

APPENDIX

Summary of studies included in the meta-analysis

Author (year)	Independent variable	Dependent variable	Educational Level	Sex	Classification
Ayllon & Robert (1974)	Reinforcement: Material (Activities, Privileges, and Priorities) and Token	Academic Achievement	Elementary School	M	Behavioral Disorder
Ayllon & Robert (1974)	Reinforcement: Material (Activities, Privileges, and Priorities) and Token	Academic Achievement	Elementary School	M	Behavioral Disorder
Babiyak, Koorland, & Mathes (2000)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	M	Behavioral Disorder
Babiyak, Koorland, & Mathes (2000)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	M	Behavioral Disorder
Babiyak, Koorland, & Mathes (2000)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	M	Learning Difficulty
Babiyak, Koorland, & Mathes (2000)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	M	Learning Difficulty
Billingsley (1977)	Reinforcement: Material (Chips and One Minute of Free Time)	Academic Achievement	Elementary School	M	Learning Difficulty
Billingsley (1977)	Reinforcement: Material (Chips and One Minute of Free Time)	Academic Achievement	Elementary School	M	Learning Difficulty
Billingsley (1977)	Reinforcement: Material (Chips and One Minute of Free Time)	Academic Achievement	Elementary School	M	Learning Difficulty
Billingsley (1977)	Reinforcement: Material (Chips and One Minute of Free Time)	Academic Achievement	Elementary School	M	Learning Difficulty

(1982)					
Blankenship & Baumgartner (1982)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Blankenship & Baumgartner (1982)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Blankenship & Baumgartner (1982)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Blankenship & Baumgartner (1982)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Blankenship & Baumgartner (1982)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Blankenship & Baumgartner (1982)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Blankenship & Baumgartner (1982)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Blankenship & Baumgartner (1982)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Blankenship & Baumgartner (1982)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Blankenship & Baumgartner (1982)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Blankenship & Baumgartner (1982)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	N.A.	Learning Difficulty
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	N.A.	N.A.
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	N.A.	N.A.

Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	M	Learning Difficulty
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	M	Learning Difficulty
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	F	Learning Difficulty
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	F	Learning Difficulty
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	M	Learning Difficulty
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	M	Learning Difficulty
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	M	Learning Difficulty
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	M	Emotional Disturbance
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	M	Learning Difficulty
Blick & Test (1987)	Self-control Training: Self-monitoring	Academic Engagement	High School	M	Learning Difficulty
Bryant & Budd (1982)	Self-control Training: Self-instruction	Academic Engagement	PreSchool	F	Behavioral Disorder
Bryant & Budd (1982)	Self-control Training: Self-instruction	Academic Achievement	PreSchool	F	Behavioral Disorder
Bryant & Budd (1982)	Self-control Training: Self-instruction	Academic Achievement	PreSchool	F	Behavioral Disorder
Bryant & Budd (1982)	Self-control Training: Self-instruction	Academic Engagement	PreSchool	M	Behavioral Disorder
Bryant & Budd (1982)	Self-control Training: Self-instruction	Academic Achievement	PreSchool	M	Behavioral Disorder
Bryant & Budd (1982)	Self-control Training: Self-instruction	Academic Achievement	PreSchool	M	Behavioral Disorder
Bryant & Budd (1982)	Self-control Training: Self-instruction	Academic Engagement	PreSchool	M	Behavioral Disorder
Bryant & Budd (1982)	Self-control Training: Self-instruction	Academic Achievement	PreSchool	M	Behavioral Disorder
Bryant & Budd (1982)	Self-control Training: Self-instruction	Academic	PreSchool	M	Behavioral

(1982)	Self-instruction	Achievement			Disorder
Campbell, Brady, & Linehan (1991)	Cooperative Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Campbell, Brady, & Linehan (1991)	Cooperative Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Campbell, Brady, & Linehan (1991)	Cooperative Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Campbell, Brady, & Linehan (1991)	Cooperative Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Engagement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Engagement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Achievement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Achievement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Achievement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Achievement	Middle School	M	Emotional Disturbance

Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Engagement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Engagement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Achievement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Achievement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Achievement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Achievement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Engagement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Engagement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of Performance and Completion	Academic Achievement	Middle School	M	Emotional Disturbance
Carr & Punzo (1993)	Self-control Training: Self-monitoring of	Academic Achievement	Middle School	M	Emotional Disturbance

Graham (1992)	Self-instruction	Achievement	School		Difficulty
Case, Harris, & Graham (1992)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	M	Learning Difficulty
Case, Harris, & Graham (1992)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	M	Learning Difficulty
Chang (1993)	Reinforcement: Both Material (Token) and Social	Academic Achievement	Elementary School	M	Learning Difficulty
Chang (1993)	Reinforcement: Both Material (Token) and Social	Academic Achievement	Elementary School	M	Learning Difficulty
Chang (1993)	Reinforcement: Both Material (Token) and Social	Academic Achievement	Elementary School	M	Learning Difficulty
Chang (1993)	Reinforcement: Both Material (Token) and Social	Academic Achievement	Elementary School	F	Learning Difficulty
Chang (1993)	Reinforcement: Both Material (Token) and Social	Academic Achievement	Elementary School	F	Learning Difficulty
Chang (1993)	Reinforcement: Both Material (Token) and Social	Academic Achievement	Elementary School	F	Learning Difficulty
Chou & Jan (1995)	Strategy Instruction: Metacognitive Strategy (Self-questioning Strategy)	Academic Achievement	Elementary School	M	Learning Difficulty
Chou & Jan (1995)	Strategy Instruction: Metacognitive Strategy (Underlining Strategy)	Academic Achievement	Elementary School	M	Learning Difficulty
Chou & Lin (1996)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	N.A.	ADHD
Chou & Lin (1996)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	N.A.	ADHD
Chou & Jan (1995)	Strategy Instruction: Metacognitive Strategy (Self-questioning Strategy)	Academic Achievement	Elementary School	M	Learning Difficulty

	Strategy)				
Chou & Jan (1995)	Strategy Instruction: Metacognitive Strategy (Underlining Strategy)	Academic Achievement	Elementary School	F	Learning Difficulty
Chou & Lin (1996)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	N.A.	ADHD
Chou & Lin (1996)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	N.A.	ADHD
Chou & Jan (1995)	Strategy Instruction: Metacognitive Strategy (Self-questioning Strategy)	Academic Achievement	Elementary School	M	Learning Difficulty
Chou & Jan (1995)	Strategy Instruction: Metacognitive Strategy (Underlining Strategy)	Academic Achievement	Elementary School	F	Learning Difficulty
Chou & Lin (1996)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	N.A.	ADHD
Chou & Lin (1996)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	N.A.	ADHD
Christie, Hiss, & Lozanoff (1984)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Behavioral Disorder
Christie, Hiss, & Lozanoff (1984)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Behavioral Disorder
Clark, Deshler, Schumaker, Alley, & Warner (1984)	Strategy Instruction: Metacognitive Strategy (Self-questioning Strategy)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Clark, Deshler, Schumaker, Alley, & Warner (1984)	Strategy Instruction: Metacognitive Strategy (Self-questioning Strategy)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Clark, Deshler, Schumaker, Alley, & Warner (1984)	Strategy Instruction: Metacognitive Strategy (Visual Imagery Strategy)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Clark, Deshler, Schumaker,	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Middle School	N.A.	Learning Difficulty

Alley, & Warner (1984)	(Visual Imagery Strategy)				
Copeland, Brown, & Hall (1974)	Reinforcement: Social (Principal Praise)	Academic Achievement	Elementary School	N.A.	Normal
Copeland, Brown, & Hall (1974)	Reinforcement: Social (Principal Praise)	Academic Achievement	Elementary School	N.A.	Normal
Copeland, Brown, & Hall (1974)	Reinforcement: Social (Principal Praise)	Academic Achievement	Elementary School	M	Normal
Copeland, Brown, & Hall (1974)	Reinforcement: Social (Principal Praise)	Academic Achievement	Elementary School	M	Normal
Copeland, Brown, & Hall (1974)	Reinforcement: Social (Principal Praise)	Academic Achievement	Elementary School	M	Normal
Copeland, Brown, & Hall (1974)	Reinforcement: Social (Principal Praise)	Academic Achievement	Elementary School	M	Normal
Copeland, Brown, & Hall (1974)	Reinforcement: Social (Principal Praise)	Academic Achievement	Elementary School	M	Normal
Copeland, Brown, & Hall (1974)	Reinforcement: Social (Principal Praise)	Academic Achievement	Elementary School	M	Normal
Copeland, Brown, & Hall (1974)	Reinforcement: Social (Principal Praise)	Academic Achievement	Elementary School	M	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic	College	N.A.	Normal

