions contained new vocabulary, students were able to complete assignments on their own if the vocabulary was defined or paraphrased.

Specifying the learner objective reduced the tendency of students to ask, "Why do we have to do this?" The clear relationship between the activity and the objective helped students to see the whole picture and better understand the directions. It also

helped students assume the responsibility for their own learning because they knew what they were to achieve.

Researchers feel that following the action plan did, indeed, increase the frequency of students' following directions. However, they found that students did not assume the responsibility of following directions on their own; they did so because it was necessary to succeed in the targeted class. Answers to the open-ended section of the post-survey showed that many students still felt that following directions was important for tests and big projects; few stated that following directions was always necessary. Further action research might include a survey of the targeted students' other teachers to see if students were forming new habits that they would apply in these other classes.

Researchers plan to continue to follow the action plan when giving directions orally and in writing and when instructing students in listening to and following directions. They feel the most effective teaching strategies include posting rules and procedures, establishing an attention signal, presenting learner objectives, using simple vocabulary, listing steps in sequence, asking one question at a time, maintaining attention, incorporating visual aids, and examples into lessons, clarifying directions but not repeating them, providing constructive feedback, and holding students accountable. Researchers also plan to continue instructing students in effective direction-following strategies:

1. Read all directions before beginning.
2. Recognize key words.

3. Set a purpose for listening.
4. Sit in an attentive posture.
5. Make eye contact with the speaker.
6. Listen with an open mind.
7. Listen for main ideas.
8. Ignore distractions.
9. Ask clarification questions.
10. Paraphrase the speaker.
11. Write, circle, or highlight the instructions.
12. Reread directions to verify compliance.

At the time of publication, researchers are informally sharing the action plan with colleagues, who have expressed an interest in the action plan results. After publication, researchers will be available for inservice presentations and hope to have the strategies incorporated into each district's new teacher handbook.

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Appendices

Appendix A
Permission Letter

St. Xavier University Field Based Master Program

Consent to Participate in Research Survey

Increasing Student Responsibility Through the Development of the Skills of Listening to and Following Directions

Dear Parent/Guardian,

This year in biology class at *(school name)*, your student has a chance to participate in an exciting new study on improving student responsibility through learning to effectively listen to and follow directions. The study is being conducted by Michelle Bibel, Lewis Hart, Gary Rizzio, and Patricia Tylka as part of a field based masters program through St. Xavier University.

In this study we are going to implement a variety of teaching methods to attempt to increase the awareness of student responsibilities. In order to begin this study, we would like your student to fill out a brief survey on how well he/she listens to and follows directions. At the end of the study, students will be asked to fill out an exit survey to determine improvement. These surveys will be anonymous and take approximately ten minutes of class time. Participation in the survey is voluntary. Refusal to participate will not impact the final course grade. The study will last one semester and results will be available on request after June 1, 1997.

If you have any questions or concerns feel free to contact *(teacher name)*, *(school name) (subject)* teacher at *(xxx) xxx-xxxx*.

Please circle your response, thank you.

☺ Yes, my student will be fortunate to participate in this survey.

_____ _____

Signature of Parent/Guardian Date

☹ No, I will not allow my student the opportunity to become more aware of his/her listening and direction-following responsibilities.

PLEASE HAVE YOUR STUDENT RETURN THIS FORM PROMPTLY TO (teacher name).

Appendix B
Student Survey

Directions: Rate your behavior by circling a number from one to five where 1 is that you never do this and 5 is that you always do this.

