Effects of Self-Regulated Strategy Development Instruction with Peer Support Arrangement on the Writing Performance, Writing Self-Efficacy, and Task Behaviors of Students with Emotional and Behavioral Disorders in Addis Ababa

By:

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Effects of Self-Regulated Strategy Development Instruction with Peer Support Arrangement on the Writing Performance, Writing Self-Efficacy, and Task Behaviors of Students with Emotional and Behavioral Disorders in Addis Ababa

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A Dissertation Submitted to the Department of Special Needs Education of Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Special Needs Education

Supervisor: Associate Professor Belay Hagos Hailu

Department of Special Needs Education

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August 2021

Declaration

I.Esayas Melese Abera, declare that this doctoral dissertation entitled "*Effects of Self-Regulated Strategy Development Instruction with Peer Support arragemnt on the Writing Performance, Writing Self-Efficacy, and On and Off-Task Behaviors of Students with Emotional and Behavioral Disorders in Addis Ababa*" is my original work and all sources used in this research have been appropriately cited.

Esayas Melese		25 jan, 2021
Name of the Student	Signature	Date

Certificate

I. Dr. Belay Hagos Hailu, Associate Professor of Addis Ababa University, hereby certify that the dissertation entitled "*Effects of Self-Regulated Strategy Development Instruction with Peer Support on the Writing Performance, Writing Self-Efficacy, and On and Off-Task Behaviors of Students with Emotional and Behavioral Disorders in Addis Ababa*" is original research accomplished by Esayas Melese Abera for the partial fulfillment of the degree of Doctor of Philosophy in Special Needs Education under my guidance and supervision. I approve this dissertation for submission to final evaluation.

Dissertation Supervisor Name	Signature	Date
Dr. Belay Hagos Hailu		3 February 2021

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Abbreviations

ADHD Attention-Deficit Hyperactivity Disorders

ASD Autism Spectrum Disorder

CEC Council of Exceptional Children

CIRP Children's Intervention Rating Profile

EBD Emotional and Behavioral Disorders

ELMS Self-Efficacy Subscale of the Early Literacy Motivation Scale

ESE Essential Story Elements

IDEA Individual with Disability Education Act

IOA Inter-Observer Agreement

IRP Intervention Rating Profile

LD Learning Disability

MoE Ministry of Education

PND Percentage of Non- Overlap Data

SDQ Strengths and Difficulties Questionnaire

SRSD Self-Regulated Strategy Development

TWW Total Words Written

Acknowledgments

"*Thanks be to God for his unspeakable gift*" 2 cor 9÷15

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Abstract

The main purpose of this study was to examine the effects of Self-Regulated instruction with peer support arrangement on the writing performances, writing self-efficacy, and the task behaviors of students with Emotional and Behavioral Disorders (EBD). Nine students were identified with EBD using both parents' and teachers' version of Strengths and Difficulties Questionnaires (SDQ). Each participant was taught an SRSD story writing as well as self-regulation strategies in a group of three. A multiple baseline across participants design was implemented to record the behavior changes over time: at baseline, independent performance, post-intervention, and maintenance phases. Stories were assessed for essential story elements, story quality, and total words written. The students' writing self-efficacy was measured by the Self-Efficacy Subscale of the Early Literacy Motivation Scale (ELMS). The task behaviors of the participants were recorded using partial interval time sampling. Visual analysis methods, as well as Percentage of Non-Overlapping Data (PND), were used to examine the extent of the effect in each participant. Results indicated that the SRSD instruction with peer support arrangement can be beneficial for students with EBD. All nine participants wrote stories that contained more number of essential story elements, better qualities, and a greater number of words. The participants' story writing also generalized to the personal narrative genre. Besides, all participants maintained their writing performance after the completion of the intervention. Furthermore, all participants also showed significant improvement in writing self-efficacy from pre-to post-instruction. The on-task behaviors of all participants improved and the off-task behaviors of all participants decreased improved during the intervention, post-instruction, and the maintenance phases. Moreover, the social validity scales designated that teachers and students found the intervention to be highly

acceptable. In light of the findings, limitations, suggestions, implications for future researches are discussed.

***Key Words**:* emotional and behavioral disorders, self-regulated strategy development instruction, peer support arrangement, writing performance, on-task behaviors, off-task behaviors, writing self-efficacy.

Chapter One

Introduction

This chapter depicts the background, statement of the problem, research hypotheses, purposes, significance, delimitation, operational definition of terms, and theoretical and conceptual frameworks of the study.

1.1 Background of the Study

Students identified with EBD often display behaviors that can be challenging in the classroom and require social and academic support to be successful in school (Bowers, 2018). Hecker, Young, and Caldrella (2014) indicated that these students present behaviors in the classroom that are challenging and difficult to manage. These behaviors affect the success of students with EBD in social interactions, academic and daily life social skills. Besides, Kauffman (2016) described that students with EBD have complex and demanding needs that require extra attention and effort from classroom teachers. Mason, Kubina, Valasa, and Cramer (2010) also considered that students with EBD are the most difficult group of students to educate in today's schools and experience some of the most prevalent indicators.

Loads of studies also demonstrated that because of their maladaptive behavior, students with EBD were more likely to perform poorly in academic work. For example, Lane, Carter, Common, and Jordan (2012) indicated that as a consequence of their behavior disorder, students with EBD manifested socially aberrant externalizing and/ or internalizing behavioral patterns, which can hinder their ability to attend and participate in academic instruction. Gage, Adamson, MacSuga-Gage, and Lewis (2017) also showed that students with EBD achieved at or below the 25^{th} percentile in general academic functioning. Similarly, Landrum and Sweigartn (2014)

revealed that students with EBD often demonstrate defiance, impulsivity, disruption, wastefulness, and aggression. These improper behaviors usually hinder academic performance and skills achievement in the school environment.

Other researchers also described that students identified with EBD display inappropriate behaviors and abnormal social skills that seriously affect their capacity to experience academic productivity in school (Farley, Torres, Wailehua, & Cook, 2012). King, Radley, Jenson, and O'Neill (2017) also indicated that due to the loss of classroom instruction and the differences in task engagement, students with EBD experience academic difficulties. Overall, the vicious, persistent, incompatible behaviors of those students with EBD live out hinder their academic progress in school (Kauffman & Landrum, 2018).

Pushing this idea even further, Kauffman and Landrum (2018) revealed that students with EBD cannot have made a positive relationship with teachers and peers because numerous improper behaviors impede their relations in addition to their school performance. For instance, primary-aged students with EBD have small academic engagement, manifest persistent disruptive/ inappropriate behaviors, and higher degree of course failure in comparison to their peers, both students with other types of disabilities and without disabilities (Cullinan, Evans, Epstein, & Ryser, 2003). Besides, several research results have shown that these characteristics are steady over time (Hayling, Cook, Gresham, State, & Kern, 2008) irrespective of the age at which they are first identified.

Students with EBD are also subjected to encounter more academic difficulty than other types of disabilities such as learning disability and autism spectrum disorder. For instance, Wagner and Davis's (2006) longitudinal study endeavored to compare the academic achievement of students with EBD and students with other types of disabilities. The study used middle and

high school students with EBD. The result indicated that students with EBD scored lower academic results compared with students with other types of disabilities. In addition, the result showed that compared with students with other types of disabilities, students identified with EBD were possibly poor to attend a regular classroom. Finally, the study concluded that students having EBD manifested greater rates of problematic behaviors and course failures, obtained lower academic results, have lower graduation rates, and trouble participating in society.

Kelly and Shogren (2014) also demonstrated that compared to their peers, mainly students with other types of disabilities, like Learning Disabilities (LD) and Autism Spectrum Disorder (ASD), students with EBD exhibited higher rates of non-attendance, smaller grade point averages, continual course failure, and higher school dropouts. All in all, manifold research results found that students with EBD receive failing grades at a higher rate than students in any other disability category (Reid, Gonzalez, Nordness, Trout, & Episte, 2004; Wagner & Cameto, 2004; Nelson, Benner, Lane &Smith, 2004).

Students with EBD also have a greater likelihood of falling behind in writing. For example, Graham, and Perin (2007) investigated running approaches that increase the writing performance of students with EBD. The authors revealed that language deficiency is a feature of students with EBD. They have advocated that language difficulties and EBD frequently co-occur, and students having EBD tend to experience that language deficit. Students with EBD are inclined to experience more expressive language difficulties than receptive language problems. Consequently, by considering expressive language is directly linked with written expression, targeting and developing written expressive skills utmost (Graham & Perin, 2007).

Cramer and Mason (2014) also found that students with EBD have limitations concentrating and functioning to the multiple tasks associated with writing (e.g., conveying

feelings, expressing opinions, exploring ideas). Besides, Benner, Nelson, and Epstein (2002) reported that students with EBD obtained the lowest mean score on written language subtests, and identified expressive language skills as common deficits among this group of students. Wagner and Cameto (2004) revealed that one-third of students with EBD recorded below grade level in reading and writing, and from all students with disabilities who receive special education services, students with EBD are the ones most likely to receive failing grades. Furthermore, students with EBD incline to score lower than their peers' scores on standardized tests in reading, math, and written expression (Nelson et al., 2004).

Lane, Young, Baker, and Angley (2010) indicated that students with EBD tend to struggle with all stages of the writing process. Most do not exhibit planning behaviors, and if they do, their plans are undeveloped and unorganized. Harris and Graham (2016) also investigated the primary and ongoing theoretical and research contributions to SRSD in writing. They described that students identified with EBD have difficulties with the pragmatics of writing and problems on applying rules and mechanics and demonstrate deficiencies to upholding a focus on the structure, purpose, and goals of writing a story or an essay. Moreover,Gage, Wilson, and MacSuga-Gage (2014) revealed that students with EBD achieved well below their peers without disabilities in writing. Whereas reading, math, and writing are all crucial in endorsing triumph for the student. Writing is often used to display learning across all subject areas. Accordingly, students who fail to learn to write well are at a terrific shortcoming (Graham & Perin, 2007). Overall, students with EBD have difficulty in writing. That seriously affects their learning abilities in the teaching-learning process.

In addition to academic difficulties, students with EBD frequently exhibit problems of self-control skills to stay on task, particularly in the classroom that needs independence (Rock &

Thead, 2007). Wagner, Kutash, Duchnowski, Epstein, and Sumi (2006) also discovered the experiences of students with EBD in the classroom as well as educational programs, supports, and services provided for them. The finding revealed that compared to their peers, students with EBD respond half as often to oral questions and are more likely to be distracted during instruction. Consequently, lack of engagement and distractibility caused problems with academic skill acquisition meanwhile these factors directly affect the time devoted to instructional activities and decrease opportunities to learn.

Concerning the off-task behavior of students with EBD, many studies revealed that inattention and inattentiveness have persistent behavior patterns of the target students in the regular classroom. Accordingly, these students frequently exhibit serious academic deficits (Reid et al., 2004; Nelson, et al, 2004). Nelson, et al. (2004) claimed that low academic engagement is the reason for the underachievement of students with EBD in the school. Similarly, Wagner and Davis (2006) also found that students with EBD answered low to oral activities and distracted the teaching-learning process instead of replied the answer.

In the same vein, Johnson-Harris and Mundschenk (2014) revealed that students with EBD are regularly involved in a little academic engagement. Thus, they disturb the progress of the lesson. Worsening the situation that students who attested inappropriate behavior in the school often thwart their own and peers learning. Many times, these students left the classroom and went to the principal office. As a result, they lost their education by spent a huge time out of the classroom. Roberge, Rojas, and Baker (2012) also indicated that being able to center on the learning process is critical. If a student has not stayed on the task, the time spent on-task reduces, as does learning. Consequently, it befalls less probable that the student will extend the required skills for obtaining the intended knowledge. Behavioral interventions are not prepared for the

targeted students; damaging behaviors continue to persist until the magnitudes of their behavior they face become more profound (Johnson-Harris & Mundschenk, 2014). Lastly, these students are often omitted from performing in the class and suspended and disqualified from the school.

In addition to writing performances and off-task and on-task behavior, this study also aims to increase students with EBD writing self-efficacy by applying to the inherent value a student places on learning strategy. Bandura (1986) re-hypothesized that individual as one that is preventive, self-organizing, and self-regulating. Besides, his social cognitive outlook of self-regulation accentuates the implication of self-efficacy beliefs, causal attributions, and goal setting in regulating manner concentrating on undertaking a task or activity. Once students engaged in a task, then they need to control their behavior, evaluate their upshots, and respond to those results to adjust what they want to do.

Fewer researchers examined the self-efficacy beliefs of students with EBD. The results of the studies showed that self-efficacy beliefs play in student engagement and learning. Of the existing studies, there is some confirmation to propose that students having EBD have lower self-efficacy beliefs than students without EBD (Norvilitis, Sun & Zhang, 2010; Major, Martinussen & Wiener, 2013). Prat-Sala and Redford (2010) also conducted a study aimed to investigate the relationship between motivation, self-efficacy, and approaches to studying. The result of the study revealed that students with high self-efficacy in reading and writing frequently adopt planned as well as in-depth learning strategies. Besides, the participant students consistently modified their learning approach and fell contented practicing more overtime learning. On the contrary, the result found that students having low self-efficacy belief only exercise uncomplicated approach and showed no change in their learning strategy.

Despite, these dismal writing difficulties and low self-efficacies, the majority of interventions conducted for students with EBD have focused mainly on behavior modification, often neglecting glaring academic deficiencies (Rayan, Reid, &Epstein, 2004). In Ethiopia, previous studies conducted on students with EBD largely focused on managing practices and complication factors (e.g., Kumar.2011; Feleke, 2010, Sileshi, 2001). Even if being pertinent for the prevention and management of such problems, to date less attention is paid to the academic intervention of students with EBD. The scarcity of research on the academic and behavioral intervention of students with EBD might have contributed to the limited attention aimed at improving the academic and behavioral needs of students with EBD in the school environment. Therefore, research that investigates the intervention strategy that improves the academic and behavioral needs of students with EBD is needed in the Ethiopian context.

To convene the academic and behavioral needs of students identified with EBD, many evidence-based practices have been researched globally. One evidence-based practice shown to be effective on the academic and behavioral intervention for students with EBD is self-regulated strategy development instruction (SRSD, Harris & Graham, 1996; Ennis & Jolivette, 2012; Cramer & Mason, 2014; Sreckovic, Common, Knowles, & Lane, 2014; Adams, 2020). The other evidence-based practice effective for students with EBD is peer support arrangement (Falk & Wehby, 2001; Farley, Torres, Wailehua, & Cook, 2012; Spencer, 2006; Brock & Carter, 2016). The use of SRSD instruction in combination with peer support arrangement may improve the writing performance, writing self-efficacy, and on and off-task behavior of students with EBD. The next paragraphs briefly discussed self-regulated strategy development instruction and peer support arrangement.

***Self-Regulated Strategy Development Instruction*.** Self-regulated strategy development instruction was originally developed by Harris and Graham in 1982 as an approach for students who would frequently face devastating complications with writing tasks. The underlying foundation of SRSD is to teach students a cognitive and self-regulation strategy to provide academic support to students' multiple needs and can be applied across a broad range of subjects (Harris & Graham, 1996). In addition, the instruction has helped to improve student's quality of writing, knowledge of writing, approach to writing, and self-efficacy. Further, the strategy can be generalized to other situations and genres and sustained intensely (Harris, Graham, Mason& Friedlander, 2008).

The strategy has six recursive instructional stages that are devoted to addressing the affective, behavioral, and cognitive strengths and needs in each stage. The stages are: (1), Develop background knowledge; (2), Discuss it; (3), Model it; (4), Memorize it; (5), Support it; and (6), Independent performance (Mason, 2013). Recently, Harris and Graham (2016) also described that SRSD instruction for writing contains collaborative dialogue-based, scaffolded, clear, and explicit genre knowledge learning and strategies for genre-specific and general writing. The writing knowledge, for example, vocabulary and background knowledge are required to use these techniques and approaches for self-regulating method. Besides, writing behavior such as goal-setting, self-assessment, and self-instruction and self-reinforcement are inevitable features of the instruction. Harris and Graham (2016) also revealed that the other feature of the SRSD instruction includes the aspiration of detailed motivational aspects such as self-efficacy and effort which are fundamental to effectively progress the writing development. The next section describes peer support arrangements.

Peer Support Arrangement. According to Mead, Hilton, and Curtis (2001), peer support arrangement is a system of giving and receiving help started on basic philosophies of respect, shared responsibility, and mutual agreement of what is helpful. The above authors also described that peer support is not grounded on psychiatric models and diagnostic standards. It is about understanding another's situation empathically through the shared experience of emotional and psychiatric pain. Cowie and Simth (2010) also described that peer support arrangement starts with the natural enthusiasm of most students to turn in a cooperative, friendly way towards one another. The arrangement builds on this intrinsic quality and makes engagements that simplify the student's potential for responsibility, sensitivity, and empathic caring. Thus, this study aimed to examine the effects of self-regulated strategy development instruction with peer support arrangement on the writing performance, writing self-efficacy, and on and off-task behaviors of students with EBD in Addis Ababa.

1.2 Statement of the Problem

Kumar (2011) claimed that it is difficult to estimate the prevalence rate of children with EBD in Ethiopia. Since operationally broad prevalence studies on EBD among the population in developed countries, Ethiopian schools are not studied so far. However, according to the ministry of education guideline for Ethiopia (MoE, 2006) which is revealed the accessibility of complications in the practice of assessment and intervention one can predict that more than 10% of schoolchildren in the country may manifest EBD. Since the number of students with EBD in schools remains to rise (MoE, 2006), it is important that teachers and school workforces are adequately equipped to meet the unique and dares needs.

Despite the high prediction of prevalence in Ethiopian schools, students with EBDare increasingly exposed to a plethora of negative behaviors, including bullying, stealing, beating,

disrupting, and social withdrawal, and truncated self-esteem (Kumar, 2011). Besides, students with EBD may disturb classroom instruction or sit noiselessly detached from the lesson. Furthermore, the students are not engaged with the material and accordingly not teaching. Since students who often engage in off-task and undesirable behaviors disrupt the classroom environment and hinder learning.

Though students with EBD are recognized because of their social and behavioral concerns, several numbers of the target students also struggle academically, suffering a severe academic deficit in writing, reading, and mathematics (Nelson, et al., 2004). Lane (2004) indicated that writing is the most difficult task for students with EBD. Besides, Benner, Mattison, Nelson, and Ralston (2009) revealed that students with EBD achieved the lowest mean score on the written language subsets in comparison to math and reading subtests. Hence, writing is decisive to the school success of students with EBD and it might function as a notable communicative skill (Lane, 2004). Thus, addressing the extent of the writing of students with EBD will help them progress their academic and behavioral difficulties in school.

For the time being, our schools are not ready to admit and accommodate the demanding academic and behavioral needs of such children (Feleke, 2010). Even if, Ethiopia accepted and ratified many international conventions, as well as national policies and declarations that obliged to educate students with disabilities, schoolchildren with EBD, are un-served or underserved (Kumar, 2011). Educating and supporting the majority of students with problem behavior suited an inevitable obligation of today's teachers and schools. Therefore, our schools will need to maintain the applicable, evidence-based interventions are being employed to improve the result figures of this population.

Overall, in Ethiopia little is cognized about the academic and behavioral intervention approaches for students with EBD. Besides, little dedication has been committed to research how to increase the target schoolchildren's academic skills, particularly in writing. Students identified with EBD are more likely to suffer academically in terms of achieving under grade level and these academic difficulties ultimately having lasting consequences (Kauffman, 2001). When academic and behavioral interventions are not prepared for these students, negative behaviors and poor academic results continue to rescue. Without proper special education services, the behavioral, academic, and social problems of students with EBD will experience negative developmental outcomes throughout their lives. Moreover, children with EBD are more likely to be unemployed, involved in criminal behaviors, and experience substance abusers as adults (Kauffman & Landrum, 2018).

Because of the hostile consequence of EBD and lack of proper intervention strategies being accomplished in the country, it is imperative to undertake a study to explore the intervention strategy that improves the writing performance, writing self-efficacy, and on-task and off-task behaviors of students with EBD in Addis Ababa.

1.3 Purpose of the Study

The central purpose of this study was to determine the effectiveness of the SRSD model of instruction with peer support arrangement for nine fourth-grade students in Ethiopia, who were identified as having EBD and writing difficulties. Like other SRSD researches (Ennis, 2016; Adkins, 2005) the progress of self-regulation approaches (including goal-setting, self-assessment, self-instruction, and self-reinforcement) were delivered for the target students to learn the plan. The target students also received explicit instruction and scaffolding exercises. Besides, the six steps instructional processes were employed. However, the present study

coveted to investigate the peer support arrangement as a strategy to use in amalgamation with the SRSD method. The peer support method supported the students through the SRSD intervention processes. Moreover, the present study pursued SRSD instruction in the Amharic language.

1.4 Research Hypotheses and Questions

To examine the effect of the SRSD instruction with peer support arrangement on the writing performance, writing self-efficacy, and on and off-task behaviors for students with EBD five primary research questions are proposed.

1. The findings of previous studies on SRSD instruction for students with EBD showed that the instruction improved the writing performance of the target group of students as measured by the number of essential story elements, quality of the story, and total words written (Adkins, 2005; Harris, Graham, Mason, & Friedlander, 2008; Ennis, 2016; Losinski, Cuenca-Carlino, Zablocki, & Teagarden, 2014). Thus, in this study similar results are expected. Thus, it is hypothesized that SRSD instruction with peer support arrangement will improve the writing performance of students with EBD in their essential story elements, quality of the story, and total words written. Expressed it in question form:-
    a. Does SRSD instruction with peer support arrangement for story writing improve the writing performances of students with EBD?
2. Only one earlier study on SRSD instruction for students with EBD that incorporating explicit generalization training to generalize story writing genre to personal narrative genre. Adkins (2005) found that explicit generalization training improves the personal narrative writing performance immediately following the SRSD instruction. Thus, despite a single finding, because of the encouraging effects of SRSD has had on students' with EBD personal narrative skills. Harris, Graham, and Adkins (2015) also confirmed that SRSD

instruction can be generalized to other settings and genres. Hence, it is hypothesized that the SRSD instruction (story writing) with peer support arrangement in clear generalization exercise will develop the personal narrative writing skills of participant students with EBD.

   b. Does SRSD instruction with peer support arrangement in clear generalization preparation improve the personal narrative writing performance of students with EBD?

3. Previous research findings displayed that SRSD instruction had a positive effect on the writing self-efficacy of students with EBD (Chalk, Hagan Burke, & Burke, 2005; Mason & Shriner, 2008; Adams, 2020) and for students with Asperger's Syndrome (Zumbrunn, 2010). Hence, it is hypothesized that the SRSD instruction with peer support arrangement will increase the writing self-efficacy of students with EBD.

   c. Does SRSD instruction with peer support arrangement improve the writing self-efficacy of students with EBD?

4. Fewer researchers have revealed the SRSD instruction had a hopeful effect to increase academic engagement (on-task behaviors) and decrease the off-task behaviors of students with EBD (Cerar, 2012; Mastropieri et al, 2010). Since SRSD instruction has shown a powerful effect on students' self-regulated skills, it is hypothesized that the SRSD instruction will increase the on-task behaviors and decrease the off-task behaviors of students with EBD.

   d. Does SRSD instruction with peer support arrangement increase the on-task behaviors and decrease the off-task behaviors of students with EBD?

5. Some SRSD instruction studies have included social validity measures (Adams, 2020; Adkins, 2005; Ennis, 2016). Findings from these studies revealed that the SRSD intervention was found to be socially acceptable and valid. Thus, based on the previous findings on the encouraging results of the SRSD instruction on the writing performance, in addition to the findings of the social validity of the instruction by both teachers and students, it is hypothesized that the SRSD instruction with peer support arrangement will be found socially acceptable and valid.
    e. Do students and teachers reflect the SRSD instruction with peer support to be a usable and socially valid intervention for children with EBD?

1.5 Significance of the Study

SRSD is an evidence-based instruction that has been confirmed effective for students with EBD in many settings (Harris, et al., 2008). The researcher supposed that three major groups may benefit from this study. In the first group, students with EBD learn to know how they plan and write a story. The next group that may advantageous from this study is language teachers who may gain intuition as to adopt teaching methods that will enrich the learning of writing skills among students. This also supports teachers to design applicable writing approaches that would help to boost the writing performance of children with EBD and writing difficulties. The findings of the study may also help teachers in the school setting to pay fairly better interest to students with EBD to develop specific academic and behavioral intervention strategies. Lastly, the verdict of this study can be used as a foundation for other researchers who need to work on further research on the use of SRSD instruction as well as a peer support model for children with disabilities in Ethiopia.

1.6 Delimitation of the Study

SRSD was intended as a strategy instruction method for writing, reading, and math subjects. This study was delimited to merely target to improve the writing performance of grade four students with EBD. Besides, of the numerous SRSD intervention strategies the present study focused only on POW (**P**ick my idea, **o**rganize my notes, **w**riting and say more) +WWW (**W**ho is the main character? **W**hen does the story take place? **W**here does the story take place?), what=two (**W**hat does the main character do? **W**hat happens next?), and How=two (**H**ow does the story end? How does the main character and other characters feel?), mnemonic strategy for story writing.

1.7 Operational Definition of Terms

Criterion Performance- SRSD instruction with peer support arrangement intervention is criterion-based. Students with EBD are trained until they attain a prearranged criterion level. For this study, the criterion was established when students were able to write a story autonomously with all seven parts, using self-regulation skills and the W-W-W, what=2, How=2 strategy without any prompts.

Off-task behaviors-are defined as actions that are not directly related to the writing instruction as instructed by the teacher. The behaviors included (a), walking around the room; (b), disrupting the students next to them; (c), laughing/speaking out of turn/ making noises, (d), looking out of the window. In this study, students' off-task behaviors were collected during 15 minutes of direct observation using the 15- second partial-interval recording to determine the percentage of intervals per observation.

On-task behaviors- For this study, on-task behaviors are defined as activities that are observed during writing instructions given by the teacher. The examples of on-task behaviors included (a), sitting in his/her sit and listening to the teacher's instruction; (b), engaged with appropriate materials; (c), reading/writing to the writing prompts; (d), talking to the teacher/ asking relevant questions; (e), engaged with group discussion. Like off-task behaviors, students' on-task behaviors were collected during 15 minutes of direct observation using the 15-second partial interval recording.

Peer Support Arrangement-is a preparation that students with EBD help each other during the SRSD instruction in their group with teacher supervision.

Students with emotional and behavioral disorders- are students who have complex behavior problems that affect their academic and social skills. For this study, students with EBD were identified using the Strength and Difficulty Questionnaire (SDQ; Goodman, 1990). Students who got a mean of >17out of 40 possible items on both SDQ for parents and teachers reports were considered as a student with EBD.

Self-Regulated Strategy Development Instruction-is a teaching method that thoroughly trains learners writing tactics and self-regulated skills to become effective and good writers. The strategy incorporates the cognitive and self-regulation process of goal-setting, self-instruction, and self-reinforcement. The intervention employed in this study included all six stages of the instruction: 1.) Develop Background Knowledge, 2) Discuss It, 3) Model It, 4) Memorize It, 5) Support It, 6) Independence Performance (Harris & Graham, 1996).

Writing Performances-For this study, writing performances are students' ability to write a story. Writing performances were measure for the three writing measures that incorporated:-

The number of essential story elements: -the story's essential elements were scored using the 7 story elements (characters(s), setting, time, what the main character needs to do, finale, and lastly characters' feeling). The scores ranged from 0-7.

Quality of the story: - the quality of stories was assessed using a holistic 1- 7-point rating scale prepared by Harris and Graham (1996). In this study, a score of one indicated the lowest possible mark for story quality whereas a score of seven implied the maximum credible rating for story quality.

Total written words (TWW):- For this study, a word is defined as a group of letters. TWW is counted based on Hosp, Hosp, and Howell's (2016) guidelines that students were not punished for mistakes in context and spelling.

Writing Self-Efficacy- is individual confidence or self-belief that a student with EBD can perform successfully in writing. In this study, the Self-Efficacy Subscale of the Early Literacy Motivation Scale (ELMS; Wilson & Trainin, 2007) was used for assessing students' perceived ability to write a story.

1.8 Theoretical and Conceptual Framework for the Study

Two theoretical frameworks, the social cognitive theory (Bandura, 1986) and socio-cultural theory (Vigostsky, 1978), were used to provide a working model of understanding the effects of the independent variable (SRSD instruction with peer support arrangement) and on dependent variables (writing performance, writing self-efficacy, on-task, and off-task behavior). The social cognitive theory stressed the importance of the continuous interaction of behaviors, personal factors, and the environment in supporting and hindering self-regulated learning development (Zimmerman, 1990). According to Kauffman (1992) to become self-regulated is a

vital goal for students with EBD. Self-regulated students are active participants in their learning and increase their academic engagement (on-task). On the contrary, less self-regulated students normally exhibit more impulsive behavior, set low academic goals, decrease their academic engagement (off-task), and are not in a position of assessing their abilities (Zimmerman, 1994).

Besides, the social cognitive theory posits that learning is determined by a personal process as well as behavioral and environmental events. For instance, a student's success on writing assignment is determined by the personal perception of competency, but also affected by environmental factors such as encouragement from a teacher as well as a behavioral event like the use of self-evaluation strategy to determine the writing task are completed as intended (Zimmerman & Rosenberg, 1997). The social cognitive theory also suggests the personal perception of self-efficacy as an important intermediary in students' engagement in self-regulation learning processes that increase students' academic performance and on-task behavior (Bandura, 1986). Zimmermann (2000) stated that a self-efficacy belief provides students with a sense of agency to motivate their learning through self-regulated learning strategies.

The socio-cultural theory also provides a framework for investigating how self-regulated strategy development instruction can be supported in a community of learners. This theory also attempts to correlate a learner's environment with a learner's opportunity to learn based on his or her zone of proximal development and disposition to the situation (Vygotsky, 1978). According to Vygotsky (1978), a child should be fully competent in the self-regulation process by early elementary school. In the context of schooling, a socio-cultural theory evaluates classroom environments and their effect on student learning (Gee, 2008). In essence, socio-cultural theory functions on the tenet that students embody cognitive processes based on environmental conditions, such as teacher scaffolding, peer support, and instructional complexity (Butler,

2002). Harris (1982) described that scaffolding explicit instruction is an important approach to learning and is particularly necessary when students struggle with learning face complex, challenging academic tasks.

Based on the above theoretical perspectives, a conceptual model was developed for the study as presented in figure 1. It was anticipated that SRSD instruction with peer support arrangement improves the writing performance, writing self-efficacy, and on-task and of-task behaviors of students with EBD.

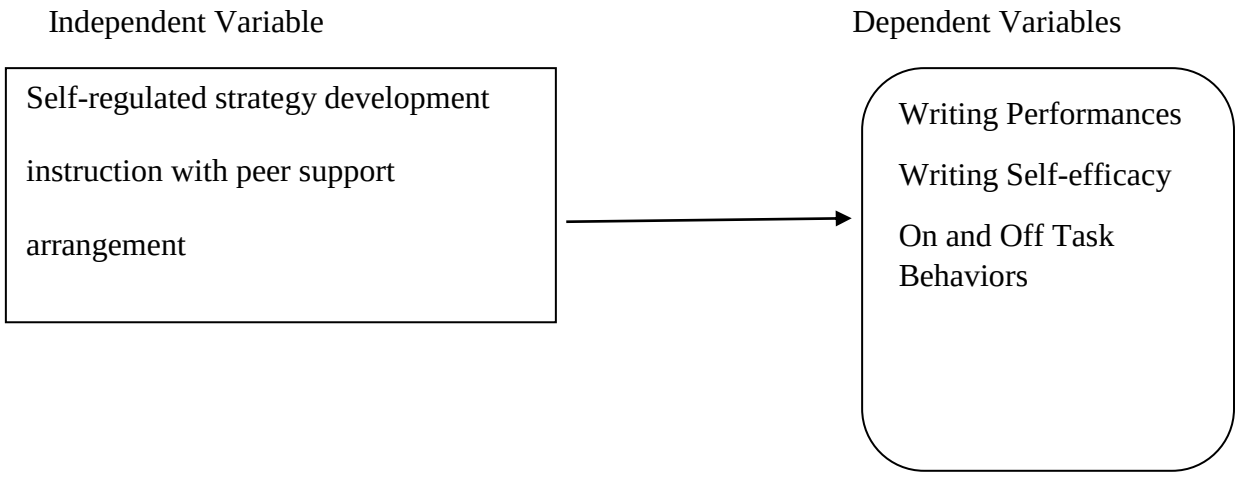


Figure 1. *Effects of SRSD instruction with peer support arrangement on the writing performance, writing self-efficacy, and on and off-task behaviors of students with EBD.*

Chapter Two

Literature Review

This chapter presents a review of previous studies that guide this study. The researcher has arranged a review in the following manner. The first section provides an overview of EBD including, the prevalence and characteristics of students with EBD. Then, the four models of EBD that describe why behavioral disorders exist and their intervention techniques are presented. Following students with EBD in Ethiopia are reviewed. The further segment of literature focuses on theories of writing processes including Flowers and Hayes's cognitive theory of writing, Hayes revised theory of writing process, Bereiter and Scardamila's theory of writing process, and Zimmerman and Rosenberg's social cognitive theory of writing. Subsequently, an overview of SRSD that includes theoretical integration, key characteristics, and components, the six stages of instruction, and the last part of this unit reviews the evidence-based studies of SRSD instruction are presented. Besides, peer support strategies and effective interventions of peer support arrangement for children with EBD are reviewed. Next on-and off-task behaviors of a student with EBD are presented. To do this, the last part reviews sources of self-efficacy and self-efficacy in writing briefly.

2.1 Emotional and Behavioral Disorders: An Overview

According to the U. S. National Association of School Psychologists, (NASP, 2015), there is no single definition for the constructs EBD. EBD is often described as emotionally disturbed, problem behavior, socially maladjusted, and emotionally handicapped, etc. As stated by the U.S. Individuals with Disabilities Education Act (IDEA, 2010) students with EBD defined as having, (a) an inability to build and maintain a satisfactory relationship with peers and adults;

(b) inappropriate types of behaviors under normal circumstance; (c) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (d) a general pervasive mood of unhappiness or depression; and (e) a tendency to develop physical symptoms or fears associated with personal or school problems. Besides, Forness and Kavale (2000) defined EBD as follows:

I. The term EBD means a disability characterized by a behavioral or emotional response in school progress so different from appropriate age, culture, or ethnic norm that the responses adversely affect educational performance, including academic, social, vocational, and personal skills such a disability

A. Is more than a temporary, expected response to stressful events in the environment

B. Is consistently exhibited in two different settings, at least one of which is school-related;

C. Unresponsive to direct intervention in general education or the child condition is such that general education intervention would be insufficient; and

D. EBD can co-exist with other disabilities.

II. This category may include children or youth with schizophrenic disorders, affective disorder, anxiety disorder, and other sustained disorders of conduct or adjustment where they adversely affect educational performance following section (I).