		Achievement			
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Coyne (1978)	Cooperative Learning	Academic Achievement	College	N.A.	Normal
Cushing, & Kennedy (1997)	Cooperative Learning (Providing Support)	Academic Engagement	Middle School	F	Normal
Cushing, & Kennedy (1997)	Cooperative Learning (Providing Support)	Academic Engagement	Middle School	F	Normal
Cushing, & Kennedy (1997)	Cooperative Learning (Providing Support)	Academic Engagement	Middle School	M	Normal
Cushing, & Kennedy (1997)	Cooperative Learning (Providing Support)	Academic Engagement	Middle School	M	Normal
Cushing, & Kennedy (1997)	Cooperative Learning (Providing Support)	Academic Engagement	Middle School	M	Normal
Cushing, & Kennedy (1997)	Cooperative Learning (Providing Support)	Academic Engagement	Middle School	F	Normal
Cushing, & Kennedy (1997)	Cooperative Learning (Providing Support)	Academic Engagement	Elementary School	F	Normal
Cushing, & Kennedy (1997)	Cooperative Learning (Providing Support)	Academic Engagement	Middle School	F	Normal

Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Engagement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Achievement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Engagement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Achievement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Engagement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Achievement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Engagement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Achievement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Engagement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Achievement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Engagement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Achievement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Engagement	N.A.	N.A.	Behavioral Disorder
Davis & Hajicek (1985)	Strategy Instruction: Problem Solving	Academic Achievement	N.A.	N.A.	Behavioral Disorder
De La Paz (1997)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Elementary School	F	Learning Difficulty
De La Paz (1997)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Elementary School	F	Learning Difficulty
De La Paz (1997)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Elementary School	M	Learning Difficulty
Dugan, Kamps, Leonard, Watkins,	Cooperative Learning	Academic Achievement	Elementary School	F	Autism

Rheinberger, & Stackhaus (1995)					
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Cooperative Learning	Academic Achievement	Elementary School	F	Autism
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Cooperative Learning	Academic Achievement	Elementary School	M	Autism
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Cooperative Learning	Academic Achievement	Elementary School	M	Autism
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Normal
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Normal
Fantuzzo & Clement (1981)	Reinforcement: Both Material (Edible Treats, Token) and Social (Praise)	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Reinforcement: Both Material (Edible Treats, Token) and Social (Praise)	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Reinforcement: Both Material (Edible Treats, Token) and Social (Praise)	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder

Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Reinforcement: Both Material (Edible Treats, Token) and Social (Praise)	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Reinforcement: Both Material (Edible Treats, Token) and Social (Praise)	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Reinforcement: Both Material (Edible Treats, Token) and Social (Praise)	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder

Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Self-control Training: Self-reinforcement	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder
Fantuzzo & Clement (1981)	Social Learning	Academic Engagement	Elementary School	M	Behavioral Disorder
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	M	Learning Difficulty
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	M	Learning Difficulty
Freeland & Noell	Reinforcement: Material	Academic	Elementary	M	Learning

(1999)	(Candy and Mechanical Pencils)	Achievement	School		Difficulty
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	M	Learning Difficulty
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	M	Learning Difficulty
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	M	Learning Difficulty
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	M	Learning Difficulty
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	M	Learning Difficulty
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	M	Learning Difficulty
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	M	Learning Difficulty
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	F	Learning Difficulty
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	F	Learning Difficulty
Freeland & Noell (1999)	Reinforcement: Material (Candy and Mechanical Pencils)	Academic Achievement	Elementary School	F	Learning Difficulty
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Freeman & McLaughlin	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty

(1984)					
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Freeman & McLaughlin (1984)	Mastery Learning	Academic Achievement	High School	M	Learning Difficulty
Gardill & Jitendra (1999)	Strategy Instruction: Story Mapping	Academic Achievement	Middle School	M	Learning Difficulty
Gardill & Jitendra (1999)	Strategy Instruction: Story Mapping	Academic Achievement	Middle School	M	Learning Difficulty
Gardill & Jitendra (1999)	Strategy Instruction: Story Mapping	Academic Achievement	Middle School	M	Learning Difficulty
Gardill & Jitendra (1999)	Strategy Instruction: Story Mapping	Academic Achievement	Middle School	M	Learning Difficulty
Gardill &	Strategy Instruction: Story	Academic	Elementary	M	Learning

Jitendra (1999)	Mapping	Achievement	School		Difficulty
Gardill & Jitendra (1999)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	M	Learning Difficulty
Gardill & Jitendra (1999)	Strategy Instruction: Story Mapping	Academic Achievement	Middle School	M	Learning Difficulty
Gardill & Jitendra (1999)	Strategy Instruction: Story Mapping	Academic Achievement	Middle School	M	Learning Difficulty
Gardill & Jitendra (1999)	Strategy Instruction: Story Mapping	Academic Achievement	Middle School	M	Learning Difficulty
Gardill & Jitendra (1999)	Strategy Instruction: Story Mapping	Academic Achievement	Middle School	M	Learning Difficulty
Gardill & Jitendra (1999)	Strategy Instruction: Story Mapping	Academic Achievement	Middle School	F	Learning Difficulty
Gardill & Jitendra (1999)	Strategy Instruction: Story Mapping	Academic Achievement	Middle School	F	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty

	Praise, Feedback, and Goal Setting)				
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty

Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty

	Praise, Feedback, and Goal Setting)				
Gillat (1994)	Reinforcement: Social (Principal Involvement: Praise, Feedback, and Goal Setting)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Glomb & West (1990)	Self-control Training: Self-control Package (Self-instruction, Self-monitoring, Self-selected Goals)	Academic Engagement	High School	M	Behavioral Disorder
Glomb & West (1990)	Self-control Training: Self-control Package (Self-instruction, Self-monitoring, Self-selected Goals)	Academic Achievement	High School	M	Behavioral Disorder
Glomb & West (1990)	Self-control Training: Self-control Package (Self-instruction, Self-monitoring, Self-selected Goals)	Academic Engagement	High School	F	Behavioral Disorder
Glomb & West (1990)	Self-control Training: Self-control Package (Self-instruction, Self-monitoring, Self-selected Goals)	Academic Achievement	High School	F	Behavioral Disorder
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Normal
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Normal

Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Normal
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Normal
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Normal
Gurney, Gersten, Dimino, & Carnine (1990)	Strategy Instruction: Story Mapping	Academic Achievement	High School	N.A.	Learning Difficulty
Gurney, Gersten, Dimino, & Carnine (1990)	Strategy Instruction: Story Mapping	Academic Achievement	High School	N.A.	Learning Difficulty
Gurney, Gersten, Dimino, & Carnine (1990)	Strategy Instruction: Story Mapping	Academic Achievement	High School	N.A.	Learning Difficulty
Gurney, Gersten, Dimino, & Carnine (1990)	Strategy Instruction: Story Mapping	Academic Achievement	High School	N.A.	Learning Difficulty
Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	M	Behavioral Disorder
Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	F	Behavioral Disorder

Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	F	Behavioral Disorder
Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	M	Normal
Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	M	Normal
Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	M	Normal
Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	M	Normal
Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	M	Normal
Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	M	Normal
Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	M	Normal
Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	F	Normal
Hall, Lund, & Jackson (1968)	Reinforcement: Social (Teacher-attention, Verbal Comment, Give a Pat on the Shoulder)	Academic Engagement	Elementary School	F	Normal
Hall, Panyan, Rabon, & Broden	Reinforcement: Social (Teacher-attention)	Academic Engagement	Elementary School	N.A.	Normal

(1968)					
Hall, Panyan, Rabon, & Broden (1968)	Reinforcement: Social (Teacher-attention)	Academic Engagement	Elementary School	N.A.	Normal
Hallahan, Marshall, & Lloyd (1981)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Hallahan, Marshall, & Lloyd (1981)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Hallahan, Marshall, & Lloyd (1981)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Hallahan, Marshall, & Lloyd (1981)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Hallahan, Marshall, & Lloyd (1981)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Hallahan, Marshall, & Lloyd (1981)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris & Graham (1985)	Self-control Training: Self-control Package	Academic Achievement	Elementary School	M	Learning Difficulty
Harris & Graham (1985)	Self-control Training: Self-control Package	Academic Achievement	Elementary School	M	Learning Difficulty
Harris & Graham (1985)	Self-control Training: Self-control Package	Academic Achievement	Elementary School	M	Learning Difficulty
Harris & Graham (1985)	Self-control Training: Self-control Package	Academic Achievement	Elementary School	M	Learning Difficulty
Harris & Graham (1985)	Self-control Training: Self-control Package	Academic Achievement	Elementary School	M	Learning Difficulty
Harris (1986)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	F	Learning Difficulty
Harris (1986)	Self-control Training:	Academic	Elementary	N.A.	Learning