Survey Question	never.....seldom....often.....usually.....always				
1. Do you read all directions before you begin an assignment?	1	2	3	4	5
2. Do you read all the directions before you ask questions?	1	2	3	4	5
3. When a teacher gives directions, do you look at him/her?	1	2	3	4	5
4. Do you ask the teacher to repeat directions he/she has given earlier?	1	2	3	4	5
5. Do you interrupt the teacher while he/she is giving directions?	1	2	3	4	5
6. Do you talk or daydream while the teacher is giving directions?	1	2	3	4	5
7. Do you ask the teacher to define or clarify words in the directions if you are not sure what they mean?	1	2	3	4	5
8. When listening to directions, do you write down key words or underline them to help focus your attention?	1	2	3	4	5
9. Do you find that not following directions causes you extra work?	1	2	3	4	5
10. Do your teachers give written directions telling you how to do an assignment?	1	2	3	4	5
11. Do your teachers give verbal directions telling you how to complete an assignment?	1	2	3	4	5
12. Do you do work from other classes while a teacher is giving directions or explaining the day's agenda?	1	2	3	4	5
13. Do you bring the required materials to class?	1	2	3	4	5
14. Do you lose points on assignments because you have not followed directions?	1	2	3	4	5
15. When a teacher is explaining how to do something that you already know how to do, do you pay attention?	1	2	3	4	5
16. Do you make your best effort to do all the steps in assignments?	1	2	3	4	5
17. As you work on a project, do you reread or check the directions to make sure you are following them?	1	2	3	4	5
18. Do you have trouble understanding worksheet or textbook directions?	1	2	3	4	5
19. Is following directions important to success in classes?	1	2	3	4	5
20. Do you make sure you know exactly what you are supposed to do before you begin an assignment, project, or task?	1	2	3	4	5
21. Do you ask a classmate if you are not sure about what the teacher said to do?	1	2	3	4	5

Appendix B
(continued)

Student Survey - page 2

1. Who is responsible for a student's understanding of directions? Why?

2. Do you prefer it when your teacher gives written directions, oral directions or both?

3. When you ask a teacher to repeat directions, what is the usual reason?

4. What situations do you feel are important to follow directions carefully?

5. Do you daydream more in some subject areas than others? Which one? Why?

6. Do you daydream more in some time periods than others? Which ones? Why?

7. Do you allow yourself to become distracted when the teacher is giving directions? When? Why?

8. What do you do if a teacher is explaining how to do something that you already know how to do?

Appendix C
Teacher Survey

Directions: Rate your students behavior by circling a number from one to five where 1 is seldom exhibited and 5 is always exhibited.

Survey Question	seldom.....always				
1. Do students read all directions before they begin an assignment?	1	2	3	4	5
2. Do students read all the directions before they ask questions?	1	2	3	4	5
3. When you give directions, do students look at you?	1	2	3	4	5
4. Do students ask you to repeat directions you have given earlier?	1	2	3	4	5
5. Do students interrupt you while you are giving directions?	1	2	3	4	5
6. Do students talk or daydream while you are giving directions?	1	2	3	4	5
7. Do students ask you to define or clarify words in the directions if they are not sure what they mean?	1	2	3	4	5
8. When listening to directions, do students write down key words or underline them to help focus their attention?	1	2	3	4	5
9. Does not following directions cause students extra work?	1	2	3	4	5
10. Do you give written directions telling students how to do an assignment?	1	2	3	4	5
11. Do you give verbal directions?	1	2	3	4	5
12. Do you explain or read written directions to your students?	1	2	3	4	5
13. Do students bring the required materials to class?	1	2	3	4	5
14. Do students lose points on assignments because they have not followed directions?	1	2	3	4	5
15. Who is responsible for students' understanding directions?	teacher		teacher/student		student

Please complete the reverse side. Thank you.
Teacher Survey - page 2

16. Do you believe that students failure to follow directions is a significant problem?
17. What do you do when a student asks you a question about directions that you have just explained?
18. Please list at least three reasons why you feel that students do not follow directions.

Appendix D
Observation Checklist

Teacher:
Class:

Observation Checklist - Following Directions												
Date												
	O	P	O	P	O	P	O	P	O	P	O	P
Fails to follow class rules.												
Fails to bring materials to class.												
Fails to actively listen to teacher as directions are given.												
Fails to complete an activity as directed.												
Asks teacher to repeat directions already given.												