2.1.1 Prevalence of EBD

Researchers have identified multiple factors that contribute to the prevalence rate of EBD fluctuate from country to country. Rappley (2005) claimed that demographic and geographical aspects are accountable for the disparity. Besides, in their cross-cultural comparisons and its explanation for a student with EBD, Chakraborty- Ghosh, Mofield, and Orellana (2010) found a

great variance in the definition and perceptions of this group of students. They also revealed that many underdeveloped countries have not even recognized EBD as a sickness worthy of dedicated attentiveness, but rather these students are taking together with other special educational needs students (Chakraborty- Ghosh, et al., 2010).

Kumar (2011) considered that the definition of EBD construct is one factor that leads to the variation of the prevalence of EBD. This caused it difficult to define EBD and count the prevalence. Besides, the author noted that methodological differences in the prevalence estimation of EBD also another factor that contributes to the deviation of EBD prevalence. Further, the marvels of false positive (identifying the problem when it does not persist) and false negative (not identifying the problem when it is present) are extra reasons that make the precise estimations of the prevalence of EBD challenging. Lastly, cultural variances also a great factor that affect the process of prevalence assessment difficult (Kumar, 2011).

A worthy systematic review across decades by Kauffman and Landrum (2009) investigated the prevalence of EBD among children in the USA who require special education. The result of the review showed 3%-6% of students identified with EBD. Additionally, in their extensive review, Roberts, Atkinson, and Rosenblatt (1998) found the prevalence rate of EBD ranged from 1% to 51%. The review comprises studies from more than 20 different countries from the continents of Africa, Asia, Europe, and North and South America. The majority of the studies were conducted in the USA and England (13 and 6 studies, respectively). The samples explored range from 58 to 8462 cases. Overall, the average prevalence of students with EBD amounted to 15%.

Bornstein, Hahn, and Suwalsky (2013) also studied the epidemiological survey in Africa addressing the prevalence of preschool children in Kenya. The result reported high rates of

preschool children (420 [12.8%] of 3273) with EBD; 338 (10.3%) of 3273 had externalizing problems and 82 (2.5%) of 3273 had internalizing problems. Similarly, Eshetu (2014) conducted the prevalence of students with EBD at Kidus Gabriel Higher elementary school in Mettu administrative town of Ethiopia. The study involved 545 grade 5 -7 primary school students. The result showed that 58 (11.15%) students were identified as having EBD.

2.1.2 Characteristics of Students with EBD

In their intervention work, Weeden, Wills, Kottwitz, and Kamps (2016) aimed to improve the unfitting behaviors that affect the academic achievement of students with EBD. They described EBD can be divided into two main categories: Externalizing and Internalizing behaviors. Externalizing behaviors are behaviors that are directly observed and centrifugally towards the social environment including aggression to self and others, property destruction, cursing, hyperactivity, and stealing. While internalizing behaviors directed within oneself including depression, avoiding social interactions, and complaining of illness or injury.

It has been reported that students with EBD have problems both academically and socially (Kauffman & Landrum, 2018). Studies in the characteristics of EBD revealed that the highest numbers of students with EBD function in normal ranges of intelligence (Cullinan, Evans, Epstein, & Ryser, 2003). Still, the broad consensuses among researchers are that their societal deficit has a significant effect on their academic performance and school results (Sprague, Cook, Browning-Wright, & Sadler, 2008). Walker, Ramsey, and Gresham (2004) wanted to determine anti-social behaviors that impact the success of students with EBD in school. The authors found that students with EBD have struggled to adjust to the expectations of the classroom and high rates of disruptions. Besides, their behaviors in the classroom influence them to maintain active in the teaching-learning process and achieve satisfactory academic

outcomes. In addition to behavioral problems in the classroom, this population of students is lying to adjustment problems during an unstructured time (Walker, Ramsey, & Gresham, 2004).

Stoutjesdijk, Scholte, and Swaab (2012) also studied the characteristics of students with EBD that disturb their inclusion in regular schools. The finding indicated that students with problem behaviors are frequently distinguished as manifested exigent and/or profound obvious behaviors such as inattentive and off-task, hyperactive, physically and verbally aggressive behaviors. The researchers also described that these disruptive and off-task challenging behaviors are often a significant barrier to triumph for students with EBD in regular schools.

Many researchers also demonstrated that students having EBD be inclined to experience low academic results, destitute interpersonal relationships, exclusionary punitive experiences, and mandatory alternative school placement (Christle, Jolivette, & Nelson, 2007; Dunn, Shelnut, Ryan, & Katsiyannis, 2017). In their recent study, Dunn et al (2017) attempted to determine the effect of peer-mediated instruction for students with EBD. They reviewed 24 studies. Their review concerned about the characteristics of EBD identified from the literature, described that students with EBD have faced many problems in the school.

Accordingly, the culmination of these multiple aspects frequently contributes to undesirable school consequences for students having EBD. The consequences include disciplinary exclusion from the school, placement in restrictive environments, delinquency, unemployment, and participation in the criminal justice system. Thus, different intervention mechanisms like peer-mediated intervention should implement in their early grades. Because they found that peer-mediated intervention demonstrates medium effect size gain (Dunn et al., 2017). In a similar idea, Kauffman (2016) concerned that students with EBD maintained a substantial threat of morbid and annoying life consequences for example social rejection,

depression, antisocial behavior, delinquency, substance abuse, adult adjustment problems, unemployment, and possible institutionalization.

2.2 Models of EBD

Recently, Kauffman and Landrum (2018) described four theoretical models of EBD. These models include: psychodynamic, ecological, behavioral, and biological. The models were developed over the years to clarify why behavioral disorders occur. Walker and Gresham (2014) revealed the purposes of the models for EBD and their intervention mechanisms to reduced maladaptive behavior. Guiding assessment and evaluation process providing methods by which teachers can support the target students, and permitting professional communication with each other, are the three purposes of the models. The followings are the most common models of EBD.

2.2.1 Psychodynamic Model

According to psychodynamic theory, the cause of EBD is the social and emotional development in the early years of life and the quality of the early relationships. For example, Winnicott (1965) revealed that the origin of EBD in children is because of the failure in the infant's environment during the decisive period of dependence on the mother (e.g. 0-3 years). Bauer and Kobos (1987) also revealed that the psychodynamic model gives much weight to unconscious processes as they are displayed in the student's present behavior. Thus, increasing student's self-awareness and understanding of the past that has a direct impact on present behavior is the main goal of this method. Besides, the authors clearly stated that the model facilitates the student to scrutinize unsolved conflicts and signs that ascend from the past strange relationship and implicate themselves in the need of maladaptive behaviors.

In their recent book, Kauffman and Landrum (2018) also revealed that this model prone to much more concerns for unconscious motivation and underlying conflicts that also accentuate the precise burdens of daily functioning in home, school, and community. Besides, this model postulates mental, emotional disturbances and conflicts as far more important considerations in behavior disorder than the maladaptive behavior itself. According to this model, human personality develops with a specific sequence of stages that appear according to a strict timetable.

Overall, the psychodynamic intervention for EBD focuses on the child's internal conflict. The conflict might center on the problem or disease souring on a few features of self or unhappiness with some portions of the relationship with others. In light of this circumstance, the observed behavior which possibly guides a child being considered as a problem must be considered as signs of the anguish formed by this inner conflict. To be successful, the therapy should then heart on the decree of the inner conflicts with the exterior symptoms manifested in behavior (Cooper, Smith, & Upton, 1994).

In addition, Leeds and Morgenstern (1996) depicted that this model stresses that the nature, type, and amount of treatment should be based on the student's level of functioning. Besides, in the psycho-educational model, inappropriate behavior is viewed as a sign related to the early periods of development and denotes an endeavor to create a need-satisfying figurative state. Kauffman and Landrum (2018) also expressed that the basic proposition of this model is that teachers must identify unconscious motivations if they are to deal most effectively with academic failure and maladaptive behavior. Kovacs and Pauluskus (1986) also argue that a disturbance of emotional development in the sequence leads to different types of mental conflicts, of which the child cannot usually be aware (unconscious motivation of behavior).

Gabbard (2017) described the basic principles of psychodynamic intervention for students with EBD.

- ✓ Symptoms and behaviors provide manifold purposes and are dogged by difficult and regularly unconscious forces.
- ✓ A lot of mental life is unconscious
- ✓ Childhood experience in performance with genetic aspects form the behavior
- ✓ Student's with EBD transfer to the therapist is a key foundation of understanding
- ✓ The therapist's counter transfer offers precious understanding about the target students with EBD provokes in others
- ✓ The student's resistance to the therapy progression is a main hub of the therapy

2.2.2 Ecological System Model

According to ecological theory, human behavior is the result of continuous interaction between pressures in the social environment and internal motivations which originate from previous experience. Thus, the ecological model to human behavior is established on the concept that the origins and intentions of human behaviors are interactional (Cooper& Upton, 1990). Von Bertalanffy (1968) revealed that an essential view of ecological system theory, of particular bearing to school problems, concerns the interconnectedness of components within a system, and the relationships among systems. When applied to the social system (e.g. the family), it underlines the way wherein alterations in any one element of the system (e.g. the bond between parents) will resonate all over the system (e.g. have an outcome for the children of the family), and can direct to impacts in associated systems (e.g. the school). Overall, this theory wants to propose to teachers the way to adjust the maladaptive behavior, not by challenging the behavior openly, but by using the systemic approaches that maintain interactional guides.

In their study, Cullinan, Epstein, and Lloyd (1983) defined ecology as the complete arrangement of interactions involving an organism and its environment. Thus, the ecological model suggested that it is inevitable to recognize the student ecosystem and behaviors that suitable or do not suitable for the ecosystem when one wants to identify the cause of the problem. According to Bronfenbrenner (1977), the ecological theory proposed a child's developmental and behavioral pattern affected by multiple systems. The compound systems are the student's home setting, community environment, school environment, and the associations between these surroundings have a noteworthy role in the growth of students with EBD. Besides, other factors that affect the child's environment are educational policies and inclusive education arrangements.

Cooper and Upton (1990) suggested key components of the ecosystem approach to classroom behavioral problems.

1. EBD in the classroom does not derive from within the person who manifests the behavior but is a result of social interaction.
2. Interactional forms can be conceptualized in easy or difficult manners. The simple scrutiny is restricted to here and now conditions, and will describe a student's inappropriate behavior following the connections which instantly enclose this behavior. While a complex analysis will find fond of account aspects in the wider ecosystem and investigate rationales that the here –and –now behavior may provide in further, associated ecosystem.
3. The source of any case of EBD is a bit of a persistent sequence of actions and reactions among participants. Each action in the relational chain is equally a basis of ensuring actions and the consequences of earlier actions. Thus, learner classroom behavior that is

labeled “inappropriate” is frequently goal-directed, and from the learner’s perspectives, it is practical, rational, and, especially, crucial. What emerges problematical to the teacher might fit be the elucidation to trouble for the learner, for a subsystem in the classroom or school, or the learner’s family.

4. Intervention, anchored in the ecological theory, should identify the philanthropy prepared for the relational actions surrounding a problem, by the entire participating parties. This stresses the impulsive worth of the theory, which involves teachers examining their behavior, and its relation to the supposed problem.

2.2.3 Behavioral Model

Manifold researchers showed that the behavioral model encompasses various theories and ideas about human behavior (Bornstein & Van den Pol, 1986). Fishman, Rotgers, and Franks (1988) described that behavioral models are based on behavioral theories its fundamental epistemological model is known as positivism. Positivism believed that only empirically observed knowledge is valid and real. Kauffman and Landrum (2018) hypothesized two major assumptions underlie this model (a) the core of the problem is the behavior itself—what a person does. (b) Behavior is a function of environmental events –things that happen before (antecedents) or right after (consequences) what someone does. According to this model, any maladaptive behavior is viewed as an inappropriate learned response to given circumstances; therefore, intervention should consist of rearranging antecedent events and consequences to teach more adaptive behavior (Kazdin, 2008).

Furthermore, the behaviorism theory supposed that all behavior including negative or inappropriate behavior happens as it is reinforced. Hence, concerning a behavioral problem in

the classroom, it is necessary to examine the school environment and the behavior of the teachers and other students, to verify how that behavior is being reinforced (Wheldall, 1987).

Besides, Anderson (2012) described that the primary belief of this model is the inappropriate behavior that affects the teaching-learning process. Thus, the intervention should focus on the development of appropriate behavior by using different behavior modifications, including reinforcement, token economy, and other punishment strategies. In his study, Boree (2006) revealed that the behavior modification model is based on the work of B.F. Skinner's operant conditioning. Because it's directly related the teacher identifies maladaptive behaviors by eliminating the reinforcement and substituting it with a proper behavior through reinforcement.

Moreover, the behaviorism theory gives all responsibility for the teacher to identify behavior that should be changed, count and register its frequency; set goals for progress; break the goals into lesser steps that can be trained and reinforced; ensure whether the behavior modification approach is successful if required changing cues and reinforces unto achievement are accomplished. In summary, any unsuitable behaviors are the teacher's responsibility not the student's mistake (Cooper, Smith, & Upton, 1994). The authors also depicted that the explanation of the cause of inappropriate behaviors is supported by a social environment that desirably or undesirably reinforces these behaviors. Thus, the treatment should focus on reducing reinforcement for inappropriate behaviors and prompting and reinforcing various appropriate behaviors (Cullian, et al., 1983). Moreover, Alberto and Troutman (2017) reported that this model also used applied behavior analysis (ABA) that incorporates methods like differential reinforcement, chaining, modeling, shaping, time-out, response cost, and token – economy.

2.2.4 Biological Model

An additional theoretical approach that has propositions for the prospective of behavioral intervention for students with EBD is the biological model. This theoretical model primarily explains EBD in the following ways. (A) EBD is caused by physiological flaws. (B) EBD can be controlled through physiological interventions, such as medication (Kauffman & Landrum, 2018). Also, Webber and Plotts (2008) described that this model of education is a model that explains disordered behavior as genetically, biochemically, or neurologically related, as well as conceptualized through an innate temperament. This theoretical model primarily explains EBD is the result of genetics and/or some organic dysfunction. As a result, either behavior is inherited from parents or they are the result of some genetic anomaly.

Besides, Baker (1999) revealed that many biological factors also the cause of undesirable behaviors. These include brain dysfunction, genetic predispositions, hormones, and neurotransmitters. The author described that these biological factors are extremely interconnected and dependent on one another. Further, the interface between social and biological factors seems to be of critical importance in understanding human maladaptive behavior.

Thus, the model view represents a medical orientation in which the problem lies within the student. A basic tenet of this model, therefore, is that it is extremely important to recognize the underlying biological cause of the problem behavior (Kauffman & Landrum, 2018). Treatment is often directed predominantly by medical personnel and regularly includes psychopharmacology or drug treatment, and the teacher's role is to monitor and observe student behavior.

2.3 Students with EBD in Ethiopia

In Ethiopia, though the Special needs/Inclusive education strategy of the government over the issue of students with special needs education was launched, there seems to be a lack of academic efforts to explore the definition, status of the prevalence, assessment, and intervention practices for students with EBD in primary schools. Strengthen this point; the Ministry of Education (MoE, 2006) indicated that, the main fences of learning are lack of knowledge about disability, diversity, rigid and poor teaching methods, an awkward learning environment, lack of identification process, and inadequate assessment and intervention of those children who have in need of special education. Similarly, Tirussew, Savolaien, Agdew, and Daniel (1995) conducted a baseline survey on disabilities in Ethiopia. The result of the survey showed that the vast majority of school-age children with disabilities in Ethiopia did not have access to education or any sort of convalescence services and they are left out of the school system. The authors also described that even worse is the situation of children with undetected or hidden disabilities (including EBD) that are present in classes in regular schools without any assessment and special educational support.

Without conducting a comprehensive and holistic study all over the country of Ethiopia or in some regional states of schools, it is challenging to envisage the status of the prevalence rate of EBD in our country. Likewise, Kumar (2011) described that the first factor that contributed to the wide range of the prevalence of EBD is the definition of the construct itself. To count the instances of the phenomenon, which does not have a clear definition, is indeed quite difficult. Besides, Kumar (2011) noted that the methodological differences in prevalence inferences could be another factor, which obstructs the exact estimation of EBD. Overall,

accurate estimation of various childhoods EBD is difficult due to the problems of research methodologies relying on subjective assessments and varying definitions used.

Thus, Kumar (2011) claimed that it is difficult to estimate the prevalence rate of children with EBD in Ethiopia. Since operationally broad prevalence studies on EBD among the population in Ethiopian schools are not studied so far. However, according to the ministry of education guideline for Ethiopia (2006) which is revealed the obtain ability of complications in the practice of assessment and intervention one can predict that more than 10% of schoolchildren in the country may manifest EBD. Regrettably, students with EBD are increasingly exposed to a plethora of negative behaviors, including bullying, stealing, beating, disrupting, and depression, social withdrawal, and truncated self-esteem (Kumar, 2011). The targeted students are regularly involved in maladaptive behaviors that are very challenging and disturbing to the classroom at an early age. Meanwhile, our schools are not ready to admit and accommodate the behaviors of such children (Feleke, 2010). In my opinion, almost all primary schools in Ethiopia have no sufficient approaches to face intricate challenges connected with EBD. Since our schools have not adequately qualified professionals to handle and support students with EBD in the class.

Consequently, assessment and intervention strategies are of fundamental concern to our teachers who work with students with EBD. In his thesis work, Feleke (2010) argued that the general, as well as special needs teachers in Ethiopia, are not optimally skilled to deliver the most suitable and appropriate instruction, as suggested by the inclusive educational policies to students with different types of disabilities in general and students with involved in maladaptive behavior in particular. Accordingly, teachers may place themselves under pressure because they consider the discrepancy between severe problem behaviors students with EBD manifested in the classroom and the assets they have with themselves to handle, support, intervene and manage

these students. Besides, Kumar (2011) stated that the coping strategies adopted by teachers, mostly in the pretext of teaching strategies, to their stress associated with the problem behavior of students could do more harm than good to those students engaged in problem behavior.

Multiple studies described the management practices of students with EBD in Ethiopia. For example, Feleke (2010) revealed that corporal punishment is the most common method to fix appropriate behavior, and evading the practice of punishment is noticed as indulging the student which makes him/her flabby for proper future life. Besides, Sileshi (2001) also depicted that teachers used different maltreatment strategies for problem behavior, among these physical punishment was the most pervasive measure in the schools. Another similar finding, as reported by Kumar and Seleshi (2013) also revealed that there was a noteworthy variance between male and female teachers' management practices. This study showed that male teachers used more undesirable methods in handling students with EBD than female teachers. Overall, the above studies' results showed that Ethiopian teachers used negative actions to handle students with EBD in the school. Among negative actions, corporal punishment is the most typical (Kumar, 2011).

Generally, Kumar (2011) suggested that to meet the educational and behavioral needs of students with EBD, additional expertise and resources should be readied. EBD is a commonly documented phenomenon in the world, so it has a national duty for Ethiopia to educating these children. Since Ethiopia accepted and ratified many international conventions as well as national policies and declarations that obliged to educate students with disabilities. Schoolchildren with EBD are ill-served.

2.4 Theories of Writing Process

Experienced writing dictates a student to accomplish manifold cognitive development concurrently. For students with below-average writer, including students with EBD, complications arise from a dearth of basic knowledge about the writing process as well as difficulties with high-level cognitive processes esteemed to trigger valuable work (Flower & Hayes, 1981).Investigation on writing and writing development has earned from researchers and theorists creating from various theoretical bases including cognitive, cognitive-behavioral, constructivists, social-cognitive, socio-cultural, motivation, and expertise theories (Graham & Harris, 2009; Harris, Santangelo, & Graham, 2008). Influential theories of the writing process have been posited by Flower and Hayes (1981, later revised by Hayes, 1996), Bereiter and Scardamalia (1987), and Zimmerman and Reisemberg (1997). According to Harris, Graham, MacArthur, Reid, and Mason (2011), each theory and model has added distinctive outlooks to our understanding of the writing process.

2.4.1 Flower and Hayes Cognitive Process Theory of Writing (Flower& Hayes, 1981)

Flower and Hayes's (1981) cognitive process theory grounded on their study using procedure analysis, where writers were requested to think noticeably through the composting process. Flower and Hayes (1981) revealed that when writers are writing, they organize their thinking process which structures the process of writing. The finding of their study was involved to create a complete approach to the writing process that includes three basic components such as (1) the task environment, (2) the cognitive process, (3) the writer's long-term memory.

According to Flower and Hayes (1981) task environment is composed of the text formed along with the various rudiments that organize the writing task including the topic, the audience,

and the motivational signs. A cognitive process is the second component that describes the mental activities in which writers involve the composition progression regularly. These processes commonly embrace the self-regulation procedures of goal-settings, producing and arranging thoughts, with planning, transcribing, reviewing, and improving the written text. Long-term memory is the third part proposed by Flower and Hayes (1981) that stores knowledge regarding the topic as well as audience and the intended writing plan and exemplification of the problem. Generally, Flower and Hayes (1981) structured their findings into four key assumptions based on their model.

1. ***The writers use a set of unique thinking process all over the writing development.***

Writers start the composition process by defining and responding to the rhetorical problem, for example, a school job or writing a letter. Flower and Hayes (1981) suggested that the rhetorical problem included the audience, the motivational cues, and the writer's own goals. The authors also highlight the significance of exactness and fullness of the symbolic problem definition, as accuracy in these parts may nurture or deter triumph. The original writing process is then directed by the writer's life experience and knowledge, and the external recourses, for example, books. Graham and Harris (2009) reported that writers must evaluate and revise their writing, also, to observe the process and their development right through the writing process.

2. ***The cognitive process of writing is structured hierarchically and encompasses sub-processes.***

According to Flower and Hayes (1981), the writers do not linearly move throughout the composition process. In its place, the processes of writing are fluid and surrounded by other processes. They also posited that during composting processes the writer should review the

written text and modify her/his plan and writing before ongoing to interpret his/her thoughts again even if that a writer should begin by planning and translating.

3. *Writing is goal directing.*

Flowers and Hayes (1981) revealed that writer's goal-setting is hierarchical, start with ambiance intangible higher-rank goals. The authors viewed writing as a goal-directed process wherein the writer monitors the action by recognizing and establishing goals and sub-goals for what to carry out in any state. Graham, Harris, and Troia (1998) reported that Flower's and Hayes's writing model is strongly influenced by self-regulatory behavior that is a substantial requirement of writing processes for students. The writer leads the writing process from start to end, employing her/his comments, opinions, and feedback as a lead (Graham & Harris, 2009).

4. *Writers created and reviewed goals and sub-goals through the writing process.*

Flower and Hayes (1981) also hypothesized that goals undergo to be produced and advance all through the composition course of action. The authors also indicated that the goals of skilled writers are further complicated and intricate than those of inexperienced writers. Writers construct and amend goals and sub-goals during the writing process. Flower and Hayes (1981) also designated three distinctive configurations of goal production for a specific writing assignment including investigate and amalgamate condition, develop and write, and rejuvenate.

2.4.2 Hayes Revised Theory of writing Cognitive Process (1996)

Hayes (1996) restructured his and Flower's original 1981theory to well designate the improvements in writing investigation and cognitive psychology. For instance, the term translation changed to text generation to reveal further existing language. Besides, numerous parts of the model containing, the task environment, motivation/affect, long-term memory, and

planning also were reviewed. Hayes (1996) revised the task environment to encompass the social and physical features involved in the writing process. Writers usually consider whom they are writing to or with throughout the writing process. Writing is also potentially influenced by the physical writing environment. Meanwhile, writers hoard and revise the physical writing environment alterations because of the written text. Whether via a pen and paper or a word processer, writers could also desire a certain composition standard. Accordingly, the definite writing means potentially also shapes the physical environment.

Bruning and Horn (2000) also showed that as well as the task environment, a writer's inspiration and the upshot for the task can play a considerable part in the writing process. In his revised model, Hayes (1996) included a motivation/effect element to demonstrate the powerful position that the writers' goals and feelings perform during the composting process. Thus, writers can have several goals whereas performing writing tasks. These goals involved the objective and grounds, the length, and the tone of the task. Flower and Hayes (1981) revealed that these goals interrelate and the writer must eventually prioritize and balance writing goals because their values and attitudes potentially pressure the progress and success of a writing task.

The long-term memory component has been also reformed by including task schemas, knowledge of the audience, and the impact of extended practice (Hayes, 1996). Task-schemas also include the task goals, the cognitive processes, and sequencing of those processes achieving the task, and conditions for assessing the outcome that delivers definite procedural evidence for a writing task. Writers must think of their audience whilst writing, to do so, the writer may consider the relevance of what has been written for a specific group of people (Hayes, 1996). The writing process is also affected by working memory. This part was also revised by illustrating the connection between cognitive processes, motivation, and long-term memory. For

his revision work, Hayes (1996) represented the model of working memory suggested by Baddeley (1996), which underlined the restricted storage ability and cognitive dispensation of working memory. Working memory is concisely used to store knowledge and process data as experienced writers involved in the composing process. Lastly, the writing processes element was modified to enclose problem-solving, inference, and decision-making (Hayes, 1996).

Overall, the revised approach offered by Hayes (1996) incorporated indispensable reconsiderations, with the additional element of working memory and motivation as conceivably the utmost power (Graham, 2006). The model clearly showed the complex nature of the writing process.

2.4.3 Bereiter and Scardamalia Writing Process Theories (1987)

Bereiter and Scardamalia (1987) presented two theories of the writing process that distinguish the writing process of beginner and experienced writers. The authors discussed when experienced writers incline to see writing as a knowledge transforming assignment. While beginner writers focused on a practice that more looks like knowledge telling. Derived from their familiarities with school-age children, Bereiter and Scardamalia (1987) established a knowledge telling model to designate a process by which children practice writing to translate what they know concerning a particular issue. Adkins (2005) also described that Bereiter and Scardamalia (1987) created a simplified version of Flower and Hayes's model called knowledge telling.

Alike to the Flower and Hayes (1981) theory, the knowledge telling model holds three components. Bereiter and Scardamalia (1987) described mental representation as the first component that is the writer's capability to explain the topic and intention of the text to be written. The proposed long-term memory was the second component wherein content

knowledge, as well as discourse knowledge, is stored. A writer also uses content knowledge to delineate what he/she comprehends on the topic (understanding of the topic)and practices discourse knowledge to conclude the type of text to be written (understanding the writing development and diverse writing genres). Bereiter and Scardamalia (1987) also presented knowledge-telling process was the third component where novice's writers engaged throughout the writing course. Primary, the writer composes choices concerning the topic and type of text to be written. Next, the writer transfers to a pursuit and repossession process wherein the writer makes appropriate essence and discourse knowledge into long-term memory. Lastly, the writer chooses that information is relatable to the topic and encloses what is applicable in the text.

In contradiction of the knowledge telling model, Bereiter and Scardamalia (1987) also developed a knowledge transforming model, which reveals the process that proficient writers involve during composing. The knowledge transforming model is akin to the knowledge-telling approach as both commence with a mental delineation of the assignment through the writer bounds the requirements of the writing task. This approach was cognitively more complicated than the knowledge-telling approach given that it assumed veteran writers plan text framework following symbolic, communicative, and convenient restraints (Graham & Harris, 2005). Bereiter and Scardamalia (1987) also described that, in knowledge transforming writing, for example, the writers reflect the problem, collect and interpret data, and write out the text, which improves the writer's thinking and adjustments as a consequence. Finally, Bereiter and Scardamalia (1987) proposed that writing is a recursive process in which the writer's knowledge explains what is written and is reformed because of reflection.

2.4.4 Zimmerman and Risenberg's (1997) Social Cognitive Theory of Writing

In contrast to the earlier models of writing, which emphases on the role of cognitive processes in students writing proficiencies, Zimmerman and Risenberg (1997) proposed a model that stresses writing performance and self-regulated development. They group the processes of writing into three main classifications of self-regulatory influence: environmental, behavioral, and personal processes. These triadic forms of self-regulation network reciprocally via a cyclic feedback loop that permits writers to self-monitor and self-respond to reaction about the efficacy of specific self-regulatory systems or processes (Zimmerman & Risenberg's, 1997). They also suggested that writers exercise thoughtful control over the performance of writing via self-regulation processes.

Zimmerman and Risenberg's (1997) further argued that the self-regulation of writing involves a complex system of interdependent processes. Further, they placed particular eminence on the concept of self-efficacy. Writers' self-efficacy assumed to be secured to the attainment of the tactics engaged. Once self-efficacy is high; the writer is more inherently interested to perform the assignment of writing using self-regulatory procedures. A writer's mind of self-efficacy may be boosted or reduced reliant upon the perceived triumph of the self-regulatory approaches they placed into play for monitoring their activities, the writing environment, and their internal beliefs. Self-efficacy in turn impacts inherent enthusiasm for writing, the use of self-regulatory processes during writing, ultimate literary fulfillment (Harris, et al., 2011).

Graham (2006) revealed that Zimmerman and Risemberg's (1997) model considerably provided to understand the writing process. Primary, their model provided an obvious explanation of how writers intentionally regulate the deed of writing. Second, they clarified in what way a writer's self-efficacy can impact self-regulatory behaviors and performances in

writing. Third, they described the advancement wherein writers attain the latest self-regulatory behaviors. Finally, Harris, et al. (2011) suggested that considerate the role of self-regulation in the improvement of writing skills, the complications students come across with self-regulation of the writing process, and noticeable instructional actions for evolving ability in self-regulated writing is undoubtedly indispensable to benefit students mature as a writer.

2.5 Self -Regulated Strategy Development Instruction for Writing

SRSD is a cognitive model of instruction that combines strategy instruction and self-regulation of the writing process (Harris, Graham, & Adkins, 2015). The model provides an instructional framework when teaching writing for various genres including persuasive writing, story writing, narrative writing, etc. Besides, SRSD encompasses scaffolded and explicit instruction whereas highlighting vocabulary and background knowledge that the student wants to recognize the selected genre strategy (Ennis, 2016). Besides, since several students from undesirable attitudes about writing and themselves as writers, teachers endorse students' self-efficacy for writing which improves their enthusiasm, efforts, and use of writing skills (Fitzgerald, 2013).

2.5.1 Theoretical Combination of SRSD

Graham and Harris (2009) issued an article on self-regulated strategy development in writing. The article wanted to launch the development of SRSD was grounded in several theoretical viewpoints, containing theories often considered as incompatible with SRSD. The authors described that the SRSD model appreciates learning as a complicated course that depends on fluctuations across different students in many settings. Thus, skillful and passionate teaching is needed. Moreover, the authors argued that unto to now a single theory could not have

met all of the troubles confronted by students, teachers, and schools. Thus, single theories cannot entirely cover a complex phenomenon like learning.

In their study Harris, Schmidt, and Graham, (1998) revealed that the work of SRSD is demanded integrated manifold lines of studies from several theoretical outlooks to develop significant treatments for students with significant learning difficulties. Accordingly, the central foundation of SRSD is the necessity to incorporate different effective teaching methods, irrespective of even their theoretical underpinnings are seen as discordant (for example affective, behavioral, and cognitive approaches to learning), were basic to the development of this strategy. The founders of the strategy, Harris, and Graham (1996) informed that there are four theoretical and experimental cradles originally the foundation for the SRSD model. These included:

The first theoretical base for the SRSD development was Meichenbaum's (1977) cognitive-behavioral intervention model especially its Socratic dialogue and intervention stages. According to this theory, there are four viewpoints integrated with the initial version of SRSD. The four viewpoints are: (A), the theory focused on cooperative learning between students and teachers. Besides, this theory aids teachers for recruiting, applying, and monitoring strategies with responsibility. (B), the theory enables teachers to practice rigorous instructional dealings such as preliminary teachers' direction and modeling, feedback, reinforcement, and individualization, (C), the student is included and has part of an active collaborator, and (D), and the student is supported in understanding the task by creating suitable approaches like modeling and development of self-statement.

The second theories were the social origins of self-control and the development of the mind. One of the founders of these theories was Vygotsky, 1978. Multiple research findings have described that the work of Vygotsky (1978) is strongly powerful in the development of

cognitive-behavioral theory and constructivist model. Besides, his work on scaffolding and zone of proximal development has a solid influence on the constructivist role on self-control, self-regulation, and modeling components of the SRSD instruction (Harris et al, 2008). Harris and Graham (2016) also claimed that scaffolding, explicit instruction is an essential methodology of learning and particularly this method is very energetic for students with learning difficulties who face complicated and challenging academic activities. In the same vein, Harris (1982) depicted that students with learning difficulties and EBD regularly entail more organized and explicit learning to improve their academic, social, and self-regulation strategies skills, and understandings. Hence, the scaffolding and explicit development of both writing and self-regulation techniques continues and to be critical configurations of SRSD.

The work of Deshler, Shumaker, and their colleagues that validating the acquisition steps for strategies among adolescents with a learning disability (Deshler, Alley, Warner & Schumaker, 1981) was the third theory that has a critical role on the SRSD instruction development. The other theory that has also a great part in the development of SRSD was the researches of Brown, Campione, and Day (1981) on the growth of self-control, meta-cognition, and strategies instruction.

Finally, Harris et al (2011) confirmed that over the past two decades, SRSD has continued to be well-versed by multiple theoretical perspectives, including behavioral, information processing, cognitive, social-cognitive, constructivist, and socio-cultural views. It has continued to evolve based on emerging research in areas such as the development of competence in a subject-matter domain, expertise in written language among both children and adults, emerging practices in writing instruction, motivation, self-regulation, characteristics of students with significant learning difficulties, and effective pedagogy.

2.5.2 Key Characteristics of SRSD Instruction

Harris and Graham (1996) revealed that SRSD has six indispensable characteristics for boosting outcomes. Besides, the authors described that both students and teachers play critical roles in addressing the writing needs of students with academic challenges. The characteristics are:-First SRSD provides reinforced and explicit intervention. Second, it facilitates and embeds interactive learning between the student and the teacher throughout the lessons. Third, the SRSD model is customized to address the writing needs of students with learning difficulties, emotional and behavioral disorders, and other types of writing difficulties. Fourth, the instruction helps students to proceed over the lesson at their own pace. SRSD model is criterion-based in place of time-based. Hence, there is no uniform period to go through the intervention time. Fifth, SRSD instruction incorporated numerous techniques that encourage sustaining extensive and generalization during the implementation of the strategy. Finally, the SRSD method is a continuing practice that places new skills at the same time develops formerly taught skills.

2.5.3 Self-Regulated Strategy Development Instruction Stages

According to Harris and Graham (1992), the SRSD instruction has six recursive instructional stages. These stages are a flexible set of procedures proposed to be attentively collective, improved, and revised based on students' and teachers' desires and favorites. Furthermore, the authors described those students' affective, behavioral, and cognitive domains of development and necessities are met in each stage. Besides, Harris, et al., (2008) revealed that the SRSD model comprises six stages of instructions offered more than eight to twelve lessons lasting 35-40 minutes each and fulfilled as a minimum of three times per week. That can be prepared for individual, small group, or the whole class. The authors also stated that the number

of SRSD lessons may have differed since each stage is taught to mastery. The six stages of the SRSD instruction are briefly presented below.

Stage 1: Develop background knowledge. In this initial stage of SRSD instruction, the teacher and students cultivate pre-skill or background knowledge that relies on the purpose genre of writing. These comprise reading tasks from the specific genre and study fitting vocabulary. Besides, in this stage, students learn the goal-setting and self-monitoring skills while writing (Harris et al., 2008). In this stage, much consideration is given to the development of a good relationship between teacher and students as it has a great impact on the instruction processes. According to Lienemann and Reid (2006), two indispensable tasks should be performed in this stage. That is defining the skills the student wants to accomplish a strategy and evaluating the student's understanding or capacity to achieve the skills.