	Self-monitoring	Achievement	School		Difficulty
Harris (1986)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris (1986)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Harris (1986)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris (1986)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Harris (1986)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	F	Learning Difficulty
Harris (1986)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	M	Learning Difficulty

Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	F	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	F	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Harris, Graham, Reid, McElroy, & Hamby (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Hasazi & Hasazi (1972)	Other: Extinction	Academic Achievement	Elementary School	M	Normal
Hasazi & Hasazi (1972)	Other: Extinction	Academic Achievement	Elementary School	M	Normal
Hay, Hay, & Nelson (1977)	Reinforcement: Social (Praise, Placing a Star)	Academic Engagement	Elementary School	M	Behavioral Disorder
Hay, Hay, & Nelson (1977)	Reinforcement: Social (Praise, Placing a Star)	Academic Engagement	Elementary School	M	Behavioral Disorder
Hay, Hay, & Nelson (1977)	Reinforcement: Social (Praise, Placing a Star)	Academic Achievement	Elementary School	M	Behavioral Disorder
Hay, Hay, & Nelson (1977)	Reinforcement: Social (Teacher-praise and Give Star)	Academic Engagement	Elementary School	M	Behavioral Disorder

Hay, Hay, & Nelson (1977)	Reinforcement: Social (Teacher-praise and Give Star)	Academic Engagement	Elementary School	M	Behavioral Disorder
Hay, Hay, & Nelson (1977)	Reinforcement: Social (Teacher-praise and Give Star)	Academic Achievement	Elementary School	M	Behavioral Disorder
Higgins & Boone (1990)	Computer Assisted Instruction	Academic Achievement	Middle School	M	Learning Difficulty
Higgins & Boone (1990)	Computer Assisted Instruction	Academic Achievement	Middle School	M	Learning Difficulty
Higgins & Boone (1990)	Computer Assisted Instruction	Academic Achievement	Middle School	M	Learning Difficulty
Higgins & Boone (1990)	Computer Assisted Instruction	Academic Achievement	Middle School	F	Learning Difficulty
Higgins & Boone (1990)	Computer Assisted Instruction	Academic Achievement	Middle School	F	Learning Difficulty
Houten & Houten (1977)	Other: Peer Comments	Academic Achievement	Elementary School	N.A.	Normal
Houten & Houten (1977)	Other: Peer Comments	Academic Achievement	Elementary School	N.A.	Normal
Houten & Houten (1977)	Other: Public Posting	Academic Achievement	Elementary School	N.A.	Normal
Houten, Hill, & Parsons (1975)	Other: Public Posting	Academic Achievement	Elementary School	N.A.	Normal
Houten, Hill, & Parsons (1975)	Other: Public Posting	Academic Achievement	Elementary School	N.A.	Normal
Houten, Hill, & Parsons (1975)	Other: Public Posting	Academic Achievement	Elementary School	N.A.	Normal
Houten, Hill, & Parsons (1975)	Other: Public Posting	Academic Achievement	Elementary School	N.A.	Normal
Howell, Sidorenko, & Jurica (1987)	Computer Assisted Instruction	Academic Engagement	High School	M	Learning Difficulty
Howell, Sidorenko, & Jurica (1987)	Computer Assisted Instruction	Academic Achievement	High School	M	Learning Difficulty
Howell,	Computer Assisted	Academic	High School	M	Learning

Sidorenko, & Jurica (1987)	Instruction	Achievement			Difficulty
Howell, Sidorenko, & Jurica (1987)	Computer Assisted Instruction	Academic Achievement	High School	M	Learning Difficulty
Howell, Sidorenko, & Jurica (1987)	Computer Assisted Instruction	Academic Engagement	High School	M	Learning Difficulty
Howell, Sidorenko, & Jurica (1987)	Computer Assisted Instruction	Academic Achievement	High School	M	Learning Difficulty
Humphrey & Karoly (1978)	Self-control Training: Self-control Package	Academic Engagement	Elementary School	N.A.	Behavioral Disorder
Humphrey & Karoly (1978)	Self-control Training: Self-control Package	Academic Engagement	Elementary School	N.A.	Behavioral Disorder
Idol (1987)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	N.A.	N.A.
Idol (1987)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	N.A.	N.A.
Idol (1987)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Idol (1987)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Idol (1987)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Idol (1987)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Idol (1987)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Jolivet, Wehby, Canale, & Massey (2001)	Other: Choice-making Opportunity Intervention (Self-selected Seatwork Assignments)	Academic Engagement	Elementary School	M	Emotional Disturbance
Jolivet, Wehby, Canale, & Massey (2001)	Other: Choice-making Opportunity Intervention (Self-selected Seatwork Assignments)	Academic Engagement	Elementary School	M	Emotional Disturbance

Jolivet, Wehby, Canale, & Massey (2001)	Other: Choice-making Opportunity Intervention (Self-selected Seatwork Assignments)	Academic Achievement	Elementary School	M	Emotional Disturbance
Jolivet, Wehby, Canale, & Massey (2001)	Other: Choice-making Opportunity Intervention (Self-selected Seatwork Assignments)	Academic Engagement	Elementary School	M	Emotional Disturbance
Jolivet, Wehby, Canale, & Massey (2001)	Other: Choice-making Opportunity Intervention (Self-selected Seatwork Assignments)	Academic Engagement	Elementary School	M	Emotional Disturbance
Jolivet, Wehby, Canale, & Massey (2001)	Other: Choice-making Opportunity Intervention (Self-selected Seatwork Assignments)	Academic Achievement	Elementary School	M	Emotional Disturbance
Jolivet, Wehby, Canale, & Massey (2001)	Other: Choice-making Opportunity Intervention (Self-selected Seatwork Assignments)	Academic Engagement	Elementary School	M	Emotional Disturbance
Jolivet, Wehby, Canale, & Massey (2001)	Other: Choice-making Opportunity Intervention (Self-selected Seatwork Assignments)	Academic Engagement	Elementary School	M	Emotional Disturbance
Jolivet, Wehby, Canale, & Massey (2001)	Other: Choice-making Opportunity Intervention (Self-selected Seatwork Assignments)	Academic Achievement	Elementary School	M	Emotional Disturbance
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper	Strategy Instruction:	Academic	Elementary	N.A.	Learning

(1991)	Problem Solving	Achievement	School		Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Joseph & Cooper (1991)	Strategy Instruction: Problem Solving	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Kamps, Barbetta, Leonard, & Delquadri (1994)	Cooperative Learning	Academic Achievement	Elementary School	M	Autism
Kamps, Barbetta, Leonard, & Delquadri (1994)	Cooperative Learning	Academic Achievement	Elementary School	M	Autism
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Cooperative Learning	Academic Achievement	Elementary School	F	Autism
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Cooperative Learning	Academic Achievement	Elementary School	F	Autism
Kamps, Leonard, Potucek,&	Cooperative Learning	Academic Achievement	Elementary School	F	Autism

Garrison-Harrell (1995)					
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Cooperative Learning	Academic Achievement	Elementary School	F	Autism
Kamps, Barbetta, Leonard, & Delquadri (1994)	Cooperative Learning	Academic Achievement	Elementary School	M	Autism
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Cooperative Learning	Academic Achievement	Elementary School	M	Autism
Kamps, Barbetta, Leonard, & Delquadri (1994)	Cooperative Learning	Academic Achievement	Elementary School	M	Autism
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Cooperative Learning	Academic Achievement	Elementary School	M	Autism
Kamps, Barbetta, Leonard, & Delquadri (1994)	Cooperative Learning	Academic Achievement	Elementary School	M	Autism
Kamps, Barbetta, Leonard, & Delquadri (1994)	Cooperative Learning	Academic Achievement	Elementary School	M	Autism
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	N.A.
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	N.A.
Kamps, Leonard, Potucek,& Garrison-Harrell	Cooperative Learning	Academic Achievement	Elementary School	N.A.	N.A.