O - number of students observed with stated behavior
P - number of students present that day

Appendix E
Action Research Journal

Week of _____
Name

Action Taken		
Pluses (+)	Minuses (-)	Interesting (?)

Appendix F
Raw Data - Student Survey

Site A

Total number of respondents is 18.	Number of students choosing ...				
Survey Question	never	seldom	often	usually	always
1. Do you read all directions before you begin an assignment?	0	2	4	11	1
2. Do you read all the directions before you ask questions?	0	0	5	7	6
3. When a teacher gives directions, do you look at him/her?	1	1	2	10	4
4. Do you ask the teacher to repeat directions he/she has given earlier?	4	10	1	3	0
5. Do you interrupt the teacher while he/she is giving directions?	10	7	1	0	0
6. Do you talk or daydream while the teacher is giving directions?	6	7	2	2	1
7. Do you ask the teacher to define or clarify words in the directions if you are not sure what they mean?	1	5	7	4	1
8. When listening to directions, do you write down key words or underline them to help focus your attention?	7	6	4	1	0
9. Do you find that not following directions causes you extra work?	0	7	2	4	5
10. Do your teachers give written directions telling you how to do an assignment?	0	1	10	3	4
11. Do your teachers give verbal directions telling you how to complete an assignment?	0	2	6	7	3
12. Do you do work from other classes while a teacher is giving directions or explaining the day's agenda?	7	10	1	0	0
13. Do you bring the required materials to class?	0	0	1	8	9
14. Do you lose points on assignments because you have not followed directions?	4	9	1	4	0
15. When a teacher is explaining how to do something that you already know how to do, do you pay attention?	3	5	4	6	0
16. Do you make your best effort to do all the steps in assignments?	0	0	6	7	5
17. As you work on a project, do you reread or check the directions to make sure you are following them?	0	2	6	9	1
18. Do you have trouble understanding worksheet or textbook directions?	0	14	2	2	0
19. Is following directions important to success in classes?	0	0	3	3	12
20. Do you make sure you know exactly what you are supposed to do before you begin an assignment, project, or task?	0	0	5	8	5
21. Do you ask a classmate if you are not sure about what the teacher said to do?	0	1	3	9	5

Appendix F
(continued)

Site B

Total number of respondents is 26.	Number of students choosing ...				
Survey Question	never	seldom	often	usually	always
1. Do you read all directions before you begin an assignment?	1	2	6	10	7
2. Do you read all the directions before you ask questions?	0	5	5	14	2
3. When a teacher gives directions, do you look at him/her?	0	5	5	9	7
4. Do you ask the teacher to repeat directions he/she has given earlier?	3	15	4	4	0
5. Do you interrupt the teacher while he/she is giving directions?	14	10	1	0	1
6. Do you talk or daydream while the teacher is giving directions?	7	12	4	2	1
7. Do you ask the teacher to define or clarify words in the directions if you are not sure what they mean?	3	7	5	9	2
8. When listening to directions, do you write down key words or underline them to help focus your attention?	12	11	2	1	0
9. Do you find that not following directions causes you extra work?	2	6	3	9	6
10. Do your teachers give written directions telling you how to do an assignment?	0	4	6	13	3
11. Do your teachers give verbal directions telling you how to complete an assignment?	0	0	8	14	4
12. Do you do work from other classes while a teacher is giving directions or explaining the day's agenda?	12	8	5	1	0
13. Do you bring the required materials to class?	0	1	1	16	8
14. Do you lose points on assignments because you have not followed directions?	6	14	2	2	2
15. When a teacher is explaining how to do something that you already know how to do, do you pay attention?	4	9	4	7	2
16. Do you make your best effort to do all the steps in assignments?	1	0	1	18	6
17. As you work on a project, do you reread or check the directions to make sure you are following them?	1	2	4	11	8
18. Do you have trouble understanding worksheet or textbook directions?	4	12	8	1	1
19. Is following directions important to success in classes?	0	2	3	6	15
20. Do you make sure you know exactly what you are supposed to do before you begin an assignment, project, or task?	0	1	4	10	11
21. Do you ask a classmate if you are not sure about what the teacher said to do?	0	3	1	16	6