Stage 2: Discuss it. This stage mainly attentions to the purpose of the instruction. The teacher and students start to discuss the goal of the strategy, and the significance and benefits of writing, predominantly the specific genre. Besides, the teacher underlines the significance of learning, using the mnemonic for remembering the strategy when writing. This stage focuses on the purpose of the strategy. Furthermore, this stage contains a dialogue of strategy procedure, both the current writing task and generalizes to another genre. Moreover, the teacher presents an explicit strategy and describes how and when the students practice the target strategy. Students also commit to learn and set their goals to learn the instruction (Harris et al., 2008).

Stage 3: Model it. During this stage, the teacher delivers a demonstrating of how the strategy is used. The SRSD instruction text delivers modeling scripts to help teachers discourse the entire works (Harris et al., 2008). The students are also explicitly learned the phases before trying to use the strategy self-sufficiently. In this step, the students' concentration inclined on the tasks

that are needed to complete including planning, steps of the strategy, self-assessment, error correction, coping, and self-reinforcement. Besides, in this stage, the teacher arranges the goals and models (that should be natural and passionate) (Graham & Harris, 2005).

Stage: 4 Memorize it. The student practices and memorizing the specific mnemonic and strategy and the personal statement are discussed. Hence, this will help the students to manage the overall writing process, the meaning, and significance of each phase in the writing instruction. The teacher also offers extra provision and exercise chances for students who encountered challenges with memorization (Harris et al., 2008). To assist the student to memorize the instruction, the teacher can provide a game of performing the stages by using a ball toss game. For example, the teacher speaks the first stage of the instruction and then throws the ball to the student who tells the next stage, and so on (Lienemann & Reid, 2006).

Stage 5: Support it. This step is naturally the longest. The teacher support and scaffolding the students to ensure the standards mastery of the instruction is emphasized. Prompts will be faded as the students accomplish the mastery (Harris, et al., 2008). This stage required a collaborative effort by the teacher and student performing the model till the student can execute the instruction successfully and autonomously (Lienemann & Reid, 2006).

Stage 6: Independent performance. During this last stage, the students would be prepared to practice the instruction independently. Besides, the students regulating their writing, without teacher support. The teacher should manage the student's writing performance and make sure of appropriate and systematic strategy usage. Hence, monitoring student's writing performance is inevitable (Harris et al, 2008; Lienemann & Reid, 2006). The next part discussed SRSD research for the writing performance of students with EBD in different settings.

2.5.4 Evidenced-Based Practices of SRSD Instruction for Students with EBD

Graham, Harris, and McKeown (2013) reported that more than 100 studies of SRSD showed instruction is an effective method for teaching writing across grade K-12 students with and without disabilities. It has been reported that numerous experimental, quasi-experimental and single case studies have proved the SRSD instruction for writing is effective for a whole class, small groups, and individual students (Harris, Graham, and Adkins, 2015). In this section, the researcher reviewed the effectiveness of SRSD instruction for students with EBD.

Sreckovic, Common, Knowles, and Lane (2014) conducted a systematic review that intended to assess the effect of SRSD in writing for students with EBD. They assessed 13 articles that met the standards of quality indicators. The result demonstrated that the SRSD instruction for writing is an evidence-based intervention for students with EBD. The authors also found that in all 13 articles a functional relation was recognized between the introduction of SRSD and variations in student writing performance based on visual analysis and slight to vast effect size degree. Yojanna, Cuenca-Carlino, and Mustian (2013) also investigated the effectiveness of SRSD instruction on how well students with EBD write a persuasive essay to self-advocacy. The result showed that the targeted students profited from the SRSD model in writing with introduced self-determination skills. Further, students with EBD meaningfully enhanced their performance to plan and write persuasive essays.

Besides, Little (2007) conducted single-case multiple baselines across participants design to investigate the effect of SRSD instruction for students with internalizing behaviors. Similar to other SRSD research results, the result of this study showed there was a strong effect of the SRSD model persuasive writing for students with internalizing problem behavior. Besides, the result indicated that the student's problem behavior and writing performance improved after the

SRSD instruction, and the effect was maintained long. Similarly, Hauth (2012) conducted a single case a multiple probes multiple baseline study. The purpose of the study was to determine the effect of SRSD for eight grade students with EBD to write a persuasive essay. The SRSD instruction was directed using POW+TREE. The result of the study showed that all participants improved on all weighed essay measures, such as length, quality, number of essay parts, sentences, from baseline to post-intervention. The other finding of the result was all participants sustained their writing performance during the follow-up phase. Further, the social validity result indicated that the SRSD intervention was appropriate for students with EBD.

Adkins (2005) also conducted multiple baselines across participants with multiple probes design aimed to assess the effect of SRSD instruction for three second and third-grade students with EBD in the area of story writing. The researcher also investigated the effects of the SRSD instruction in the generalization of personal narratives. The instruction used SRSD W-W-W, What= 2, How=2 story writing, and self-regulation strategy. To assess the effect of the intervention, the participants' story writing performance was administered at baseline, post-instruction, and follow-up phases. Besides, a generalization effect (personal narratives) was also measured before and after the completion of the intervention. The result of the study showed that all participants' story writing performance improved substantially after the SRSD intervention and the effect of the instruction was maintained long. Besides, the result indicated that all three participants were able to generalize the SRSD effect to another genre (personal narratives) and their narratives were longer, had more essential elements, and good quality compared to the baseline. The social validity measures also found that the three participants accepted the SRSD instruction.

In the same vein, Manson and Shriner (2008) also instructed six students with EBD to examine the effects of the SRSD instructional model to enhance participants' persuasive writing skills. Two graduate students offered for the participants a 30-minute instructional period. Out of six participants, five students scored higher in the number of persuasive essay elements, essay quality, and the number of transition words writing.

Furthermore, Little et al. (2010) continued to investigate the effectiveness of the SRSD instructional model for 13 second-grade students with EBD to improve their writing performance. They used the SRSD model particularly the POW+TREE strategy for persuasive essay writing. During the intervention session, students were clustered according to their demonstrating behavior as externalizing or internalizing. The result of the study showed that the participant of the study (both groups) improves their persuasive essay writing skills (persuasive essay elements, length, and quality). Besides, the result indicated that there was significantly no difference in writing ability between the two groups of students. Further, the result showed that students maintained their writing performance at the follow-up phase.

Moreover, Ennis and Jolivette, (2014) conducted a single case design particularly multiple baselines across participants. The study intended to evaluate the effects of the SRSD model for students with EBD on persuasive writing performance and their self-efficacy in high school health classes. Consistent with the existing research in teaching POW+ TREE persuasive writing skills, all participants of this study scored greater writing performance as assessed by persuasive essay elements, correct word sequence, and quality of the essay. All participants also enhanced their self-efficacy beliefs during the post-intervention phase compare to the baseline. Besides, the unique result of this study was the SRSD model of instruction is easily incorporated

into the health curriculum. Hence, the instruction can be generalized to another curriculum in addition to language learning.

In general, the above studies indicated that the SRSD instruction has a substantial outcome on the writing performance of students with EBD using the strategy of POW + WWW, What=2, How=2 strategy for story writing, and POW+TREE strategy for persuasive writing. Also, the study indicated that the SRSD model can be generalized to other genres and curriculum. Besides, all students and teachers in the above studies accepted SRSD instruction is useful for students with EBD and writing difficulties.

2.6 Peer Support Arrangement

Smith, Cowie, and Blades (2003) defined peer support arrangement as a program that students support other students through structured and organized activities in their school with teachers' management. The authors also claimed that the fundamental principle of peer support arrangement is that the program can be useful for students to obtain support from their peers, rather than adults. The program can implement in schools by peers in the same class.

According to Carter, Moss, Hoffman, Chung, and Sisco (2011) peer support strategy deliver a means to openly meet the social and academic problems of children with disabilities by improving closeness to peers, increasing peer skills and confidence lessening the obstacle of individualized teachers support. The authors also revealed that to implement the peer support arrangements the following four essential steps should be considered. First, the teacher should prepare an individualized peer support plan. Second, the teacher should identify and recruit peers from within the same classroom. Third, the peers should be oriented and trained to their new roles; and the fourth step is the teacher should offer ongoing facilitator of the program.

Peer support arrangement is an intervention program for improving the academic and social skills of students with severe disabilities (Brock & Carter, 2016). According to the above authors, peer support preparation starts when a teacher selects and requests peers without disabilities to involve in the peer support program for a student with a disability. Teachers prepare a peer support plan that guides the peer arrangements that are intended to support students with disabilities. Thus, the peer support plans contain social support activities like socialization and how to greeting and play with others, and academic activities such as conversing on assignment, brainstorming concepts before starting the activity, scribing the students' answer for written activity, peer encouragement, reinforcing the student when he/she actively participate the class activities (Brock & Carter, 2016).

Furthermore, Mead, Hilton, and Curtis (2001) defined peer support as a method of giving and receiving support based on the crucial principles of respect, mutual responsibility, and common agreement of what is supportive. Besides, the arrangement is not established in the psychiatric approach and investigative norms; quite it is about accepting another's circumstance empathically through the mutual understanding of psychological and emotional pain. According to the U.S. Mental Health Foundation (2002), Peer support arrangement is a practice of student backing, which constructs on students' normal enthusiasm and capacity to understand their peers to chat worries, reservations, and complications. Moreover, Cowie and Wallace (2000) defined peer support as an arrangement that demanding a natural eagerness of students to act in a helpful and friendly technique to each other. The program improves the inherent value and produces arrangements that help the student's potential for accountability, compassion, and empathic kindness.

Houlston, Smith, and, Jessel (2009) conducted a survey aimed to examine the extent and use of peer support arrangements in English schools. The study identified that there are various types of peer support arrangements that share the crucial idea of students helping others in their schools with teachers' regulation. Befriending, mediation, mentoring, counseling, and peer tutoring are the most common peer support approaches. Furthermore, Cowie and Wallace (2000) demonstrated that peer support arrangements are mainly divided into broad groups. First, the arrangements that offer emotional support, and second the approach that focused on education and information work.

In their systematic review, Browder, Wood, Thompson, and Ribuffo (2014) revealed that peer support arrangement is a commended intervention for children with disabilities. Recently, Brock and Huber (2017) conducted a systematic literature review aimed to assess whether peer support arrangements address the criteria of the Council of Exceptional Children (CEC, 2014) as an evidence-based practice. The authors reviewed 11 studies published in 2016. The result of the study showed that peer support intervention is an evidence-based intervention for children with disabilities and their peers. Besides, the findings of this study indicated that peer support intervention meets the criteria of evidence-based practice in the following outcomes, such as, improving students with disabilities social skills, enhancing the academic performance of students with disabilities, increasing the classroom participation of the targeted students, improve the inappropriate behavior of students with disabilities, and boost the friendship gains for students with disabilities and the academic engagement for peers who provide support.

In their meta-analysis, Ryan, Reid, and Epstein (2004) investigated the effects of peer support intervention on the educational performance of students identified with EBD. They reviewed 14 articles from nine different special needs education journals. The result of the study

showed that peer support arrangements have a positive effect on students with EBD to increase their academic functioning and interpersonal relationship development. The result of this meta-analysis also indicated that peer support intervention was more effective in reducing disruptive and off-task behavior.

Similarly, Kaya, Blake, and Chan (2015) also conducted a meta-analysis aimed to assess the effectiveness of peer-mediated intervention for improving the behavior and social skills of students having EBD. The authors selected and reviewed 12 journals that met the criteria. The findings of the study revealed that peer-mediated interventions were effective to improve their social skills and reduced disruptive behavior of the targeted students. The other finding of this study was peer-mediated interventions are associated with increased incidents of positive peer interaction and fewer negative peer-directed behaviors. Finally, the authors concluded that peer support arrangements are appreciated for nurturing the overall functioning of schools that attend students with EBD. The arrangements also help students with EBD by continuing more academic work in the classroom; boost their participation in the classroom, spending more time with their peers.

In Cowie and Smith's (2010) study the effect of peer support for improves school safety by reducing school bullying was examined. The authors described that peer support arrangements were found essential for developing positive citizenship within a school. Besides, the authors revealed that peer support intervention was effective for reduced inappropriate behavior. Thus, the intervention was effective for students' socialization, reduced off-task behavior, and increase academic engagement. Finally, they concluded that the implementation of peer support arrangements in the school has been discovered to make chances for students to be practical in reducing bullying.

Cushing and Kennedy (1997) also conducted a multiple baseline design intended to investigate the academic effects of peer support arrangements for students with disabilities in a regular classroom. The result of the study showed that peer support arrangement has a positive impact on students with disabilities. Besides, the other findings of the study indicated that the arrangement improves students' academic engagement, enhances students' assignment completion rate, and reduced the off-task behavior of students with disabilities by increasing their on-task behavior. Furthermore, the findings confirmed that the academic performance of the target student maintained long at the follow-up phase compares to the baseline phase. Finally, the authors concluded that peer support arrangements are effective intervention packages for students with an education in the regular education classroom.

Furthermore, Okilwa and Shelby (2010) investigated the effectiveness of peer support arrangements on the academic performance of students with disabilities in K6 to K12. They reviewed 12 studies that met the criteria. The finding of the study indicated that peer support arrangement increased the academic performance of all participants from grade 6-12 irrespective of disability type. Overall, a plethora of research has demonstrated that peer support arrangements have a positive academic effect on students with disabilities in the primary and secondary education system. Besides, the effects of the interventions have a positive impact on social prospects and modeling, practice, and entrenched training of explicit social skills (Brock & Huber, 2017).

2.7 On-Task and Off-Task Behaviors

A plethora of research has found that loss of instructional time due to off-task behavior is a well-established problem in educational settings (Baker, 2007; Karweit & Slavin, 1981; Fantahun & Kumar, 2014, and Lemov, 2010). For example, Karweit and Slavin (1981) studied

the frequency and the relationship between off-task behavior and learning. The result of this study showed that students spend 25%-50% of their time off-task in the classroom. They also found that off-task behavior was a predictor of students' academic achievement scores.

Fantahun and Kumar (2014) stated that the lack of attentiveness and disengagement from a particular task, known as off-task behavior is one of the prevalent behaviors of school-age children in the regular classroom. This behavior affects the students' academic performance and became a serious concern of teachers. In his study, Elkhatib (1991) also pointed out that the issue of off-task behavior is a serious challenge in the educational setting. Overall, it has been recognized that off-task behavior hurts the academic achievement and learning outcomes of students with EBD in the regular classroom and remains a concern of today.

In his study, Hofer (2007) proposed that students altered their on-task behavior to off-task behavior due to discipline problems in the classroom. He mentioned off-task behavior could be active or passive. Active off-task behavior is defined as behavior that disrupts the teaching-learning process and is likely to disturb other pupils or the teacher. Hence, it seriously harms the instructional process as a whole. Passive off-task behavior is also described as being disengaged, but not deliberately disturbing the surroundings.

Compared to their peers, students with EBD respond half as often to oral questions and are more likely to be distracted during instruction (Wagner et al., 2006). According to Carr, Taylor, and Robinson (1991) lack of academic engagement and distractibility are believed to contribute to problems with academic skill acquisition since these factors directly influence the time devoted to instructional activities and decrease opportunities to learn. Furthermore, Payne Marks and Bogan (2007) described that students with EBD confronted two experiences. First behaviorally challenged students are experience difficulties engaging, attending, participating,

and completing instructional activities. Lack of academic engagement causes students to fail at mastering skills, albeit, not related to a lack of intellectual ability.

In general, Stahr, Cushing, Lane, & Fox (2006) conduct a single case study intended to explore the effect of a function-based intervention to reduced off-task behaviors of students with attention deficit hyperactivity disorder (ADHD). The literature part of this study mentioned that students with EBD who are off-task are trying to gain attention or to avoid work. Consequently, without effective intervention, this behavior pattern can have impeded students' educational experiences by limiting the acquisition of new skills and preventing the development of their relationship with their peers and teachers. Thus, Fantahun and Kumar (2014) suggested that any intervention work that aims to reduce off-task behavior should be also planned to keep increasing on-task behavior as a twofold intervention objective. Lane (2007) recommended that intervention strategies to upturn on-task behavior are also energetic to meet the academic needs of students with EBD.

2.8 Self-Efficacy

Bandura (1997) revealed that self-efficacy is the credence in one's experiences to consolidate and execute the course of action indispensable to yield given attainment. Lee and Mendlinger (2011) well-defined self-efficacy as the belief a person has concerning herself/himself to construct convinced jobs or tasks appropriately and meritoriously. Besides, Pajares (2003) also defined that self-efficacy as the perceived competence that a person has to perform a task or activity. Furthermore, Lent, Brown, and Hackett (1994) stated self-efficacy is the belief or opinion that affects one's choice of activities and atmospheres, all very well one's exertion expenditure, persistence, thought patterns, and emotional reactions when confronted by impediments. Moreover, Pajares and Johnson (1996) defined self-efficacy as the perception

about the individual's competencies to produce designated intensities of performance that practice impacts above events or tasks that affect their lives.

In the same vein, Bandura (1997) described that self-efficacy intermediates the association into an individual belief in references to achievement or dissatisfaction and real behavior while acting on a definite task. The author also stated that the upshots of self-efficacy have been proved in rigorous experiential examinations that rheostat for the effects of genuine capacity, earlier training, and triumph, and level of feelings. Further, according to Bandura (1997), self-efficacy beliefs affect individual performance on four fundamental psychological events. First, the highest amount of human behavior is regulated by forethought establishing esteemed goals since personal goals are affected by the self-appraisal of experiences. Next, self-efficacy belief has the main part in the self-regulation of enthusiasm as the most human stimulus is cognitively produced and develops views about what they think they can do. Third, humans' perception of their coping abilities is greatly affected by the apparent self-efficacy that supports recognizing how much stress or anxiety humans practice in threaten or challenging circumstances. Fourth, vastly supposed self-efficacy permits one's to build encouraging surroundings and designate the individuals whom they can practice some control through social contact. Consequently, self-efficacy beliefs can mold the path of social communication and the sorts of actions and settings persons select.

In his dissertation work, Marat (2017) revealed that self-efficacy is seen as a generic concept that shares a mutual association with several elements of learning and academic achievement. These elements comprise motivation, strategies, cognitive approaches, resource management, self-regulated learning, addressed others' outlooks, and self-assertiveness. Furthermore, a plethora of studies revealed confirmed that students having high self-efficacy

competencies performed better abilities in resolving challenging tasks, further innovations, fewer risk-taking, more tenacity, desire, and additional emotional or social solidities (Marat, 2017, & Bandura,1997). Yusuf (2011) also strengthens the above idea in which academic self-efficacy helps students to believe often on the maximum operational techniques to complete each task. Simply, the degree of confidence as well as self-worth of a learner to execute a job and to generate somewhat at its finest based on his/her proficiencies. The author also claimed that a self-efficacy belief has a vital role in helps students to achieve outstanding performance in all academic fields.

Another similar study by, Heidari, Izadi, and Ahmadian (2012) conducted the correlation between foreign language learners' self-efficacy views and practice of vocabulary learning in Iran. The result of this study showed that students who had a high intensity of self-efficacy of beliefs have a constructive and weighty connection with the vocabulary learning approach and the remembering technique compared to learners who have low self-efficacy. The result also indicated that the significance of fostering confidence in learners certain the effects of education and their academic success. Besides, Yip (2012) revealed that self-efficacy is an extensive role to distinguish among high, intermediate, and low achievers. Furthermore, self-efficacy belief also a significant entity to compare the completion rate of a homework assignment and students' self-confidence and sense of accountability. Moreover, yip (2012) found that students' confidence in their school capability is momentously impacted by their perception of the valuation job.

Halim (2012) carried out his dissertation wanted to examine the relationship between self-efficacy, personality influence, and achievement motivation on work performance. The finding of the study indicated self-efficacy is a determinant cause that influences work performance. Besides, self-efficacy is found as a complete mediator to the influence of

achievement motivation on work performance. The author claimed that self-efficacy is an essential segment to accomplish a particular mission until the justified stage of performance is attained. Furthermore, the findings of this study showed that self-efficacy helps to predict motivation and performance. Thus students having high self-efficacy also showed a higher degree of achievement motivation. Besides, intricate goals often improved motivation, so students who received complex goals demonstrated the maximum self-efficacy and performance.

Moreover, Halim (2012) revealed that self-efficacy, as well as achievement motivation, are noteworthy components in improving students' academic quality. Besides, the author depicted that self-efficacy is two important components (academic optimism and encouragement of self-efficacy). There are two important components in self-efficacy. Both entities are incredibly significant and frequently undermined by many research studies. Hence, to produce individual self-efficacy against any encumbering academic task, students must inculcate self-confidence and expectation towards their ability. Deprived of a concrete underpinning of confidence, thus, students cannot struggle with the learning difficulties and complexities and their proposed drives may go cease in the middle of the road (Halim, 2012).

2.8.1 Self-Efficacy in Writing

Many researchers revealed that self-efficacy is the foundation; it drives students' motivation and learning. Self-efficacy also is considered as the improvement and motivation influenced by goals, social models, rewards, social comparisons, and forms of feedback. Besides, students' self-confidence affects their motivational outcomes includes activity choices, efforts, persistence, and emotional reactions (Zimmerman, 1994; Bandura & Schunk, 1981). Besides, Bandura (1996) explained that the process as humans' views about their capabilities and such self-efficacy beliefs play a fundamental part in motivating human behaviors. This means

students who have motivated highly foster their self-efficacy as they are aware of the purpose and process of writing pro-con essays. These students can maintain their attention on the progress of their writing skills.

Moreover, Bandura (1997) and Schunk and Zimmerman (2006) described that learners having high self-efficacy beliefs for obtaining skills or completing a task work harder and are highly engaged to solve or perform their task when they face difficulties compared to those with low self-efficacy beliefs. Besides, Schunk and Zimmerman (1997) stated that during the writing pro-con writing tasks, students also remember and activate their foregoing knowledge, as they design to write their first draft, then it will be assessed and later improved by them. In this pattern students simply participate in a process of making modifications towards the final product, and they try to improve their confidence and motivation, which has a critical role to affect their writing performance.

An Individual's self-efficacy in writing could be evinced by the individual's competence to give arguments and identifying how improvement is made. Thus, self-efficacy can be defined as the individualized self-awareness that can diverge through actions, conditions, and surroundings, rather than a goal to be attained (Bandura, 1986). The author also emphasized that self-efficacy by itself is not a goal that can be calculated by a compiling test. Therefore, self-efficacy in writing is a proficiency that can be proved through the advance of explicit writing. Similarly, Latham and Locke (1991) demonstrated that self-efficacy belief in writing develops adaptability, creativity, resourcefulness, perseverance, and supposed aptitude to complete complex actions.

Accordingly, individuals can master the writing task as well as can detail and make their arguments easily and modify and adjust learning situations based on their goals. Pajares,

Johnson, and, Usher (2007) also conducted a study intended to examine the source of writing self-efficacy beliefs in elementary, middle, and high school students. The result of the study indicated that there was a connection between writing self-efficacy and writing performance. Besides, self-efficacy beliefs in writing have established significance in a multitude of academic content areas.

Besides, Bandura, who did extensive work on self-efficacy (1997), proposed that students adjust self-efficacy beliefs based on four foundations. First, mastery experience- focuses on a student's earlier experience that supports completing an academic task. Second, vicarious experience- this self-efficacy belief is the result of the subject's evaluation of one prior performance and perceived efforts at the task. Students who are not in the position of confidence in their ability and those who have not ample practice in a certain focus area frequently use vicarious experiences as a root for expressing their self-efficacy belief. Because of this, students are forced to use their observation of other students who are easily accomplishing the mission by themselves as a basis of self-efficacy. The third source of information that is being able to a source of self-efficacy for students is social persuasions or feedback from other people. Fourth, students' emotional and psychological feelings during executing a specific task can be also considered as a source of self-efficacy belief (Bandura, 1997).

Multiple types of researches that have been carried out to examine the four source of self-efficacy. The results of the findings showed that the four sources of self-efficacy belief has been concentrated in content areas other than writing and has not applicable for writing task (Britner & Pajares, 2006; Lent, Lopez, Brown, & Gore, 1996). Out of the four hypothesized sources of self-efficacy beliefs, only one that was found applicable for writing is mastery experience, that the highest predictive value over students, writing self-efficacy (Pajares, et al., 2007).

2.9 Summary

Students with EBD experience a multitude of poor school outcomes, including low academic achievement, less engagement in academic activities, high rates of absenteeism, high school dropout rates, and low graduating with a standard high school diploma (Wagner et al., 2006). Kumar (2011) stated that in Ethiopian schools experimental research in the area of behavioral and academic achievement of students with EBD is in the infancy stage. As a result, teachers must adopt different strategies that improve the behavioral and academic achievements of the target students. Teachers who do not have the proper skills to handle the behavior of students with EBD during the teaching-learning process turn into worries and this makes the students' behavior worse (Feruz, 2014). This recommended that teachers need to develop their understanding of EBD and skills to meet the academic and behavioral needs of the targeted students.

One evidence-based intervention that was found to be effective for the behavioral and academic achievement of students with EBD is SRSD. Graham and Perin (2007) described that when SRSD instruction is used to teaching writing strategies to students with EBD, the performance of students writing is optimistically impacted. Several kinds of research on SRSD have confirmed its impact on writing for students with EBD (Ennis & Jolivette, 2014; Adams, 2020).Furthermore, some studies have sought to investigate the impact of SRSD has on academic engagement and self-efficacy skills in writing for students with EBD. Even if, SRSD instruction is an evidence-based practice that has been effective in helping to improve the writing performance and on-task behaviors of students with EBD, this research used the peer support arrangement in combination with SRSD instruction.

The purpose of this single subject (multiple baselines across participants design) study was to investigate the effects of the SRSD instruction with Peer support arrangement on the writing performance, on and off-task behaviors, and the writing self-efficacy of students with EBD. The current study contributes to the literature base on helpful practice for educating students with EBD in regular schools, the effects of SRSD instruction with peer support arrangements, and the ability of teachers to implement an efficient intervention with students with EBD in Ethiopian schools.

Chapter Three

Methods

The central objective of the current study was to investigate the effect of the SRSD instruction with peer support arrangement for students with EBD in Addis Ababa. That has been designed to improve the writing performance, writing self-efficacy, and on-task and off-task behaviors of participating students with EBD. Thus, this section describes the study design, study site, way of recruitment of teachers and students' participants, inclusion and exclusion criteria, measures, instructional procedures, method of data analysis, and ethical consideration.

3.1 Study Design

A single-subject experimental design, particularly, a multiple baseline across participants design (Kazdin, 2011) was used to assess the overall efficacy of the intervention. The study employed nine grade-four students who were identified as EBD and difficulty in writing. The writing performance, writing self-efficacy, and the on-task and off-task behaviors of each participating child with EBD were measured before the intervention (baseline phase), while at the last stage of the intervention (independent performance stage), three weeks after the completion of the intervention (post-intervention phase), and the assessments were again conducted 30 days after the end of the post-intervention phase (maintenance phase).

According to Kazdin (2011), there are two broadly defined approaches to experimental researches: group designs and single-case research designs. For this study, a single-case design was used in preference to the randomized group design for the following reasons. First, a single-case design is suggested to establish and test new evidence-based practices for children with special educational needs (Horner, Carr, Halle, McGee & Wolery, 2005).As the objective of this

study was to test a new strategy, the SRSD instruction in combination with peer support arrangement for Ethiopian students with EBD, a single-subject design was appropriate. Second, a single-subject research design emphasis the effectiveness of the strategy on students, as different from the between-group research design, wherein participants are signified by 'averages'. Hence, a randomized between-group design might not demonstrate how participants can benefit, since group results are enhanced at the population level (Alberto & Troutman, 2017). Besides, a single-case design appropriate for examining the course of changes on each participant student with EBD across different conditions of the baseline, independent performance, post-intervention, and maintenance in preference to randomized- control group design that centers on group performance to a definite moment (Franklin, Allison, & Gorman, 1997). Kazdin (2011) also described that a single-case design is providing a way to evaluate change and the impact of interventions on a particular person. The design also permits the researcher to evaluate an intervention but also make decisions as to whether the desired effect is obtained while the intervention is still in process and can be changed.

Third, single-case designs have a strong internal validity that might be obtained from systematic replication of procedures across students, and teachers. That could not be addressed in a control group design (Byiers, Reichle, & Symons, 2012). Simonsen and Little (2011) also stated that single-case design possesses high internal validity and inferences can be drawn about a functional relationship between independent variables and measured behaviors. These inferences regarding changes in student outcomes that are caused by experimental treatments are valuable for establishing evidence-based practices in special education (Tankersley, Hajusola-Webb, & Landrum, 2008).

Fourth, a single-case design enables the researcher to makes comparisons within and between subjects, which helps them control confounding variables through records of the intervention outcomes at different points eventually, which might not be accomplished by a randomized- control group design (Horner, et al., 2005). The fifth justification for choosing the design for this study is the single-subject research design that is cheaper and less time-consuming than a randomized-control group design. Simonsen and Little (2011) revealed that single-case design is a cost-effective design and an attractive alternative to traditional group design which requires a much large sample size.

In the current study, multiple baseline across participants design (Kazdin, 2011)was selected to measure the effects of the SRSD instruction with peer support arrangement on the writing performance, writing self-efficacy, and on and off-task behaviors of each student with EBD. Since multiple baseline design establishes the influence of an intervention by offering the intervention to each many different baselines at different points in time. Besides, a strong effect is marked if performance changes when and only when the intervention is performed (Kazdin, 2011). Moreover, the design displays some extent of external validity not shared by other types of single subject designs. If consistent results happen across participants, the researcher has revealed that intervention outcomes are not because of some personal character of a single participant (Ledford & Gast, 2018).

Finally, as single-subject research, seven quality indicators defined by Horner et al. (2005) was guided this research. These indicators are: (a) description of participants and setting, (b) dependent variable, (c) independent variable, (d) baseline, (e) experimental control or internal validity, (f) external validity, and (g) social validity.

3.2 Study Setting

The study was conducted at Tinsae Birhan primary school in Addis Ababa. The school is a governmental school that is located in Kirkos sub-city of Addis Ababa. Currently, the school has two primary cycles, the first primary cycle (1-4) and the second primary cycle (5-8) consisting of nine sections. The total number of students for the first cycle is 124 and 97 are attending their second cycle of schooling. There are four principals, twelve supportive (administrative) staff, and twenty-six teachers in the school.

According to the school principal, the school is a regular school, no critically seeing the idea of either inclusive or special class. The school entirely registered students accommodate in the regular classroom based on their grade level. The school was purposefully selected for the study because of my previous information about the school and familiarity with teachers and principals. It is more appropriate to communicate easily with students' parents with the help of teachers in addition to rapport development. That is very helpful to conduct an experimental study.

3.3 Recruitment of Teacher Participants

After receiving the school's approval to conduct the study, the researcher prepared a short brief for principals and teachers about the research intentions and procedures to conduct the study. All Amharic language teachers were asked to participate in the study. A total of 4 Amharic teachers attended the first meeting to discuss the study. Teachers were told the SRSD instruction with peer support arrangement intervention. The practical and professional profit of the intervention for participating students and teachers were discussed. Then, three teachers agreed and signed the consent form to participate.

Table 1. Demographic Characteristics of Participating Teachers

Teachers	Gender	Teaching Experience in years	Teaching Subject	Educational Qualification	Participating Group
T1	M	24	Amharic	BED in Amharic	1
T2	F	14	Amharic	BED in Amharic	2
T3	M	17	Esthetics	BED in Amharic	3

3.4 Inclusion Criteria for EBD Students

Students identified with EBD have been included in this study based on the following steps. Twelve students' were nominated by their homeroom teacher since the homeroom teacher have the profile of their students and know them better. Then parents and teachers assessed the students using SDQ. Parents' and teachers' SDQ reports were analyzed to decide if the student's behavioral problem were high and adequate to be judged as a problem. Consequently, a student who got >17out of 40 possible items (Goodman, 1990) on both SDQ for parents and teachers reports were met the criteria and selected. Targeted students with EBD were assessed their writing performances and finally, nine students were selected who score high SDQ results and low writing performances. To be included in the study, students had to meet the following criteria: (a) students were in the fourth- grade 2011 E.C school year(1st semester); (b), a current diagnosis of EBD by using SDQ; who scored between 17 and 40; (c), children identified with EBD and scored one standard deviation below the average on total words written (TWW; Hosp, Hosp, & Howell, 2016) and the test of quality story written (Harris & Graham, 1996)and essential story elements; (d), parental consent to participate; and (e), the student assented to

participate. Students who have other types of disability and students whose age is greater than 14 are excluded.

3.5 Recruitment of Student with EBD Participants

All school Amharic teachers received 2- hour training about EBD, types of EBD, identification, and symptoms of EBD. A grade four homeroom teacher completed SDQ to assess students with EBD. Since the homeroom teacher is familiar and ensuing her students and she is expected to know more details about the established inappropriate behaviors of her class students. After the identification of students with EBD based on SDQ teachers' reports, parents/guardians of the target students were called for the school and inform them regarding the study and ask for their consent. Subsequently, voluntary parents completed SDQ. Lastly, the scores were evaluated based on the inclusion criteria.

Table 2. *Demographic Characteristics of Participant Students with EBD*

Student	Age	Gender	Teachers SDQ result	Parent's SDQ result	SDQ mean score	Writing Performance
1	11	F	30	29	29.5	(2.5 ESE; 1.8QS; 23 TWW)
2	10	M	31	29	33	(2 ESE; 1.2 QS; 30 TWW)
3	*11*	*M*	*30*	*28*	*29*	(2.6 ESE; 2.3 QS; 28 TWW)
4	*10*	*F*	*28*	*24*	*26*	(2.7 ESE; 1.6 QS; 32 TWW)
5	*10*	*M*	*30*	*30*	*30*	(1.3 ESE; 1.4 QS; 19 TWW)
6	*10*	*F*	*26*	*20*	*23*	(2.1 ESE; 1.9 QS; 26 TWW)
7	*11*	*M*	*25*	*29*	*27*	(2 ESE; 2.2 QS; 29 TWW)
8	*9*	*M*	*25*	*20*	*22.5*	(2.5 ESE; 2.7 QS; 28 TWW)
9	*9*	*M*	*30*	*24*	*27*	(3ESE, 2.6 QS; 33 TWW)

(Note: Students SDQ scores out of 40; ESE= Essential Story Element out of 7, QS= Quality of the Story out of 7, and TWW= Total Words Written ranged from 19 to 33 during this phase).

3.6 SRSD Lesson Materials

The SRSD materials that are essential for teaching story writing were photocopied and placed in a binder for each class period for the three teachers. The following SRSD materials were adapted from Harris et al.'s (2008) text included POW+WWW, What=2, How=2 charts. For each session, the teacher has:-

(a) A structured lesson plan

(b) A SRSD fidelity checklist to serve as a reminder of the lesson components

(c) Teaching types of equipment included, dry erase markers, POW chart, WWW chart POW + WWW checklist, peer arrangement checklist, storybooks, sample story, and self-assessment worksheet. (d) Learning materials included: blank the POW+WWW checklists, the POW+WWW cue cards, student story, sample stories, self-statement paper, self-monitoring checklist, pen, and pencils.