(1995)					
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	N.A.
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kelley & Stokes (1982)	Reinforcement: Material (Money)	Academic Achievement	High School	M	Behavioral Disorder
Kern, Childs, Dunlap, Clarke, & Falk (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Normal
Kern, Childs,	Self-control Training:	Academic	Elementary	M	Normal

Dunlap, Clarke, & Falk (1994)	Self-monitoring	Engagement	School		
Kern, Childs, Dunlap, Clarke, & Falk (1994)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Normal
Kirby & Shields (1972)	Reinforcement: Social (Teacher-praise and Feedback)	Academic Engagement	Middle School	M	Learning Difficulty
Kirby & Shields (1972)	Reinforcement: Social (Teacher-praise and Feedback)	Academic Achievement	Middle School	M	Learning Difficulty
Kirby & Shields (1972)	Reinforcement: Social (Teacher-praise and Feedback)	Academic Engagement	Middle School	M	Learning Difficulty
Kirby & Shields (1972)	Reinforcement: Social (Teacher-praise and Feedback)	Academic Achievement	Middle School	M	Learning Difficulty
Kirby, Holborn, & Bushby (1981)	Mastery Learning	Academic Achievement	Elementary School	F	Learning Difficulty
Kirby, Holborn, & Bushby (1981)	Mastery Learning	Academic Achievement	Elementary School	F	Learning Difficulty
Kirby, Holborn, & Bushby (1981)	Mastery Learning	Academic Achievement	Elementary School	F	Learning Difficulty
Kirby, Holborn, & Bushby (1981)	Mastery Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Kirby, Holborn, & Bushby (1981)	Mastery Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Kirby, Holborn, & Bushby (1981)	Mastery Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Kirby, Holborn, & Bushby (1981)	Mastery Learning	Academic Achievement	Elementary School	F	Learning Difficulty
Kirby, Holborn, & Bushby (1981)	Mastery Learning	Academic Achievement	Elementary School	F	Learning Difficulty
Kirby, Holborn, & Bushby (1981)	Mastery Learning	Academic Achievement	Elementary School	F	Learning Difficulty
Knapczyk & Livingston	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	N.A.

(1973)					
Knapczyk & Livingston (1973)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	N.A.
Knapczyk (1989)	Strategy Instruction: Question Asking	Academic Engagement	Elementary School	N.A.	Learning Difficulty
Knapczyk (1989)	Strategy Instruction: Question Asking	Academic Engagement	Elementary School	N.A.	Learning Difficulty
Knapczyk (1989)	Strategy Instruction: Question Asking	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Knapczyk (1989)	Strategy Instruction: Question Asking	Academic Engagement	Elementary School	N.A.	Learning Difficulty
Knapczyk (1989)	Strategy Instruction: Question Asking	Academic Engagement	Elementary School	N.A.	Learning Difficulty
Knapczyk (1989)	Strategy Instruction: Question Asking	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Knapczyk (1989)	Strategy Instruction: Question Asking	Academic Engagement	Elementary School	N.A.	Learning Difficulty
Knapczyk (1989)	Strategy Instruction: Question Asking	Academic Engagement	Elementary School	N.A.	Learning Difficulty
Knapczyk (1989)	Strategy Instruction: Question Asking	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Knapczyk, & Livingston (1974)	Strategy Instruction: Question Asking	Academic Engagement	Middle School	F	Normal
Knapczyk, & Livingston (1974)	Strategy Instruction: Question Asking	Academic Engagement	Middle School	F	Normal
Knapczyk, & Livingston (1974)	Strategy Instruction: Question Asking	Academic Achievement	Middle School	F	Normal
Knapczyk, & Livingston (1974)	Strategy Instruction: Question Asking	Academic Engagement	Middle School	F	Normal
Knapczyk, & Livingston (1974)	Strategy Instruction: Question Asking	Academic Engagement	Middle School	F	Normal

Knapczyk, & Livingston (1974)	Strategy Instruction: Question Asking	Academic Achievement	Middle School	F	Normal
Knapczyk, & Livingston (1974)	Strategy Instruction: Question Asking	Academic Engagement	Middle School	M	Normal
Knapczyk, & Livingston (1974)	Strategy Instruction: Question Asking	Academic Engagement	Middle School	M	Normal
Knapczyk, & Livingston (1974)	Strategy Instruction: Question Asking	Academic Achievement	Middle School	M	Normal
Kraetsch (1981)	Other: Oral Instruction	Academic Engagement	Elementary School	M	Learning Difficulty
Kraetsch (1981)	Other: Oral Instruction	Academic Engagement	Elementary School	M	Learning Difficulty
Kraetsch (1981)	Other: Oral Instruction	Academic Engagement	Elementary School	M	Learning Difficulty
Kraetsch (1981)	Other: Oral Instruction	Academic Engagement	Elementary School	M	Learning Difficulty
Lahey, McNees, & Brown (1973)	Reinforcement: Both Material (Pennies) and Social (Praise)	Academic Achievement	Elementary School	F	Learning Difficulty
Lahey, McNees, & Brown (1973)	Reinforcement: Both Material (Pennies) and Social (Praise)	Academic Achievement	Elementary School	F	Learning Difficulty
Lahey, McNees, & Brown (1973)	Reinforcement: Both Material (Pennies) and Social (Praise)	Academic Achievement	Elementary School	M	Learning Difficulty
Lahey, McNees, & Brown (1973)	Reinforcement: Both Material (Pennies) and Social (Praise)	Academic Achievement	Elementary School	M	Learning Difficulty
Lahey, McNees, & Brown (1973)	Reinforcement: Both Material (Pennies) and Social (Praise)	Academic Achievement	Elementary School	N.A.	Normal
Lahey, McNees, & Brown (1973)	Reinforcement: Both Material (Pennies) and Social (Praise)	Academic Achievement	Elementary School	N.A.	Normal

	Social (Praise)				
Lahey, McNees, & Brown (1973)	Reinforcement: Both Material (Pennies) and Social (Praise)	Academic Achievement	Elementary School	N.A.	Normal
Lahey, McNees, & Brown (1973)	Reinforcement: Both Material (Pennies) and Social (Praise)	Academic Achievement	Elementary School	N.A.	Normal
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg (2001)	Strategy Instruction: Word Recognition (Phonological Awareness)	Academic Achievement	Elementary School	M	Learning Difficulty
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg (2001)	Strategy Instruction: Word Recognition (Phonological Awareness)	Academic Achievement	Elementary School	M	Learning Difficulty
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg (2001)	Strategy Instruction: Word Recognition (Phonological Awareness)	Academic Achievement	Elementary School	F	Learning Difficulty
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg (2001)	Strategy Instruction: Word Recognition (Phonological Awareness)	Academic Achievement	Elementary School	F	Learning Difficulty
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg (2001)	Strategy Instruction: Word Recognition (Phonological Awareness)	Academic Achievement	Elementary School	F	Learning Difficulty
Lane, O'	Strategy Instruction: Word	Academic	Elementary	M	Learning

(1990)	Recognition (Word Identification)	Achievement			Difficulty
Lenz & Hughes (1990)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Lenz & Hughes (1990)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Lenz & Hughes (1990)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Lenz & Hughes (1990)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Lenz & Hughes (1990)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Lenz & Hughes (1990)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Middle School	N.A.	Learning Difficulty
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Emotional Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Emotional Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Emotional Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Emotional Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Emotional Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Emotional Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	M	Emotional Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic	Elementary School	M	Emotional Disturbance

Cartledge (2000)	Self-monitoring	Achievement	School		Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	M	Emotional Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	M	Emotional Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	M	Emotional Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	M	Emotional Disturbance
Levendoski & Cartledge (2000)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	M	Emotional Disturbance
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	F	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	F	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	F	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty

Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	M	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	F	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	F	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	F	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	N.A.	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	N.A.	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	N.A.	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	N.A.	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	N.A.	Learning Difficulty
Lin (1995)	Strategy Instruction: Reading Comprehension	Academic Achievement	Middle School	N.A.	Learning Difficulty
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty

Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	F	Learning Difficulty
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	F	Learning Difficulty
Lovitt & Hansen (1976)	Mastery Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Lovitt & Hansen (1976)	Mastery Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Lovitt & Hansen (1976)	Mastery Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Lu (2000)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Elementary School	M	Learning Difficulty
Lu (2000)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Elementary School	F	Learning Difficulty
Lu (2000)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Elementary School	M	Learning Difficulty
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	Learning Difficulty
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	Normal
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	N.A.
Maheady, Sacca,	Cooperative Learning	Academic	High School	N.A.	N.A.

& Harper (1987)		Achievement			
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	Learning Difficulty
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	Normal
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	N.A.
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	N.A.
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	Learning Difficulty
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	Normal
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	N.A.
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	N.A.
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	Learning Difficulty
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	High School	N.A.	Normal
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	Learning Difficulty
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	Normal
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	N.A.
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	N.A.
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	Learning Difficulty
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	Normal
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	N.A.
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	N.A.

Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	Learning Difficulty
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	Normal
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	N.A.
Maheady, Sacca, & Harper (1987)	Cooperative Learning	Academic Achievement	Middle School	N.A.	N.A.
Maki, Vauras, & Vainio (2002)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Elementary School	M	Learning Difficulty
Maki, Vauras, & Vainio (2002)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Elementary School	M	Learning Difficulty
Maki, Vauras, & Vainio (2002)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Elementary School	M	Learning Difficulty
Maki, Vauras, & Vainio (2002)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Elementary School	M	Learning Difficulty
Maki, Vauras, & Vainio (2002)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Elementary School	M	Learning Difficulty
Maki, Vauras, & Vainio (2002)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Elementary School	M	Learning Difficulty
Maki, Vauras, & Vainio (2002)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Elementary School	M	Learning Difficulty
Martin & Manno (1995)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	M	Learning Difficulty
Martin & Manno (1995)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	M	Learning Difficulty
Martin & Manno (1995)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	M	Learning Difficulty
McDowell & Keenan (2001)	Mastery Learning	Academic Engagement	Elementary School	M	ADHD
McDowell & Keenan (2001)	Mastery Learning	Academic Engagement	Elementary School	M	ADHD
McDowell & Keenan (2001)	Mastery Learning	Academic Engagement	Elementary School	M	ADHD
McDowell & Keenan (2001)	Mastery Learning	Academic Achievement	Elementary School	M	ADHD
McDowell & Keenan (2001)	Mastery Learning	Academic Achievement	Elementary School	M	ADHD
McDowell & Keenan (2001)	Mastery Learning	Academic Achievement	Elementary School	M	ADHD

Keenan (2001)		Achievement	School		
McDowell & Keenan (2001)	Mastery Learning	Academic Achievement	Elementary School	M	ADHD
McDowell & Keenan (2001)	Mastery Learning	Academic Achievement	Elementary School	M	ADHD
McDowell & Keenan (2001)	Mastery Learning	Academic Achievement	Elementary School	M	ADHD
McGinnis, Friman, & Carlyon (1999)	Reinforcement: Material (Yoyo or Sticker) and Token	Academic Engagement	Elementary School	M	Normal
McGinnis, Friman, & Carlyon (1999)	Reinforcement: Material (Yoyo or Sticker) and Token	Academic Engagement	Elementary School	M	Normal
McGinnis, Friman, & Carlyon (1999)	Reinforcement: Material (Yoyo or Sticker) and Token	Academic Engagement	Elementary School	M	Normal
McGinnis, Friman, & Carlyon (1999)	Reinforcement: Material (Yoyo or Sticker) and Token	Academic Engagement	Elementary School	M	Normal
McGinnis, Friman, & Carlyon (1999)	Reinforcement: Material (Yoyo or Sticker) and Token	Academic Engagement	Elementary School	M	Normal
McGinnis, Friman, & Carlyon (1999)	Reinforcement: Material (Yoyo or Sticker) and Token	Academic Engagement	Elementary School	M	Normal
McGinnis, Friman, & Carlyon (1999)	Reinforcement: Material (Yoyo or Sticker) and Token	Academic Achievement	Elementary School	M	Normal
McGinnis, Friman, & Carlyon (1999)	Reinforcement: Material (Yoyo or Sticker) and Token	Academic Achievement	Elementary School	M	Normal
McGinnis, Friman, & Carlyon (1999)	Reinforcement: Material (Yoyo or Sticker) and Token	Academic Achievement	Elementary School	M	Normal
McWhirter & Bloom (1994)	Situated Learning: Student-operated Business Curriculum	Academic Engagement	Elementary School	M	Behavioral Disorder

McWhirter & Bloom (1994)	Situated Learning: Student-operated Business Curriculum	Academic Engagement	Elementary School	M	Behavioral Disorder
McWhirter & Bloom (1994)	Situated Learning: Student-operated Business Curriculum	Academic Engagement	Elementary School	M	Behavioral Disorder
McWhirter & Bloom (1994)	Situated Learning: Student-operated Business Curriculum	Academic Engagement	Elementary School	M	Behavioral Disorder
McWhirter & Bloom (1994)	Situated Learning: Student-operated Business Curriculum	Academic Engagement	Elementary School	M	Behavioral Disorder
McWhirter & Bloom (1994)	Situated Learning: Student-operated Business Curriculum	Academic Engagement	Elementary School	M	Behavioral Disorder
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Engagement	Elementary School	M	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Engagement	Elementary School	M	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Engagement	Elementary School	F	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Engagement	Elementary School	F	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Engagement	Elementary School	F	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Engagement	Elementary School	F	Normal

	Stickers, and Renting a Videotape)				
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Engagement	Elementary School	M	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Engagement	Elementary School	M	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Achievement	Elementary School	M	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Achievement	Elementary School	M	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Achievement	Elementary School	F	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Achievement	Elementary School	F	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Achievement	Elementary School	F	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Achievement	Elementary School	F	Normal
Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Achievement	Elementary School	M	Normal

Miller & Kelley (1994)	Reinforcement: Material (Money, Special Snacks, Stickers, and Renting a Videotape)	Academic Achievement	Elementary School	M	Normal
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Situated Learning: Functional Writing	Academic Engagement	Elementary School	M	Emotional Disturbance
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Situated Learning: Functional Writing	Academic Engagement	Elementary School	M	Emotional Disturbance
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Situated Learning: Functional Writing	Academic Engagement	Elementary School	M	Emotional Disturbance
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Situated Learning: Functional Writing	Academic Achievement	Elementary School	M	Emotional Disturbance
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Situated Learning: Functional Writing	Academic Achievement	Elementary School	M	Emotional Disturbance
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Situated Learning: Functional Writing	Academic Achievement	Elementary School	M	Emotional Disturbance
Miller, Miller, Wheeler & Selinger (1989)	Self-control Training: Self-control Package (Self-instruction and Self-monitoring)	Academic Achievement	Elementary School	M	Behavioral Disorder
Miller, Miller, Wheeler & Selinger (1989)	Self-control Training: Self-instruction	Academic Engagement	Elementary School	M	ADHD
Miller, Miller, Wheeler & Selinger (1989)	Self-control Training: Self-instruction	Academic Engagement	Elementary School	M	ADHD
Miller, Miller, Wheeler & Selinger (1989)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	M	ADHD
Miller, Miller, Wheeler &	Self-control Training: Self-instruction	Academic Achievement	Elementary School	M	ADHD

Selinger (1989)					
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Engagement	High School	M	Learning Difficulty
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Achievement	High School	M	Learning Difficulty
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Engagement	High School	M	Learning Difficulty
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Achievement	High School	M	Learning Difficulty
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Engagement	High School	F	Learning Difficulty
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Achievement	High School	F	Learning Difficulty
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Engagement	High School	M	Learning Difficulty
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Achievement	High School	M	Learning Difficulty
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Engagement	High School	M	Learning Difficulty
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Achievement	High School	M	Learning Difficulty
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Engagement	High School	M	Learning Difficulty
Montague & Bos (1986)	Strategy Instruction: Problem Solving	Academic Achievement	High School	M	Learning Difficulty
Montague (1992)	Strategy Instruction: Problem Solving	Academic Engagement	Middle School	F	Learning Difficulty
Montague (1992)	Strategy Instruction: Problem Solving	Academic Engagement	Middle School	M	Learning Difficulty
Montague (1992)	Strategy Instruction: Problem Solving	Academic Engagement	Middle School	F	Learning Difficulty
Montague (1992)	Strategy Instruction: Metacognitive Strategy	Academic Engagement	Middle School	F	Learning Difficulty
Montague (1992)	Strategy Instruction: Metacognitive Strategy	Academic Engagement	Middle School	M	Learning Difficulty
Montague (1992)	Strategy Instruction: Metacognitive Strategy	Academic Engagement	Middle School	M	Learning Difficulty

Montague (1992)	Strategy Instruction: Problem Solving	Academic Achievement	Middle School	F	Learning Difficulty
Newby, Caldwell, & Recht (1989)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	M	Learning Difficulty
Newby, Caldwell, & Recht (1989)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	M	Learning Difficulty
Montague (1992)	Strategy Instruction: Problem Solving	Academic Achievement	Middle School	M	Learning Difficulty
Newby, Caldwell, & Recht (1989)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	M	Learning Difficulty
Newby, Caldwell, & Recht (1989)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	M	Learning Difficulty
Montague (1992)	Strategy Instruction: Problem Solving	Academic Achievement	Middle School	F	Learning Difficulty
Newby, Caldwell, & Recht (1989)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	M	Learning Difficulty
Newby, Caldwell, & Recht (1989)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	M	Learning Difficulty
Montague (1992)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Middle School	F	Learning Difficulty
Newby, Caldwell, & Recht (1989)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	F	Learning Difficulty
Newby, Caldwell, & Recht (1989)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	F	Learning Difficulty
Montague (1992)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Middle School	M	Learning Difficulty
Newby, Caldwell, & Recht (1989)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	F	Learning Difficulty

Newby, Caldwell, & Recht (1989)	Strategy Instruction: Story Mapping	Academic Achievement	Elementary School	F	Learning Difficulty
Montague (1992)	Strategy Instruction: Metacognitive Strategy	Academic Achievement	Middle School	M	Learning Difficulty
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Reinforcement	Academic Achievement	Elementary School	M	ADHD
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Reinforcement	Academic Achievement	Elementary School	M	ADHD
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Reinforcement	Academic Achievement	Elementary School	M	ADHD
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Reinforcement	Academic Achievement	Elementary School	M	ADHD
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Reinforcement	Academic Achievement	Elementary School	M	ADHD
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Reinforcement	Academic Achievement	Elementary School	M	ADHD
Noell, Gansle, Witt, Whitmarsh, Freeland,	Reinforcement	Academic Achievement	Elementary School	M	ADHD