Appendix F
(continued)

Site C

Total number of respondents is 29.	Number of students choosing ...				
Survey Question	never	seldom	often	usually	always
1. Do you read all directions before you begin an assignment?	0	0	2	10	17
2. Do you read all the directions before you ask questions?	0	4	9	9	7
3. When a teacher gives directions, do you look at him/her?	0	3	4	11	11
4. Do you ask the teacher to repeat directions he/she has given earlier?	2	19	6	2	0
5. Do you interrupt the teacher while he/she is giving directions?	16	10	2	0	1
6. Do you talk or daydream while the teacher is giving directions?	10	5	5	4	2
7. Do you ask the teacher to define or clarify words in the directions if you are not sure what they mean?	3	8	7	8	2
8. When listening to directions, do you write down key words or underline them to help focus your attention?	10	5	4	6	4
9. Do you find that not following directions causes you extra work?	0	7	1	10	10
10. Do your teachers give written directions telling you how to do an assignment?	0	6	12	8	3
11. Do your teachers give verbal directions telling you how to complete an assignment?	0	4	8	12	5
12. Do you do work from other classes while a teacher is giving directions or explaining the day's agenda?	11	17	1	0	0
13. Do you bring the required materials to class?	0	0	0	15	14
14. Do you lose points on assignments because you have not followed directions?	4	17	2	2	1
15. When a teacher is explaining how to do something that you already know how to do, do you pay attention?	3	9	7	6	2
16. Do you make your best effort to do all the steps in assignments?	1	0	6	14	8
17. As you work on a project, do you reread or check the directions to make sure you are following them?	1	5	1	10	10
18. Do you have trouble understanding worksheet or textbook directions?	3	17	4	4	1
19. Is following directions important to success in classes?	0	0	2	5	22
20. Do you make sure you know exactly what you are supposed to do before you begin an assignment, project, or task?	0	1	4	14	10
21. Do you ask a classmate if you are not sure about what the teacher said to do?	1	5	9	8	6

Appendix F
(continued)

1. Who is responsible for a student's understanding of directions? Why?

Table 1

Raw Data for Question 1

Response	Site A	Site B	Site C
students	11	8	15
teachers	4	10	9
both	3	7	5

2. Do you prefer it when your teacher gives written directions, oral directions or both?

Table 2

Raw Data for Question 2

Response	Site A	Site B	Site C
written	7	6	4
oral	2	2	6
both	9	18	19

3. When you ask a teacher to repeat directions, what is the usual reason?

Table 3

Raw Data for Question 3

Response	Site A	Site B	Site C
do not understand	10	21	13
did not listen	6	5	14
other	2	0	2

4. What situations do you feel are important to follow directions carefully?

Table 4

Raw Data for Question 4

Response	Site A	Site B	Site C
major test/assignment	10	16	15
always	8	1	3
other	0	9	11

Appendix F
(continued)

5. Do you daydream more in some subject areas than others? Which one? Why?

The answers varied over a wide range. No conclusive results could be tabulated.

6. Do you daydream more in some time periods than others? Which ones? Why?

The answers varied over a wide range. No conclusive results could be tabulated.

