

Research: The BUILD Strategy

Overview

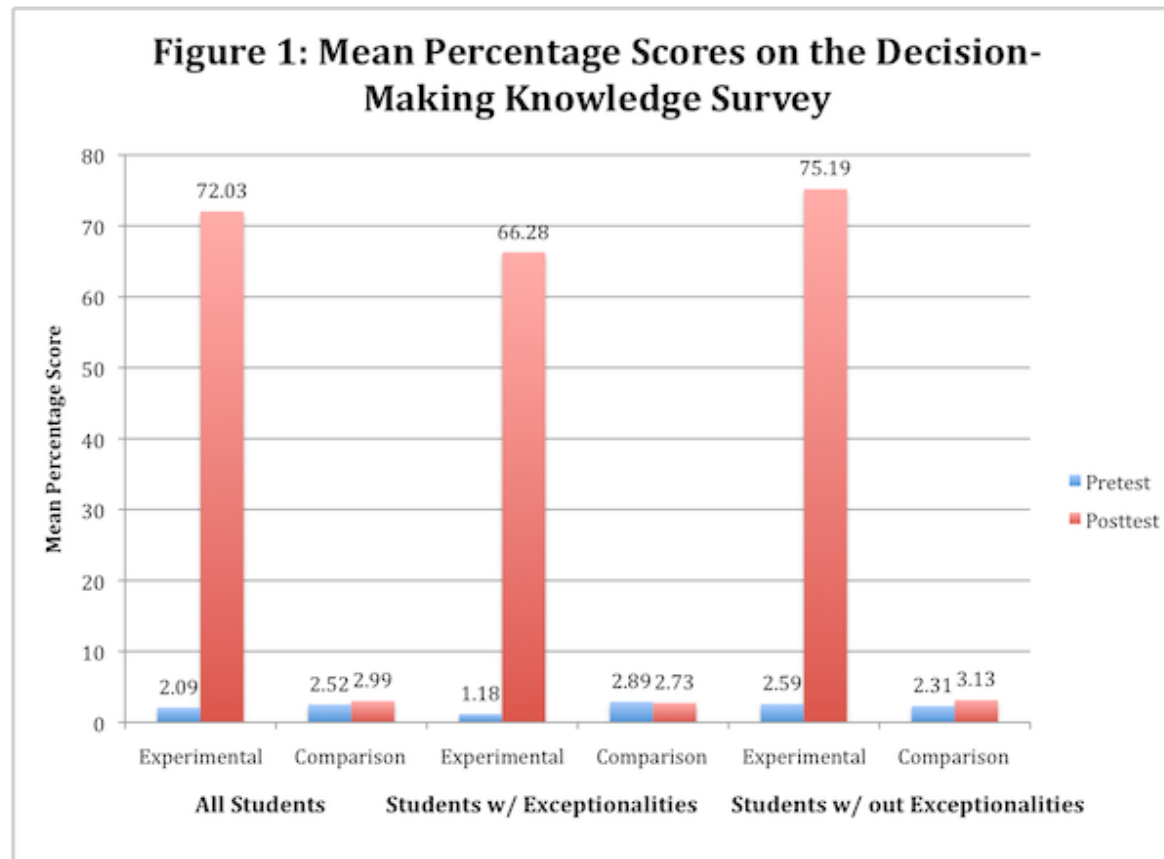
The BUILD Strategy is used by cooperative groups to resolve a two-sided issue. The research was conducted in 24 fourth- and fifth-grade general education classes. These intact classes were randomly assigned to the experimental or control condition. A total of 493 students participated. Twelve teachers of the experimental classes taught their students the SCORE Skills and the BUILD Strategy. The twelve control class teachers did not teach the SCORE Skills or the BUILD Strategy to their students.

Results

Observational data were gathered on the fidelity of the experimental teachers' implementation of the instruction. They presented a mean of 86% of the information on the SCORE Skills and 89% of the information on the BUILD Strategy, according to a checklist based on the two instructor's manuals.