LaFleur, Gilbertson, & Northup (1998)					
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Reinforcement	Academic Achievement	Elementary School	M	ADHD
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Cooperative Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Cooperative Learning	Academic Achievement	Elementary School	F	Learning Difficulty
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Cooperative Learning	Academic Achievement	Elementary School	F	Learning Difficulty
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Cooperative Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Cooperative Learning	Academic Achievement	Elementary School	F	Learning Difficulty
Olympia, Sheridan, Jenson, & Andrews (1994)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty

Olympia, Sheridan, Jenson, & Andrews (1994)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Olympia, Sheridan, Jenson, & Andrews (1994)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Olympia, Sheridan, Jenson, & Andrews (1994)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Olympia, Sheridan, Jenson, & Andrews (1994)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Olympia, Sheridan, Jenson, & Andrews (1994)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Olympia, Sheridan, Jenson, & Andrews (1994)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Olympia, Sheridan, Jenson, & Andrews (1994)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Olympia, Sheridan, Jenson, & Andrews (1994)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Olympia, Sheridan, Jenson, & Andrews (1994)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Olympia, Sheridan, Jenson, & Andrews (1994)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
O'Shaughnessy & Swanson	Strategy Instruction: Word Recognition	Academic Achievement	Elementary School	N.A.	Learning Difficulty

(2000)	(Phonological Awareness)				
O'Shaughnessy & Swanson (2000)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
O'Shaughnessy & Swanson (2000)	Strategy Instruction: Word Recognition (Phonological Awareness)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
O'Shaughnessy & Swanson (2000)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
O'Shaughnessy & Swanson (2000)	Strategy Instruction: Word Recognition (Phonological Awareness)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
O'Shaughnessy & Swanson (2000)	Strategy Instruction: Word Recognition (Word Identification)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Pigott, Fantuzzo, & Clement (1986)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Pigott, Fantuzzo, & Clement (1986)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Pigott, Fantuzzo, & Clement (1986)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Pigott, Fantuzzo, & Clement (1986)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Pigott, Fantuzzo, & Clement (1986)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Pigott, Fantuzzo, & Clement (1986)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Pigott, Fantuzzo, & Clement (1986)	Cooperative Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Prater, Joy, Chilman, Temple, & Miller	Self-control Training: Self-monitoring	Academic Engagement	Middle School	M	Learning Difficulty

Rivera & Smith (1988)	Strategy Instruction: Problem Solving	Academic Achievement	Middle School	F	Learning Difficulty
Rivera & Smith (1988)	Strategy Instruction: Problem Solving	Academic Achievement	Middle School	F	Learning Difficulty
Rivera & Smith (1988)	Strategy Instruction: Problem Solving	Academic Achievement	Middle School	M	Learning Difficulty
Rivera & Smith (1988)	Strategy Instruction: Problem Solving	Academic Achievement	Middle School	M	Learning Difficulty
Roberts, Nelson, & Olson (1987)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	M	Learning Difficulty
Roberts, Nelson, & Olson (1987)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	F	Learning Difficulty
Roberts, Nelson, & Olson (1987)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	M	Learning Difficulty
Roberts, Nelson, & Olson (1987)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	M	Learning Difficulty
Roberts, Nelson, & Olson (1987)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	F	Learning Difficulty
Roberts, Nelson, & Olson (1987)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	M	Learning Difficulty
Roberts, Nelson, & Olson (1987)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	F	Learning Difficulty
Roberts, Nelson, & Olson (1987)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	M	Learning Difficulty
Roberts, Nelson, & Olson (1987)	Self-control Training: Self-instruction	Academic Achievement	Elementary School	M	Learning Difficulty
Robinson, Newby, & Ganzell (1981)	Cooperative Learning	Academic Achievement	Elementary School	M	ADHD
Robinson, Newby, & Ganzell (1981)	Cooperative Learning	Academic Achievement	Elementary School	M	ADHD
Robinson, Newby, & Ganzell (1981)	Cooperative Learning	Academic Achievement	Elementary School	M	ADHD
Robinson, Newby, &	Cooperative Learning	Academic Achievement	Elementary School	M	ADHD

Ganzell (1981)					
Robinson, Newby, & Ganzell (1981)	Cooperative Learning	Academic Achievement	Elementary School	M	ADHD
Rooney, Hallahan, & Lloyd (1984)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	F	Behavioral Disorder
Rooney, Hallahan, & Lloyd (1984)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	F	Behavioral Disorder
Rooney, Hallahan, & Lloyd (1984)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Behavioral Disorder
Rooney, Hallahan, & Lloyd (1984)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Behavioral Disorder
Rooney, Hallahan, & Lloyd (1984)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Behavioral Disorder
Rooney, Hallahan, & Lloyd (1984)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Behavioral Disorder
Rooney, Hallahan, & Lloyd (1984)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	F	Behavioral Disorder
Rooney, Hallahan, & Lloyd (1984)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	F	Behavioral Disorder
Rooney, Polloway, & Hallahan (1985)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Behavioral Disorder
Rooney, Polloway, & Hallahan (1985)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Behavioral Disorder
Rooney, Polloway, & Hallahan (1985)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Behavioral Disorder

Rooney, Polloway, & Hallahan (1985)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Behavioral Disorder
Salend & Nowak (1988)	Cooperative Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Salend & Nowak (1988)	Cooperative Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Salend & Nowak (1988)	Cooperative Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Schumaker, Hovell, & Sherman (1977)	Reinforcement: Social (Praise and Privileges)	Academic Engagement	Middle School	M	Behavioral Disorder
Schumaker, Hovell, & Sherman (1977)	Reinforcement: Social (Praise and Privileges)	Academic Engagement	Middle School	F	Behavioral Disorder
Schumaker, Hovell, & Sherman (1977)	Reinforcement: Social (Praise and Privileges)	Academic Engagement	Middle School	M	Behavioral Disorder
Schumaker, Hovell, & Sherman (1977)	Reinforcement: Social (Praise and Privileges)	Academic Engagement	Middle School	M	Behavioral Disorder
Schumaker, Hovell, & Sherman (1977)	Reinforcement: Social (Praise and Privileges)	Academic Engagement	Middle School	M	Behavioral Disorder
Schumaker, Hovell, & Sherman (1977)	Reinforcement: Social (Praise and Privileges)	Academic Engagement	Middle School	M	Behavioral Disorder
Schumaker, Hovell, & Sherman (1977)	Reinforcement: Social (Praise and Privileges)	Academic Engagement	Middle School	M	Behavioral Disorder
Schumaker, Hovell, & Sherman (1977)	Reinforcement: Social (Praise and Privileges)	Academic Engagement	Middle School	M	Behavioral Disorder
Stevenson & Fantuzzo (1984)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	M	Learning Difficulty
Stevenson &	Self-control Training:	Academic	Elementary	M	Learning

Fantuzzo (1984)	Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Achievement	School		Difficulty
Stevenson & Fantuzzo (1984)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	M	Learning Difficulty
Stevenson & Fantuzzo (1984)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	M	Learning Difficulty
Stevenson & Fantuzzo (1984)	Social Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Stevenson & Fantuzzo (1984)	Social Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Stevenson & Fantuzzo (1984)	Social Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Stevenson & Fantuzzo (1984)	Social Learning	Academic Achievement	Elementary School	M	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson &	Self-control Training:	Academic	Elementary	N.A.	Learning

Fantuzzo (1986)	Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Achievement	School		Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson &	Self-control Training:	Academic	Elementary	N.A.	Learning

Fantuzzo (1986)	Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Achievement	School		Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson &	Social Learning	Academic	Elementary	N.A.	Learning

Fantuzzo (1986)		Achievement	School		Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty

Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording,	Academic Achievement	Elementary School	N.A.	Learning Difficulty

	Self-administration Reinforcement)				
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Self-control Training: Self-control Package (Self-selected Goals, Self-recording, Self-administration Reinforcement)	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Stevenson & Fantuzzo (1986)	Social Learning	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Engagement	Elementary School	M	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training:	Academic	N.A.	N.A.	Learning

	Self-monitoring	Achievement			Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	M	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	Elementary School	M	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Swanson (1981)	Self-control Training: Self-monitoring	Academic Achievement	N.A.	N.A.	Learning Difficulty
Thorpe, Chiang,& Darch (1981)	Other: Public Posting	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Thorpe, Chiang,& Darch (1981)	Other: Public Posting	Academic Achievement	Elementary School	N.A.	Learning Difficulty
Trammel, Schloss, & Alper (1994)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	M	Learning Difficulty
Trammel,	Self-control Training:	Academic	Middle School	F	Learning