7. Do you allow yourself to become distracted when the teacher is giving directions? When? Why?

Table 5

Raw Data for Question 7

Response	Site A	Site B	Site C
yes	6	18	4
no	5	8	14
sometimes	7	0	8

8. What do you do if a teacher is explaining how to do something that you already know how to do?

Table 6

Raw Data for Question 8

Response	Site A	Site B	Site C
daydream	7	6	3
listen for additional details	8	10	18
start homework	0	8	5
other	3	0	3

Appendix G
Raw Data - Teacher Survey

Site A

Total number of respondents is 34.	Number of respondents choosing ...				
Survey Question	seldom.....				.....always
1. Do students read all directions before they begin an assignment?	2	18	9	3	2
2. Do students read all the directions before they ask questions?	6	14	12	2	0
3. When you give directions, do students look at you?	0	4	10	17	3
4. Do students ask you to repeat directions you have given earlier?	2	6	14	10	2
5. Do students interrupt you while you are giving directions?	9	10	10	3	2
6. Do students talk or daydream while you are giving directions?	3	11	16	3	1
7. Do students ask you to define or clarify words in the directions if they are not sure what they mean?	5	11	11	6	1
8. When listening to directions, do students write down key words or underline them to help focus their attention?	20	10	2	2	0
9. Does not following directions cause students extra work?	1	2	6	12	13
10. Do you give written directions telling students how to do an assignment?	4	1	9	10	10
11. Do you give verbal directions?	0	0	4	9	21
12. Do you explain or read written directions to your students?	0	0	6	15	13
13. Do students bring the required materials to class?	0	2	8	22	2
14. Do students lose points on assignments because they have not followed directions?	2	1	6	17	8
15. Who is responsible for students' understanding directions?	teacher 0		teacher/student 29		student 5

Appendix G
(continued)

Site B

Total number of respondents is 11.	Number of respondents choosing ...				
Survey Question	seldom.....always				
1. Do students read all directions before they begin an assignment?	1	7	3	0	0
2. Do students read all the directions before they ask questions?	2	6	4	0	0
3. When you give directions, do students look at you?	0	0	5	6	1
4. Do students ask you to repeat directions you have given earlier?	2	0	1	7	1
5. Do students interrupt you while you are giving directions?	2	3	3	3	0
6. Do students talk or daydream while you are giving directions?	0	5	3	2	0
7. Do students ask you to define or clarify words in the directions if they are not sure what they mean?	1	5	2	3	1
8. When listening to directions, do students write down key words or underline them to help focus their attention?	9	2	0	0	0
9. Does not following directions cause students extra work?	1	0	2	5	0
10. Do you give written directions telling students how to do an assignment?	0	0	2	6	3
11. Do you give verbal directions?	0	0	0	5	3
12. Do you explain or read written directions to your students?	0	1	2	2	6
13. Do students bring the required materials to class?	0	0	3	8	6
14. Do students lose points on assignments because they have not followed directions?	2	1	0	7	1
15. Who is responsible for students' understanding directions?	teacher 0		teacher/student 11		student 0

Appendix G
(continued)

Site C

Total number of respondents is 66.	Number of respondents choosing ...				
Survey Question	seldom.....always				
1. Do students read all directions before they begin an assignment?	12	26	24	4	0
2. Do students read all the directions before they ask questions?	17	31	15	3	0
3. When you give directions, do students look at you?	0	6	30	30	0
4. Do students ask you to repeat directions you have given earlier?	1	5	20	32	8
5. Do students interrupt you while you are giving directions?	4	20	25	15	2
6. Do students talk or daydream while you are giving directions?	5	12	31	14	4
7. Do students ask you to define or clarify words in the directions if they are not sure what they mean?	5	26	17	14	4
8. When listening to directions, do students write down key words or underline them to help focus their attention?	37	21	6	2	0
9. Does not following directions cause students extra work?	1	10	12	27	16
10. Do you give written directions telling students how to do an assignment?	4	5	18	26	11
11. Do you give verbal directions?	0	1	9	24	32
12. Do you explain or read written directions to your students?	1	3	14	26	21
13. Do students bring the required materials to class?	0	4	36	22	2
14. Do students lose points on assignments because they have not followed directions?	4	10	19	25	6
15. Who is responsible for students' understanding directions?	teacher 1		teacher/student 63		student 3