3.7 Independent Variable

Self-Regulated Strategy Development instruction in combination with peer support arrangement:-The independent variable of this study was Self-Regulated Strategy Development (SRSD) instruction that contains six simple stages (Harris & Graham, 1996).In this study, students with EBD received the SRSD model of instruction for story writing in a group of three. Each participant received instruction through the six stages of SRSD. Peer support arrangement was combined with the SRSD models of instruction to improve the students' writing performance and increase their academic engagement. The students support each other by increasing proximity to their group, boosting each other's writing skills and confidence. Besides, each group of students encouraging each other's in SRSD stages of instructions and helping each other's with writing tasks such as discussing the POW +WWW, What=2, How= 2 mnemonics, brainstorming ideas before beginning the instruction, and how to plan their story, etc.

3.8 Dependent Measures

3.8.1 Writing Performance Measures

The primary dependent variable of this study was students writing performance. Students' writing responses (performance) were scored for the three writing measures that incorporated the number of essential story elements, overall holistic quality of the story, and total

words written. Two graduate language students unfamiliar with the design and the purpose of the study recorded all compositions. Before scoring, all identified data were removed. Then, the score of the two examiners was averaged. The three writing measures were: -

The number of essential elements of the story:-The presented stories were scored the number of 7 basic story elements. The elements comprised character(s), setting, time, what the main character needs to do (objectives), finale, and lastly character's feeling. For every story element, if the element presents a score of 1 was given; not present a score of 0 was given. Thus, scores ranged from 0-7. All stories were scored by the researcher and graduate language students. Inter-rater reliability was computed by dividing the number of agreements between raters by the number of total elements. Next, to compute the percentage of an agreement the amount was multiplied by 100. In this study inter-rater reliability for essential story elements was found 0.94.

Quality of the Story: - The second writing measure, quality of stories was assessed using a holistic 1- 7-point rating scale prepared by Harris and Graham (1996). A score of one indicated the lowest possible mark for story quality whereas a score of seven implied the maximum credible rating for story quality. The first raters, unfamiliar with the goals and procedure of the study, scored each baseline, independent performance, post-intervention, and maintenance phase. Besides, anchor stories were acquired from a fourth-grade classroom that did not involve in this study but are from the same class. Amharic teachers nominated the best, average, and poorest quality stories depending on the scoring criteria. To confirm the inter-rater reliability of story quality scores, graduate language students were trained using eight stories unrelated to the present study. First, the quality scale was clarified and discussed, and then raters practiced scoring stories while arguing changes in scores. Finally, raters discussed variances in scores and

fixed encounters if the score varied by more than one point. In the current study the inter-rater reliability of story quality was 0.83.

Total words written (TWW):-This was also calculated of the number of words written in the story. During rating TWW, students were not punished for mistakes in context and spelling. Hosp, Hosp, and Howell (2016) defined a word as a letter or group of letters with space before and after. The general length of all stories was scored using word count. Graduate language students scored students' TWW scores. Inter-rater reliability was calculated and changed to percentage. In this study the inter rater reliability of TWW was very high 0.99.

3.8.2 Time Sampling

The second dependent variables of this study were the level of on and off-task behaviors during writing instruction. Students' on and off-task behaviors were collected during 15 minutes of direct observations using the 15-second partial-interval recording to determine the percentage of intervals per observation. Thus, the presence and absence of on and off-task behaviors were recorded following a 15-second record time interval. Each observational session lasted for 15 minutes for a total of 60 intervals. A percentage was then computed by dividing the total number of intervals during which the student was observed engaged in the target behaviors by 60 and multiplied by 100.

In the current study on-task behavior was defined as an activity that complied with instructions given by the teacher for the writing instruction. The examples of on-task behaviors included (a), sitting in his/her sit and listening to the teacher's instruction; (b), engaged with appropriate materials; (c), reading/writing to the writing prompts; (d), talking to the teacher/ asking relevant questions; (e), engaged with group discussion(peer support arrangements). Off-

task behavior is also defined as actions that are not directly related to the writing instruction as instructed by the teacher. The behaviors included (a), walking around the room; (b), disrupting the students next to them; (c), laughing/speaking out of turn/ making noises, (d), looking out of the window.

Two graduate students from the departments of special needs education recorded the participants' on and off-task behaviors simultaneously, but independently. The observers received training based on the operational definition of the on and off-task behaviors. The observers were unfamiliar with the purpose of the study. Reliability checkered was conducted during 34% of the whole observation sessions. In the first week of the observation, discussions were held with the observer after each observation session to minimize the difference while using the instrument. Inter-observer agreement (IOA) was calculated by dividing the total number of intervals with agreement by the total number of intervals observed and calculated a percentage. In this study the inter-rater reliability of on and off-task behaviors were 0.88 and 0.86 respectively.

3.8.3 The Self- Efficacy Subscale of the Early Literacy Motivation Scale (ELMS; Wilson & Trainin, 2007)

The third dependent variable of the current study was students' self-efficacy beliefs in writing. Self-efficacy beliefs are defined as subjective judgments of one's ability to organize and execute a course of actions to attain designated goals (Bandura, 1986). In this study, all participants were given a self-efficacy measure for writing at the baseline and post-intervention phases. It has been reported that the self-efficacy scale was made to assess students' supposed skills for writing, reading, and spelling tasks. In this study, the researcher adapted to use the instrument for assessing students' perceived ability to write a story. The modified instrument

included 4 items that measure students to the following extent. Item 1 measures the self-efficacy for naming the seven essential story elements. The second scope (the self-efficacy of writing a story of a given length) has two items. The third dimension is intended to measure the self-efficacy for adding details to a story that has one item (intended to assess the perceived ability of story quality). The administration of this scale used around 7 minutes for each participant and the instrument was managed based on the guidelines proposed by Bandura and Schunk (1981). The school English teacher who was blind for the purpose and design of the study administered the scale by a read each statement audibly and then asked the students to stipulate agreement on the rating scale. This Likert ranged from 1 to 4. The results were individually computed with a score of 1 representing the lowest and a score of 4 indicating high writing self-efficacy. The researcher first manipulated the results next by a trained examiner (school teacher).

3.9 Other Measures

3.9.1 Strength and Difficulties Questionnaire (SDQ; Goodman, 1990)

SDQ is 25 items proven screening instruments that yield a total difficulty score. It has 2 versions (parent and teacher versions). The instrument has scored the following five domains including (1) Emotional symptom scale, (2) conduct problems, (3) hyperactive/ inattention, (4) peer relationship problems, and (5) pro-social behavior scale. Each can be answered as true, partially true, or not true. The score ranges from 0 to 2 points each. The total score is obtained by summing the score of all questions subscale except for pro-social behavior (item 01, 04, 09, 17, and 20). The SDQ score ranged from 0 to 40. The answer “not true” was given 0; “somewhat true” was given 1 and “certainly true” was given 2 except for questions 07, 11, 14, 21, and 25 that were scored in reverse.

As recommended by the author results ranged from 17-40 (inclusive) were reflected abnormal and selected. According to Hoosen, Davids, de Vries, and Shung-King (2018) SDQ has been translated into over 83 different languages and can be used free of charge for research purposes. Some studies also demonstrated that adequate convergent and discriminate validity for the SDQ across informants and setting (e.g., Hoosen et al., 2018; Goodman, 2001). As reported by Servili (2014), the SDQ is validated for use at Ethiopian schools and has good reliability that was 0.86. In the present study, both parent and teacher versions were used to measure the existence of EBD symptoms in school and home settings. Teachers and parents of each targeted student completed the SDQ to recognize students' problem behavior status. Besides, the researcher completed the reliability of scoring for a minimum of 90 % of student data. In the current study the reliability of the SDQ was 0.82.

3.9.2 Treatment Fidelity Measure (Harris, Graham, Mason, & Friedlander, 2008)

It has been reported by Harris et al. (2008) this detailed lesson checklist was prepared to measure the treatment fidelity of SRSD instructions. Each checklist included lesson steps, teacher prompts, and student actions. The teachers completed a checklist for 100% of the lessons. Besides, the researcher completed a lesson checklist on 33.3% of the sessions. According to Gast and Ledford (2014) treatment fidelity data were computed by taking the number of steps completed, dividing by the total number of steps, and multiplying by 100. In this study the reliability of the checklist was 0.95.

3.9.3 Social Validity Measures

According to Wolf (1978), social validity can be defined in three ways (1) social importance of the goal of the intervention, (2) social acceptability of the procedures of the

intervention, and (3) the social significance of the intervention results. In the current study, the CRIP and the IRP-15 were given for students and teachers, respectively to verify how positively they viewed the goals of the SRSD instruction with peer support intervention, the intervention procedures, and the value of the outcomes.

Children's intervention Rating Profile (CIRP; pre and post, Witt& Elliot, 1985):- was used to assess the acceptability of the SRSD intervention. The researcher administered the paper-pencil, seven-question survey to students. The instrument measures student attitudes on the social validity of an intervention by asking students to rank statements on a 6-point Likert scale (1=I do not agree to 6= agree). Scores on individual items are added for an overall score, ranging from 7 to 42, with higher scores indicating higher acceptability.

Intervention Rating Profile-15 (IRP-15; pre and post, Witt & Elliot, 1985):-This is an instrument developed to assess teachers' social validity information about the intervention that holds 15 items on a 6-point Likert scale a score of 1 indicating strongly disagree and a score of 6 indicating strongly agree, scores ranged from 15-90.

In the present study, social validity was managed from two viewpoints before and after the intervention. First, teachers completed the Intervention Rating Profile- 15 (IRP-15; Witt & Elliott, 1985) before the employment of the treatment, but after a clarification of the purpose and the intention of the intervention. Then students filled the Child Intervention Rating Profile (CIRP; Witt & Elliot, 1985) earlier the implementation of the writing instruction, but after a description of the SRSD with peer support intervention and intention of the study. After the accomplishment of the intervention, teachers, and students again filled the IRP-15 and CIRP rating scales, respectively.

3.10 General Procedures

Three school teachers majoring in the Amharic language implemented the SRSD instruction to the students. Before the instruction, teachers participated in 10 hours of training to learn how to deliver the SRSD method with peer support. To exercise safeguard thorough execution, each teacher used a checklist for each lesson. Participants received SRSD instruction in a group of three, 5 times per week (Monday-Friday) for 40 minutes in the school's resource center. In the present study, a total of three multiple baseline designs were randomly created.

Once the baseline score of all three groups has reached a stable rate, the instruction was started for the first group whereas baseline phases were sustained for other groups. Explicitly, participants in groups2 and 3 sustained to react at the baseline probes until group one students accomplished the criterion performance. After criterion performance was established for the participants in the first group, they moved into the post-instruction and maintenance phases. These procedures were repeated with each group of students. Correspondingly, participants in this study received explicit instruction that aids to generalize the method to other forms of writing genre (personal narratives) using the POW+ WWW, What=2, How=2 mnemonic.

Teachers Training:-First the researcher received 6-hour training about SRSD and its implementation online. Then, the researcher trained the school Amharic teachers for 10 hours to implement the SRSD model of instruction as a group for consecutive Saturdays. During the training, the researcher clarified the underpinning of the SRSD model and its contemporary pertinent study demonstrating its usefulness. The Amharic language was used for the training. Each trainer was provided with a notepad that included comprehensive procedures for executing all tasks and lessons. Besides, teacher trainers received training and role-play implementing SRSD until they could establish the criterion. The researcher also delivered an outline of the

intervention processes for teachers. Ensuring the training, the researcher discussed with each teacher independently to react to any question about the execution of SRSD. Besides, teachers got an opportunity to exercise applying important stages of the intervention, whereas, the researcher observed and offered feedback. Accordingly, the three teachers employed the key parts of the instruction with92 % precision after the training. Teachers also obtained the treatment fidelity checklist whether crucial components to be incorporated in each lesson and they followed a planned program for instruction.

Baseline Phase: -In this study baseline assessments were administered five days for the first group, eight days for the second group, and ten days for the third group. In this phase, the students' pre-intervention response rate was conducted for writing stories (essential elements, story quality, and total written words), writing self-efficacy, on-task and off-task behaviors, and generalization probe. The pre-intervention score for story writing and on-task and off-task behaviors were collected until stability was confirmed. Besides, the on-task and off-task behavior observations were collected in the regular classroom condition. During this phase, students received as considerable time as they want to finish their story writing and they wrote a single story a day. Students were guided that they do their best independently and teachers cannot help them.

Peer Support Arrangement: Before the beginning of the SRSD intervention, all students were given a 3-hour peer support arrangement training by the researcher and teachers, using a peer support manual (see appendix G). This training included how students help each other to stay engaged, and completed writing tasks through peer support and encouragement, how to correct each other, tally points, and tell what was just writing by capturing the essential components of the story. Students were also trained on how points would be tailed and when

reward/reinforcement would be given. The student who scored the most points at the end of the week was given the chance to choose the reinforcement such as pen, storybooks, biscuits, or other materials. Daily peer support arrangements were led and implemented by the teachers. The peer support arrangement included structured activities during the SRSD intervention: (students in the same group discussed their daily lesson, rewrite and change their work and give feedback and reinforce their work, each student took turns being the coach). The teacher encouraged the students when to change roles and modify activities.

Intervention Phase:-The intervention session was conducted five days a week for 40 minutes' instruction in a group of three. School Amharic teachers provided the intervention to each group until the participants reach the criterion. The SRSD model of instruction particularly explicit to the execution of the POW + WWW, What=2, How= 2 techniques. Students were taught how to plan and draft a story writing using the self-regulated strategy development instruction. All students were also clearly instructed on how to generalize the story writing method to personal narrative writing. The intervention was implemented into three groups, students 1, 2, & 3 in group one, students 4, 5, & 6 in group 2, and students 7, 8, & 9 in group three. Group one was implemented from February 4, 2019, to March 13, 2019. Group 2 was implemented from March 14, 2019, to April 26, 2019. Lastly, group 3 was implemented from April 29, 2019, to June 14, 2019.

Table 3. *Mnemonic devices for Use with SRSD instruction for Story Writing*

MNEMONIC	GENRE	PROMPTS
POW	All genres	**P**ick my idea **O**rganizing my notes **W**rite and say more
• WWW, What=2, How=2	Story Writing	<u>WWW</u> **W**ho is the main character? **W**hen does the story take place? **W**here does the story take place? <u>What= 2</u> **W**hat does the main character do or want to do? (What do other characters do?) **W**hat happens next? <u>How=2</u> **H**ow does the story end? **H**ow does the main character feel? And How do the other characters feel?

During the intervention phase, the participants were trained to use the model while cooperation, scaffolding, and peer support arrangement were provided. The supports were faded as students could use and accomplish the story writing and self-regulation techniques that necessary to write self-sufficiently. Overall, the SRSD model of instruction has six stages; each stage took a minimum of one and a maximum of four intervention sessions to accomplish. An overview and activities of each stage were stated below.

Stage 1:- Develop Background Knowledge. At the opening period of the intervention, teachers and students discussed the importance of the SRSD model of instruction and its corresponding steps and peer support arrangement. Then teachers introduced POW and its consistent procedures, and they discussed what the letter stands for and the importance of each step. Teachers revised the POW strategy until the students were able to explain what POW means and memorize it. After students recognized the POW strategy, teachers introduced the WWW+ What= 2, How= 2 mnemonic, and its steps to remembering the seven-story parts. Furthermore, students were also asked their knowledge about the story and write what makes a story good. Then the teachers merged to generate the mnemonic of the POW + WWW, What=2, How= genre-specific strategy. Lastly, the students practiced findings of essential story elements from the sample stories, and teachers openly demonstrated in what way students use a graphic organizer for story writing. Each group of students helped each other by discussed the mnemonic and memorized it based on their peer support arrangements.

Stage 2:- Discuss It. In this stage, the students continued to remember what POW and WWW, What=2, How= 2 stands for by helping each other. Besides, teachers read a story clearly and students again exercised finding and noted each part of the story on the graphic organizer. Besides, all students received a folder that helps to keep their stories performance and used a chart on which to graph their progress. Then, the teachers and the students discussed when they start writing. The teachers can have modified a strategy based on seeing the students' performance. Finally, teachers and students read additional stories together and identified essential story parts, and then wrote on the graphic organizer. Through this stage, the teachers carefully observed students' understanding and raised questions on the process and analysis considerate.

Stage 3:- Model It. In this stage, the teachers clarified the application of POW and the indispensable story part mnemonics. The teachers also revised the SRSD model process with the students and read distinctly a story topic to the students. The teachers also introduced self-instruction techniques including problem description, planning to write, self-evaluation, and self-reinforcement. The teacher also demonstrated how students plan and write a story using POW and WWW, what=2, How=2 reminders. Besides, the teacher modeled and discussed with students how to establish a goal to contain the seven-story essential elements and highlighted the significance of applying the approaches. The students (peer support groups) also assisted the teachers by generating different ideas for essential parts of the story. Teachers also managed and recorded the students' effort on a graphic organizer, to recognize students' progress while exercising the strategies. The students started to plan to write a story by selecting new words and ideas. Students also exercised self-instruction techniques such as self-evaluate their plan and their story writing if included all seven parts or not after that they reinforce themselves by like their progress.

Stage 4:- Memorize It. This stage also reinforces students to recall the POW and WWW, What=2, How=2 strategy mnemonics, and their meanings and self-instruction strategies. The students also exercised how to plan and write stories repeatedly by applying the mnemonics by helping each other. Students also applied the mnemonics that making fun activities by using flashcards and songs. The teachers also created games for students to memorize the strategies using flashcards and songs. The students also recorded the sample of self-instruction statements in their folders.

Stage 5:- Support It. In this fifth stage, the teachers and students highly work collaboratively in their story writing. Thus, the teachers and students established a goal to contain all seven

essential elements in their story, review their quality and detail writing, and they intended together and wrote a story together using POW and WWW, what=2, How=2 reminders. Besides, they included the story part reminder, the graphic organizers, and their self-instruction together in their plan. After the intensive collaborative work, the students started to write their own stories with some help from the teacher according to the needy. In this stage, the students recognized the seven-story parts and discussed with the teachers the significance of the intervention that makes each part of the story better.

The students also got an opportunity to analyze two of their baseline stories and determined how many of the seven-story elements were included in their work. After the re-write of their baseline work, they discussed the improvement of the stories that contained more quality and long and detailed sentences. Moreover, they talked about how using POW and story part mnemonics support them for the progress of their writing performance. Then, the students exercised the POW+ WWW, What=2, How= 2 mnemonics, and their self-statement to write the other three stories. The teachers helped the students as needed to safeguard the students were effective in using the strategy. In this stage the teachers exhaustively used scaffolding involved provision during story writing work, the practice of using charts with individual self-statements, and prompts about the procedures in POW and the seven essential story part mnemonic and the graphic organizers. Lastly, these supports were removed as appropriate.

Stage 6:- Independent Performance. At the last phase of the intervention, the participants started to make their graphic organizer and remove it. To complete this stage, the students met the given criterion. That is the students autonomously wrote two stories with all seven essential parts of the story. Next, the students took the intervention (independent performance) test before

post-testing began. So that this test expected to help the students that showing how sound they can practice the strategy alone came next.

Post- Instructional Phase:-Three weeks after the intervention phase was completed, four post-instructional story probes were conducted to assess each student's writing performances, on and off-task behaviors, and writing self-efficacy. Tawny and Gast (1984) recommended that to ascertain a level of stability or trend data at least three data points were mandatory. Thus, in this study, four post-instructional story probes were conducted to establish stability.

Generalization Probe: - The students took a generalization writing probe that was the personal narrative at the baseline and the post-intervention story probe was completed. The generalization probe intended to evaluate the effectiveness of the POW and WWW, what=2, How=2 reminders generalized to students write on themselves. The researcher administered the personal narratives probe.

Maintenance Phase: - Four maintenance story probes were employed to each participant 1 month following the completion of the post- intervention for groups one and two students, and 18 days following the completion of the post- intervention phase for group three students.

3.11 Data Analysis Plan

Different data analysis techniques were employed to measure the effects of the intervention. First, visual analysis methods were used to analyze the students' writing performance (essential story elements, story quality, and total words were written) and the on-task and off-task behaviors. Data points were graphed (plotting the score on the y-axis and the time of measure on the x-axis), and linked within each phase for each participant. The level, trend, and variability of the scores within phases were visually analyzed to determine the

presence or absence of a functional relation. The averages of the scores within phases were calculated to determine the level of the data. Next, the trend line was examined to assess the best-fit straight line of the score and its slope and magnitude of the data was a judge. According to Kennedy (2005), the magnitude of the data can be presented as high, medium, or low. Finally, the variability of the data within phases was examined.

Second, the Percentage of Non-Overlapping Data (PND; Scruggs, Mastropieri, & Casto, 1987) was employed to compute the effect size. PND was calculated by divide the non-overlapping data points by all the data points and multiplied by 100.According to Scruggs, et al. (1987) the result of the PND should be interpreted as the following criteria. PND ≥ 70% is an effective intervention. PND "between" 50% to 70% is questionable, and PND < 50% is ineffective. Third, means and standard deviations were computed to analyze the mean changes between baseline, post-intervention, generalization, and maintenance in all writing measures and on-task and off-task behaviors.

3.12 Treatment Fidelity Procedures

The subsequent safeguard tactics were employed to make confident that the intervention was delivered as intended. First, teachers completed 10 hours of training to apply the instructional procedures properly. Then, teachers met with the researcher weekly and communicate daily with the researcher if any significant incidents happened during the instruction. Besides, daily lesson plans were presented and checked for every lesson teaching of the instruction. Finally, treatment integrity was filled per session and teachers confirmed 100% of the instructional steps were completed.

3.13 Ethical Consideration

In this study, the researcher took the following action before the process started.

Consent: - All participants were from Tinsae Birhan primary school; hence permission to research the school was first required from the school principals. Once permission was approved from the school district, consent was also sought from Addis Ababa University, Department of Special Needs Education to conduct the study. All parents of the targeted students were communicated in person to inform them about the study and requested their permission for students' participation and signed the Parent Consent Form. Then, students whose parents provided permission were invited to participate in the study and asked to complete the Students Consent Form. All teachers' participants were also asked to complete and sign the Teachers Consent Form.

Confidentiality:-To safeguard confidentiality, each teacher was assigned a pseudo-name instead of using their real names. Besides, each student participant was assigned a number instead of using their real name. The researcher also appreciated the other ethical issues such as the principle of plagiarism, offering incentives, as much as possible, to the research participants for their devoted time and effort.

Chapter Four

Results

The main objective of this study was to determine the effects of the SRSD instruction with peer support arrangements for nine fourth-grade students in Addis Ababa, who were identified as having EBD and writing difficulties. The intervention was implemented into three groups. The inclusion of three multiple baseline designs in this study enabled another level of interpretation concerning the replication of the effects produced by the SRSD instruction with peer support arrangements.

This chapter presents the results of the research study. Background information of the participants is presented first. Inter-observer agreement and treatment fidelity are followed. Next, students' data results for the number of essential elements, holistic quality, and total written words are reported in each phase of the study. The results of the on and off-task behaviors of the participants are also presented. Besides, the outcomes of students' self-efficacy beliefs on writing are stated. Then, the effectiveness of generalization instruction is also assessed. Finally, both teachers' and students' perspectives on the acceptability of SRSD intervention with peer support are presented.

4.1 Background Information of the Participants

Student 1: Student 1 is an 11 year- old girl who enjoys hide and seek and football. At present, she is a grade fourth student at Tinsae Birhan primary school. She does not like reading and writing. Currently, she lives with her mother and two brothers at Kazanchiz. She did not know her father at all. She displayed disruptive behavior during the teaching-learning activities and the classroom. Her mother reported that student 1 exhibited inappropriate behavior at home when

she asked to do her homework. Her homeroom teacher also described that she is happy at the playground and she disturbed the classroom while academic activities were going on. Though there was no document about Student's 1 preschool and primary school academic performances, her last year's academic performance showed that she stood 36 out of 36 students and could not promote to the next grade. Besides, she scored below her TWW and quality of writing. Her SDQ result showed she scored 29 out of 40 implied she has serious problem behavior.

Student 2: Student 2 is a 10 years old boy and he is a fourth-grade student at Tinsae Birhan primary school. He is living with his uncle since his father and mother passed away. He is the only child of his parents. His teacher reported that he frequently manifested aggressive behavior and hyperactive. When he is asked to work on his academic activities he engages in physical disruptive behaviors and throwing books and materials. Besides, he yells at peers and teachers. His uncle also described that Student 2 is frequently irritable at home because of this his uncle did not control him. His last year's academic report showed that he stood 23 and passed to grade four. His TWW and quality of writing score were below the average. His SDQ result also indicated that he scored 31 out of 40.

Student 3: Student 3 is an 11years old-boy and a fourth-grade student at Tinsae Birhan primary school. He enjoys playing and watching football and he actively participates in extra-curricular activities in the school. His homeroom teacher described that Student 3 frequently manifested distractive behaviors such as throwing his peers' books and pens across the room, makes the materials useless and playing with materials. Her father also explained that his son is very active at home and he did not want to do his academic activities at all. He wants to be a well-known footballer. His last year's academic activities revealed that he stood 30 out of 36 students and was

promoted to grade fourth. He scored very low in TWW and quality of writing. His SDQ result displayed that he recorded 28 out of 40 possible scores.

Student 4: Student 4 is a 10 years old girl and a fourth-grade student at Tinsae Birhan primary school. She enjoys playing and sitting alone. Her mother described that she is a polite girl. At present, she lives with her mother and father. She is the second child for her family, but her older sister died in a car accident. Her homeroom teacher explained that she is extremely shy and withdrawn. When student 3 asked to replay for questions, she frequently not responding to question and withdrawing from academic activities. Her last year's academic result showed she stood 28 out of 36 students and was promoted to grade fourth. Besides, her TWW and quality of writing result indicated she has a serious writing problem. Her SDQ result also showed she scored 26 out of 40 possible scores.

Student 5: Student 5 is 10 years old boy and a fourth-grade student at Tinsae- Birhan primary school. He is very antagonistic and harsh for others. Currently, he is living with his father and his three sisters. His mother died when he was at 2. His father reported that student 5 is a difficult boy who always fights with his peers and challenging to settle. According to his homeroom teacher, he is having issues with aggressiveness and hyperactivity. Besides, he often refuses to work on-task and looking his peers' work or looking out and away from the task. His last year's report card revealed that he could not promote to the next class. Besides, his TWW and quality of writing test indicated that he scored below average and serious difficulty with writing. The SDQ result also indicated that Student 5 has serious problem behavior he scored 30 out of 40.

Student 6: Student 6 is a 10 years old girl and a fourth-grade student at Tinsae Birhan primary school. She is a very beautiful and fearful girl. Student 6 irritable during she is asked to respond in the classroom. At present, she lived with her aunt since her mother died and her father is blind

and could not cover her living expense with his begging income. Her homeroom teacher explained that student 6 has internalized problem behavior. She always shy and want to stay alone. She did not respond to any questions in the classroom. When she is requested to answer any questions in the classroom, she becomes stressed. Her last year's result indicated that she stood 20 out of 36 students. Her TWW and quality writing assessment result showed that she has very difficulty in writing and she scored below average. The SDQ outcome also indicated that she has a behavior problem and got 23 out of 40.

Student 7: Student 7 is an eleven years old boy and a fourth-grade student at Tinsae Birhan primary school. He wants to play football and always happy. Currently, he lives with his mother and father at Urael. His mother described that student 7 always wants to play and he does not want to talk about his education. He always goes home at night and his father punishes him frequently but his behavior has not improved. His homeroom teacher also revealed that Student 7 disrupts the classroom activity while the teaching-learning process going on. He has trouble with verbal aggression such as laughing, making disruptive noises, he interrupts other out of turn, and refuse to follow the direction given by teachers and parents. His last year's academic result showed that he stood 18 out of 32 students. Besides, his TWW and quality of writing measures revealed that he scored below average and implied difficulty in writing. His SDQ result also displayed that he has behavior problems since he scored 27 out of 40.

Student 8: Student 8 is 9 years old boy and a fourth-grade student at Tinsae Birhan primary school. He is a very active and impulsive student. He is living with his mother and his two brothers. All rearing duties were dropped at his mother because his father passed away when he was 2 years old. His mother described that student 8 is a very difficult boy to follow and respect her direction. His homeroom teacher also labeled him a dangerous boy. His homeroom teacher

further explained that student 8 manifested oppositional and defiant behaviors and he frequently lies at school. During the teaching-learning activities going on Student 8 disturbs the class and touches his peers inappropriately. Sometimes he harms others by hitting, biting, and kicking their peers in the classroom as well as the field. His last year's report card showed that he stood 27 out of 36 students and was promoted to grade fourth. Student 8 also scored low in writing measures of TWW and quality. The SDQ result also displayed that he scored 23 out of 40 possible points and the result indicated that he has serious problem behavior.

Student 9: Student 9 is an eleven-year-old boy, who is currently in the fourth grade. He is living with his mother and two sisters. His mother revealed that he is aggressive towards his peers as well as animals. His homeroom teacher also reported that student 9 struggles with both his academic and social skills due to his defiant behaviors. His homeroom teacher believed that he has a good academic performance but the problem is lack of interest and stay off-task during the teaching-learning activities. His last year's report card showed that he stood 19 out of 38 students. The SDQ result of student 9 indicated that he obtained 27 out of 40 possible points.

4.2 Fidelity of the Intervention

Three Amharic teachers implemented this intervention. Teachers' training included teachers practice using the lesson plans and appropriate materials to teach the lesson. Detailed lesson plans were provided by teachers and the researcher for the entire intervention. 33.3% of SRSD lessons were observed by the researcher using an SRSD Treatment Fidelity Checklist. Teachers had a copy of the checklist for each lesson and were asked to check off each step as it was completed each time they taught. The school special needs teacher collected the checklists from the teachers at the end of the instruction.

All teachers completed all observed lessons with 100% treatment integrity. The fidelity checks filled by the researcher during the intervention revealed that all three teachers had been delivered with a great extent of fidelity (M=95, range= 92-100). Besides, one-third of the assessment measures used in this study were co-scored by the researcher and the trained graduate students. During IOA, two students' observers completed data collection independently of one another.

Table 4. *Inter- Observer Agreement Percentage for Dependent Measures*

Dependent measures	Mean	Range
Number of Essential Story Elements	94	92-100
Quality of the Story	83	76-91
Total Words Written	99	98-100
On-Task Behaviors	88	78-93
Off-Task Behaviors	86	79-92

4.3 Internal Validity

To enhance the internal validity of the study, the researcher used the following procedural guidelines suggested by Ledford and Gast (2018) for multiple baselines across participants design.

1. The researcher selected more than three students with EBD who are functionally similar.
2. Before the intervention was started, the researcher set criteria.
3. All students were grouped randomly for the three tiers.

4. The researcher checked the reliability of inter-rater (observer) agreement and fidelity of data collection and implementation of the intervention (33.3%) of sessions.
5. Concurrently collected baseline data for all participants, and when data in the three groups' stable, intervention was started for the first group.
6. When the first group reached the criteria, checked the stability of the baseline data for the two groups, and begun intervention for the second group.
7. When data in the second group attained the criteria, and checked the stability of the baseline data and begun intervention for the third group.

4.4 Writing Performances

4.4.1 Number of Essential Story Elements

As presented in Table 5, the first writing performance (number of essential story elements) showed an overall increase after the implementation of the intervention.

Table 5. *Essential Story Element Writing Performances across Students by Phase*

Groups	Students	Baseline		Intervention		Post-Intervention		Maintenance	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
	1	2.6	.54	5.4	.89	5	0	4.5	.57
One	2	2.2	.44	6	.70	5.75	.49	5.25	.5
	3	2.8	.44	6.4	.54	6.25	0.5	5.75	.5
	4	2.5	.75	5.2	.83	5.25	.5	4.75	.5
Two	5	2.75	.46	5.6	.54	5.25	.5	5.25	.95
	6	1.37	.51	4.2	.4	4	0	4	0
	7	2.2	.78	6	.7	5.5	.57	5	0
Three	8	2.6	.48	6.6	.54	6	0	5.75	.5
	9	3.2	.44	6.8	.4	6.75	.5	6.25	.43

(NB: Students' no of essential story elements was measured by counting the story elements ranged from 0 the lowest point to 7 the maximum points).

Baseline

During the baseline phase, group one students completed five baseline numbers of essential story elements probes. Student one wrote a mean of 2.6 (SD= 0.54) the score ranging from 2 to 3. The result indicated that her baseline score remained low and stable. While student 2

wrote a mean of 2.2 (SD=0.44) with the score ranging from 2 to 3. Student 3 also gained a mean of 2.8 (SD= 0.44), his score ranging from 2 to 3.

Students 4, 5, & 6, who were in group two, completed eight baseline story elements. Thus, student 4 wrote an average of 2.5 (SD= 0.75). The score ranged from 1 to 3 with a variability score of 2.The result represented a stable and low level of performance at baseline condition. Student 5 also scored a mean of 2.7 (SD= 0.46), his score ranged from 2 to 3. Student 6 also displayed the smallest baseline performance with an average of 1.3 (SD= 0.51). Her score ranged from 1 to 2.

Students 7, 8, & 9, who were in group three, completed ten baseline story elements. Student 7 wrote a mean of 2.2 (SD= 0.78). His score ranged from 2 to 3. Student 8 scored an average of 2.6 (SD=.48), the score ranged from 2 to 3. Lastly, student 9 scored the highest baseline performance an average of 3.2(SD= 0.44) ranging from 3 to 4. Overall, the baseline score of all nine students indicated that their score is low and minimum variability and very low magnitude (flat trend) which is recommendable to start the intervention.

Independent Performance

During the intervention phase (independent performance stage) student 1 increased her number of essential story elements an average of 2.6 at baseline condition to a mean of 5.4 (SD=.89) at the intervention phase with a range of 4 to 6. Compared to the baseline result, student 1 increased her story element by 107.6% at the intervention phase. Besides, the student's 1 essential story element showed a level change with an ascending trend. Student 2 also improved his essential story elements from a mean of 2.2 at the baseline condition to a mean of 6 (SD= .70) the score ranging from 5 to 7 at the intervention phase. Student 2 also showed a

172.7% story element performance over the baseline condition. The visual analysis also demonstrated that student 2 displayed a level change with a stable trend. While student 3 scored a high amount of essential story element than baseline condition with a mean of 6.4 (SD= 0.54) the score ranged from 6 to 7. His intervention phase story element performance showed a 128.5% increase level compared to the baseline phase. The visual analysis also demonstrated an overall flat trend with low variability.

In group 2, student 4 also gained a mean of 5.2 (SD= 0.83) the score ranged from 4 to 6 with a level change. That was considered a 108% increase rate compared to the baseline score. Student 5 also scored a mean of 5.6 (SD= 0.54) with ranging from 5 to 6. Compared to the baseline condition student 5 improved his essential story elements by 103%. The visual analysis showed a flat trend with high stability. While student 6 improved her essential story elements by reached an average of 4.2 (SD=0.4) ranging from 4 to 5. Compared to the baseline condition, she observed a 206% increase in level performance on writing.