Schloss, & Alper (1994)	Self-monitoring	Achievement			Difficulty
Trammel, Schloss, & Alper (1994)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	M	Learning Difficulty
Trammel, Schloss, & Alper (1994)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	M	Learning Difficulty
Trammel, Schloss, & Alper (1994)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	M	Learning Difficulty
Trammel, Schloss, & Alper (1994)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	M	Learning Difficulty
Trammel, Schloss, & Alper (1994)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	M	Learning Difficulty
Trammel, Schloss, & Alper (1994)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	F	Learning Difficulty
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Trap,	Reinforcement: Social	Academic	Elementary	N.A.	Normal

Milner-Davis, Joseph, & Cooper (1978)	(Verbal and Visual Feedback and Praise)	Achievement	School		
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Trap, Milner-Davis, Joseph, & Cooper (1978)	Reinforcement: Social (Verbal and Visual Feedback and Praise)	Academic Achievement	Elementary School	N.A.	Normal
Weinstein & Cooke (1992)	Mastery Learning (Repeated Reading)	Academic Achievement	Elementary School	M	Learning Difficulty
Weinstein & Cooke (1992)	Mastery Learning (Repeated Reading)	Academic Achievement	Elementary School	M	Learning Difficulty
Weinstein & Cooke (1992)	Mastery Learning (Repeated Reading)	Academic Achievement	Elementary School	M	Learning Difficulty

Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Engagement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Engagement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wood, Murdock, & Cronin (2002)	Self-control Training: Self-monitoring	Academic Achievement	Middle School	N.A.	Behavioral Disorder
Wu (2001)	Strategy Instruction: Reading Comprehension	Academic Achievement	Elementary School	M	Normal
Wu (2001)	Strategy Instruction: Reading Comprehension	Academic Achievement	Elementary School	F	Normal
Wu (2001)	Strategy Instruction: Reading Comprehension	Academic Achievement	Elementary School	F	Normal

Blankenship & Baumgartner (1982)	Math	School	Experimenter	Multiple Baseline Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Multiple Baseline Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Multiple Baseline Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Reversal Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Reversal Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Reversal Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Multiple Baseline Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Multiple Baseline Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Multiple Baseline Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Reversal Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Reversal Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Reversal Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Multiple Baseline Design	1st

Baumgartner (1982)					
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Multiple Baseline Design	1st
Blankenship & Baumgartner (1982)	Math	School	Experimenter	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Experimenter	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Blick & Test (1987)	N.A.	School	Teacher	Multiple Baseline Design	1st
Bryant & Budd (1982)	Other: Prereading, Premath and Fine Motor Skills	Institution	Experimenter	Multiple Baseline Design	1st
Bryant & Budd (1982)	Other: Prereading, Premath and Fine Motor Skills	Institution	Experimenter	Multiple Baseline Design	1st
Bryant & Budd (1982)	Other: Prereading, Premath and Fine Motor Skills	Institution	Experimenter	Multiple Baseline Design	1st
Bryant & Budd	Other:	Institution	Experimenter	Multiple Baseline Design	1st

(1982)	Prereading, Premath and Fine Motor Skills				
Bryant & Budd (1982)	Other: Prereading, Premath and Fine Motor Skills	Institution	Experimenter	Multiple Baseline Design	1st
Bryant & Budd (1982)	Other: Prereading, Premath and Fine Motor Skills	Institution	Experimenter	Multiple Baseline Design	1st
Bryant & Budd (1982)	Other: Prereading, Premath and Fine Motor Skills	Institution	Experimenter	Multiple Baseline Design	1st
Bryant & Budd (1982)	Other: Prereading, Premath and Fine Motor Skills	Institution	Experimenter	Multiple Baseline Design	1st
Bryant & Budd (1982)	Other: Prereading, Premath and Fine Motor Skills	Institution	Experimenter	Multiple Baseline Design	1st
Bryant & Budd (1982)	Other: Prereading, Premath and Fine Motor Skills	Institution	Experimenter	Multiple Baseline Design	1st
Campbell, Brady, & Linehan (1991)	Language	School	Peer	Multiple Baseline Design	1st
Campbell, Brady, & Linehan (1991)	Language	School	Peer	Multiple Baseline Design	1st
Campbell, Brady, & Linehan (1991)	Language	School	Peer	Reversal Design	1st
Campbell, Brady, & Linehan (1991)	Language	School	Peer	Reversal Design	2nd
Carr & Punzo	Language	School	Teacher	Multiple Baseline Design	1st

(1993)					
Carr & Punzo (1993)	Math	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Language	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Language	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Math	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Language	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Language	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Math	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Language	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Language	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Math	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Language	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Language	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Math	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Language	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Language	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Language	School	Teacher	Multiple Baseline Design	1st
Carr & Punzo (1993)	Math	School	Teacher	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st

Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Case, Harris, & Graham (1992)	Math	School	Experimenter	Multiple Baseline Design	1st
Chang (1993)	Math	School	Researcher	Multiple Baseline Design	1st
Chang (1993)	Math	School	Researcher	Multiple Baseline Design	1st
Chang (1993)	Math	School	Researcher	Multiple Baseline Design	1st
Chang (1993)	Math	School	Researcher	Multiple Baseline Design	1st
Chang (1993)	Math	School	Researcher	Multiple Baseline Design	1st
Chang (1993)	Math	School	Researcher	Multiple Baseline Design	1st
Chou & Jan (1995)	Language	School	Researcher	Multiple Baseline Design	1st

Chou & Jan (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Chou & Lin (1996)	Language	School	Researcher	Multiple Baseline Design	1st
Chou & Lin (1996)	Language	School	Researcher	Multiple Baseline Design	1st
Chou & Jan (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Chou & Jan (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Chou & Lin (1996)	Language	School	Researcher	Multiple Baseline Design	1st
Chou & Lin (1996)	Language	School	Researcher	Multiple Baseline Design	1st
Chou & Jan (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Chou & Jan (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Chou & Lin (1996)	Language	School	Researcher	Multiple Baseline Design	1st
Chou & Lin (1996)	Language	School	Researcher	Multiple Baseline Design	1st
Christie, Hiss, & Lozanoff (1984)	N.A.	School	Teacher	Reversal Design	1st
Christie, Hiss, & Lozanoff (1984)	N.A.	School	Teacher	Reversal Design	2nd
Clark, Deshler, Schumaker, Alley, & Warner (1984)	Language	School	Teacher	Multiple Baseline Design	1st
Clark, Deshler, Schumaker, Alley, & Warner (1984)	Language	School	Teacher	Multiple Baseline Design	1st
Clark, Deshler, Schumaker, Alley, & Warner (1984)	Language	School	Teacher	Multiple Baseline Design	1st
Clark, Deshler, Schumaker, Alley, & Warner (1984)	Language	School	Teacher	Multiple Baseline Design	1st
Copeland, Brown, & Hall (1974)	Math	School	Principal	Multiple Baseline Design	1st
Copeland, Brown, & Hall (1974)	Math	School	Principal	Multiple Baseline Design	1st
Copeland, Brown, & Hall (1974)	Math	School	Principal	Multiple Baseline Design	1st
Copeland, Brown, & Hall (1974)	Language	School	Principal	Multiple Baseline Design	1st
Copeland, Brown, & Hall (1974)	Math	School	Principal	Multiple Baseline Design	1st

Davis & Hajicek (1985)	Math	Institution	Teacher	Multiple Baseline Design	1st
Davis & Hajicek (1985)	Math	Institution	Teacher	Multiple Baseline Design	1st
Davis & Hajicek (1985)	Math	Institution	Teacher	Multiple Baseline Design	1st
Davis & Hajicek (1985)	Math	Institution	Teacher	Multiple Baseline Design	1st
De La Paz (1997)	Language	School	Teacher	Multiple Baseline Design	1st
De La Paz (1997)	Language	School	Teacher	Multiple Baseline Design	1st
De La Paz (1997)	Language	School	Teacher	Multiple Baseline Design	1st
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Social Studies	School	Peer	Reversal Design	1st
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Social Studies	School	Peer	Reversal Design	2nd
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Social Studies	School	Peer	Reversal Design	1st
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Social Studies	School	Peer	Reversal Design	2nd
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Social Studies	School	Peer	Reversal Design	1st
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Social Studies	School	Peer	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st

Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo &	Math	Institution	Teacher	Reversal Design	2nd

Clement (1981)					
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	1st
Fantuzzo & Clement (1981)	Math	Institution	Teacher	Reversal Design	2nd
Freeland & Noell (1999)	Math	School	Experimenter	Reversal Design	1st
Freeland & Noell (1999)	Math	School	Experimenter	Reversal Design	2nd