Appendix G
(continued)

16. Do you believe that students failure to follow directions is a significant problem?

Table 7

Raw Data for Question 16

Response	Site A	Site B	Site C
yes	28	8	52
no	2	0	4
sometimes	1	0	8
no response	3	3	3

17. What do you do when a student asks you a question about directions that you have just explained?

Table 8

Raw Data for Question 17

Response	Site A	Site B	Site C
repeat the directions	11	3	24
respond "Ask another student."	7	2	15
"I just explained that..."	4	2	4
reword and repeat	5	3	13
have student to read the part..	4	1	17
no response	3	2	0

18. Please list at least three reasons why you feel that students do not follow directions.

Table 9

Raw Data for Question 18

Response	Site A	Site B	Site C
poor listening skills	13	5	35
waste of time/boring	7	9	24
do not care/no consequences	4	15	20
assume they know what to do	3	3	20

Appendix H
Fifty Reasons to Become a Better Listener

1. To learn something
2. To be entertained
3. To understand a situation
4. To get information
5. To be courteous
6. To be responsible
7. To prevent accidents
8. To be a team player
9. To ask intelligent questions
10. To improve confidence
11. To protect freedom
12. To find out people's needs
13. To be productive
14. To valued and trusted
15. To use money wisely
16. To be more efficient
17. To make accurate evaluations
18. To make comparisons
19. To understand and be understood
20. To analyze the speaker's purpose
21. To develop a reputation of being a good listener
22. To get the best value
23. To improve self-discipline
24. To strengthen relationships
25. To solve problems
26. To show you care
27. To satisfy curiosity
28. To be safe
29. To be a supportive friend
30. To make intelligent decisions
31. To prevent waste
32. To make money
33. To avoid embarrassment
34. To stay out of trouble
35. To save time
36. To be a discriminating consumer
37. To recognize potential danger
38. To give an appropriate response
39. To enjoy the sounds of nature
40. To create "win-win" situations
41. To control distractions
42. To increase concentration
43. To improve vocabulary
44. To build rapport
45. To be prepared for sudden shifts in a speakers topic or intention.
46. To be a better family member
47. To settle disagreements
48. To maintain a flexible attitude
49. To improve your personality
50. To use the gift of hearing

Appendix I
Cue Words

The following cue words are often used on assignments and tests. Knowing the meaning of the word will help you give the information the teacher is expecting.

Cue Word	What to Do
Analyze	Tell about the main ideas, how they are related, and why they are important.
Comment on	Discuss, criticize, or explain the subject.
Contrast	Show how things are different.
Define	Give the meaning of something.
Describe	Write detailed information about something.
Diagram	Make a graph, chart, or drawing; label it and write a short explanation.
Discuss	Give details of an idea and explain the good and bad of each.
Enumerate	Name or list the main ideas one by one.
Evaluate	Give your own judgment or relate an expert's opinion of how important an idea as; explain strengths and weaknesses.
Illustrate	Explain by giving examples.
Interpret	Give the meaning by using examples or personal ideas.
Justify	Give reasons why you think an idea is important.
List	Write down and number.
Outline	Write main ideas in an organized order; give subpoints.
Prove	Show by logic or reason that something is true .
Relate	Describe how things are connected or how one thing can cause another.
Review	Give a summary by telling the important parts.
State	Describe as clearly as you can.
Summarize	Give a short list or explanation of the main ideas.
Trace	Follow the progress or history of an idea.

Appendix J
Geoboard Fun
(A Following Directions Activity)

Instructions:

1. Ask students to create designs on geoboards with colored rubber bands. (An alternate plan would be to have students use geo-grid papers and colored pencils.)

