

# Research: The Order Routine

## Overview

The purpose of this study was to determine whether subject-area teachers could implement the procedures associated with the ORDER Routine in their academically diverse general education classes and whether students could learn to use a strategy for organizing information as a result of teacher use of the routine. Twelve middle-school social studies teachers and students in one of their history/civics classes participated. A total of 204 students were involved in grades 6, 7, and 8. Six teachers and their students participated in the experimental group; six teachers and their students participated in the comparison group. Students with learning disabilities (LD) and without LD (NLD) participated in each group; they were regularly enrolled in the inclusive general education classes. An observation checklist was used to record teacher use of key behaviors and procedures in the routine. Student creation of organizers was measured with a test in which students were presented with a written passage and were asked to create a graphic device depicting the information in the passage. They earned points according to which elements of the device they included and the appropriateness of the device for the information. A multiple-baseline across-teachers design was used for the teacher portion of the study. A pretest-posttest comparison-group design was used for the student portion of the study.

## Results

The targeted teaching behaviors occurred at or slightly above the 0% level for all teachers during baseline (before instruction). After they were instructed to use the teaching behaviors, their mean percentage implementation scores were 72%, 53%, and 66% for the first, second, and third lessons.

An analysis of covariance revealed a significant difference between the experimental and control students' scores on the posttest [ $F(1, 199) = 13.590, p < .0005$ ] when controlling for the results of the pretest. There was no difference between the scores of students with and without LD.

## Conclusions

After instruction, the teachers' behaviors associated with teaching students to create graphic organizers related to content information increased. Students who participated in the instructional routine earned significantly higher scores on a test of graphic organizer creation than students who did not participate in the routine.

## Reference

Scanlon, D., Deshler, D. D., & Schumaker, J. B. (1996). Can a strategy be taught and learned in secondary inclusive classrooms? *Learning Disabilities Research and Practice, 11*(1), 41-57.

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