

Research: The Survey Routine

Overview

The Survey Routine is used by teachers as a pre-reading activity to orient students to reading assignments in their subject-area textbooks. For example, it can be used to introduce a textbook chapter to students before they read the chapter. Essentially, use of the routine involves the teacher guiding students through the use of the learning strategy on which this routine was based. The research study on the Survey Strategy was conducted with eight secondary students with LD. Their ages ranged from 14 to 18 years, and they were enrolled in grades 7 through 12. They participated in a multiple-baseline across-strategies design. All eight students received instruction in a resource room with their regularly assigned teacher. Two types of reading materials were used: published textbooks written at each student's strategy to the more difficult chapters.

Results

Several measures were gathered in this study, one corresponding to each of the strategies taught. For the Survey Strategy, the two measures were (a) an observation measure of the student's use of the strategy and (b) the student's oral report of what he/she learned while surveying the chapter.

With regard to observed strategy use, prior to instruction, the students used an average of 30% of the behaviors included in the strategy on an ability-level chapter and 31% of the behaviors on a grade-level chapter. After instruction, they used an average of 100% of the behaviors included in the strategy on an ability-level chapter and 98% of the behaviors on a grade-level chapter.

With regard to their oral report of information learned prior to instruction, they reported 20% of the information required after surveying an ability-level chapter and 9% of the information required after surveying a grade-level chapter. After instruction, they reported 87% of the information required after surveying an ability-level chapter and 82% of the information required after surveying a grade-level chapter.

Students also took a criterion-based chapter test over each chapter which they were instructed to study independently. They had 24 hours to study the chapter. During baseline, the students earned a mean score of 53% on the chapter test over the ability-level chapter and 40% on the chapter test over the grade-level chapter. After instruction in the strategies, the students earned a mean score of 87% on the chapter test over the ability-level chapter and 91% on the chapter test over the grade-level chapter.

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Conclusions

All of the students learned to survey the chapter above mastery levels, and they reported the large majority of the required information after they had surveyed each chapter. In addition, their scores on chapter tests improved substantially after they had learned the strategies.

Reference

Schumaker, J. B., Deshler, D. D., Alley, G. R., Warner, M. M., & Denton, P. H. (1982). Multipass: A learning strategy for improving reading comprehension. *Learning Disability Quarterly*, 5, 295-304.