In group 3, Student 7 also included many essential elements in his story an average of 6 (SD= 0.7) the score ranged from 5 to 7 at the intervention phase. Compared to the baseline phase student 7 increased his writing performance by 172.7%. Student 8 also raised his essential story element performance by reached 6.6 (SD= 0.54) the score ranged from 6 to 7. His intervention result also showed a 153% increase level over the baseline phase. Finally, student 9 scored the highest story elements performance, a mean of 6.8(SD= 0.4) ranging from 6 to7. The result showed a 113% increase rate at the intervention phase over the baseline phase. The visual analysis also showed a stable trend with low variability.

In general, the average writing performance of all nine students across the baseline phase and intervention phase signified a clear change in mean from the baseline to intervention phase.

Besides, the PND analysis between the baseline and intervention phase of all students scored as PND=100%. The 100% PND indicated there was no overlap between the two phases and the maximum possible effect of the intervention.

Post-intervention

During the post-intervention phase, all nine students were administered four data points. All students remained high performance of essential story element score after the completion of the intervention. For example, student 1 wrote a mean of 5 (SD= 0) with 0 variability. Compared to the baseline score, student 1 showed a 92.3% increase rate. Student 2 also included a high amount of essential story elements in his story at this phase. He gained a mean of 5.75 (SD= 0.49) the score ranged from 5 to 6 points. That showed a 161.3% increased rate over the baseline condition. The student's 3 essential story element score showed a level change at the post-intervention phase. He scored a mean of 6.25 (SD= 0.5) with a score ranging from 6 to 7. This demonstrated a 123.2% increase rate compared to the baseline phase.

Similarly, student 4 wrote a mean of 5.25 (SD=0.5) with a score ranged from 5 to 6. Compared to the baseline condition student 4 increased her essential story element by 110% at the post-intervention phase. The student's 5 essential story element average score during post-intervention was 5.25 (SD= 0.5) the score ranging from 5 to 6, which was considered a 91% increase rate compared to the baseline phase. Student 6 also included more essential story elements in her story post-intervention than the baseline phase. She scored 4 (SD=0) with 0 variability. Compared to the baseline phase, she increased her number of essential elements by 192% at this phase.

In the same vein, student 7 gained a mean score of 5.5 (SD= 0.57) the score ranged from 5 to 6. Compared to the baseline phase, he showed a 150% increase level at the post-intervention phase. Student 8 also included more essential story elements in his story at this phase than the baseline phase. He scored an average of 6 (SD= 0) which has also a 130.7% increase level compared to the baseline condition. Lastly, student 9 wrote a mean of 6.75(SD= 0.5) ranging from 6 to 7. Overall, the result showed that all students included more essential story elements in the post-intervention phase than in the baseline phase. Besides, to document the effect size of baseline to post-intervention phase the PND analysis was calculated. All students gained 100% PND. This indicated that the intervention effect was maintained after the completion of the intervention with no overlap between the two phases.

Maintenance

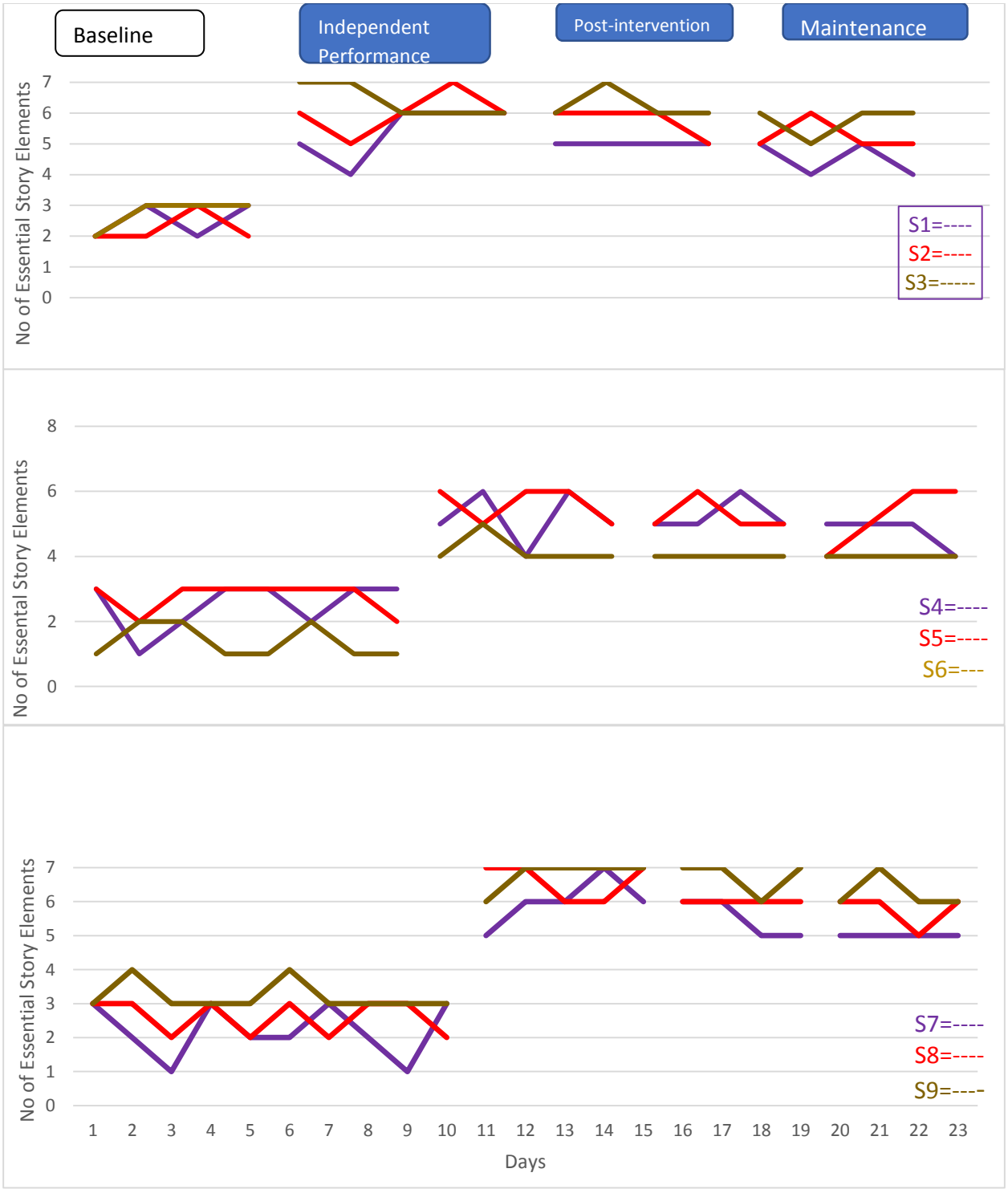
All students in the three groups maintained their essential story element performance during this phase. For example, student 1 gained an average score of 4.5 (SD= 0.57) a score ranged 4 to 5 with a variability of 1. Compared to the baseline condition she increased her essential story element by 73%. Student 2 also reached a mean of 5.2 (SD= 0.5) with ranged from 5 to 6 with a 1 variability. This also showed a 138.6% increasing rate at the maintenance phase over the baseline phase. While student 3 also maintained his essential story element performance long by scored a mean of 5.75 (SD= 0.5) with the score ranged from 4 to 5 with a variability of 1. The student's 3 score has also a 105% increasing rate compared to the baseline phase.

In the same truck, student 4 maintained her essential story element and her score reached a mean of 4.75 (SD=0.5) ranged from 4 to 5 with a variability of 1. This showed a 90% increased level compared to the baseline phase. Student 5 also obtained an average score of 5.25 (SD=

0.95) ranging from 4 to 6 with a variability of 2. Compared to the baseline phase, he increased his essential story elements by 91% at the maintenance phase. Student 6 also maintained her number of essential story elements long by scored a mean of 4 (SD=0) with 0 variability. Her score demonstrated a 192% increased rate at the maintenance phase over the baseline phase.

Correspondingly, student 7 scored his number of essential story element an average of 5 (SD= 0) with 0 variability. When compared to the baseline phase it has a 127.2% increasing rate at the maintenance phase. Student 8 maintained his essential story elements performance with a mean of 5.75 (SD= 0.5) the score ranging from 5 to 6 with a variability of 1. Compared to the baseline phase result, it showed a 121% increase level at this phase. Finally, student 9's maintenance result reached a mean of 6.25(SD= 0.43) ranging from 6 to 7. This was also demonstrated a 95% increased rate at the maintenance phase over the baseline phase result. Overall, the result on the number of essential elements of all students showed high. That indicated the intervention effect maintained long at this stage. Besides, the PND between the baseline and maintenance phase showed there was no overlap between the two phases (PND =100). This means the lowest data point from the maintenance phase is still higher than the highest data point from the baseline phase. Thus, a 100% PND indicted the effects of the intervention maintained long during the maintenance phase.

Figure 2. Students' Number of Essential Story Elements



4.4.2 Quality

Students' overall story quality was measured using a 7-point holistic quality scale. All students' quality of story writing increased at the last stage of intervention stage independent performance.

Table 6. *Quality Story Writing Performances across Students by Phase*

Groups	Students	Baseline		Intervention		Post-Intervention		Maintenance	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
	1	1.8	.83	4.4	.54	4.25	.49	4	0
One	2	1.4	.54	4.2	.83	4	1.25	4	.57
	3	2.6	.54	5.8	.44	5.75	0.49	5.5	.57
	4	1.87	.64	5.2	.44	5	.81	4.75	.95
Two	5	2.6	.48	5	.7	4.25	.5	4	0
	6	1.6	.51	4.6	.54	4.25	.96	4.25	.5
	7	2.4	.51	4.6	.48	4.25	.5	4	0
Three	8	2.6	.54	5.2	.44	4.75	.43	4.25	.5
	9	2.8	.4	5.4	.48	5.5	.57	5.25	.43

(Note: the quality of the story as measured by holistic quality that ranged from 1the lowest point to 7 the maximum point)

Baseline Phase

During the baseline phase, all three students in group one wrote stories of very low quality. For example, student 1 wrote a low-quality story with a mean of 1.8 (SD= 0.83) out of seven, with a score ranging from 1 to 3 with a variability of 2. The visual analysis showed that her score pattern at this phase was stable with this range. The result of student 2 also displayed a

very low variability with a mean of 1.4 (SD= 0.54) the score ranged from 1 to 2. Thus, the result of story quality of student 2 demonstrated a low and stable level of performance. While student's 3 story quality performance at this stage displayed low variability. Since he scored a mean of 2.6 (SD= 0.54) a score ranging from 2 to 3. Finally, the baseline result of group 1 students showed a very low and stable trend. This is recommendable to start the intervention.

In group 2, Student 4 also earned an average of 1.87(SD= 0.64) with a score ranged from 1 to 3 with a variability of 2. Student 5 also earned a mean of 2.62 (SD= 0.4) ranging from 2 to 3 with a variability of 1. Students 6 also gained low and stable data points at this stage. She obtained a mean of 1.6 (SD= 0.51) with the score ranging from 1 to 2. Overall, the visual analysis result of the quality of story writing for all three students in group 2 showed low variability of writing performance. This indicated that the data points were very closer to the trend line.

Similarly, in group three, student 7's story quality reached a mean of 2.4 (SD= 0.51) ranging from 2 to3 with a variability of 1. While student 8's story quality showed a mean of 2.6 (SD= 0.54) the score ranged from 2 to 3. During the baseline phase, the story quality of student 9 displayed the highest baseline score with an average of 2.8 (SD=0.4) ranging from 2 to 3 with 1 variability and flat trend. Generally, the visual analysis result of the quality of story writing for all nine students showed low variability of writing performance and recommendable to begin the intervention.

Independent Performance

During the intervention phase (independent performance stage), the overall quality of stories improved compared to the baseline condition. For example, student 1 increased her

quality of story writing performance a mean of 1.8 at baseline phase to a mean of 4.4 (SD= 0.54) with the score ranging from 4 to 5 at intervention phase. Compared to the baseline phase, this showed a 144.4% increasing level at the intervention phase. The visual analysis showed a clear level change with a stable trend. Student 2 also gained an average of 4.2 (SD= 0.83) the score ranging from 3 to 5 with a variability of 2. The mean story quality score of students 2 during this phase was 200% higher than the baseline phase score. Student 3 also earned a mean of 5.8 (SD= 0.44) with the score ranging from 5 to 6. This demonstrated a 123% increased level at the intervention phase over the baseline phase.

Similarly, student 4 also obtained a mean of 5.2 (SD= 0.44) with a score ranging from 5 to 6. Student 4 displayed an overall mean increase of 178% of quality story score during the intervention phase over the baseline phase. Student 5 who was in group 2 gained an average of 5 (SD=0.70) quality story score, the score ranging from 4 to 6 with a variability of 2. This showed a 78.5% increasing level at the intervention phase compared to the baseline phase. The visual analysis of student 5 displayed a clear and immediate level change with a low variability trend. Student 6 also earned a mean quality story score of 4.6 (SD= 0.54) with a score ranging from 4 to 5 with low variability. Compared to the baseline phase she demonstrated a 184% increase rate at the intervention phase.

Likewise, student 7's story quality reached a mean of 4.6 (SD= 0.48) with a score ranging from 4to 5 with low variability. Student 7 gained an overall mean increase of 91.6% during the intervention phase over the baseline phase. Student 8 scored a mean quality story of 5.2 (SD= 0.44) a score ranging from 5 to 6. This also showed a 100% increase level compared to the baseline condition. Finally, student 9 story quality performance reached a mean of 5.4(SD= 0.48) the score ranging from 5 to 6 with low variability. His result showed a 93% increased level at the

intervention phase over the baseline phase. Besides, all nine students gained a PND of 100% this PND result indicated the maximum possible effect of the intervention.

Post-intervention

The overall quality of all students' gains remained at the post-intervention phase. The resulting decline slightly compared to the intervention result. However, all of the stories in the post-intervention phase had higher quality than the baseline phase. Student 1 obtained a mean quality score of 4.25 (SD = 0.49) the score ranging from 4 to 5 at this phase, this has a 136% improved rate compared to the baseline phase. Student 2 also displayed a low variability of score a mean of 4 (SD= 1.25) the score ranging from 3 to 5 with a variability of 2. The mean level of quality story result at post-intervention was 185.7% higher than the baseline phase. Student 3 also earned a mean quality score of 5.75(SD= 0.49) with a score ranging from 5 to 6. This result also showed a 121% increase rate compared to the baseline phase.

In the same vein, student 4 also improved her quality of story writing by wrote a mean 5 (SD= 0.81) the score ranging from 4 to 6 with a variability of 2. Compared to the baseline phase, this demonstrated a 167% increase rate at the post-intervention phase. Student 5's quality of story reached a mean of 4.25(SD=0.5) the score ranging from 4 to 5. This result showed a 62% increase level at the post-intervention phase over the baseline phase. Student 6 also earned an average quality score of 4.25 (SD= 0.96) the sore ranging from 3 to5 with a variability of 2. She increased her average quality of the story by 162% at this phase compared to the baseline phase.

Correspondingly, student 7 also showed a level change with low variability. His story quality reached a mean of 4.2 (SD= 0.5) the score ranging from 6 to 7. Compared to the baseline phase, the result demonstrated a 77% increase level at the post-intervention phase. Student 8 also

obtained an average quality score of 4.75 (SD= 0.43) the score ranged from 4 to 5. The result also showed an 83% increased level at this phase over the baseline phase. Student 9 wrote a mean of 5.5 (SD=0.57) the quality score ranged from 5 to 6 with low variability. His post-intervention story quality result was considered a 96% improved rate over the baseline result. Overall, the PND analysis between post-intervention and baseline phases indicated that all nine students gained 100%. A PND of 100% designated that the intervention was effective to maintain the effect after the completion of the intervention.

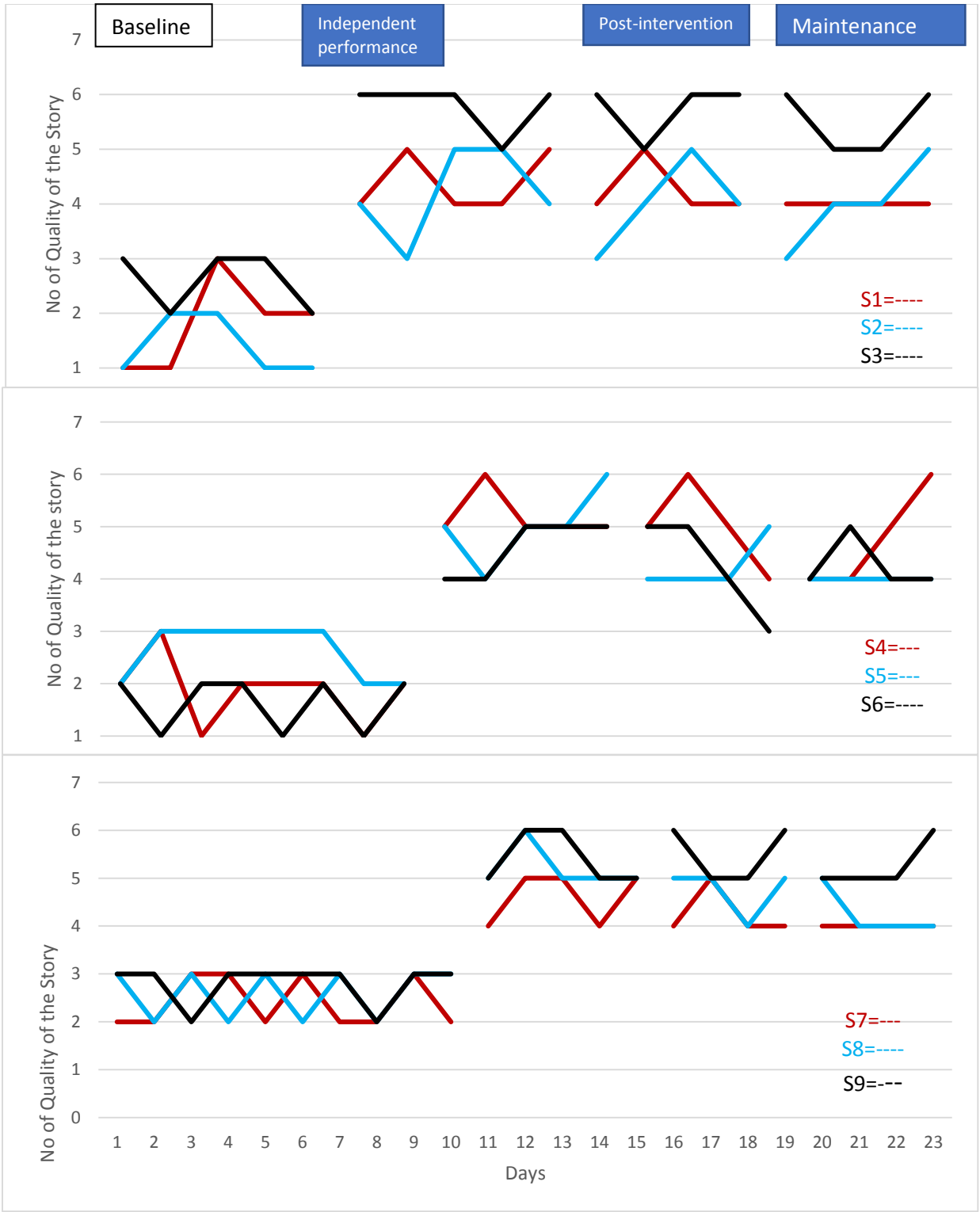
Maintenance

In general, all nine students maintained their quality of story score at the maintenance phase. All of the stories written at maintenance were higher in quality than the baseline phase. Student 1 earned an average score of 4 (SD=0) with zero variability. This showed a 122% increase level at the maintenance phase over the baseline phase. Student 2 also gained a mean score of 4 (SD= 0.57) ranging from 3 to 5 with a variability of 2. Compared to the baseline phase, it demonstrated a 185.7% increase level at the maintenance phase. Student 3's quality score reached a mean of 5.5(SD= 0.57) ranging from 5 to 6. This also demonstrated a 111.5% increase level at the maintenance phase compared to the baseline phase.

In the same truck, student 4 also maintained her performance of quality story by earned a mean of 4.75(SD= 0.95) ranging from 4 to 6 with a variability of 2. Compared to the baseline phase, her quality story has a 154% increase rate at the maintenance phase. Student 5 scored an average of 4 (SD= 0) with zero variability. It has a 52.6% increase rate at this phase compared to the baseline condition. Student 6 also gained a mean of 4.25 (SD= 0.5) ranging from 4 to 5. Compared to the baseline result, it demonstrated a 165.6% increase level at the maintenance phase.

Similarly, student 7 still maintained his quality score a mean of 4 (SD= 0) with zero variability. Compared to the baseline phase result, it showed a 66.6% increase level at the maintenance phase. Student 8 also scored an average of 4.25 (SD= 0.5) ranging from 4 to 5. The result demonstrated a 63% increase level at the maintenance phase compared to the baseline phase. Lastly, student 9 maintained his quality story by wrote a mean of 5.25 (SD=0.43) the score ranged from 5 to 6. His maintenance score also demonstrated an 88% increased level over the baseline phase. Finally, to see the effect size of the intervention the researcher calculated a PND analysis between maintenance and baseline phases. The result showed that all students gained a PND of 100%. This indicated a strong intervention effect and maintained long.

Figure 3. Students' Quality of Story Writing



4.4.3 Total Words Written (TWW)

All nine students improved in the total number of written words during the last stage of the intervention, post-intervention, and maintenance phases compared to the baseline phase. Students' performances on TWW are presented in Table 7.

Table 7. *TWW Writing Performances across Students by Phase*

Groups	Students	Baseline		Intervention		Post-Intervention		Maintenance	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
	1	28.8	2.1	56	5	52.2	2.21	48.7	3.7
One	2	31.2	3.4	56.6	6	51.2	4.34	50.5	1.29
	3	34.6	4.1	63	4	59	1.82	59.7	6.4
	4	35.1	3.3	62	2.54	60.5	3.41	60	2.9
Two	5	26.7	4.9	50.6	4.3	46.5	2.3	42.2	4
	6	25.8	5.27	50.4	3.9	49	6	46.7	3.5
	7	34.3	4.9	68.8	4.6	65.2	3.3	62.5	2
Three	8	28	4.9	60	4	62.5	3.69	59.2	2.2
	9	36.7	7.7	69	5	68	1.8	64.5	2.69

(Note: the stories used by this study were ranged between 55 words and 73 words long)

Baseline

During the baseline phase, all students wrote short and incomplete stories. No one exceeded 43 words. Student 1 wrote a mean of 28.8 (SD= 2.1) the score ranging from 26 to 32 with a variability of 6. Thus, student'1 TWW performance was low and low magnitude slope. While student 2 wrote a mean of 31.2 (SD= 3.49) words ranging from 27 to 36 with a variability of 9 words in this phase. Student 3 wrote an average of 34.6 (SD= 4.1) words ranging from 28 to

39 with a variability of 11 words. Likewise, in group 2, student 4 reached a mean of 35.1 (SD= 3.3) words long-ranging 33 to 39 with a variability of 6. Student 5 also wrote a mean of 26.7 (SD= 4.9) words ranging from 19 to 36 with a variability of 15 with high variability. Student 6 wrote an average of 25.8 (SD= 5.27) words long which ranging from 22 to 34 with a variability of 12 at the baseline phase.

In group three, student 7 wrote a mean of 34.3 (SD= 4.9) words the score ranging from 24 to 41 with a variability of 17. Student 8 also scored a mean of 28 (SD= 4.8) words ranging from 18 to 36 with a variability of 18. Finally, student 9 wrote a mean of 36.7 (SD=7.7) words ranging from 22 to 43 with a variability of 21. The visual analysis indicated that all nine students displayed low performance of TWW.

Independent Performance

During this stage, all students' performance on TWW increased compared to the baseline phase. In group one, student 1 wrote a mean of 56 (SD= 5) words. The score ranging from 49 to 63 words long with a variability of 14 during the intervention phase. Compared to the baseline phase result she increased her TWW by 94.4%. Student 2 also wrote an average of 56.6 (SD= 6) words ranging from 49 to 64 with a variability of 15. The result also showed an 81.4% increase lever over the baseline phase result. While student 3 wrote a mean of 63 (SD= 4) words ranging from 58 to 69 with a variability of 11. Compared to the baseline phase, the result demonstrated an 82% increase level of TWW performance.

In the same vein, student 4 scored an average of 62 (SD= 2.54) words ranging from 59 to 65 words with a variability of 6. Student 4 gained a 77% increase level of words long compared to the baseline condition. Student 5 also wrote a mean of 50.6 (SD= 4.3) words ranging from 46

to 57 with a variability of 11. That showed a 90% words long in this phase compared to the baseline phase. Student 6 also wrote a mean of 25.8 (SD= 5.27) words in the baseline phase and increase to 50.4 (SD= 3.9) words ranging from 46 to 55 with a variability of 9. That is an 89% increase rate compared to the baseline phase.

Student 7 scored a mean of 34.3 (SD= 3.4) words at the baseline to 68.8 (SD= 4.6) words in the intervention phase. The score ranged from 62 to 74 with a variability of 12. This has also a 101% increase level over the baseline phase. Student 8 wrote a mean of 28 (SD= 4.8) at the baseline phase to 60 (SD= 4) words in the intervention phase. His score ranging from 55 to 65 with a variability of 10, this has also a 114% increase level compared to the baseline phase. Finally, student 9 wrote a mean of 69 (SD=5) words ranging from 63 to 76 with a variability of 13.

Overall, the TWW performance of all nine students demonstrated a clear and immediate level change. Since the average performance of the baseline phase to the intervention phase showed a clear change in mean from between the two phases. Besides, the TWW level performance of the last day of the baseline phase was lower than the first-day intervention phase of all students. Thus, it represented a clear and immediate change. Besides, the PND result between the baseline and intervention phase showed there was no overlap between the two phases all students gained a PND of 100%. This indicated a maximum intervention effect.

Post-intervention

Student 1 wrote more words at the post-intervention phase over the baseline phase. A variable and a slightly decreasing trend were observed during this phase compared to the intervention phase. She wrote a mean of 52.2 (SD= 2.2) words ranging from 50 to 55 with a

variability of 5. Her score has an 81.4% increase rate over the baseline phase. While student 2 scored a mean of 51.2 (SD= 4.3) words with a score ranging from 47 to 57 in this phase. Compared to the baseline phase, student 2 gained a 64.2% increase level at the post-intervention phase. Student 3 also obtained a mean of 59 (SD= 1.82) words that ranging from 57 to 61 with a variability of 4. This demonstrated a 70.5% increase level over the baseline phase.

In the same truck, all students in group 2 also showed increased ability on TWW from the baseline phase to the post-intervention phase. For example, student 4 wrote a mean of 60.5(SD= 3.4) words ranging from 56 to 62 with a variability of 6. Compared to the baseline phase, it demonstrated a 72% word length at the post-intervention phase. Student 5 also wrote a mean of 46.5(SD= 2.3) words ranging from 44 to 49 with a variability of 5. Compared to the baseline phase, that showed a 74% increase level at this phase. While student 6 earned a mean of 49 (SD = 6) words ranging from 43 to 57 with a variability of 14. This has also a 90% increase level over the baseline phase.

In group three, student 7 wrote a mean of 65.2 (SD = 3.3) words ranging from 62 to 69 words that showed a 90% increase level compared to the baseline phase. Student 8 also wrote a mean of 62.5 (SD= 3.6) words ranging from 59 to 67 with a variability of 8. That demonstrated a 123% increase level compared to the baseline phase. Lastly, student 9 wrote the longest words in this phase that was a mean of 68(SD=1.8) words ranging from 65 to 70 with a variability of 5. This showed an 85% increased level compared to the baseline phase. Overall, all nine students maintained their TWW performance after the completion of the intervention. Besides, all students in the three groups also gained a 100% PND that indicated a strong intervention effect that was maintained in this phase.

Maintenance

All students in the three groups maintained a meaningful gain on the TWW. Student 1 wrote a mean of 48.7 (SD= 3.7) words ranging from 44 to 53 with a variability of 9. That has 69.2% words long compared to the intervention phase. Student 2 also wrote an average of 50.5 (SD= 1.2) words which ranging from 49 to 52. When compared to the baseline phase, student 2 showed 56.2% words long at the maintenance phase. While student 3 wrote a mean of 59.7 (SD= 6.4) words ranging from 52 to 66 with a variability of 14. This has also a 72.6 % increase level when compared to the baseline phase. The result showed that all students in group one maintained their TWW performance.

In group two, student 4 gained a mean of 60 (SD=2.9) words ranging from 57 to 63 with a variability of 6. That demonstrated 71% words long over the baseline phase. Student 5 also wrote a mean of 44.2 (SD= 4) words ranging from 40 to 49 with a variability of 9 in a maintenance phase. This has a 58% increase rate compared to the baseline phase. Student 6 earned a mean of 46.7% (SD= 3.5) words long ranging from 42 to 50 words with a variability of 8. That has an 81% increase level compared to the baseline phase. Group 2 students also maintained their TWW performance at this phase.

Correspondingly, student 7 wrote a mean of 62.5% (SD= 2) words ranging from 60 to 65 with a variability of 5. Compared to the baseline phase he gained an 82% increase level. Student 8 also wrote an average of 59.2 (SD= 2.2) words ranging from 56 to 61 with a variability of 5. Compared to the baseline phase, student 8 improved by 112% words long. Finally, student 9 wrote a mean of 64.5 (SD= 2.69) words long (the highest result in the maintenance phase) ranging from 61 to 68. This result also showed 76% words long over the baseline phase. Overall, all students' gains remained at the maintenance phase. All of the stories written at the

maintenance phase were longer than the baseline phase stories. Besides, the PND analysis between the baseline and maintenance phase showed there was no overlap between the two phases. That means all nine students earned a PND of 100% which indicated a maximum intervention effect maintained long after the completion of the intervention phase.

Figure 4. Students' Total Words Written

4.5 Generalization

All nine students in the three groups were administered a generalization measure during the baseline phase and post-intervention condition. In this study, the personal narrative was used as a generalization probe. The general score from baseline to post-intervention was as good as story performance.

Table 8. *Students' Personal Narrative*

Groups	Students	Elements of Personal Narratives		Quality of Personal Narratives		TWW in Personal Narratives	
		Pre	Post	Pre	Post	Pre	Post
	1	3	6	2	5	32.5	66
One	2	3.5	6.5	2.5	5.5	37.5	79.5
	3	3	6.5	2	5	30	73
	4	2.5	6	1.5	3	39	63.5
Two	5	3.5	6.5	2.5	5	28	67
	6	2.5	6	3	5	33	77
	7	3	6	2	5	29	64
Three	8	3	6.5	2	4.5	31	69
	9	3.5	7	3	6	36	82

(Note: Students' personal narrative score, elements of personal narrative ranged from 0-7, story quality ranged from 1to 7).

Essential Elements

The result of students' personal narrative writing performance showed a positive effect that all students included more essential elements in their narrative after the completion of the

intervention. During the pre-intervention phase students, 1 and 3 who were in group 1 scored 3. Student 2 also earned 3.5 before the intervention. After the completion of the intervention, student 1 gained 6 out of 7. Compared to the pre-intervention phase, student 1demonstrated a 100% increase level at the post-intervention phase. Student 2 scored 6.5 this has also an 85.7% increase rate over the pre-intervention phase. Student 3 included 6.5 elements with 7 as the highest possible score. Student 3 increased his post-intervention performance by 116%.

Similarly, student 4, who was in group 1 scored 2.5 at the pre-intervention phase to 6at the post-intervention phase. Compared to the baseline phase, student 4 increased her personal narrative performance by 140%. Student 5 also included 3.5 essential elements before the intervention to 6.5 at the post-intervention phase. This result showed an 86% increased level at the post-intervention phase over the baseline phase. Student 6 gained 2.5 during the pre-intervention to 6 at the post-intervention phase this also showed a 140% increase level compared to the pre-intervention phase.

In group three, student 7 wrote his quality of personal narratives 3 before the intervention and 6 after the completion of the intervention. Compared to the baseline phase, student 7 increased his essential elements performance by 100% at the post-intervention phase. Student 8 also gained 3 prior to the intervention to 6.5 after the completion of the intervention. This has also a 116% increase level over the pre-intervention phase. Lastly, student 9 scored 3.5 and 7 at the baseline and intervention phase respectively. Compared to the baseline phase which demonstrated a100% increased rate at the post-intervention phase.

Quality

The overall quality of personal narrative in all students improved following the implementation of the SRSD instruction with peer support intervention. In group 1, student 1 scored 2 at the pre-intervention stage to 5 at the post-intervention phase. This showed a 150% increase level at the post-intervention phase compared to the pre-intervention phase. Student 2 earned 2.5 during the pre-intervention phase to 5 at the post-intervention phase. Compared to the pre-intervention phase student 2 increased his quality of personal narrative by 100%. Student 3 also scored 2 and 4 during the pre and post-intervention phases respectively. This demonstrated a 100% increased rate at the post-intervention phase over the pre-intervention phase result.

In group 2, student 4 earned 1.5 at the pre-intervention phase to 3 at the post-intervention phase. Compared to the pre-intervention phase this showed a 100% increased rate at the post-intervention phase. Student 5 increased his quality of personal narrative 2.5 at the pre-intervention to 5 at the post-intervention phase. Compared to the baseline phase, student 5 increased his quality of personal narrative by 100%. Student 6 also scored 3 at the pre-intervention phase to 5 at the post-intervention phase. Compared to the pre-intervention phase, student 6 showed a 66.6% increase rate at the post-intervention phase.

In the same truck, student 7 gained his quality of personal narrative 2 before the intervention to 5 after the completion of the intervention. This demonstrated a 150% increase level at the post-intervention phase compared to the pre-intervention phase. Student 8 scored 2 at the pre-intervention phase to 4.5 at the post-intervention phase. Compared to the pre-intervention phase result student 8 also exhibited a 125% increase rate at the post-intervention phase.

Lastly, student, 9 quality score was the highest for all students. He earned 3 at the pre-intervention phase to 6 at the post-intervention phase. This also a 100% increased level at the post-intervention phase over the pre-intervention phase. In general, the result showed that after the completion of the intervention all students improved their personal narrative quality. This indicated that the intervention could generalize to another genre.

Total Words Written (TWW)

All students wrote more words in their narrative writing at the post-intervention phase over the pre-intervention phase. In group 1, during the pre-intervention phase student, 1 wrote 32.5 words and 66 words after the completion of the intervention. She demonstrated a 103% word length at the post-intervention phase over the pre-intervention phase. Student 2 wrote 37.5 and 79.5 words long at the pre and post-intervention phases respectively. This showed 112 % words long at the post-intervention phase compared to the pre-intervention phase. Student 3 also wrote 30 words at the pre-intervention phase to 73 words long at the post-intervention phase. He wrote 143% words long at the post-intervention phase over the pre-intervention phase.

Correspondingly, in group 2, student 4 wrote 39 words at the pre-intervention phase to 63 words at the post-intervention phase. Compared to the pre-intervention phase she increased 112% words long at the post-intervention phase. Student 5 wrote 28 words at the pre-intervention phase to 67 words at the post-intervention phase. This also 139% words long over the pre-intervention phase compared to the baseline phase. Student 6 wrote 33 words at the pre-intervention phase to 77 words at the post-intervention phase. Compared to the pre-intervention phase student 6 demonstrated a 135% word length at the post-intervention phase.