2. Have students write out directions for duplicating their designs, using coordinates and colors.

3. Ask students to exchange instructions and try to replicate each other's designs.

Appendix K
Paragraph Development
(An Activity for Following Directions)

Directions for teacher:

1. Provide students with a topic.
2. Have students barnstorm ideas for writing about the topic.
3. Provide students with the following student directions for writing the paragraph.

Student Directions:

1. In your first sentence, introduce the main idea.
(e.g. The first time I saw the band Three Dog Night was totally different from seeing it twenty years later.

2. In your second sentence, tell the first reason or supporting idea.
(e.g. When I first saw the Three Dog Night, it was a hot new band giving concerts of its current hit records.

3. In your third sentence, tell something more about the first idea.
(e.g. When I saw the band last summer, the members were part of an "oldies" tour.)

4. In your fourth sentence, tell a second reason or supporting idea.
(e.g. Twenty years ago, I listened to the concert in an auditorium filled with screaming teenagers.)

5. In your fifth sentence, tell something more about the second idea.
(e.g. Last summer, the concert was at a Fourth of July festival where families sat on blankets as the parents sang along.)

6. In your sixth sentence, tell the final reason or supporting idea.
(e.g. Finally, twenty years ago, I was nervously excited to be on a first date with a boy I had met at school.)

7. In your seventh sentence, tell something more about the third idea.
(e.g. Last summer, I was relaxing next to my husband with our three daughters snuggled around us.)

8. In your eighth sentence, summarize the main idea of the other seven sentences.
(e.g. Although I treasure the memory of my first Three Dog Night Concert, I appreciate the contentment and family life I've gained as a "golden oldie" over the last twenty years.)

Appendix L
"Give Me Five"

The five attending behaviors of a good listener are:

1. Eyes on Speaker
2. Mouth Quiet.
3. Facing Speaker.
4. Hands Free.
5. Listening.

These "Give Me Five" attending behaviors are displayed in the room as reminders after they have been introduced to the class.

Appendix M
Raw Data - Student Survey

Site A

Total number of respondents is 18.	Number of students choosing ...				
Survey Question	never	seldom	often	usually	always
1. Do you read all directions before you begin an assignment?	0	1	3	12	2
2. Do you read all the directions before you ask questions?	0	2	4	8	4
3. When a teacher gives directions, do you look at him/her?	0	1	2	11	4
4. Do you ask the teacher to repeat directions he/she has given earlier?	1	14	3	0	0
5. Do you interrupt the teacher while he/she is giving directions?	12	6	0	0	0
6. Do you talk or daydream while the teacher is giving directions?	4	7	7	0	0
7. Do you ask the teacher to define or clarify words in the directions if you are not sure what they mean?	1	5	5	4	3
8. When listening to directions, do you write down key words or underline them to help focus your attention?	6	4	5	3	0
9. Do you find that not following directions causes you extra work?	1	3	5	6	3
10. Do your teachers give written directions telling you how to do an assignment?	0	2	10	6	0
11. Do your teachers give verbal directions telling you how to complete an assignment?	0	3	6	7	2
12. Do you do work from other classes while a teacher is giving directions or explaining the day's agenda?	9	5	3	0	1
13. Do you bring the required materials to class?	0	0	0	7	11
14. Do you lose points on assignments because you have not followed directions?	6	9	1	1	1
15. When a teacher is explaining how to do something that you already know how to do, do you pay attention?	0	3	4	9	2
16. Do you make your best effort to do all the steps in assignments?	0	0	4	6	8
17. As you work on a project, do you reread or check the directions to make sure you are following them?	0	0	4	9	5
18. Do you have trouble understanding worksheet or textbook directions?	2	10	4	2	0
19. Is following directions important to success in classes?	0	0	2	3	13
20. Do you make sure you know exactly what you are supposed to do before you begin an assignment, project, or task?	0	0	2	9	7
21. Do you ask a classmate if you are not sure about what the teacher said to do?	0	3	3	7	5

Appendix M
(continued)