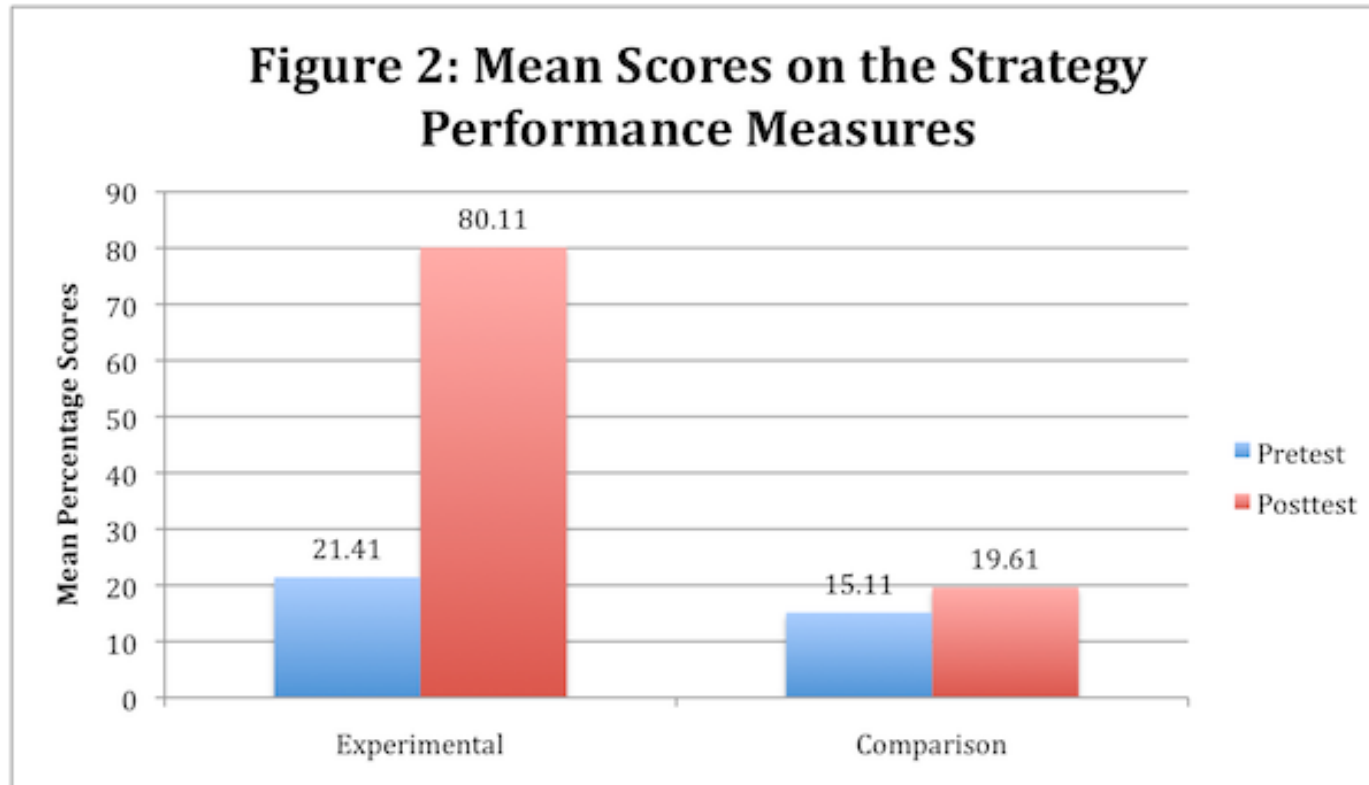
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All students in experimental and control classes completed a written test of their knowledge about social and decision-making skills at pretest and posttest. The ANCOVAs revealed significant differences between the posttest scores of experimental and control students for students with exceptionalities, $F(1, 23) = 94.80, p < .001, \eta^2 = .82$, and for students without exceptionalities, $F(1, 22) = 265.83, p < .001, \eta^2 = .93$. (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 resolved two-sided issues in small groups during the pretest and posttest. Since students with and without exceptionalities worked together in these groups, analyses were conducted on the combined group means. Observers determined the percentage of strategy steps the students used. The ANCOVA revealed a significant difference between the experimental and control group posttest scores, $F(1, 23) = 68.53, p < .001, \eta^2 = .77$, representing 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. (See Figure 2.)



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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 6.4, "students benefited from BUILD Strategy instruction" was 6.0, "instruction was easy to use and incorporate" was 6.2, and "students can make decisions in groups more effectively than without using the strategy" was 6.4. Satisfaction with "student materials" was rated 6.3, and overall satisfaction with the program was 6.4. Students also indicated that they were satisfied with the program, with mean scores on items ranging from 5.5 to 5.7. Eighty-six percent of the students recommended that all fourth- or fifth-grade students receive this instruction.

Conclusions

The BUILD Strategy instructional program can be successfully used to increase student knowledge about resolving issues and to teach students to resolve two-sided issues in small cooperative groups. Both teachers and students were satisfied with various aspects of the program.

Reference

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

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