Similarly, in group 3, student 7 wrote 29 words at the baseline phase to 64 words at the post-intervention phase. Compared to the baseline phase, student 7 wrote 121% words long at the post-intervention phase. Student 8 also wrote 31 words at the pre-intervention phase to 69 words at the post-intervention phase. Compared to the pre-intervention phase, student 8 displayed 120% words long at the post-intervention phase. Finally, student 9 wrote 36 and 82 words at the pre and post-intervention phases respectively. This showed a 126% words long at the post-intervention phase over the pre-intervention phase. Overall, all students wrote more words in the post-intervention than in the pre-intervention phase. It indicated that the intervention was effective to generalize the personal narrative genre.

4.6 Self- Efficacy

The self-efficacy scale for writing was administered for each student before and after the SRSD plus peer support intervention by the school English language teacher. As shown in Table 9, the measure has three dimensions. Dimensions 1 and 3 were assessed with 1 item and dimension 2 was assessed with 2 items.

Table 9. Writing Self-Efficacy Scale Item Scores

Groups	Students	Self-efficacy of story completeness		Self-efficacy of story length(1)		Self-efficacy of story length(2)		Self-efficacy of adding details in the story		Mean score	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	1	2	3	3	4	2	3	2	4	**2.25**	**3.5**
	2	1	3	2	3	2	4	2	3	**1.75**	**3.25**
One	3	2	4	2	4	1	4	2	4	**1.75**	**4**
	4	3	4	2	3	1	4	2	3	**2**	**3.5**
	5	1	3	2	4	1	3	1	3	**1.25**	**3.25**
Two	6	3	4	2	4	2	4	1	3	**2**	**3.75**
	7	1	4	2	4	2	4	2	3	**1.75**	**3.75**
Three	8	2	4	2	3	2	3	2	4	**2**	**3.5**
	9	2	4	2	4	1	3	2	4	**1.75**	**3.75**

(Note the writing self-efficacy score ranged from 1 to 4 points)

The average scores of all nine participants were highly enhanced at the post-intervention phase compared to the baseline score. In group 1, the mean score of student 1 before the intervention was 2.25 on a point scale. After the intervention, student 1 scored a mean of 3.5.

Compared to the pre-intervention result, she earned a 55.5% increase rate after the intervention. Student's 2 self-efficacy beliefs before the intervention were 1.75 which increased to a mean of 3.25 after the completion of the intervention. This has also an 85.7% enhanced rate over the pre-intervention score. The student's 3 self-efficacy score before the intervention was 1.75 but after the completion of the intervention, he scored a mean of 4 (it was the highest result for all students). He increased his writing self-efficacy beliefs by 128.5% when compared to the pre-intervention result.

Similarly, student 4 who was in group 4 gained a mean of 2 before the intervention and she increased her self-efficacy beliefs on average 3.5 after the completion of the intervention. Compared to the baseline result, it showed a 75% increase rate over the pre-intervention score. Student 5 scored the lowest writing self-efficacy beliefs a mean of 1.25 before the implementation of the intervention. After the intervention student 5 earned a mean of 3.25 which has also a 160% increase rate compared to the pre-intervention score. Student 6 also earned a mean of 2 during the baseline phase and 3.5 at the post-intervention stages. Student 6 also improved his writing self-efficacy beliefs by 87.5% compared to the pre-intervention result.

In group 3, student 7 obtained an average of 1.75 before the intervention and a mean of 3.75 after the implementation of the intervention. His post- intervention result showed a 114.5% increased rate over the pre-intervention score. Student 8 also gained a mean of 2 writing self-efficacy beliefs before the intervention and he scored a mean of 3.5 after the intervention. This demonstrated a 75% improved rate compared to the pre-intervention score. Lastly, student 9 obtained a mean of 1.75 self-efficacy beliefs at the baseline and a mean of 3.75 at the post-intervention phase. Compared to the baseline phase, student 9 increased his writing self-efficacy beliefs by 114%.

4.7 On-Task Behaviors

All participants were observed before the intervention, during the intervention (independent performance stage), and after the intervention (at post-intervention and maintenance phases).

Table 10. *Students' On-Task Behaviors*

Groups	Students	Baseline		Intervention		Post-Intervention		Maintenance	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
	1	36.3		84.9		87.7		82.2	
One	2	35.6		91.7		90.5		88.5	
	3	25		76.5		82		81.4	
	4	35.4		88.5		91.1		84.6	
Two	5	34.8		91.2		90.3		89.5	
	6	39.1		94		92.3		91.2	
	7	36.6		89		86.5		85.3	
Three	8	26		87.2		83.1		85.3	
	9	31		93.4		91.3		87.4	

(Note: Students' percentage of on-task behaviors out of 100).

Baseline Phase

To document the pattern of on-task behaviors using visual analysis techniques, all students in group 1 were observed for five sessions. During the baseline phase, the mean percentage of on-task behaviors of all students in group 1 was very low. Student 1 was on-task on an average of 36.3% in the writing task. Her on-task behaviors ranged from 29% to 43.6%

with a variability of 14.6%. Thus, her on-task behaviors remained low and moderately stable. The mean percentage of student 2 on-task was 35.6% ranging from 25% to 44.3% with a variability of 19.7%. This also showed low stable data. The repeated measure of on-task behaviors for student 3 during the baseline phase was a mean of 25% ranging from 22 to 28 with a variability of 6.

Similarly, the repeated measure of on-task behaviors for students 4, 5, and 6, in group 2 was also very low and low variability. During this condition, student 4 was on-task on the average 35.4% ranging from 26.3% to 42 with a variability of 15.7%. The mean percentage of on-task behaviors of student 5 was 34.8% the score ranging from 26.6 to 4.62 with a variability of 16%. Thus, his on-task behaviors remained low and moderately stable. While the mean percentage of the on-task behaviors for student 6 was reached 39.1% ranging from 33% to 44.3% with an 11.3% variability of on-task behaviors.

In the same vein, student 7 was observed a mean of 36.6% on-task behavior ranging from 30% to 44.3% with a 14.3% on-task behavior. Student 8 was also on-task on the average 26% the score ranging from 18.6% to 31.3% with a variability of 12.7% on-task behavior that remained very low and stable. Finally, student 9 was observed a mean of 31% ranging from 23.6% to 39% with a variability of 15.4%. Overall, during the baseline condition, all students in the three groups displayed a low on-task behavior.

Independent Performance

During the intervention phase (independent performance stage) all participants dramatically increased their on-task behaviors. Student's 1 on-task behaviors during the intervention phase showed a clear and immediate level change. Her on-task behaviors extended a

mean of 84.9% with a score ranging from 79.3% to 92.3% with a variability of 13%. The on-task behaviors demonstrated an ascending trend at this phase. Compared to the baseline phase, she improved her percentage of on-task behaviors by 134.2%. Student 2 also showed a level change of on-task behavior pattern with a mean of 91.7% at the intervention phase. His score ranged from 88% to 98% with a variability of 10. It demonstrated a 157.5% increased rate over the baseline phase. The trend line of student 2 displayed an ascending line at this phase. The student's 3 on-task behaviors at the intervention phase also demonstrated a level change. His on-task behavior reached a mean of 76.5% the score ranging from 70.3% to 82% with a variability of 11.7%. Compared to the baseline condition, student 3 improved his on-task behavior by 206% at the intervention phase. Thus, this indicated a higher level change and the trend line also demonstrated a stable magnitude.

Student's 4 on-task behavior also showed a level change. The repeated measure of on-task behavior student 4 scored a mean of 88% with a score ranging from 82% to 95% with a variability of 13%. She increased her on-task behaviors by 147% at the intervention phase over the baseline phase. Student 5 also showed a level change and improved his percentage of on-task behaviors extended a mean of 91.2% the score ranging from 86.3% to 96% with variability of 9.7% at the intervention phase. Student 5 increased his on-task behaviors by 162% at the intervention phase compared to the baseline phase. Student 6 was on-task on an average of 94% the score ranging from 91% to 97% with a variability of 6%. Student 6 scored the highest average on-task behaviors pattern from all nine students. Compared to the baseline condition, student 6 increased her percentage of on-task behaviors by 140% at the intervention phase. Besides, the on-task behaviors of student 6 showed an ascending trend.

In the same vein, student's 7 on-task behaviors during this phase exhibited a clear and immediate level change with an average score of 89% ranging from 85% to 93% with a variability of 8%. This showed a 142.3% enhanced level at the intervention phase over the baseline phase. Student 8 also extended his on-task behaviors a mean of 87.2% the score ranging from 84.6% to 89.3% with a variability of 4.7%. Compared to the baseline phase, student 8 increased his percentage of on-task behaviors by 235%. Finally, student's 9 repeated measures of on-task behaviors showed a clear and immediate level change. His percentage of on-task behaviors reached a mean of 93.4% ranging from 90%-96% with a variability of 6. Student 9 also improved his percentage of on-task behaviors by 201% over the baseline phase.

Besides, to analyze the effect size of the intervention the researcher calculated a PND between the baseline and intervention phases. The result showed that all nine students scored a 100% PND. That indicated there was no overlap between the two phases. It means the lowest data point from the intervention phase is still higher than the highest data point from the baseline phase for all students. A 100% PND revealed the maximum possible effect of the intervention to enhance the students' on-task behaviors during the writing tasks.

Post-intervention

The repeated measure of on-task behaviors of all nine participants showed that these behaviors increased significantly during the post-intervention condition. Besides, the analysis between baseline and post-intervention phases demonstrated a strong intervention effect. Student 1 improved her percentage of on-task behavior by scored 87.7% the score ranging from 83% to 92% with a variability of 9% in this phase. The trend line showed a stable pattern with low magnitude. Compared to the baseline condition student 1 increased her on-task behaviors by 142% at the post-intervention phase. Student 2 also increased his on-task behaviors recorded a

mean of 90.5% the score ranging from 87% to 94% with a variability of 7% at this phase. This has also a 154% increasing level at this phase over the baseline phase. While student 3 enhanced his on-task behaviors reached a mean of 82% ranging from 79% to 86% with a variability of 7% at this phase. Compared to the baseline condition, student 3 showed a 227% increased level at this phase. Besides, the PND analysis between baseline and post-intervention phases showed all three students gained a PND of 100%. That revealed the strong intervention effect remained after the completion of the intervention.

Correspondingly, student 4 who was in group 2 also improved her percentage of on-task behaviors at this phase. The on-task behaviors of student 4 recorded 91% the score ranging from 88.3% to 94.3 with a variability of 6%. Her score demonstrated a 155% increased rate at the post-intervention phase over the baseline phase. Student 5 scored a mean of 90.3% on-task behaviors ranging from 86% to 94% with a variability of 5%. Compared to the baseline phase, he gained a 159.4% increased rate on-task behaviors at this phase. While student's 6 percentage of on-task behaviors reached a mean of 92.2% the score ranging from 89.3% to 97% with a variability of 7.7%. This demonstrated a 135.8% increased level of on-task behaviors observed at this phase compared to the baseline phase. All three students in group two also had a 100% PND.

In group three, student 7 percentage of on-task behaviors during the post-intervention phase also remained a mean of 86.5% ranging from 82.6% to 90% with a variability of 7.4%. Compared to the baseline phase, student 7 enriched his on-task behaviors by 135.6% at the post-intervention phase. During this phase student's 8 on-task behaviors extended a mean of 83.1% ranging from 80.3% to 88.6% with a variability of 8.3%. Compared to the baseline condition, student 8 increased his percentage of on-task behaviors by 219%. Student 8 demonstrated the highest increased level from all nine students. Finally, student's 9 on-task behaviors reached a

mean of 91.3% ranging from 87.6% to 94.6% with a variability of 7%. Also, all group 3 students gained a PND of 100%. The PND between the baseline phase and post-intervention phase showed that there was no overlap between the two phases for all students in the three groups. Hence, the PND result revealed the maximum possible effect of the SRSD instruction with peer support intervention that was maintained 2 weeks after the intervention.

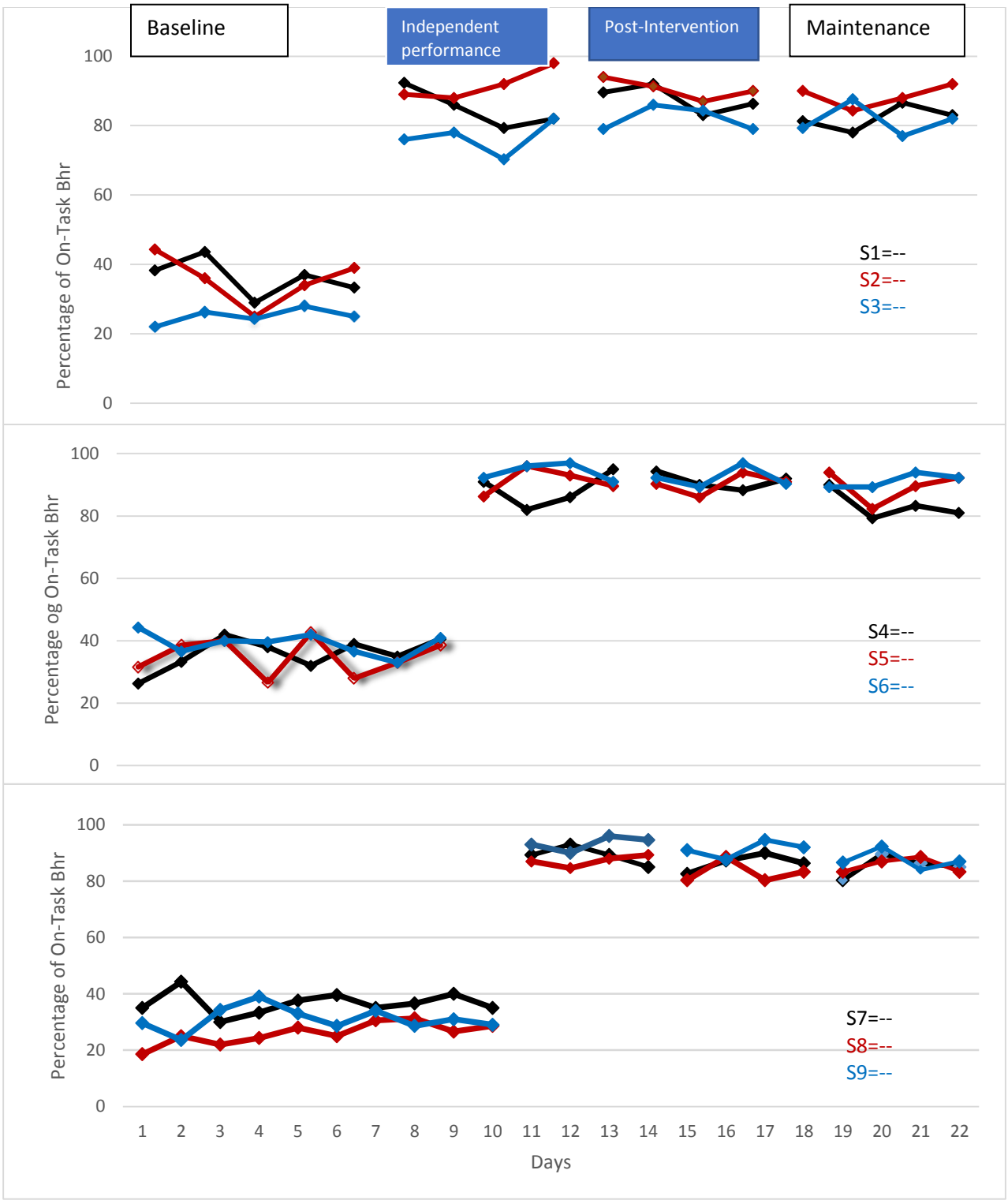
Maintenance

The repeated measure of on-task behaviors showed that all nine participants sustained their percentage of on-task behavior during the maintenance phase. Student 1 maintained her percentage of on-task behaviors average of 82.2% the score ranging from 78% to 86.6% with a variability of 8.6%. This demonstrated a 126.8% increased level at this phase compared to the baseline phase. While student 2 sustained his percentage of on-task behaviors by scored a mean of 88.5% ranging from 84.3% to 92% with a variability of 7.7%. Compared to the baseline phase, student 2 improved his maintenance phase result by 148.5%. Similarly, student's 3 percentage of on-task behavior sustained long. His percentage of on-task behaviors reached a mean of 81.4% the score ranging from 77% to 87.6 that 10.6% was variability. Student 3 displayed a 224% increase rate at this phase over the baseline phase.

Likewise, student 4 was also on-task a mean of 84.6% ranging from79.3% to 90% with a variability of 10.7%. This showed a 136% increased rate at this phase over the baseline phase. Student 5 also maintained his percentage of on-task behaviors a mean of 89.5% the score ranging 82.3% to 94% with a variability of 11.7%. This result demonstrated a 157% increase rate at the maintenance phase over the baseline phase. Student 6 was on-task by reached a mean of 91.2% the score ranging from 89.3% to 94% with a variability of 4.7%. Her percentage of on-task behaviors showed a 133.2% increase level compared to the baseline condition.

Similarly, student 7 sustained his percentage of on-task behaviors by reached a mean of 85.3% ranging from 80.3% to 88.6% with a variability of 8.3%. This demonstrated a 132.4% growing rate at his phase over the baseline phase. Student 8 also maintained his percentage of on-task behaviors reached a mean percentage of 85.5% the score ranging from 83.3% to 88.6% with a variability of 5.3%. Compared to the baseline phase, student 8 enhanced his percentage of on-task behaviors by 228.4% at the maintenance phase. He demonstrated the highest increase rate of all students. At last but not least, student 9 was on-task a mean of 87.4% ranging from 84 to 92.3with a variability of 7.7%. Student's 9 on-task behaviors also showed a 182% increased rate over the baseline phase. Moreover, the researcher compared the PND analysis between baseline and maintenance phases. The result revealed that all students in the three groups earned a PND of 100%. Hence, a 100% PND indicated there was no overlap between the two phases. This evidenced that the intervention has a solid intervention effect and is maintained long.

Figure 5 Students' Percentage of On-Task Behaviors



4.8 Off-Task Behaviors

The off-task behaviors of all nine students were measured before the intervention, during the intervention, and following the intervention phases concurrently with the on-task behaviors.

Table 11.Students' Percentage of Off-Task Behaviors

Groups	Students	Baseline		Intervention		Post-Intervention		Maintenance	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
	1	63.7		15.1		12.2		18	
One	2	64.3		8.2		9.4		11.4	
	3	78.8		23.4		17.9		18.5	
	4	64.1		11.5		8.8		16.5	
Two	5	65		8.7		9.6		10.4	
	6	60.7		5.9		7.7		8.4	
	7	63.3		10.8		13.2		14.7	
Three	8	74		12.7		15.2		13.9	
	9	68.9		6.6		8.7		12.5	

(Note: Students' percentage of off-task behaviors out of 100)

Baseline Phase

Student 1 displayed a high level of percentage of off-task behaviors average of 63.7% (SD=5.47) ranging from 56.4% to 71% with a variability of 14.6%. The visual analysis showed that student 1 displayed medium stability of score at this phase. Student 2 also displayed a high amount of percentage of off-task behaviors a mean of 64.3% (SD= 6.41) ranging from 55.7% to 75% with a variability of 19.3%. The visual analysis showed an overall medium magnitude slope. Similarly, student 3 was off-task observed a mean of 74.8% the score ranging from 73% to

78% with a variability of 5% at the baseline phase. His result remained very high and stable with a low magnitude slope.

Correspondingly, student 4 who was in group 2 exhibited an average of 64.1% off-task behaviors ranging from 58%- 73.7% with variability of 15.7%. Student 5 displayed a high level of percentage of off-task behaviors a mean of 64.9% the score ranging from 60% to 73.4% with a variability of 13.4%. The visual analysis showed student 5 off-task behaviors remained high and slightly stable at this condition. During this phase, student 6 was off-task on an average of 60.7%. Her score ranged from 55.7% to 67% with a variability of 11.3%. This result indicated that student 6 showed high off-task behaviors with low variability and low magnitude slope.

In group three, student's 7 percentages of off-task behaviors reached a mean of 63.3% with a score ranging from 55.7% to 70% with a variability of 14.3% at this phase. Student 8 was also off-task on the average of 74% ranging from 68.7% to 81.4% with a variability of 12.7%. Hence, the student's 8 off-task behaviors remained high and moderately stable. Lastly, the repeated measure of off-task behaviors of student 9 reached a mean of 68.9 ranging from 61% to 76.4 with a variability of 15.4%. Generally, during baseline condition, all nine students demonstrated low magnitude slope with moderate variability. The result revealed that the data points were slightly closer to the trend line.

Independent Performance

The repeated measure of the percentage of off-task behaviors of all students showed an overall decrease following the implementation of the SRSD instruction with peer support arrangements. Student 1 percentage of off-task behaviors exhibited a high and instantaneous level change. She displayed a low percentage of off-task behaviors in this phase than the baseline

phase with a mean of 15.1 % the score ranging from 7.7% to 21% with a variability of 13.3%. This demonstrated a 76.7% decrease level at the intervention phase compared to the baseline phase. The visual analysis demonstrated, during this phase overall increased trends with low magnitude. Student 2 also exhibited a low percentage of off-task behaviors a mean of 8.2% ranging from 2% to 12% with 10% variability. The mean level of percentage of off-task behaviors of student 2 during the intervention condition was 87.2% lower than the baseline condition. The visual analysis also showed that during this phase his off-task behavior was a lower level than the baseline phase with a moderately stable data pattern. Student 3 was also off-task an average of 23.4% ranging from 18% to 29.7% with a variability of 11.7%. Compared to the baseline result, student 3 off-task behaviors showed a 70% decreased rate at this phase.

In group two, student 4 percentage of off-task behaviors demonstrated an immediate and clear level change from baseline phase to intervention phase. Her percentage of off-task behaviors reached a mean of 11.5% the score ranging from 5% to 18% with 13% variability. Student 5 exhibited a low level of percentage of off-task behaviors a mean of 8.7%. His result ranged from 4% to 13.7% with a variability of 9.7%. Compared to the baseline phase, student's 5 off-task behaviors showed an 86.6% decrease level in this phase. Student 6 also scored a low variability of a percentage of off-task behaviors that was 6%. Her intervention data reached a mean of 5.9% ranging from 3% to 9%. She scored the lowest off-task behaviors pattern from all nine students. The result also showed there was a 90% lessening rate of the percentage of off-task behaviors over the baseline phase.

In the same truck, student 7 who was in group three percentage of off-task behaviors showed a strong and immediate level change. His percentage of off-task behaviors recorded an average of 10.8% ranging from 7% to 15% with 8% was variability. Compared to the baseline

phase student 7 exhibited an 83.4% decrease rate at this phase. Student 8 also displayed a low percentage of off-task behaviors with a mean of 12.7% the score ranging from 12% to 15.4% with 3.4% variability. His result showed an overall mean decrease of 82.8% off-task behaviors at the intervention phase over the baseline phase. Lastly, student 9 was observed a mean of 6.6% ranging from 4% to 10% with a variability of 6%. Compared to the baseline phase, student 9 decreased the percentage of his off-task behaviors by 90.4%.

Furthermore, the PND analysis of the baseline phase to the intervention phase for all nine students showed a 100% score. This indicated that there was no overlap between the two phases. That means the highest data point from the intervention phase is still lower than the lowest data point from the baseline phase. Besides, a 100% PND revealed the optimal possible effect of the intervention.

Generally, the average percentage of all nine students across the baseline phase to the intervention phase represented a clear change. For example, the level performances of the last day percentage of off-task behaviors of all three students in group 1 at baseline phase were 63.7, 64.3, and 78.8 for students 1, 2, and 3 respectively. The first intervention performances of the percentage of off-task behaviors for these students were 15.1, 8.2, and 23.4 for students 1, 2, and 3 respectively. Correspondingly, the level performances of the last day percentage of off-task behaviors of all three students in group 2 at baseline phase were 64.1%, 65%, and 60.7% for students 4, 5, and 6 respectively. Then, the first performances of a percentage of off-task behaviors at the intervention phase were 11.5%, 8.7%, and 5.9%. Likewise, the level performances of the last day percentage of off-task behaviors of all three students in group 3 at baseline phase were 63.3%, 74%, and 68.9% for students 7, 8, and 9 respectively. Next, the first performances of the percentage of off-task behaviors at the intervention phase were 10.8%,

12.7%, and 6.6% for students 7, 8, and 9 respectively. Hence, the result showed that there was a clear and immediate level change from baseline phase to intervention phase.

Post-intervention

The repeated measure of the percentage of off-task behaviors of all students in the three groups significantly decreased during the post-intervention phase. Student 1 percentage of off-task behaviors reached a mean of 12.2% the score ranging from 8% to 17% with a variability of 9%. Thus, she demonstrated an 81% decrease level during this phase compared to the baseline phase. Student 2 displayed a low percentage of off-task behaviors average of 9.4% ranging from 6% to 13% with 7% variability. Compared to the baseline phase, student 2 also exhibited an 85.3% decrease rate at this phase. While student 3 was observed a mean of 17.9% with the score ranging from 14% to 21% and 7% was a variability score. Student 3 showed an overall 77% percentage of off-task behaviors decrease the rate at the post-intervention phase compared to the baseline phase. Overall, the average percentage of off-task behaviors across the baseline phase to the post-intervention phase represented a clear change in mean from the two phases. Besides, all three students had a 100% PND. This indicated a strong intervention effect maintained after the completion of the intervention.

In the same vein, student 4 was off-task on an average of 8.8% ranging from 5.7% to 11.7% with a variability of 6%. Compared to the baseline phase, she decreased an 89% percentage of off-task behaviors during this phase. Student 5 decreased his percentage of off-task behaviors average of 9.6% the score ranging from 6% to 14% with a variability of 8%. Compared to the baseline phase, student 5 displayed an 85% reduction rate at this phase. Student 6 was off-task on the mean of 7.7% the score ranging from 3 % to 10.7% with a variability of 7.7%. She exhibited an 87% mean decrease in the percentage of off-task behaviors at this phase

compared to the baseline phase. The PND analysis of the baseline and the post-intervention phases showed that all group 2 students obtained 100%.

Similarly, in group three, student 7 was off-task a mean of 13.2% ranging from 10% to 16.4% with a variability of 6.4%. The mean level of percentage of off-task behaviors during this phase was 79% lower than the baseline condition. Student 8 also displayed a low percentage of off-task behavior in this phase than the baseline condition. He scored a mean of 15.2% ranging from 11.4% to 19.7% with a variability of 8.3%. This showed a 79% decrease level compared to the baseline phase. Lastly, student 9 was also observed a mean of 8.7 the score ranged from 5.4% to 12.4 with a variability of 7%. Compared to the baseline phase, student 9 decreased his percentage of off-task behaviors by 87% in the post-intervention phase. Generally, in the post-intervention phase, the visual analysis of all group 3 students showed a lower level of percentage of off-task behaviors than the baseline phase. The data also displayed a low amount of variability with low magnitude. Further, the PND analysis between the baseline and post-intervention phases demonstrated a maximum intervention effect as PND= 100%. This revealed the intervention influence sustained after the accomplishment of the intervention.

Maintenance

The repeated measure of the percentage of off-task behaviors was observed an overall decrease for nine students at the maintenance phase. Student 1 decreased her percentage of off-task behaviors average of 18% the score ranging from 13.4% to 22% with a variability of 8.6%. This showed a 72% reduction level at this phase compared to the baseline phase. Student 2 also sustained his low percentage of off-task behaviors a mean of 11.4% ranging from 8% to 15.7% with a variability of 7.7%. Compared to the baseline condition, he exhibited an 82% reduction level at this phase. Student 3 was off-task on an average of 18.5% ranging from 12.4% to 23%

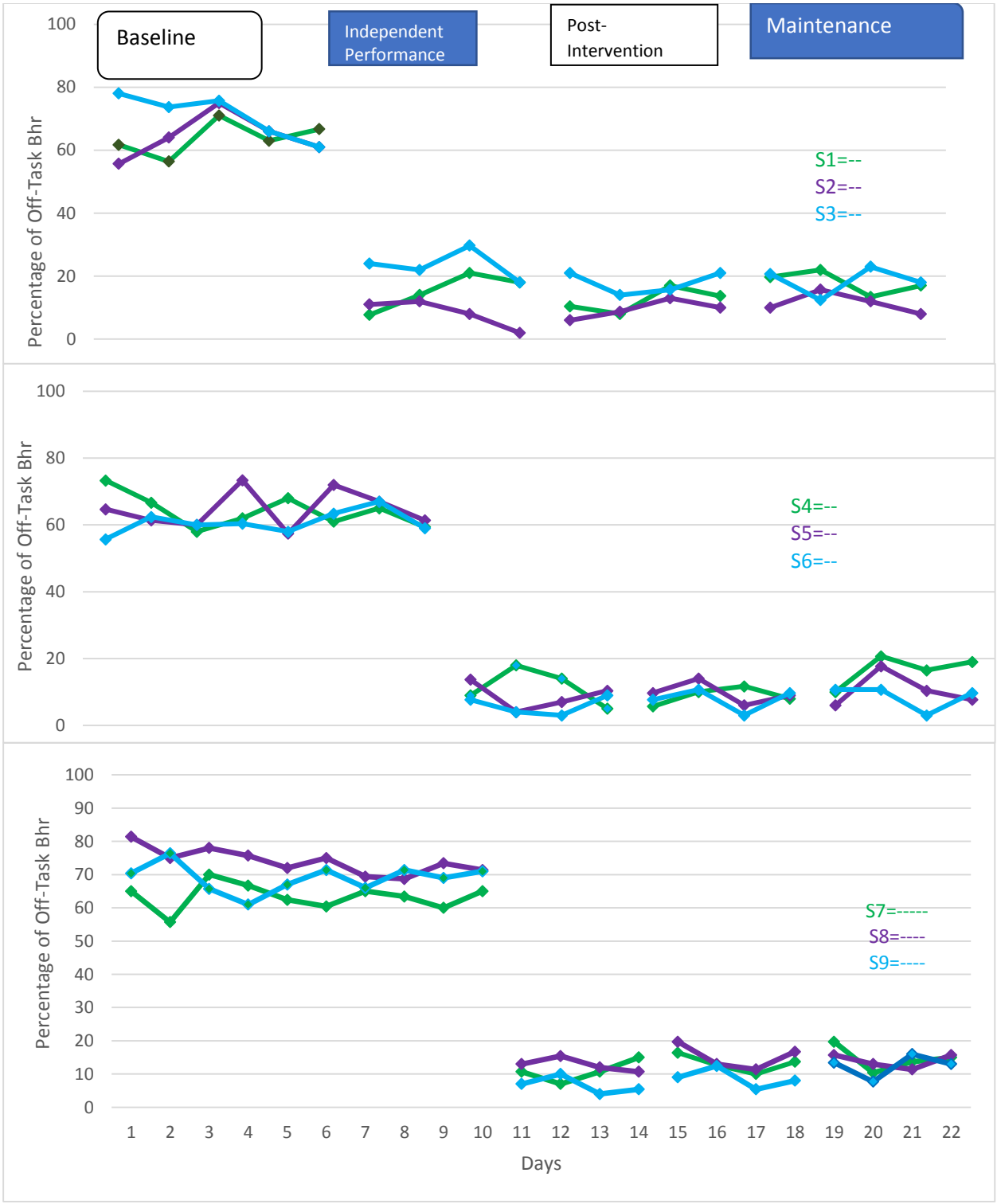
with a variability of 10.6%. The mean level of percentage of off-task behaviors during maintenance was 77% lower than the baseline phase.

In group two, student 4 percentage of off-task behaviors reached a mean of 16.5% ranging from 10% to 20.7% with 10.7 was variability. She maintained an overall mean decrease of 74% off-task behaviors during the baseline phase over the baseline phase. Student 5 also maintained his low percentage of off-task behaviors a mean of 10.4% the score ranging from 6% to 17.7% with a variability of 11.7%. Compared to the baseline phase, student 5 decreased his percentage of off-task behaviors by74%. The student's 6 off-task behaviors were a mean of 8.7% ranging from 6% to 10.7% with a variability of 4.7%. This demonstrated an 86% reduction rate compared to the baseline phase.

In group three, student 7 decreased his percentage of off-task behaviors to a mean of 14.7% the score ranging from 10.4% to 19.7% with 9.3% of the variability. Compared to the baseline condition, student 7 reduced 77% off-task behaviors at maintenance condition. Student 8 also exhibited a low percentage of off-task behaviors a mean of 13.9% ranging from 11.4% to 15.7% with a variability of 4.3%. The mean level of percentage of off-task behaviors during this phase was 81% lower than the baseline phase score. Finally, student 9 was also maintained his low percentage of off-task behaviors by reached a mean of 12.5% ranging from 7.7% to 16 with a variability of 8.3%. Compared to the baseline phase, student 9 decreased his percentage of off-task behaviors by 82%.

Generally, all nine participants maintained their percentage of off-task behaviors at this phase. Moreover, all students had a PND of 100% when comparing to the off-task behaviors of baseline and maintenance phases. The PND result revealed that the effects of the intervention have continued long after the completion of the intervention.

Figure 6 Students' Percentage of Off-Task Behaviors



4.9 Social Validity

4.9.1 Students' Social Validity Scores

All nine students rated the SRSD instruction with peer support arrangement intervention before the intervention (after instructed the goals, procedures, and possible effects of the intervention) and after the intervention. Before the intervention, the nine students' scores were ranging from 20 to 25, with 35 as the highest possible scores. After the completion of the intervention, all students reported higher social validity scores compared to their pre-intervention scores.

Table 12. *Students' Social Validity Scores*

		Social Validity Scores	
	Students	Pre-intervention	Post-intervention
	1	20	30
One	2	23	31
	3	24	29
	4	21	32
Two	5	20	29
	6	24	32
	7	25	34
Three	8	23	30
	9	22	31

(Note: Students' social validity score, possibly score minimum 7 and maximum 42)

Student 1 initial expectation of the intervention was 20. Following the intervention student's 1 social validity score reached 30 out of 42 possible scores. Compared to the pre-

intervention score she increased her social intervention score by 50%. Student 2 social validity scores were 23 and 31 before the intervention and after the intervention respectively. This has also a 35% increased rate over the pre-intervention result. While student 3 scored his social validity score of 24 at the pre-intervention session and 29 at post-intervention. Compared to the baseline result, this has also a 21% enhanced rate. Student 4 initial expectation of the intervention was 21. After the completion of the intervention, her score reached 32, which demonstrated a 52% increased rate over the pre-intervention score.

Similarly, student 5 early anticipation of the intervention was 20. Following the intervention, his social validity score reached 29. Which has also displayed a 45% improved rate over the pre-assessment score. Student 6 also reported 24 before the intervention and 32 after the intervention session. Compared to the pre-intervention score she exhibited a33.5% increased rate following the intervention. Student 7 scored 25 at the pre-intervention phase. His score increased to 34. This has the highest score of all students. Compared to the pre-intervention score, he displayed a 36% improved rate. The student 8 initial expectation of the intervention was 23 but after the intervention his score reached 30. This showed a 30% improved rate compared to the pre-intervention score. Finally, before the intervention, student 9 initial expectation of the intervention was 22. After the completion of the intervention, his social validity score reached 31, which displayed a 41% increased rate over the pre-intervention phase. Overall, the result indicated that the intervention exceeded all students' initial expectations of the intervention.

