

# Research: The SCORE Skills and Teamwork Strategy Programs

## Overview

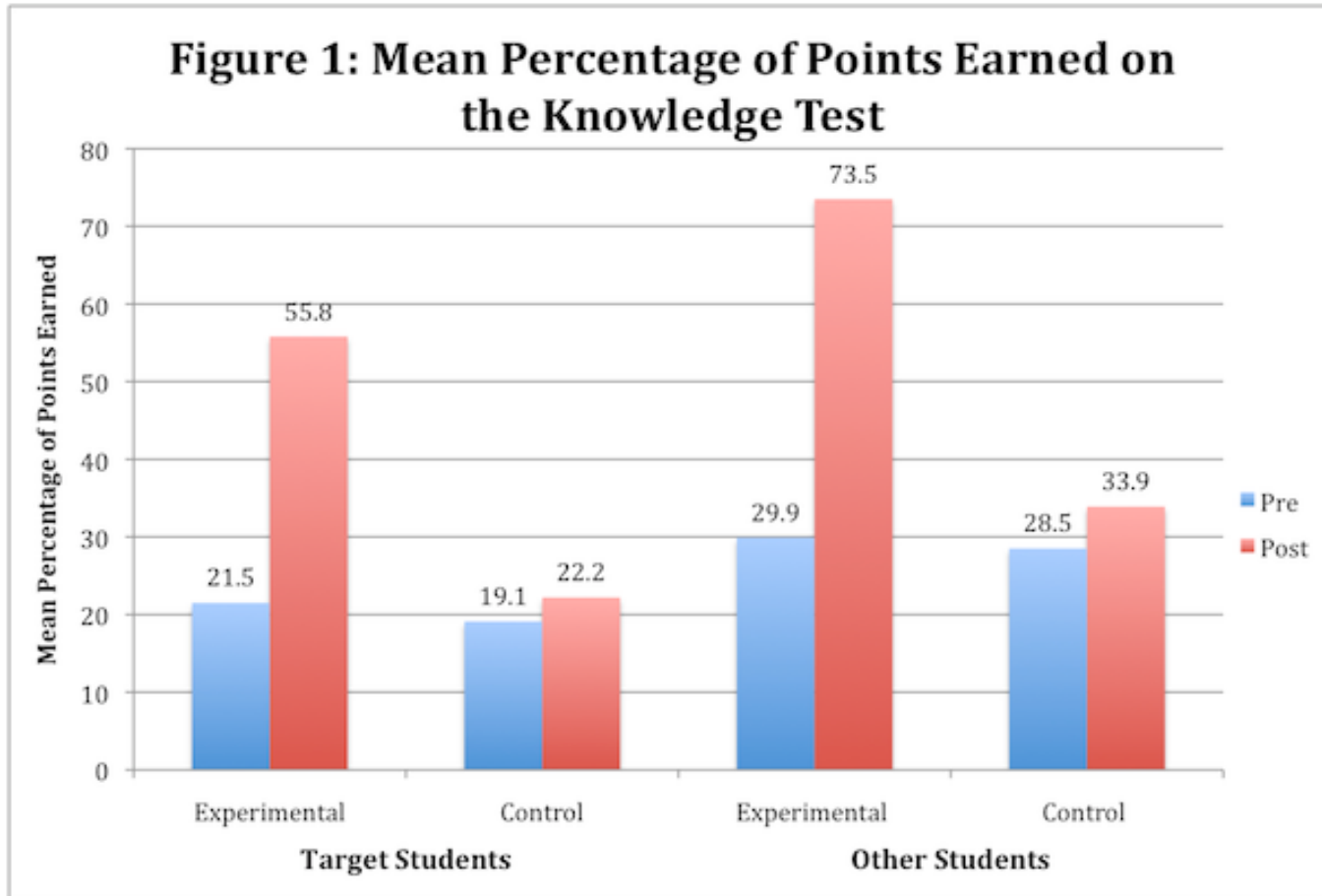
The Teamwork Strategy is used by cooperative groups to complete a group project. The SCORE Skills are basic social skills used during each cooperative-group activity. The research was conducted in a total of six classrooms, two each at the fourth-, fifth-, and sixth-grade levels. Members of these three pairs of intact classes were randomly assigned to the experimental or control condition. A total of 115 students received parental consent to participate, with 57 students enrolled in the experimental classes and 58 students in the control classes. The three teachers of the experimental classes taught their students the SCORE Skills and the Teamwork Strategy. The three control teachers did not teach the SCORE Skills or the THINK Strategy to their students. The performance of two groups of students was monitored: target students and all other students. Target students were students with exceptionalities who were receiving educational services for their disability and/or skill deficits.

## Results

Observational data were gathered on the fidelity of the experimental teachers' implementation of the instruction. They presented a mean of 95% of the information on the SCORE Skills and the Teamwork Strategy, according to a checklist based on the two instructor's manuals.