Site B

Total number of respondents is 22.	Number of students choosing ...				
Survey Question	never	seldom	often	usually	always
1. Do you read all directions before you begin an assignment?	0	0	5	14	3
2. Do you read all the directions before you ask questions?	1	2	7	9	3
3. When a teacher gives directions, do you look at him/her?	0	2	6	11	3
4. Do you ask the teacher to repeat directions he/she has given earlier?	1	14	5	2	0
5. Do you interrupt the teacher while he/she is giving directions?	9	11	0	2	0
6. Do you talk or daydream while the teacher is giving directions?	3	8	5	3	2
7. Do you ask the teacher to define or clarify words in the directions if you are not sure what they mean?	0	11	7	3	1
8. When listening to directions, do you write down key words or underline them to help focus your attention?	9	9	1	3	0
9. Do you find that not following directions causes you extra work?	0	10	6	3	3
10. Do your teachers give written directions telling you how to do an assignment?	0	1	6	14	1
11. Do your teachers give verbal directions telling you how to complete an assignment?	0	3	8	11	0
12. Do you do work from other classes while a teacher is giving directions or explaining the day's agenda?	5	13	2	2	0
13. Do you bring the required materials to class?	0	0	1	13	8
14. Do you lose points on assignments because you have not followed directions?	3	14	4	1	0
15. When a teacher is explaining how to do something that you already know how to do, do you pay attention?	2	10	4	6	0
16. Do you make your best effort to do all the steps in assignments?	1	1	4	10	7
17. As you work on a project, do you reread or check the directions to make sure you are following them?	0	4	6	4	8
18. Do you have trouble understanding worksheet or textbook directions?	3	15	4	0	0
19. Is following directions important to success in classes?	0	1	6	3	12
20. Do you make sure you know exactly what you are supposed to do before you begin an assignment, project, or task?	0	0	6	11	5
21. Do you ask a classmate if you are not sure about what the teacher said to do?	0	0	6	8	8

Appendix M
(continued)

Site C

Total number of respondents is 31.	Number of students choosing ...				
Survey Question	never	seldom	often	usually	always
1. Do you read all directions before you begin an assignment?	0	3	3	20	5
2. Do you read all the directions before you ask questions?	1	2	5	19	4
3. When a teacher gives directions, do you look at him/her?	0	2	6	15	8
4. Do you ask the teacher to repeat directions he/she has given earlier?	1	19	8	2	1
5. Do you interrupt the teacher while he/she is giving directions?	16	13	1	1	0
6. Do you talk or daydream while the teacher is giving directions?	5	22	1	3	0
7. Do you ask the teacher to define or clarify words in the directions if you are not sure what they mean?	2	12	4	7	6
8. When listening to directions, do you write down key words or underline them to help focus your attention?	14	4	8	4	1
9. Do you find that not following directions causes you extra work?	3	4	5	10	9
10. Do your teachers give written directions telling you how to do an assignment?	0	10	3	16	2
11. Do your teachers give verbal directions telling you how to complete an assignment?	0	1	7	16	7
12. Do you do work from other classes while a teacher is giving directions or explaining the day's agenda?	10	16	3	1	0
13. Do you bring the required materials to class?	0	1	4	11	15
14. Do you lose points on assignments because you have not followed directions?	3	22	2	3	1
15. When a teacher is explaining how to do something that you already know how to do, do you pay attention?	1	12	11	6	1
16. Do you make your best effort to do all the steps in assignments?	0	2	5	12	12
17. As you work on a project, do you reread or check the directions to make sure you are following them?	1	4	5	15	6
18. Do you have trouble understanding worksheet or textbook directions?	0	22	5	4	0
19. Is following directions important to success in classes?	0	0	0	11	20
20. Do you make sure you know exactly what you are supposed to do before you begin an assignment, project, or task?	0	1	6	15	9
21. Do you ask a classmate if you are not sure about what the teacher said to do?	1	5	7	13	5

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