4.9.2 Teachers' Social Validity Scores

All teachers T1 (who taught group 1), T2 (who taught group 2), and T3 (who taught group 3) rated the IRP 15 checklists.

Table 13. *Teachers' Social Validity Scores*

		Social Validity Scores	
Groups	Teachers	Pre-intervention	Post-intervention
1	**T1**	62	81
2	**T2**	67	85
3	**T3**	65	86

(Teachers' social validity score, possibly score minimum 15 and maximum 90)

Prior to the completion of the intervention, T1 scored 62, T2 scored 67 and T3 scored 65 out of 90 highest possible score. After the completion of the intervention T1's social validity score reached 81, which demonstrated a 30.6% (19 points) improved rate over the pre-intervention score. T2's social validity score after the completion of the intervention reached 85. This showed an 18 point (27%) increase rate over the pre-intervention score. While T3 reported 86 social validity scores at the post-intervention phase. Compared to the pre-intervention result T2 increased his social validity score by 21 points (32%). Generally, all students and teachers found the SRSD instruction with peer support arrangement intervention to be helpful and socially accepted.

Chapter Five

Discussion

The main purpose of the present study was to investigate the effects of self-regulation instruction with peer support intervention for nine fourth-grade students in Addis Ababa, who were identified as having EBD and writing difficulties. This chapter depicts the discussion of each finding with similar researches, limitations, recommendations for future researches, conclusion, and implications of the study findings.

Students with EBD are recognized by their inappropriate, disruptive, and negative behaviors, which directly influence their capacity to present and participate in academic activities. Besides, the targeted students regularly attend with a disintegrated skill set unfriendly equipped to meet the required social, behavioral, and academic demands of school (Lane, et al., 2012). Cuenca-Carline and Mustian (2013) revealed that their unsuitable and antisocial behaviors and a low tolerance for frustration affect their ability to maintain engagement in academic instruction. However, the negative behavior of students with EBD has been well documented; these students have also difficulties in academic skills (Kauffman & Landrum, 2018).

The crucial academic area that may be difficult for students having EBD is writing. A plethora of researches documented that writing is one of the most academic deficits of students with EBD (Reid, Gonzalez, Nordness, Trout, & Epstein, 2004; Common, Knoweles, & Lane, 2014; Graham, Harris, & Hebert, 2011). Accordingly, it is mandatory to use empirically validated social, behavioral, and academic interventions to meet the social, behavioral and academics needs of students with EBD in the classroom. SRSD method is found to be

theoretically as well as empirically validated instruction to writing for students with EBD (Adkins, 2005; Cerar, 2012; Mastropieri et al., 2010; Mason, 2013; &Manson et al., 2010).

According to Graham and Harris (2005), the SRSD model of writing instruction helps students to learn different approaches such as planning and arranging their writing and self-regulation techniques including self-instruction, self-reinforcement, self-monitoring, and goal-setting. Several researchers also confirmed that peer support arrangement was an evidence-based practice to cartel academic and social skill preparation for students with EBD (Boulos, 2015; Brock & Carter, 2016; Carter, Moss, Chung, Hoffman, & Sisco, 2011). Hence, the present study used the SRSD instruction for story writing using a POW + WWW, What=2, How=2 mnemonics reminders plus peer support arrangement. The study utilized multiple baselines across participants design (Kazdin, 2011) to assess the effect of the SRSD instruction with peer support arrangement on the writing performance, on and off-task behaviors, and writing self-efficacy of students with EBD.

5.1 Writing Performances

Based on the aforementioned literature, a positive effect of the SRSD instruction with peer support arrangement was expected on increasing the writing performance of students with EBD. This study revealed a positive effect. The general results of the present study revealed that the story writing method using the SRSD instruction in combination with peer support arrangement had a constructive influence on the writing performance of nine fourth-grade students with EBD. All nine students wrote stories independently before the intervention (baseline phase), during the intervention (independent performance stage), and following the intervention at post-intervention and maintenance phases. To examine the potential benefits of the intervention in students' writing performances, three-story measurements were used for

completeness including essential story elements, the overall quality of the story, and the total number of words written.

5.1.1 Essential Story Elements

The noticeable functional relation between the intervention and writing performance of the student with EBD was found in the essential story elements. All students enhanced essential story elements following the intervention as indicated by a PND of 100% from the baseline phase to intervention, post-intervention, and maintenance phases. All nine students improved their essential story elements a mean of 2.4 at the baseline phase to a mean of 5.8 at the intervention phase. Compared to the baseline which demonstrated a 142% increased rate at the intervention phase. Student 9 scored the highest data point that was 6.8 out of seven. Student 8 also included 6.6story elements out of seven points. Student 3 also wrote a mean of 6.4 essential story elements out of seven. Both students 2 and 7 included 6 essential story elements in their stories. Students 5, 1, and 4 scored 5.6, 5.4, and 5.2 out of seven possible points respectively. Lastly, student 6 scored the lowest data point at the intervention phase that was 4.2 out of seven possible points. Overall, all students in both groups included more essential story elements in their stories compared to the baseline performance. Besides, the PND of all students had 100% at intervention, post-intervention, and maintenance phases. That indicated the intervention was effective.

During the post-intervention and maintenance phases all nine students wrote a mean of 5.5 and 5.1 story elements respectively. Which has also a 129% improved rate at the post-intervention phase compared to the baseline phase and a 113% improved rate at the maintenance phase over the baseline phase. The result revealed that all students maintained their intervention

effect by included more essential story elements in their stories during post-intervention and maintenance phases compared to the baseline result.

The results of the present study are consistent with previous SRSD researches on story writing for students with EBD who have found growth in an average of the essential story elements from the baseline phase to the post-intervention, and the maintenance phases. For example, Lane et al. (2008) found that all six second-grade students with EBD included a mean of 1.46 essential story elements at the baseline phase to a mean of 6.65 at the post-intervention phase and 6.33 at the maintenance phase. Compared to the baseline phase all six students showed a 333.5% improved level at post-intervention and 312% at the maintenance phases. Besides, Adkins (2005) found that during baseline condition no students surpassed a total score of 3essential story elements out of 7. After the SRSD intervention, all three students scored six and above at post-intervention and maintenance phases. Zumbrunn (2010) also found a similar result that during baseline condition all six students gained a mean of 3.95 number of essential story elements. Following the execution of the SRSD intervention, all students earned a mean of 6.3 at the independent performance stage and 6.8 at the maintenance stage. Compared to the baseline phase all six students increased their number of essential story elements by 59.4% at the post-intervention phase and 72% at the maintenance phase.

5.1.2 Quality of the Story

All nine students made improvements in their story quality following the SRSD with peer support intervention for story writing. During baseline condition, all students wrote a mean of 2.1 story quality. Quality scores for all students increased a mean of 4.9 at the intervention phase. This has a 133 % increased level compared to the baseline phase. Besides, all students' average quality performance at post-intervention was 4.6. Compared to the baseline phase, this has also a

119% increased rate. During the maintenance phase, all students' average story quality was 4.4 which have also a 110% increased level over the baseline phase. At intervention phase student 3made the highest gain in his stories quality a mean of 5.8 out of seven. On the contrary, student 2 scored the lowest data point which was 4.2 out of seven points.

The PND for all nine students was 100% at the intervention, post-intervention, and maintenance phases. This result revealed that a precise effective intervention. The findings of this study go in the same line as previous investigations that utilized the SRSD model for story writing. For example, Lane et al (2008) conducted a multiple baseline design intended to investigate the effects of SRSD on the writing performance of second-grade students with EBD. The result of the study showed that all six students improved their story quality from the baseline to the post-intervention and the maintenance phases. All students' quality score during baseline was a mean of 2.14 and improved 5.5 at baseline and maintenance phases. Compared to the baseline all six students demonstrated a 157% increased level at post-intervention and maintenance phases.

Similarly, Saddler (2014) also studied the effect of SRSD on students with Autism Spectrum Disorder (ASD). The result found that all three students made gains in their story quality average 1.2 at baseline phase to a mean of 6.1 after the intervention. Compared to the baseline phase all three students increased their story quality by 408% at the post-intervention phase. Furthermore, Zumbrunn and Bruning (2013) investigated the effectiveness of SRSD for emergent writers. They found that during the baseline phase all six students made gains in their story quality a mean of 2.5. Following the intervention, all students earned a mean of 4.66 at the post-intervention phase and 4.33 at the maintenance phase. Compared to the baseline phase this has an 84% improved level at post-intervention and a 73.2% improved level at maintenance

phase. Overall, the results of this current study supported previous findings that SRSD instruction improved the quality of writing for students with EBD in the elementary grades (Adkins, 2005, Lane et al., 2008, Zumbrunn, 2010, Zumbrunn & Bruning, 2013).

5.1.3 Total Words Written

All nine students wrote more words in their stories following SRSD instruction with peer support intervention. Prior to the intervention, all nine students wrote a mean of 31.2words in their stories. But during the intervention phase (independent performance stage) all students displayed improvement by wrote a mean of 59.6 words in their stories. Compared to the baseline phase result which demonstrated a 91% increased level at the intervention phase. Besides, all students' number of words written at post-intervention was a mean of 57.1% which has also 83% words long over the baseline stories. During the maintenance phase, all students wrote an average of 55 words. Compared to the baseline phase stories, students wrote stores 76% longer at this phase. Student 9 wrote the longest stories an average of 69 words long at the intervention phase and a mean of 68 words at post-intervention and 64.5 words at the maintenance phase. Student 6 wrote the shortest stories a mean of 50.4 at the intervention phase.

Furthermore, the PND of all nine students during the intervention, post-intervention, and maintenance phases was 100%. The 100% PND result indicated there was no overlap between baseline to intervention, post-intervention, and maintenance phases. That indicated that SRSD with peer support intervention confirmed an effective treatment method for the writing performance of students with EBD. The results of the present study, similar to those of SRSD studies, designate the SRSD method can successfully improve the story writing skills of students with EBD. For example, Adkins (2005) confirmed that the SRSD approach for story writing was effective to improve the story length of all three students. During the baseline phase, all three

students scored very short stories a mean of 7.7 words long. But following the intervention, all three students scored a mean of 55.6 words long stories. This had 624.6% words long over the baseline stories. Besides, all three students wrote stories on average 46.3 words long at the post-intervention phase, which demonstrated a 501% word long over the baseline stories. Besides, the study by Lane et al. (2008) found that all six students improve their story length. During the baseline phase, all six students wrote a mean of 18.5% word long stories. After the completion of the intervention, all students wrote a mean of 68.2 words long stories at the post-intervention phase and wrote a mean of 65 words long at the maintenance phase. Compared to the baseline phase stories, which had 268.6% and 251% words long at post-intervention and maintenance phases respectively. The outcomes of the current study made fewer improvements compared to the findings of the above two pieces of research.

Another SRSD study by Zumbrunn and Bruning (2013) found that all six participants wrote a mean of 31.6 words long stories at the baseline phase. After the execution of the intervention students' total words written increased a mean of 60.1 and 47.75 words long during the post-intervention and maintenance phases. Compared to the baseline phase stories, which also displayed 90% and 51% words long at post-intervention and maintenance phases respectively.

Overall, all nine students improved their story writing performance during the final stage of the intervention and after the intervention across the three measures. Thus, the result of this study revealed that the essential elements of the story, the overall quality of the story, and the total number of words written did improve after receiving SRSD instruction with peer support intervention. Besides, the results were maintained in the post-intervention and maintenance phases for all nine students, with mean scores of the two phases above baseline scores with a

PND of 100%. This result indicated that the intervention can produce significant changes in students' writing performance that retain over time.

5.2 Generalization

Harris et al. (2010) confirmed that SRSD instruction can be generalized to other settings and genres as well as sustained long time once taught to mastery. Thus, all nine students were administered a generalization writing probe (personal narratives) at the baseline phase and after the completion of the post-intervention phase. Students' writing performance measures included essential personal narratives elements, quality of personal narratives, and total words written.

The current study generalization probe result demonstrated SRSD instruction for story writing has a positive effect to generalize personal narratives genre. Hence, all students wrote their narratives which included additional essential elements, better quality, and more words from baseline to after the post-intervention phase. For example, the average essential personal narrative elements of all students at the baseline phase were three out of seven possible marks. After the intervention, all students' average essential personal narrative elements increased to 6.3 out of seven. This revealed a 110% improved rate compared to the baseline phase. All students wrote 6 and more than6 personal narratives after the intervention. Student 9 wrote the highest personal narrative elements following the intervention he scored 7 out of seven.

On average, all students made gains in the quality of their narrative writing after the completion of the intervention. During the baseline phase, all students' average quality performance was 2.2 out of seven possible scores. After the completion of the intervention, all students' narrative quality score was increased to a mean of 4.8. Compared to the baseline phase, that exhibited a 118% improvement level after the post-intervention phase. Among all students

scored student 9 gained the highest score a mean of 6 out of seven points. On the contrary student 4wrote the lowest quality of personal narrative that was 3, after the post-intervention phase. Likewise, all nine students also improved their narrative words written from the baseline phase to the post-intervention phase. During the baseline phase, all students wrote an average of 32.8wordslong. Following the completion of the intervention, all students wrote a mean of 71.2 words long personal narrative. This has also a 117% increased level after the intervention over the baseline phase. The result of the present study is consistent with one previous research. Adkins (2005) found that all three students successfully generalized their story writing probe to the personal narrative genre. Overall, the generalization of the SRSD story writing strategy to personal narrative showed a vigorous degree of improvement.

5.3 Writing Self-Efficacy

The present study used the Self-Efficacy for Writing Scale to assess the students' story writing self-efficacy in three extents: (1) self-efficacy of writing a completed story (2) self-efficacy of writing a story with a full length, and (3) self-efficacy for writing a story by adding details (story quality). Overall, all nine students made significant gains on the self-efficacy measures after the SRSD instruction with peer support intervention. During baseline condition, all students scored a mean of 1.8 as a possible score of 4 in their writing self-efficacy for story completeness. After the implementation of the intervention, all students' average score was increased to 3.6 out of 4 possible scores. Compared to the baseline phase this demonstrated a 100% improved rate at the post-intervention phase.

The second dimension, self-efficacy of writing a full-length story, was assessed with 2 items. All participants' item 1 self-efficacy score was a mean of 2.1 before the intervention. Following the implementation of the intervention, all students scored a mean of 3.6. This

demonstrated a 71% increased rate at the post-intervention phase over the baseline phase. In the same dimension, item 2 all students scored a mean of 1.5 at baseline phase to 3.5 at the post-intervention phase. Which has also exhibited a 133% increased level at the post-intervention phase over the baseline phase. In dimension 3, before the intervention, all nine students scored a mean of 1.7out of 4 possible results. After the instruction, all students' average scores increased to 3.4. Compared to the baseline phase, which has also displayed a 100% increased rate at post-intervention. Student 3 scored the highest self-efficacy in writing; he scored a mean of 4out of 4 possible scores in all dimensions after the intervention. Unlikely, both students 2 and 5 scored the lowest average score after the intervention; they scored a mean of 3.2 out of 4 possible scores.

The present study self-efficacy result is consistent with Zumbrunn (2010) who reported that after the SRSD intervention all six students increased their self-efficacy beliefs. The current study result is better than Zumbrunn's (2010) study in terms of self-efficacy beliefs result. Similar SRSD study for students with EBD, Cerar (2012) found that before the SRSD intervention all six students average self-efficacy was 39.93. After the completion of the intervention, all students' self-efficacy performance for writing reached a mean of 55.25. Compared to the baseline phase which demonstrated a 40.5% increased rate. At the maintenance phase, all six students' self-efficacy beliefs increased to 59.6. This demonstrated a 51.6% increased rate at the maintenance phase over the baseline phase.

Lindsay (2013) also investigated the effect of SRSD on the writing performance and writing self-efficacy of children with Asperger Syndrome. She found positive self-efficacy beliefs after the implementation of the intervention. Besides, Allen-Bronaugh (2013) conducted multiple probe research to examine the effectiveness of SRSD instruction for persuasive writing.

The result of the study indicated that SRSD intervention for three fourth-grade and three sixth-grade students with Autism Spectrum Disorders. The result indicated that all six students significantly improved their self-efficacy beliefs from the baseline condition to the post-intervention phase.

5.4 On and Off-task Behaviors

The repeated measure of on-task behaviors of all nine students improved from the baseline phase to independent performance, post-intervention, and maintenance phases. During the baseline phase, the average percentage of on-task behavior of all students was 33.3%. The on-task behaviors of all students increased at the intervention phase (independent performance stage) by gained a mean percentage of 88.4%. Compared to the baseline phase, all students' average percentage of on-task behaviors were increased by 165% at the intervention phase. The improvements started when the first on-task behaviors were documented in the independent performance stage.

The on-task behaviors of all nine students sustained the improvements made during the post-intervention phase. All students' average performance of on-task behaviors at post-intervention was 88.3%. This also confirmed a 165% increased rate at the post-intervention phase over the baseline phase. Moreover, the percentage of on-task behaviors of all nine students was sustained into the maintenance phase. The mean score of the maintenance phase was a mean of 86%. This has shown a 158% exceeding the rate at the maintenance phase over the baseline phase. This maintenance result is positively inspiring certain that the intervention made significant changes in students' on-task behaviors that sustain over time. Thus, this is solid confirmation signifying that the students' improvement on-task behaviors were the result of the intervention.

Likewise, all students' percentages of off-task behaviors decreased from baseline to intervention and after intervention phases. The average percentage of off-task behaviors of all students during baseline was 66.9%. During the intervention phase, all students' percentage of off-task behavior reached a mean of 11.4%. All students' off-task behaviors during the intervention phase showed an 83% decreased rate over the baseline phase. All students maintained their low level of off-task behaviors at the post-intervention phase by scored a mean of 11.4%. Similar to the intervention phase result it has also an 83% decreased level compared to the baseline phase. At the maintenance phase, all students' percentage of off-task behaviors reached a mean of 13.8%. This also showed a 79% decrease rate compared to the baseline phase.

Overall, all nine students' percentage of off-task behaviors decreased following the implementation of the intervention. The intervention was effective to reduce students' off-task behaviors and let them to actively involved in writing tasks. Numerous SRSD researches have confirmed that students with EBD are most likely to reduce their off-task behaviors and engage in academic tasks. A study by Locke and Fuchs (1995) aimed to investigate the effects of the peer support approach for improving the reading performance and on-task behaviors of students with EBD. The result indicated that peer support arrangements increased the on-task behaviors of students with EBD.

The findings of the current study are similar to previous SRSD researches for students with EBD. Mastropieri et al (2010) investigated the effects of SRSD instruction on the on-task behaviors of ten eighth-grade students with severe EBD. Students gained a mean of 32% on-task behaviors during missed instruction. After the implementation of the intervention, all ten students scored a mean of 86% on-task behaviors. The current study is better than Cerar's (2012) study in terms of the percentage of on-task behaviors after the SRSD instruction. Cerar (2012)

employed a multiple baseline design to evaluate the effectiveness of the SRSD instruction for persuasive writing and on-task behaviors of six middle school students with EBD. Following the instruction, all six students scored an average of 68% on-task behavior. Another study by, Allen-Bronaugh (2013) investigated the effectiveness of SRSD instruction for students with ASD. The result of the study reported that after the implementation of the intervention all six students improved their on-task behaviors a mean of 92.3%.

5.5 Social Validity

The social validity result indicated that the intervention was considered a socially valid intervention among both students and teachers. All nine students reported that the SRSD instruction with peer support arrangements to be an effective and meaningful intervention. All students' initial expectation of the intervention was a mean of 22.4. After the completion of the intervention, all students' scores reached a mean of 30.8. This demonstrated a 38% increased rate over the pre-intervention result. All three teachers' initial expectation was a mean of 64.6. After the completion of the intervention, their social validity score reached a mean of 84. This also demonstrated a 30%increased level over the pre-intervention phase. Consistent with this research finding, previous researches suggested that the SRSD instruction for writing was found to be a socially valid intervention. For example, Ennis, Jolivette, and Boden (2013) revealed that the SRSD was socially acceptable to both teachers and students with EBD as measured by the IRP-15 and the CIRP. Besides, Lindsay (2013) also reported that the SRSD intervention was found to be helpful and indicated satisfaction of the interventionist.

5.6 Limitations and Recommendations for Future Research

The present study showed positive effects of SRSD instruction with peer support intervention on improving the story writing performance of children with EBD in three measures. This study also made gains in increasing the on-task behaviors and writing self-efficacy of students with EBD. Even if, the current study displays benefit as it produces encouraging results, there were quite a few limitations. The limits of the present study related to the number of participants, shortage of maintenance data collected period, instructional condition, and focus on a single writing genre.

Small Sample Size: In this study, only nine fourth-grade students with EBD were selected as participants. Because of the time constrictions of the study, it was not possible to include more than 9 students with the three multiple baseline designs. Though the present study used a single-subject multiple baseline design and the sample size is considered ample, further replications are necessary to support the generalize ability of results with students with EBD in different settings and grade levels. The result of the intervention should have been established by a larger number of participants.

Maintenance Date Collection Period: In the present study maintenance data were not collected consistently across the three groups. As mentioned earlier, the maintenance date was collected at 1 month after the completion of the post- intervention for group one and two students, and 18 days for group three students. Due to the school year ending, it was not possible to collect equal periods of maintenance probe for all groups. It is not questionable that a long-term maintenance probe is beneficial in investigating the sustainability of the SRSD instruction with peer support intervention results. To examine the long period effects of the intervention for students with EBD, future researches should include more maintenance probes over an extended period.

Instructional Condition: In this study SRSD instruction with peer support arrangement was delivered for the student with a group of three also may present limitations. Since this method is one of the possibilities for providing the intervention to students with EBD. Future studies should essential to investigate the effects of SRSD instruction with peer support intervention for students with EBD in both individualized and whole-class approaches. Besides, future researches are desirable to identify the effectiveness of the SRSD instruction as one intervention strategy and peer support arrangement also another approach for the academic and behavioral intervention for students with EBD.

Single Writing Genre: Another limitation of the current study was it determined merely a single writing genre. In the present study, story writing was the only genre meeting the writing performance of students with EBD. Although this kind of writing genre of writing is indispensable to teach for the primary grade students and this study could have generalized story writing to the personal narrative genre, other genres such as persuasive writing and expository writing are also imperative. Future researches are essential to examine the effects of SRSD instruction with peer support arrangement intervention in other genres for students with EBD.

5.7 Conclusions

SRSD instruction with peer support intervention was intended to improve the writing performance and the on-task behavior of students with EBD in Addis Ababa. The study was also designed to improve the writing self-efficacy of the participating students. The results of this study support the feasibility as well as the effectiveness of the intervention.

Overall, the current study extends the results of the existing literature on SRSD instruction as well as peer support intervention that improves the writing performance and on-task behaviors of students with EBD. Besides, the findings of this study demonstrated that SRSD with peer support intervention was found to be effective and suitable for the academic and behavioral intervention for fourth-grade students with EBD.

5.8 Implications

5.8.1 Implication for Teachers of Students with EBD in Ethiopia

The results of the current study present implications for teachers. First, the findings of the study suggest for teachers of students with EBD a hint of a successful instructional method to teach self-regulation strategy skills and improve the writing performance of the targeted students in the classroom. Thus, SRSD instruction includes explicit instruction and self-regulation procedures such as goal-setting, self-monitoring, self-instruction, and self-reinforcement. Besides, the strategy allows students to be more actively engaged in the teaching-learning process. According to Harris et al. (2008), SRSD instruction supports teachers to individualize lessons per the needs of students and their teaching interests. The social validity result also designated that the SRSD instruction with peer support arrangement was a proficient intervention that was simple to employ and needed limited resources. Thus, teachers can easily adapt the SRSD instruction to meet the diverse needs of various student populations.

5.8.2 Implication for Students with EBD in Ethiopia

Another implication of this study showed that students with EBD can benefit from the SRSD instruction with peer support intervention. The result also demonstrated that by applying the intervention their writing performance and academic engagement improved. If the academic

and behavioral needs of students with EBD meet, their low academic engagement time, inappropriate behavior, and difficulties of their task completion rate will decrease. Consequently, students with EBD will profit from the intervention.

5.8.3 Theoretical Implication

In this study SRSD instruction with peer support arrangement has shown a positive result on the students writing performance, students writing self-efficacy, and the on and off-task behaviors of students with EBD. According to Mason and Reid (2018), a student's ability to self-regulate behavior is an indispensable determinant of attainment in the school since it involves behavioral, social, and academic outcomes. The results of the current study support the existing theories such as socio-cognitive and socio-cultural which give much emphasis on self-regulation strategies that are helpful for the writing process. Since the SRSD instruction thoroughly used self-regulation strategies (for example, goal-setting, self-monitoring, self-instruction, and self-reinforcement) that assist to administer the writing process and apply of writing strategies. In addition to socio-cognitive theory, Vygotsky's (1978) socio-cultural theory and the SRSD instruction offer similar learning opportunities. Thus, the SRSD instruction used scaffolding or explicit approaches that are significant to learning and are predominantly essential for students who have writing difficulties.

In addition, the present study adds knowledge to the growing literatures that peer support arrangement in combination of SRSD instruction has a positive effect for students' with EBD writing performances and academic engagement. This study also contributed to knowledge by examining the effects of SRSD instruction with peer support arrangement for the writing self-efficacy of students with EBD. The findings present significant data that the intervention improves the writing self-efficacy of the targeted students. This will create a better opportunity

to teachers, school administers, and policy makers to develop evidence-based intervention strategies.

5.8.4 Implication for Future Research

Results of the current study have several implications for researchers. Nonetheless, the present study used a single-subject research design and the result of the study cannot be directly used for the general population. There is a need to replicate the intervention for students with disability in general and students with EBD in particular. Preparation of academic and behavioral intervention for early grade students is very important. Early intervention programs are crucial impact for increasing the academic performance and reduce the maladaptive behavior of students with EBD.

Deno, Fuchs, Marston, and Shin (2001) revealed that an investigation of evidence-based interventions can support teachers and researchers plan and provide effective instructions for students with EBD. Thus, SRSD instruction with peer support arrangement would be explored in the classroom and a large number of students in Ethiopia. Besides, the effectiveness of the intervention for students' with EBD writing performances in other genres of writing should be inspected. Generally, more study is required in SRSD instruction with peer support intervention concerning recommendations that can be drawn and before results can be generalized to all students with EBD in Ethiopia. Nevertheless, based on the findings of this study it can be said SRSD instruction with peer support arrangement for story writing using POW+ W-W-W, What=2, How=2, How= 2 strategy was fruitful in increasing the writing performance and on-task behaviors of students with EBD.

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Appendix A: Parents' and Teachers' Consent Form

የወላጅ የፈቃደኝነት ቅጽ

የጥናቱ ርዕስ፡- የባህሪ ችግር ያለባቸውን ልጆች የመጻፍ ችሎታቸውን ለማዳበርና በትምህርታቸው ላይ ትኩረት እንዲደርጉ ለማድረግ የተዘጋጀ ስልጠና

ከዚህ በላይ በተጠቀሰው ጥናት በተገለፀልኝ ገለፃ መሰረት ተረድቸዋለሁኝ፡፡ በዚህም መሰረት ልጄ በጥናቱ እንዲሳተፍ / እነድትሳተፍ ሙሉ ፍቃዴን የሰጠሁ ሲሆን ከጥናቱ የሚገኘው ውጤት የልጄ ማንነት ሳይገለፅ እንዲታተም ፈቅጃለሁኝ፡፡ በዚህ ፕሮጀክት ለመሳተፍ የሰጠሁጥ ፍቃደኝነት እንደተጠበቀ ሆኖ ነገር ን በየትኛውም ሰዓት ከጥናቱ ልጄ መውጣት ቢፈልግ/ብትፈልግ ቀደም ሲል የሰጠኋቸውን መረጃዎች ጨምሮ በጥናቱ እንዳይካተት ማድረግ እንደምችል ተረድቻለሁኝ፡፡ በተጨማሪም ጥናቱ በአዲስ አበባ ዩኒቨርሰቲ በልዩ ፍላጎት ትምህርት ክፍል ተገምግሞ የፀደቀ መሆኑን ተረድቻለሁኝ፡፡

የወላጅ/አሳዳጊ ስም፡-. ----------

የልጅዎ ሰም፡- ----------

ክፍለ ከተማ፡----------

ወረዳ፡----------

ፊርማ፡----------

ቀን፡----------

የመምህራን የፈቃደኝት ቅጽ

የጥናቱ ርዕስ፡-የባህሪ ችግር ያለባቸውን ልጆች የመጻፍ ችሎታቸውን ለማዳበርና በትምህርታቸው ላይ ትኩረት እንዲደርጉ ለማድረግ የተዘጋጀ ስልጠና

ከዚህ በላይ በተጠቀሰው ጥናት በተገለፀልኝ ገለፃ መሰረት ተረድቸዋለሁኝ፡፡በዚህም መሰረት በጥናቱ ለመሳተፍ ሙሉ ፍቃዴን የሰጠሁ ሲሆን ከጥናቱ የሚገኘው ውጤት ማንነቴ ሳይገለፅ እንዲታተም ፈቅጃለሁኝ፡፡በዚህ ፕሮጀክት ለመሳተፍ የሰጠሁ ጥፍቃደኝነት እንደተጠበቀ ሆኖ ነገርን በየትኛውም ሰዓት ከጥናቱ መውጣት ብፈልግ ቀደም ሲል የሰጠኋቸውን መረጃዎች ጨምሮ በጥናቱ እንዳይካተት ማድረግ እንደምችል ተረድቻለሁኝ ::በተጨማሪም ጥናቱ በአዲስ አበባ ዩኒቨርሰቲ በልዩ ፍላጎት ትምህርት ክፍል ተገምግሞ የፀደቀ መሆኑን ተረድቻለሁኝ፡፡

የመምህሩ ስም፡-. ----------

የተማሪዎቹ ስም፡- ----------

ስልክ ቁጥር፡----------

ፊርማ፡----------

ቀን፡----------

Appendix B: Strength and Difficulties Questionnaires (SDQ: for Teachers and Parents)

የጠንካራና ደካማ ጎኖች መጠይቅ (ለወላጆች)

እባክዎን ለእያንዳንዱ መዘርዝር ትይዩ 'እውነት አይደለም'፤ 'በከፊል እውነት ነው' ወይም 'በእርግጥ እውነት ነው' የሚለው ስር ካሉት ሳጥኖች በአንዱ ምልክት ያድርጉ፡፡ ምንም እንኳን በፍጹም እርግጠኛ ባይሆኑ ወይም መዘርዝሩ ስሜት የማይሰጥ ቢመስልም፤ ለሁሉም መዝርዝሮች በሚችሉት አቅም መልስ ቢሰጡን ይረዳናል፡፡ እባክዎን የሚሰጡት መልስ ልጁ/ልጅቱ ባለፉት ስድስት ወራት ወይም በዘንድሮው የትምህርት ዘመን ያሳየውን/ያሳየቸውን ባህሪ በተመለከተ ይሁን፡፡

የልጅ ስም ..... ወንድ/ሴት

የትውልድ ዘመን .....

		እውነት አይደለም	በከፊል እውነት ነው	በእርግጥ እውነት ነው
ነ.	ስለ ሌሎች ሰዎች ስሜት ይጠነቀቃል/ ትጠነቀቃለች			
2.	ይንቀጥቀጣል/ትንቀጥቀጣለች፤ እረፍት የለሽ ነው/ነች፤ አንድ ቦታ አርፎ መቆየት አይችልም/አትችልም			
3.	ብዙ ጊዜ ራሴን፤ ሆዴን አመመኝ ወይም አቅለሸለሸኝ ይላል/ትላለች			
4.	ለሌሎች ልጆች ያለውን/ያላትን ነገር በቀላሉ ያጋራል/ታጋራለች(የሚበላ፤ መጫወቻ፤ እርሳስ፤ ወዘተ)			
5.	ብዙ ጊዜ በጣም ተናዳጅና ግልፍተኛ ነው/ናት(ይንፈራፈራል/ትንፈራፈራለች፤ ይማታል/ትማታለች፤ይጮሃል/ትጮሃለች፤ ይወራወራል/ትወራወራለች)			
6.	አይደባለቅም/አትደባለቅም፤ገለል ይላል/ትላለች፤ ለብቻው/ዋ የመጫወት አዝማሚያ አለው/አላት			
7.	በጥቅሉ ታዛዥ ነው/ናት፤ ብዙ ጊዜ አዋቂዎችየጠየቁትን/የጠየቋትን ያደርጋል/ታደርጋለች			
8.	ስለ ብዙ ነገር ይሰጋል/ትሰጋለች፤ ብዙ ጊዜ ትንሽ ትልቁ ያሳስበዋል/ያሳስባታል			
9.	ሰው ተጎድቶ፤ ከፍቶት ወይም አሞት ካየ/ካየች ይረዳል/ትረዳለች			
ነ0.	ያለማቋረጥ በተቀመጠበት/በተቀመጠችበት ይቁነጠነጣል/ትቁነጠነጣለች፤ ይንቆራጠጣል/ ትንቆራጠጣለች፤ ይጠማዘዛል/ትጠማዘዛለች			
ነነ.	ቢያንስ አንድ ጥሩ ጓደኛ አለው/አላት			
ነ2.	ብዙ ጊዜ ከሌሎች ልጆች ጋር ይደባደባል/ትደባደባለች ወይም ጉልበተኝነቱን/ ጉልበተኛነቷን ያሳያል/ታሳያለች			
ነ3.	ብዙ ጊዜ ደስተኛ አይደለም/አይደለችም፤ ይከፋዋል/ይከፋታልወይም እንባው/እንባዋ ይመጣል			
ነ4.	በጥቅሉ በሌሎች ልጆች ተወዳጅነት አለው/አላት			
ነ5.	በቀላሉ ሀሳቡ/ሀሳቧ ይበታተናል፤ትኩረቱም/ትኩረቷም አንድ ቦታ ላይ አይቆ?ይም			
ነ6.	አዲስ ሁኔታዎች ሲገጥሙት/ሚት ይረበ?ሻል/ትረበሻለች፤ወላጆቹ/ቿ ላይ ጥብቅ ይላል/ትላለች፤ ወይም አልለቅም ይላል/ትላለች፤ በቀላሉ በራስ መተ?ማመን ያጣል/ታጣለች			

17. ከእርሱ/ከርሷለሚያንሱልጆችደግነው/ናት			
18. ብዙ ጊዜ ይዋሻል/ትዋሻለች ወይም ያጭበረብራል/ታጭበረብራለች			
19. ሌሎች ልጆች ይተናኮሉታል/ይተናኮሏታል፤ ያበሽቁታል/ያበሽቋታል ወይም ጉልበተኝነታቸውን ያሳዩታል/ያሳይዋታል			
20. ብዙ ጊዜ ሌሎችን ለመርዳት ፈቃደኛ ነው/ናት(ወላጆች፤መምህራን፤ሌሎች ልጆች)			
21. ነገር ከማድረጉ/ከማድረጓ በፊት ስለነገሩ በቅድሚያ ያስተውላል/ታስተውላለች			
22. ከቤት፣ ከትምህርት ቤት ወይም ከሌላ ቦታ ይሰርቃል/ትሰርቃለች			
23. ከሌሎች ልጆች ይልቅ ከአዋቂዎች ጋር በቀላሉ ይግባባል/ትግባባለች			
24. ብዙ ነገሮች ይፈራል/ትፈራለች፤ በቀላሉ ድንግጥ ይላል/ትላለች			
25. የጀመራቸውን/የጀመረቻቸውን ነገሮች እስከመጨረሻቸው ድረስያከናውናል/ ታከናውናለች፤ጥሩ የትኩረት ስፋት አለው/አላት			

ስለ ትብብርዎ በጣም እናመሰግናለን

ፊርማ..... ቀን.....

