

Research: The Framing Routine

Study 1

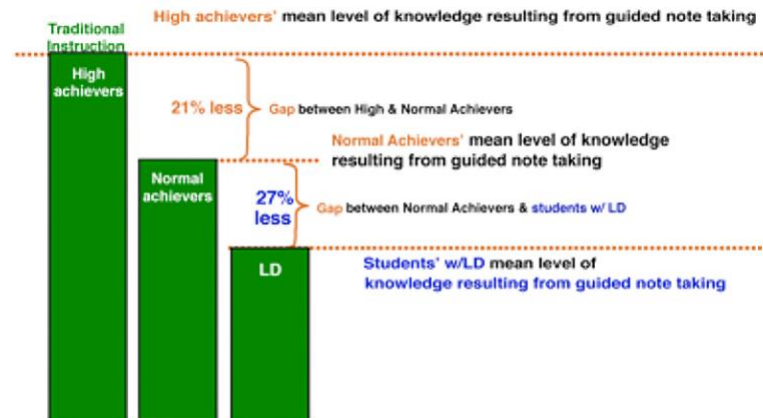
Overview

In this study, 32 high-achievers, 32 normal achievers, and 16 students with learning disabilities (LD) participated, along with their two secondary social studies teachers. The study compared the students' performance on oral tests after their teachers presented information with a Frame and the Framing Routine versus having students participate in guided notetaking on an outline of the information. It also compared three subgroups of students' scores on the tests: high achievers, normal achievers, and students with learning disabilities. The oral tests required the students to explain relationships among specified terms and to elaborate on concepts. Specifically, they were prompted to summarize important ideas about a given topic, to relate or apply ideas related to the topic, and to think about an idea in a new way (What if...?). A reversal design was used. During Phases 1 and 3, the guided-notes method was used by the teachers. During Phases 2 and 4, the Framing Routine was used.

Results

Figure 1 summarizes the results from the guided note-taking phases. High-achieving students earned scores that were, on average, 21 percentage points higher than scores of the normal achievers. Further, normal achievers earned scores that were, on average, 27 percentage points higher than the scores of students with LD.

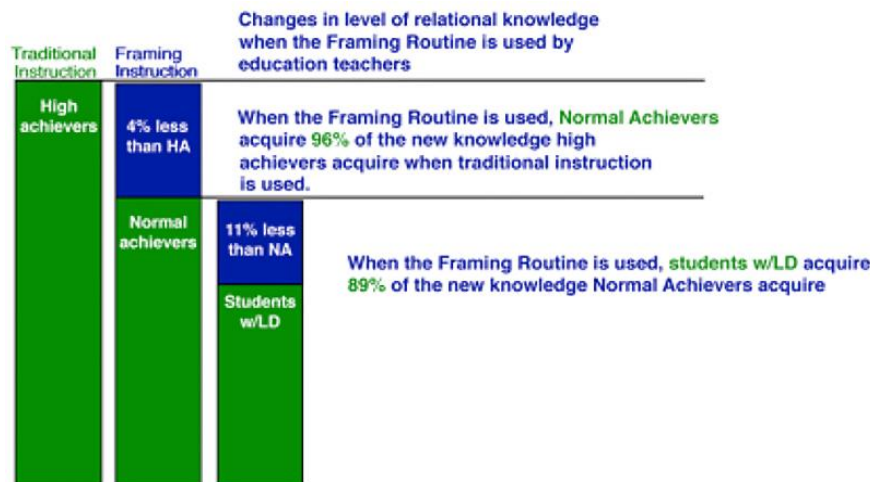
Figure 1: Achievement gap between students who are high-achieving, normally achieving, and those with learning disabilities when guided note taking is employed to teach social studies.



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Figure 2 summarizes the results from the Framing Routine phases. The high achievers earned scores that were 4 percentage points higher than the scores of normal achievers, and the normal achievers earned scores that were 11 percentage points higher than the scores of the students with LD, on average. Thus, when the routine was used, the students with LD acquired about 89% of the information acquired by the normal achievers.

Figure 2: Comparison of achievement gap between students who are high-achieving, normally achieving, and those with learning disabilities when the Framing Routine is used to teach social studies.



Conclusions

These results show that the use of the Framing Routine can be beneficial to all three groups of students in inclusive classes: high achievers, normal achievers, and students with LD. It is a method that can be used to close the gap between what students with LD traditionally learn and what their peers learn.

Reference

Ellis, E S. (2007). The effect of Frames with semantic prompts on closing the achievement gap in students' knowledge of history. Retrieved on June 16, 2009 from www.MakesSenseStrategies.com.

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Study 2

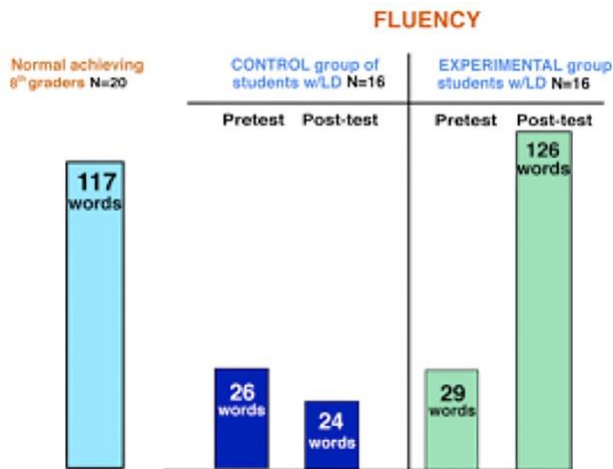
Overview

The purpose of this study was to determine the effects of teaching students to use the Frame (the graphic organizer used with the Framing Routine) to guide their performance on a writing assignment. A total of 52 eighth graders participated. Twenty of the students were normally achieving students, and 32 were students with learning disabilities (LD). The students with LD were randomly assigned to two groups: an experimental group and a control group. The experimental group received 30 minutes of instruction per day for 10 days in the use of the Frame to guide their writing of expository essays in their language arts classes. The control students received traditional writing instruction in their classes. The number of words written by the students was counted in essays written by the students before and after the experimental students received the instruction. The normally achieving group of 20 students also wrote essays to serve as a normative comparison group. They received only traditional writing instruction.

Results

The results are shown in Figure 3. The normally achieving students produced essays that were an average of 117 words in length. Students with LD in the control group produced essays that were an average of 26 words long on the pretest and 24 words long on the posttest. Students with LD in the experimental group produced essays that were an average of 29 words long on the pretest and 126 words long on the posttest.

Figure 3: Number of words written by experimental and control groups and a same-age comparison group of normal achievers.



Conclusions

Instruction in general education language arts classes in how to use the Frame to guide the writing of expository essays yielded results for students with LD that were not only comparable to but exceeded the results for normal achievers who had received traditional instruction with regard to the number of words written.

Reference

Ellis, E. S., & Feldman, K. (2007). The effect of Frames on the writing fluency of eighth-grade students with learning disabilities. Retrieved on June 18, 2009 from www.MakesSenseStrategies.com.