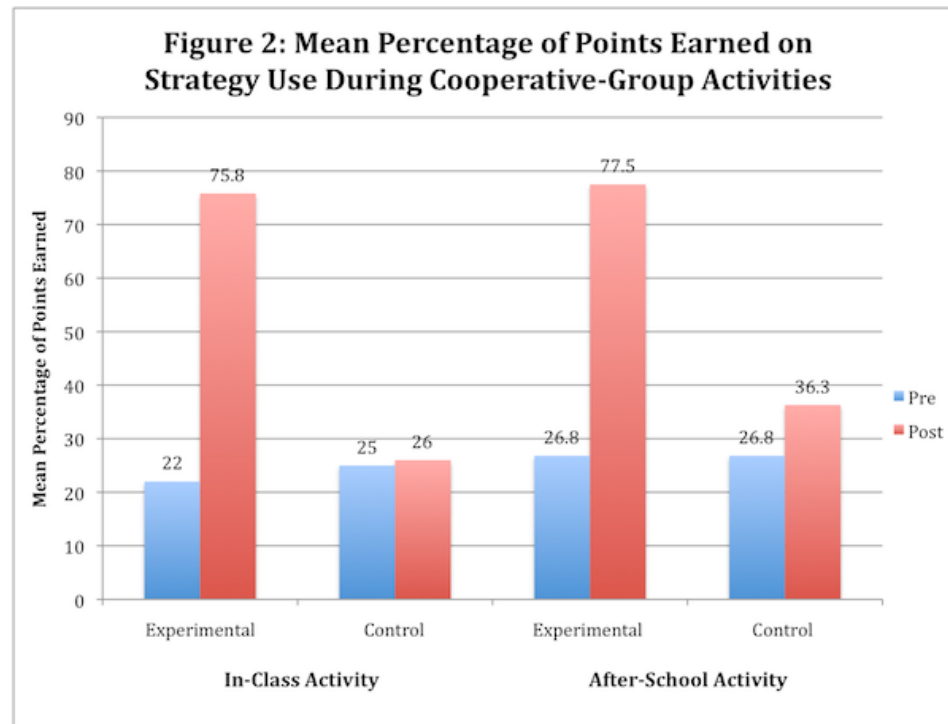
All students in experimental and control classes completed a written test of their knowledge about social skills and teamwork skills at pretest and posttest. The ANCOVAs revealed significant differences between the posttest scores of experimental and control students for students with exceptionalities,  $F(1, 15) = 13.84$ ,  $p < .002$ ,  $\eta^2 = .48$ , and for students without exceptionalities,  $F(1, 84) = 129.83$ ,  $p < .001$ ,  $\eta^2 = .61$ . (These are very large effect sizes.) For students with and without exceptionalities, the adjusted mean for the experimental group was significantly larger than the adjusted mean for the control group. (See Figure 1 for mean scores.)

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Data were also gathered on the students' performance as they completed projects together in small groups during the pretest and posttest. Since students with and without exceptionalities worked together in these groups, the analysis was conducted on the combined group means. Observers determined the percentage of social skills and strategy steps the students used. The ANCOVA on the in-class project revealed a significant difference between the experimental and control group posttest scores,  $F(1, 16) = 53.24$ ,  $p < .001$ ,  $\eta^2 = .77$ , a very large effect size. The ANCOVA on the out-of-class project (a generalization task) also revealed a significant difference between the experimental and control group posttest scores,  $F(1, 16) = 38.26$ ,  $p < .001$ ,  $\eta^2 = .70$ , also a very large effect size. The adjusted posttest mean for the experimental group was significantly larger than the adjusted posttest mean for the control group in each case. (See Figure 2 for mean scores.)



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Experimental teachers and students used a 7-point Likert-type scale to rate items regarding their satisfaction with the program ("7" indicating extremely satisfied; "1" indicating extremely dissatisfied) at the end of the year. Teachers endorsed the program, and their ratings indicated satisfaction with each aspect of the program. For example, teachers' average satisfaction rating for "relevance of the program to your students" was 6.3, "students benefited from the instruction" was 6.0, "students got along better after the instruction" was 6.3, and "the steps of the Teamwork Strategy were relevant for the students" was 6.0. Students also indicated that they were satisfied with the program, with mean scores on most items ranging from 5.0 to 6.0. One hundred percent of the fourth and fifth graders recommended that all fourth- or fifth-grade students receive this instruction.

## Conclusions

The SCORE Skills and Teamwork Strategy instructional programs can be successfully used to increase student knowledge about social skills and completing group tasks and to teach students how to complete group projects successfully in small cooperative groups. This is an important skill for students who will be faced with completing group tasks in work teams the rest of their lives. Both teachers and students were satisfied with various aspects of the program.

## Reference

Vernon, D. S. (1998). *Effects of instruction in The SCORE Skills and the Teamwork Strategy: Progress report*. Washington, D.C.: National Institute of Mental Health, SBIR Phase II #R44 MH47211.