ወላጅ/መምህር/ሌላ (ልላ ከሆነ እባክዎ ይግለጹ)

የጠንካራና ደካማ ጎኖች መጠይቅ (ለመምህራን)

እባክዎን ለእያንዳንዱ መዘርዝር ትይዩ 'እውነት አይደለም'፤ 'በከፊል እውነት ነው' ወይም 'በእርግጥ እውነት ነው' የሚለው ስር ካሉት ሳጥኖች በአንዱ ምልክት ያድርጉ፡፡ ምንም እንኳን በፍጹም እርግጠኛ ባይሆኑ ወይም መዘርዝሩ ስሜት የማይሰጥ ቢመስልም፤ ለሁሉም መዝርዝሮች በሚችሉት አቅም መልስ ቢሰጡን ይረዳናል፡፡ እባክዎን የሚሰጡት መልስ ልጁ/ልጅቱ ባለፉት ስድስት ወራት ወይም በዘንድሮው የትምህርት ዘመን ያሳየውን/ያሳየቸውን ባህሪ በተመለከተ ይሁን፡፡

የልጅ ስም ..... ወንድ/ሴት

የትውልድ ዘመን .....

		እውነት አይደለም	በከፊል እውነት ነው	በእርግጥ እውነት ነው
ነ.	ስለ ሌሎች ሰዎች ስሜት ይጠነቀቃል/ ትጠነቀቃለች			
2.	ይንቀዠቀዠቃል/ትንቀዠቀዠቃለች፤ እረፍት የለሽ ነው/ነች፤ አንድ ቦታ አርፎ መቆየት አይችልም/አትችልም			
3.	ብዙ ጊዜ ራሴን፤ ሆዴን አመመኝ ወይም አቅለሸለሸኝ ይላል/ትላለች			
4.	ለሌሎች ልጆች ያለውን/ያላትን ነገር በቀላሉ ያጋራል/ታጋራለች(የሚበላ፤ መጫወቻ፤ እርሳስ፤ ወዘተ)			
5.	ብዙ ጊዜ በጣም ተናዳጅና ግልፍተኛ ነው/ናት(ይንፈራፈራል/ትንፈራፈራለች፤ ይማታል/ትማታለች፤ይጮሃል/ትጮሃለች፤ ይወራወራል/ትወራወራለች)			
6.	አይደባለቅም/አትደባለቅም፤ገለል ይላል/ትላለች፤ ለብቻው/ዋ የመጫወት አዝማሚያ አለው/አላት			
7.	በጥቅሉ ታዛዥ ነው/ናት፤ ብዙ ጊዜ አዋቂዎችየጠየቁትን/የጠየቋትን ያደርጋል/ታደርጋለች			
8.	ስለ ብዙ ነገር ይሰጋል/ትሰጋለች፤ ብዙ ጊዜ ትንሽ ትልቁ ያሳስበዋል/ያሳስባታል			
9.	ሰው ተጎድቶ፤ ከፍቶት ወይም አሞት ካየ/ካየች ይረዳል/ትረዳለች			
ነ0.	ያለማቋረጥ በተቀመጠበት/በተቀመጠችበት ይቁነጠነጣል/ትቁነጠነጣለች፤ ይንቆራጠጣል/ ትንቆራጠጣለች፤ ይጠማዘዛል/ትጠማዘዛለች			
ነነ.	ቢያንስ አንድ ጥሩ ጓደኛ አለው/አላት			
ነ2.	ብዙ ጊዜ ከሌሎች ልጆች ጋር ይደባደባል/ትደባደባለች ወይም ጉልበተኝነቱን/ ጉልበተኛነቷን ያሳያል/ታሳያለች			
ነ3.	ብዙ ጊዜ ደስተኛ አይደለም/አይደለችም፤ ይከፋዋል/ይከፋታልወይም እንባው/እንባዋ ይመጣል			
ነ4.	በጥቅሉ በሌሎች ልጆች ተወዳጅነት አለው/አላት			
ነ5.	በቀላሉ ሀሳቡ/ሀሳቧ ይበታተናል፤ትኩረቱም/ትኩረቷም አንድ ቦታ ላይ አይቆ?ይም			
ነ6.	አዲስ ሁኔታዎች ሲገጥሙት/ሟት ይረበ?ሻል/ትረበሻለች፤ወላጆቹ/ቿ ላይ ጥብቅ			

	ይላል/ትላለች፤ ወይም አልለቅም ይላል/ትላለች፤ በቀላሉ በራስ መተ?ማመን ያጣል/ታጣለች			
17.	ከእርሱ/ከርሷለሚያንሱልጆችደግነው/ናት			
18.	ብዙ ጊዜ ይዋሻል/ትዋሻለች ወይም ያጭበረብራል/ታጭበረብራለች			
19.	ሌሎች ልጆች ይተናኮሉታል/ይተናኮሏታል፤ ያበሽቁታል/ያበሽቋታል ወይም ጉልበተኝነታቸውን ያሳዩታል/ያሳይዋታል			
20.	ብዙ ጊዜ ሌሎችን ለመርዳት ፈቃደኛ ነው/ናት(ወላጆች፤መምህራን፤ሌሎች ልጆች)			
21.	ነገር ከማድረጉ/ከማድረጓ በፊት ስለነገሩ በቅድሚያ ያስተውላል/ታስተውላለች			
22.	ከቤት፣ ከትምህርት ቤት ወይም ከሌላ ቦታ ይሰርቃል/ትሰርቃለች			
23.	ከሌሎች ልጆች ይልቅ ከአዋቂዎች ጋር በቀላሉ ይግባባል/ትግባባለች			
24.	ብዙ ነገሮች ይፈራል/ትፈራለች፤ በቀላሉ ድንግጥ ይላል/ትላለች			
25.	የጀመራቸውን/የጀመረቻቸውን ነገሮች እስከመጨረሻቸው ድረስያከናውናል/ ታከናውናለች፤ጥሩ የትኩረት ስፋት አለው/አላት			

ስለ ትብብርዎ በጣም እናመሰግናለን

ፊርማ..... ቀን.....

የክፍሉ መምህር/ የክፍሉ ረዳት መምህር / አስተባባሪ/ሌላ (ሌላ ከሆነ እባክዎ ይግለፁ)

Appendix C: Self-Efficacy Measures for Story Writing

የተማሪዎች በመጻፍ ላይ ያላቸው የራስ መተማመን መለኪያ

ውድ ተማሪዬ አሁን ስለ መጻፍ ጥቂት ጥያቄዎች ልጠይቅህ/ሽ ነው፡፡ይህ ፈተና አይደለም፤ትክክለኛ ሆነ ስህተት መልስ የለውም፡፡ስለዚህ ምንም የሚያስጨንቅ ነገር የለውም፡፡መልስህ/ሽ አንተ/አንቺ ስለመጻፍ ያለህን/ሽንት ክክለኛ አስተሳሰብ ለመረዳት ብቻ የሚያገለግል ስለሆነ የመለስከውን/ሽውን መልስ ከተመራማሪው ውጭ ማንም አያየውም፡፡አባክህ/ሽ መልሱን በታማኝነት ለመመለስ ሞክር/ሪ፡፡ከተሰጡት አራት አማራጮች መካከል አንዱ የመረጥከው/ሽው ላይ በማክበብ መልስ/ሺ፡፡

ትእዛዝ - እያንዳንዱን ጥያቄጮ ክብለህ አንብብ፡፡ተማሪዎቹ መልሱን ለመመለስ በሚያስቡበት ጊዜ ጥያቄውን ደግመህ አንብብላቸው፡፡

1. አንድ ተረት ሰባት ክፍሎች አሉት፡፡ሰባቱንም የተረት ክፍሎች ዘርዝር ብዬ ብጠይቅህስ/ ሽስ ? እስቲ የአንድ ተረት ሰባት ክፍሎችን አስብ/ቢ ስንቱንስ በትክክል ትጠራቸዋለህ/ቺዋለሽ ?
   ሀ. ምንም አልጠራም ለ. ጥቂቶቹን እጠራለሁ
   ሐ.. አብዛኞቹን እጠራለሁ መ. ሁሉንም እጠራለሁ
2. ስለ የአያ ጅቦ ተረት ጻፍ/ፊ ብዬ ብጠይቅህስ/ሽ ? እስቲ ስለ አያ ጅቦ መጻፍ እንደምትችል/ዪ አስብ/ቢ፡፡ምን ያህል መስመርስ መጻፍ ትችላለህ/ያለሽ ?
   ሀ. ምንም መጻፍ አልችልም ለ. አንድ ወይም ሁለት መስመር እጽፋለሁ
   ሐ. ከሶስት እሰከ አራት መስመር እጽፋለሁ መ. ከአምስት መስመር በላይ እጽፋለሁ
3. ስለ ጦጢት ተረት ጻፍ/ፊ ብዬ ብጠይቅህስ/ሽስ ? እስቲ ስለ ጦጢት ተረት አስብ/ቢ ጦጢት መጨረሻ ላይ ምን እንደገጠማት መጻፍ ትችላለህ/ሽ ?
   ሀ. መንም መጻፍ አልችልም
   ለ. አንድ ወይም ሁለት መስመር እጽፋለሁ
   ሐ. ከሶስት እስከ አራት መጻፍ እችላለሁ
   መ. ሙሉውን ታሪክ ከአምስት መስመር በላይ እጽፋለሁ
4. አንዳንድ ልጆች የተሟላ ተረት(ሙሉውን ክፍል የያዘ) መጻፍ ይችላሉ፡፡ሌሎች ልጆች ድግሞ የተሟላ ተረት ለመጻፍ ይቸገራሉ፡፡አሰቲ ስለምታውቀው/ቂው አንድ ተረት አስብ/ቢ፡፡ የአሰብከው/ሽው ተረት በዝርዝር መጻፍ እንደምትችል/ዪ ከተሰጡት አማራጮች መካከልም ረጥ/ጭ፡፡
   ሀ. ለመጻፍ እቸገራለሁ
   ለ. የተሟላ ተረት በጥቂቱ መጻፍ እችላለሁ
   ሐ. የተሟላ ተረት በአብዛኛው ዘርዝሬ እጽፋለሁ
   መ. የተሟላ ተረት በደንብ ዝርዝር አድርጌ መጻፍ እችላለለሁ

ስለ ትብብርህ/ሽ አመሰግናለሁ!

Appendix D: Social Validity Measures for Students and Teachers

የልጆች የማስተሪያ ስልትን ደረጃ መለኪያ -ቅደመ

ውድ ተማሪዬ እኔ ቀጥሎ በምትማሩት ራስን በመቆጣጠር ስልት ተረት በመጻፍ ዙሪያ ጥያቄ ለማቅረብ ወድጃለሁ፡፡ከታች የተዘረዘሩ አረፍተ ነገሮች አሉ፡፡በአረፍተ ነገሮቹ ልትስማማ/ሚ ወይም ላትስማማ/ሚ ትችላለህ/ሽ፡፡ለያንዳንዱ አረፍተ ነገር፣ አባክህ/ሽ የምትስማማበትን/ሚበትን ወይም የማትስማማበትን/ሚበትን መጠን ሰንጠረዡ ውስጥ የ‹‹ X›› ምልክት በማድረግ ምረጥ/ጭ፡፡

1= በጣም አልስማማም

2=አልስማማም

3= በትንሹ አልስማማም

4=በትንሹ እስማማለሁ

5= እስማማለሁ

6=በጣም እስማማለሁ

		1	2	3	4	5	6
1	የምንማረው የማስተማሪያ ስልት ጥሩ ይሆናል፡፡						
2	አስተማሪዬ ቁጡ ይሆኑብኛል ብዬ አስባለሁኝ፡፡						
3	ፕሮገራሙን በምንተገብርበት ወቅት ጓደኞቼ ላይ ችግር ሊፈጥርባቸው ይችላል፡፡						
4	ጽህፈት ለማስተማር ብዙ እና የተሻሉ የማስተማሪያ ዘዴዎች አሉ፡፡						
5	ይህ የማስተማሪያ ስልት ለሌሎች ህጻናትም ጠቃሚ ነው፡፡						
6	ይህን የማስተማሪያ ስልት እወደዋለሁ ብዬ አስባለሁ፡፡						
7	በዚህ ፕሮገራም ላይ መሳተፌ በትምህርቴ ጥሩ እንድሆን ይረዳኛል ብዬ አስባለሁ፡፡						

አስተያየት፡

_____

_____

የልጆች የማስተሪያ ስልትን ደረጃ መለኪያ-ድህረ

ውድ ተማሪዬ አሁን ተምራቸሁ በጨረሳችሁት ፕሮገራም ዙሪያ ጥያቄ ለማቅረብ ወድጃለሁ፡፡ከታች የተዘረዘሩ አረፍተ ነገሮች አሉ፡፡በአረፍተ ነገሮቹ ልትስማማ/ሚ ወይም ላትስማማ/ሚ ትችላለህ/ሽ፡፡ለያንዳንዱ አረፍተ ነገር፣ አባክህ/ሽ የምትስማማበትን/ሚበትን ወይም የማትስማማበትን/ሚበትን መጠን ሰንጠረዙ ውስጥ የ‹‹ X›› ምልክት በማድረግ ምረጥ/ጭ፡፡

1= በጣም አልስማማም
2=አልስማማም
3= በትንሹ አልስማማም
4=በትንሹ እስማማለሁ
5= እስማማለሁ
6=በጣም እስማማለሁ

		1	2	3	4	5	6
1	የተጠቀምነው የማስተማሪያ ስልት ጥሩ ነበር						
2	አስተማሪዬ በእኔ ላይ ቁጡ ነበሩ						
3	ይህን የማስተማሪያ ስልት በመጠቀማቸው ጓደኞቼ ላይ እክል ፈጥሯል፡፡						
4	እኔን ጽህፈት ለማስተማር ከዚህ የተሻሉ ሌሎች የማስተማሪያ ስልቶች አሉ፡፡						
5	የማስተማሪያ ስልት ለሌሎች ልጆችም ጠቃሚ ነው፡፡						
6	የተጠቀምነውን የማስተማሪያ ስልት ወድጀዋለሁኝ፡፡						
7	ይህን የማስተማሪያ ስልት በመጠቀሜ ትምህርት ቤት ውስጥ ጥሩ እንድሆን ረድቶኛል፡፡						

አስተያየት: _____
_____
_____

The Intervention Rating Profile-15 –PRE

The purpose of this questionnaire is to obtain information that will aid in the selection of classroom interventions. These interventions will be used by teachers of children with identified needs. Please put 'X' on the number which best describes your agreement or disagreement with each statement

1. Strongly disagree
2. Disagree
3. Slightly disagree
4. Slightly agree
5. Agree
6. Strongly agree

	1	2	3	4	5	6
1. This would be an acceptable intervention for the child's needs.						
2. Most teachers would find this intervention appropriate for children with similar needs.						
3. This intervention should prove effective in supporting the child's needs.						
4. I would suggest the use of this intervention to other Teachers						
5. The child's needs are severe enough to warrant use of this intervention						
6. Most teachers would find this intervention suitable for the needs of this child.						
7. I would be willing to use this intervention in the classroom setting						
8. This intervention would not result in negative side effects for the child.						
9. This intervention would be appropriate for a variety of children.						
10. This intervention is consistent with those I have used in classroom settings.						
11. The intervention is a fairway to handle the child's needs						
12. This intervention isreasonable for the needs of thechild.						
13. I like the procedures used inthis intervention.						
14. This intervention would be agood way to handle this child'sneeds						
15. Overall, this interventionwould be beneficial for the child						

The Intervention Rating Profile-15 - POST

The purpose of this questionnaire is to obtain information that will aid in the selection of future classroom interventions. These interventions will be used by teachers of children with identified needs. Please put 'X' on number which best describes your agreement or disagreement with each statement.

1. Strongly disagree
2. Disagree
3. Slightly disagree
4. Slightly agree
5. Agree
6. Strongly agree

	1	2	3	4	5	6
1. This was an acceptable intervention for the child's needs.						
2. Most teachers would find this intervention appropriate for children with similar needs.						
3. This intervention proved effective in supporting the child's needs						
4. I would suggest the use of this intervention to other teachers						
5. The child's needs were severe enough to warrant use of this intervention.						
6. Most teachers would find this intervention suitable for the needs of this child.						
7. I would be willing to use this intervention in the classroom setting.						
8. This intervention did not result in negative side effects for the child.						
9. This intervention would be appropriate for a variety of children.						
10. This intervention was consistent with those I have used in classroom settings.						
11. The intervention was a fairway to handle the child's needs.						
12. This intervention wasreasonable for the needs of the child						
13. I liked the procedures used inthis intervention.						
14. This intervention was a goodway to handle this child's needs						
15. Overall, this interventionwas beneficial for the child						

Appendix E Data Collection Sheet (On and Off-Task Behaviors)

Data Collection Sheet (On and Off-Task Behaviors)

Student Name: _____ Date_____

Data Collector_____ Time (15 min)

Indicate if the student is on-task for the entire 15 second interval by marking a "+" in a designated space. Similarly, indicate if the student is off-task at any point during the 15 second interval by making a "-" in a designated space. Remember, on-task behaviors look like a student doing any or all of the following: (1), sitting in her/his sit and listening to the teacher's instruction; (2), engaged with appropriate materials; (3), reading/writing to the writing prompts; (4), talking to the teacher/asking relevant questions; (5), engaged with group discussion/peer support schedule. Off-task behaviors are also appearing as actions that are not directly related to the writing instruction as instructed by the teacher. The behaviors included (1), walking around the room; (2), disrupting the students; (3), laughing/speaking out of turn/ making noises; (4), looking out of the window.

Minute	Interval			
	:15	:30	:45	:60
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
Total +				

Direction

Add up the bottom row.

1. What is the total number of intervals with on-task behaviors? _____. Divided the number above by 60 (i.e. total number of intervals). What is that number? _____. Multiply the number above by 100. What is the percentage of intervals with on-task behaviors_____?

2. What is the total number of intervals with off-task behaviors? _____. Divided the number above by 60 (i.e. total number of intervals). What is that number? _____. Multiply the number above by 100. What is the percentage of intervals with off-task behaviors_____?

Appendix F Treatment Fidelity Measure

Treatment Fidelity Checklist

Teacher: _____ **Observer: _____**

 # Number of Students: _____ **Date: _____**

Lesson #: 1

Directions: During the lesson presentation, place a checkmark in the column for each step that is observed. If the step does not apply to the lesson, write in N/A in the column and do not include that step in the calculation of fidelity.

SRSD Step	Lesson Checklist	Completed?
1	Develop Background Knowledge 1. Introduce POW - a trick good writer's use, for many things they write.	
	2. Go over parts of POW, discuss each.	
	3. Describe and discuss the concept of notes. Emphasize that a good way to remember POW is to remember that it gives them POW for everything they write.	
	4. Practice POW. 5. Introduce W-W-W,	
	5. Introduce W-W-W, What = two, How = two strategy	
	6. The students practice to find the parts of good story in a sample story	

Number of checkmarks/6 = _____ % SRSD Lesson Fidelity

Appendix G Peer Support Training Manual

<u>የአቻ ድጋፍ ስልጠና ማኑዋል</u>

ቀን ፡ ---------- የስልጠናው ቦታ፡----------

የአሰልጣኙ/ኞቹ ስም፡----------

የተማሪዎቹ ብዛት፡----------

መግቢያ ፡ ስለ የአቻ ድጋፍ አላማና ምንነት ገለፃ ከመደረጉ በፊት ተማሪዎቹ እርስ በርስ እንዲተዋወቁ ማድረግ (በሚተዋወቁበት ጊዜ የሚያስቁ ቀልዶችን እንዲጨምሩ ማበረታታት)

ይህ የማሰልጠኛ ማኑዋል የተዘጋጀው ራስን በመቆጣጠር ስልት የ ባህርይ እክል ያለባቸው ልጆችን ተረት የመጻፍ ክሂላቸውን እንዲያዳብሩ የሚያግዝ ሆኖ ነው፡፡መጀመሪያ ራስን በመቆጣር ስልት ተረት የመፃፍ ክሂልን ለማደበር የተዘጋጀው ስልጠናን ዓላማ በመዘርዘር የአቻ ድጋፉ ከስልጠናው ጋር አብሮ የተዘጋጀ መሆኑን ማስረዳት፡፡ ተማሪዎቹ ፡-

- በስልጠናው ወቅት እርስ በርስ እንዲረዳዱ ማመቻቸት
- ተማሪዎቹን ማበረታታት
- ተማሪዎቹ በሚረዳዱበት ጊዜ ጥሩ ባህሪ ያሳየውን ተማሪ መሸለም
- ተማሪዎቹ ሌላ የሚረዳዱበት መንገድ ካለ አስተያየት እንዲሰጡ መጠየቅ

<u>የአቻ ድጋፍ ምንነት</u>

የአቻ ድጋፍ ማለት ፍቃደኛ የሆኑ የ ባህርይ እክል ያለባቸው ልጆችን ተረት የመጻፍ ክሂላቸውን፤ በትምህርት ጊዜ ሀሳባቸውን በመሰብሰብ ተሳትፎአቸውን ለመጨመር፤ እንዲሁም ተረትበመጻፍ ላይ ያላቸው የራስ መተማመን ለማሳደግ እርስ በእርስ የሚረዳዱበት ሂደት ሲሆን ይህም በመምህራን አስተባባሪነት ይካሄዳል፡፡

<u>በስልጠናው ላይ የሚሳተፉ ተማሪዎች</u>

በዚህ ስልጠና ላይ የሚሳተፉ ተማሪዎች የ ባህርይ እክል ያለባቸው የ4ኛ ክፍል ተማሪዎች ሁሉም በስልጠናው ላይ ለመሳተፍ ፍቃደኛ የሆኑና ወላጆቻቸውም ልጆቻቸው በስልጠናው ላይ እንዲሳተፉ ፍቃዳቸውን የሰጡ ናቸው፡፡

<u>በአቻ ድጋፍ የሚሳተፉ ተማሪዎች ሀላፊነት</u>

በዚህ ስልጠና ላይ የሚሳተፉ ተማሪዎች ራስን በመቆጣጠር ስልት ተረት የመጻፍ ስልጠና ላይ በተዘጋጀው እቅድ መሰረት

1. ሰአት አክብሮ መገኘት
2. እርስ በእርስ በመረዳዳት እና በመከባበር መንፈስ (የተማሪዎችን ሞራል በመጠበቅ) ስልጠናውን ማካሄድ (የተማዎችን ሚስጢር መጠበቅ)
3. መምህራን የመሚሰጡትን ተግባራት/ ደንብ መከበር
4. ለትምህቱ የሚያግዙ መርጃ መሳሪያዎችን ይዞ መገኘት
5. በስልጠናው ላይ የተለያዩ ዘና የሚያደርጉ ትምህርት ነክ ጨዋታዎችን ማዘጋጀት
6. ተማሪው/ዋ የራሱን/ሳን ስራ ካጠናቀቀ/ቀች በኻላ የቡድኑ ጓደኞቻቸው እገዛ እንደማያስፈልጋቸው ማርጋገጥ
7. በእለቱ የተዘጋጀውን ትምህርት ከማጠቃለላቸው በፊት ያልገባቸው ነገር ካለ እርስ በእርስ መጠያየቅ
8. በእለቱ ከቡድኑ የተሻለ ተሳትፎ ያደረገውን ተማሪ መምረጥ

አጠቃላይ መረጃ ለመምህራን

ተማሪዎቹ እርስ በርስ ሲረዳዱ፡-

- ✓ የከፍል ስራና የቤት ስራ የሚሆኑ ማለማመጃዎች መዘጋጀታቸውን ማረጋገጥ
- ✓ የስልጠናውን ህግና ደንብ ማስታወስ

- ✓ የተለያዩ ማስታወሻ የሚሆኑ ስሎችንና የማስተማሪያ ካርዶችን በመጠቀም ተማሪዎቹ እንዲተጋገዙ ማበረታታት
- ✓ በየ ቡድኑ ያሉ ተማሪዎች በሚተጋገዙበት ወቅት በመከታተል ማበረታቻ መስጠት

አስተያየት-

_____
_____
_____

Appendix H: SRSD Teaching Plan

የ SRSD +Peer Support የማስተማሪያእቅድ

ትምህርት 1. Develop Background Knowledge

የመምህሩ ስም፡- ---------- የተፈቀድው ሰአት፡- 40 ደቂቃ

የተማሪዎቹ ስም፡- ---------- ቀን፡

የትምህርቱ አላማ፡-ከዚህ ትምህርት በኃላ ተማሪዎቹ- የተረት መፃፊያ ስልት የሆነውን POW+WWW, What2 How2 ምንነት በዝርዝር ያስረዳሉ፤ሰባቱን የተረት ክፍሎች ይለያሉ፤ከተሰጣቸው ተረት ውስጥ ክፍሎቹን ለይተው ያወጣሉ፡፡

የማስተማሪያ መሳሪያዎች፡-የ POW ቻርት፣አጫጭር ተረቶች፣ እስከሪቢቶ፣የተማሪዎች ፎልደር….

መግቢያ፡- የተረት አፃፃፍ ስልት(POW ወይም ሀማመን)ማስተዋወቅ፡፡ ተማሪዎቹ መጀመሪያ ስለ ተረት ምንነትና ስለ ተረት ክፍሎችን የሚያውቁትን መጠየቅ፡፡ ከዚያም ፡- **ሀሳቤን መሰብሰብ**

ማስታወሻዬን ማደራጀት

መጻፍና ብዙ ማለት በዚህም ተማሪዎች ተረት ከመጻፋቸው በፊት መጀመሪያ ሀሳባቸውን ስለሚጽፉት ተረት በማሰብ መሰብሰብ እንደሚገባቸው፤ ቀጥሎም በሚጽፉት ተረት ዙሪያ ማስታወሻ ማደረጀት እንደሚገባቸውና አጫጭር ማስታወሻ ካስቀመጡ በኃላ ተረቱን መጻፍ እንዳለቸው መግለጽ፡፡

ተማሪዎቹ የሀማመ ስልትን በተደጋጋሚ እንዲለመማመዱ ማድረግ፡፡ የተለያዩ ጥያቄዎችን በመጠየቅ ተማሪዎቹ የሀማመ ስልትን ተግባራዊ እንዲደርጉት ማበረታታት፡፡ ምሳሌዎችን ማሰየት፡፡ በመቀጠል ተማሪዎቹ WWW, What2 How2 ስልትን ምንነት እንዲያውቁ ማስተዋወቅ፡፡ ሰባቱ የተረት ክፍሎችም በዚህ ስትራተጂ ውስጥ እንደሚጠቃለሉ ማሳየት፡፡ አነሱም፡- ማን፣ መቼ፣ የት፣ ምን፤ ምን፣ እንዴት፣ እንዴት የሚሉትን ዘዴዎች በዝርዝር ማሳየት፡፡

ዘዴዎቹም የተረቱ ዋና ገጸ- ባህሪ ማን ነው?

ተረቱ የተከናወነበት ጊዜ መቼ ነው?

ተረቱ የተከናወነበት ቦታ የት ነው?

ዋናው ገጸ-ባህሪ ምን አደረገ ወይም ለማድረግ አሰበ? ሌሎች ገጸ-ባህሪያትስ ምን ለማድረግ አሰቡ?

ቀጥሎ ምን ተከሰተ ወይም ተፈጠረ?

ተረቱ እንዴት ተጠናቀቀ?

ዋናው ገጸ-ባህሪ እንዴት ሆነ? ሌሎቹ ገጸ- ባህሪያትስ እንዴት ሆኑ?

በመቀጠል ተማሪዎቹ የተረት አጻጻፍ ስልቱን በተደጋጋሚ እንዲያስተታውሱት ማበረታታት፡፡ ተማሪዎቹም እርስ በርስ እንዲረዳዱ ማድረግ፡፡ ተማሪወቹ ጥያቄ እንዲጠይቁ ማበረታታት፡፡ የተለያዩ ተረቶችን ከነምሳሌው በማምጣት ማለማመድ፡

፡

ምሳሌ ነ. ሰውና እባብ

በዱሮ ጊዜ (**መቼ**)ጫጫበሚባልሀገር(**የት**)አንድሰው(**ማን**)በጉዞላይእያለከአንድወንዝዳርቻላይከአንድእባብጋርተገናኘ፡፡ እባቡምሰውየውወንዙንእንዲያሻግረውጠየቀው፡፡ሰውየውም ‘‘እንዴት አድርጌ?’’ ብሎ ሲጠይቀው እባቡም ‘‘አንገትህ ላይ አድርገኝ፡፡’’ አለው፡፡ሰውየው እባቡን ቢፈራውም አንገቱ ላይ አድርጎ አሻገረው(**ዋናው ገጸ-ባህሪ ምን አደረገ**)፡፡ወንዙን ከተሻገሩም በኋላ ሰውየው እባቡን ‘‘በል አሁን ከአንገቴ ላይ ውረድልኝ፡፡’’ ሲለው እባቡ ግን አልወርድም፣እንዲያውም ወደ ዳኛ እንሂድ አለው፡፡’’ ሰውየውም በዚህ ተስማምቶ ወደ ዳኛ ሲሄድ ዳኛው ጅብ ነበርና ጅቡ ጉዳያቸውን ካዳመጠ በኋላ እባቡን ስለፈራው ‘‘እኔ በዚህ ጉዳይ ላይ ፍርድ መስጠት አልችልምና ወደ ጦጣዋ ሂዱ፡፡’’(**ሌሎች ገጸ-ባህሪያት ምን አደረጉ**)አላቸው፡፡ከዚያም ወደ ጦጣዋ ዘንድ ሄደው ጉዳያቸውን ሲያቀርቡ ጦጣዋ ‘‘እሺ፣መጀመሪያ ግን ዛፍ ላይ ልውጣ፡፡’’ ስትላቸው እነርሱም ‘‘እሺ’’ አሏት፡፡ከዚያም ጦጣዋ ‘‘በሉ አሁን ሁሊታችሁም መጀመሪያ መሬት ላይ መሆን አለባችሁ፡፡’’ አለቻቸው፡፡(**ቀጥሎ ምን ተከሰተ**)እናም እባቡ መሬት ወረደ፡፡በዚህ ጊዜ ጦጣዋ ሰውየውን ‘‘ታዲያ አሁን ምን ትጠብቃለህ? በእጅህ ቢላዋ ይዘሃል፡፡እባቡም መሬት ላይ ነው፡፡’’ አለችው፡፡ሰውየውም የጦጣዋ ንግግር ስለገባው እባቡን ገደለው፡፡ (**ተረቱ እንዴት አለቀ**)ሰውየውም በደስታ ወደ ቤቱ ሄደ፡፡(**ዋናው ገጸ-ባህሪ እንዴት ሆነ**)

ምሳሌ 2. የጅቦች ሃዘን

ድንጋይ ዳቦ በነበረበት ዘመን(**መቼ**) ሱባ ደን አካባቢ(**የት**) አንድ የጅብ ልጅ ሞቶ ጅቦች(**ማን**) ሁሉ ሃዘን ተቀምጠው ነበር፡፡ ይህም ዜና ከአህዮች ጆሮ ደርሶ ነበርና አንድ አህያ(**ማን**) እንዲህ አለ “ለምን ለቅሶ አንደርሳቸውም? ይህንንም ካደረግን እኛን ማደን ይተዋሉ፡፡” ሌሎቹም እንዲህ አሉ “ከጅቦቹ ጋር ወዳጅነት ለመመስረት ይህ መልካም አጋጣሚ ነው፡፡ ስለዚህ እንሂድ።” ብለው ተስማምተው ወደ ጅቡ ቤት አቀኑ፡፡(**ዋናው ገጸ-ባህሪ ምን አሰበ**) ጅቦቹም አህዮቹን በሩቅ ባዩ ጊዜ “እነዚያ

ወደእኛ የሚመጡት እንስሳት እነማን ናቸው?" ብለው ጠየቁ::(**ሌሎቹ ገጸ-ባህሪያትስ ምን አደረጉ**) ሁሉም በመገረም እያዩአቸው ሳለ አህዮቹ በቀጥታ ወደ ጅቡ ቤት ገቡ:: ያህዮቹም መሪ እንዲህ አለ "የምትበሉት ነገር ጥቁር እንኳን ቢሆን የጅብ ፋንድያ ነጭ ነው:: የጌታዬን ልጅ ምን አገኘው?" ጅቡም እንዲህ ብሎ መለሰ "ምንም ብትለኝ አይገባኝም:: አሁን ጅቦቹ ሁሉ ተርበዋልና ምን ይበላሉ?" አህዮቹም ሁሉ በጭንቀት እርስ በእርስ መተያየት **ጀመሩ::(ቀጥሎ ምን ተፈጠረ**) አንደኛውም "ብናመልጥ ይሻላል" ብሎ በለሆሳስ ተናገረ:: "ሌላኛው ግን አሁንማ በእጃቸው ውስጥ ነው ያለነው::" አለ:: "ታዲያ ምን ብናደርግ ይሻለናል?" "ከንፈራችንን እንስጣቸውና ያንን ይብሉ::" በዚህም ተስማምተው አለቃቸው ይህንኑ ለጅቦቹ አስረዳ ጅቦቹም በሙሉ ወደ አህዮቹ ዘለው ከንፈሮቻቸውን በጭቀው ጥለው በሁለት ጎራ ተፋጠጡ::(**ቀጥሎ ምን ተፈጠረ**) ስለዚህ አህዮቹ ከንፈር ስለሌላቸው በጅቦቹ የሚስቁ ይመስል ስለነበር አንዱ ጅብ "ልጃችን ሞቶ እያለ እንዴት ነው የምትስቁብን? ልታሾፉብን ነው የመጣችሁት? አለ:: በዚህም ጊዜ ጅቦቹ በሙሉ ዘለው አህዮቹን ይዘው በሏቸው:: (**ተረቱ እንዴት ተጠናቀቀ**) ከዚያን ጊዜ አንስቶ አያ ጅቦ ሳታመካኝ ብላኝ ይባል ጀመር::(**ዋናው ገጸ-ባህሪ እንዴት ሆነ? ሌሎቹ ገጸ- ባህሪያትስ እንዴት ሆኑ?**)

በመቀጠል ተማሪዎቹ የራሳቸውን ተረት በመጻፍ ሰባቱን የተረት ክፍሎች በጋራ በመረዳዳት እንዲጽፉ ማበረታታት::

ከተማሪዎች ጋር በሰሩት ስራ ላይ ውይይት ማድረግ::

የእለቱን ትምህርት ክለሳ ማድረግ::