McLaughlin (1984)					
Freeman & McLaughlin (1984)	Language	School	Teacher	Multiple Baseline Design	1st
Freeman & McLaughlin (1984)	Language	School	Teacher	Multiple Baseline Design	1st
Freeman & McLaughlin (1984)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gardill & Jitendra (1999)	Language	School	Teacher	Multiple Baseline Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	2nd
Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	2nd

Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	2nd
Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	2nd
Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	2nd
Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	2nd
Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Language	School	Principal	Multiple Baseline Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	1st
Gillat (1994)	Math	School	Principal	Reversal Design	2nd
Glomb & West (1990)	Language	School	Experimenter	Multiple Baseline Design	1st
Glomb & West (1990)	Language	School	Experimenter	Multiple Baseline Design	1st
Glomb & West (1990)	Language	School	Experimenter	Multiple Baseline Design	1st
Glomb & West (1990)	Language	School	Experimenter	Multiple Baseline Design	1st
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Language	School	Peer	Reversal Design	1st
Greenwood, Dinwiddie, Bailey, Carta, Dorsey,	Language	School	Peer	Reversal Design	2nd

Kohler, Nelson, Rotholz, & Shulte (1987)					
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Language	School	Peer	Reversal Design	3rd
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Language	School	Peer	Reversal Design	4th
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Language	School	Peer	Reversal Design	2nd
Gurney, Gersten, Dimino, & Carnine (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Gurney, Gersten, Dimino, & Carnine (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Gurney, Gersten, Dimino, & Carnine (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Gurney, Gersten, Dimino, & Carnine (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Hall, Lund, & Jackson (1968)	Math	School	Teacher	Reversal Design	1st
Hall, Lund, & Jackson (1968)	Math	School	Teacher	Reversal Design	1st
Hall, Lund, &	Math	School	Teacher	Reversal Design	2nd

Jackson (1968)					
Hall, Lund, & Jackson (1968)	Other: Math or Spelling	School	Teacher	Reversal Design	1st
Hall, Lund, & Jackson (1968)	Other: Math or Spelling	School	Teacher	Reversal Design	2nd
Hall, Lund, & Jackson (1968)	N.A.	School	Teacher	Reversal Design	1st
Hall, Lund, & Jackson (1968)	N.A.	School	Teacher	Reversal Design	2nd
Hall, Lund, & Jackson (1968)	Language	School	Teacher	Reversal Design	1st
Hall, Lund, & Jackson (1968)	Language	School	Teacher	Reversal Design	2nd
Hall, Lund, & Jackson (1968)	Other: Math or Spelling	School	Teacher	Reversal Design	1st
Hall, Lund, & Jackson (1968)	Other: Math or Spelling	School	Teacher	Reversal Design	2nd
Hall, Panyan, Rabon, & Broden (1968)	Language	School	Teacher	Reversal Design	1st
Hall, Panyan, Rabon, & Broden (1968)	Language	School	Teacher	Reversal Design	2nd
Hallahan, Marshall, & Lloyd (1981)	Language	School	Teacher	Reversal Design	2nd
Hallahan, Marshall, & Lloyd (1981)	Language	School	Teacher	Reversal Design	1st
Hallahan, Marshall, & Lloyd (1981)	Language	School	Teacher	Reversal Design	1st
Hallahan, Marshall, & Lloyd (1981)	Language	School	Teacher	Reversal Design	2nd
Hallahan, Marshall, & Lloyd (1981)	Language	School	Teacher	Reversal Design	1st
Hallahan, Marshall, & Lloyd (1981)	Language	School	Teacher	Reversal Design	2nd
Harris & Graham (1985)	Language	School	Experimenter	Multiple Baseline Design	1st

Reid, McElroy, & Hamby (1994)					
Harris, Graham, Reid, McElroy, & Hamby (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Harris, Graham, Reid, McElroy, & Hamby (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Harris, Graham, Reid, McElroy, & Hamby (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Harris, Graham, Reid, McElroy, & Hamby (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Harris, Graham, Reid, McElroy, & Hamby (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Harris, Graham, Reid, McElroy, & Hamby (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Harris, Graham, Reid, McElroy, & Hamby (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Harris, Graham, Reid, McElroy, & Hamby (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Harris, Graham, Reid, McElroy, & Hamby (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Harris, Graham, Reid, McElroy, & Hamby (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Hasazi & Hasazi (1972)	Math	School	Teacher	Reversal Design	1st
Hasazi & Hasazi (1972)	Math	School	Teacher	Reversal Design	2nd
Hay, Hay, & Nelson (1977)	Other: Math and Reading	School	Teacher	Reversal Design	1st
Hay, Hay, & Nelson (1977)	Other: Math and Reading	School	Teacher	Reversal Design	1st

Hay, Hay, & Nelson (1977)	Other: Math and Reading	School	Teacher	Reversal Design	1st
Hay, Hay, & Nelson (1977)	Math	School	Teacher	Reversal Design	1st
Hay, Hay, & Nelson (1977)	Math	School	Teacher	Reversal Design	1st
Hay, Hay, & Nelson (1977)	Math	School	Teacher	Reversal Design	1st
Higgins & Boone (1990)	Social Studies	School	Teacher	Reversal Design	1st
Higgins & Boone (1990)	Social Studies	School	Teacher	Reversal Design	1st
Higgins & Boone (1990)	Social Studies	School	Teacher	Reversal Design	1st
Higgins & Boone (1990)	Social Studies	School	Teacher	Reversal Design	1st
Higgins & Boone (1990)	Social Studies	School	Teacher	Reversal Design	1st
Houten & Houten (1977)	Language	School	Peer	Reversal Design	1st
Houten & Houten (1977)	Language	School	Peer	Reversal Design	2nd
Houten & Houten (1977)	Language	School	Teacher	Reversal Design	2nd
Houten, Hill, & Parsons (1975)	Language	School	Teacher	Multiple Baseline Design and Reversal Design	1st
Houten, Hill, & Parsons (1975)	Language	School	Teacher	Multiple Baseline Design and Reversal Design	1st
Houten, Hill, & Parsons (1975)	Language	School	Teacher	Multiple Baseline Design and Reversal Design	1st
Houten, Hill, & Parsons (1975)	Language	School	Teacher	Multiple Baseline Design and Reversal Design	1st
Howell, Sidorenko, & Jurica (1987)	Math	School	Teacher	Reversal Design	1st
Howell, Sidorenko, & Jurica (1987)	Math	School	Teacher	Reversal Design	1st
Howell, Sidorenko,	Math	School	Teacher	Reversal Design	1st

(1991)					
Kamps, Barbetta, Leonard, & Delquadri (1994)	Language	School	Peer	Multiple Baseline Design and Reversal Design	1st
Kamps, Barbetta, Leonard, & Delquadri (1994)	Language	School	Peer	Multiple Baseline Design and Reversal Design	2nd
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Language	School	Peer	Reversal Design	1st
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Language	School	Peer	Reversal Design	2nd
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Language	School	Peer	Reversal Design	1st
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Language	School	Peer	Reversal Design	2nd
Kamps, Barbetta, Leonard, & Delquadri (1994)	Language	School	Peer	Multiple Baseline Design and Reversal Design	1st
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Language	School	Peer	Reversal Design	1st
Kamps, Barbetta, Leonard, & Delquadri (1994)	Language	School	Peer	Multiple Baseline Design and Reversal Design	2nd
Kamps, Leonard, Potucek,& Garrison-Harrell (1995)	Language	School	Peer	Reversal Design	2nd

Kamps, Barbetta, Leonard, & Delquadri (1994)	Language	School	Peer	Multiple Baseline Design and Reversal Design	1st
Kamps, Barbetta, Leonard, & Delquadri (1994)	Language	School	Peer	Multiple Baseline Design and Reversal Design	2nd
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Language	School	Peer	Reversal Design	1st
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Language	School	Peer	Reversal Design	1st
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Language	School	Peer	Reversal Design	2nd
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Language	School	Peer	Reversal Design	2nd
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	1st
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	2nd
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	1st
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	2nd
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	1st

Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	2nd
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	1st
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	2nd
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	1st
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	2nd
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	1st
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	2nd
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	1st
Kelley & Stokes (1982)	Other: Math, Reading, and English	School	Teacher	Reversal Design	2nd
Kern, Childs, Dunlap, Clarke, & Falk (1994)	Math	School	Teacher	Multiple Baseline Design	1st
Kern, Childs, Dunlap, Clarke, & Falk (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Kern, Childs, Dunlap, Clarke, & Falk (1994)	Language	School	Teacher	Multiple Baseline Design	1st
Kirby & Shields	Math	School	Experimenter	Reversal Design	1st

Knapczyk (1989)	Math	School	Teacher	Multiple Baseline Design	1st
Knapczyk, & Livingston (1974)	Language	School	Teacher	Multiple Baseline Design and Reversal Design	1st
Knapczyk, & Livingston (1974)	Language	School	Teacher	Multiple Baseline Design and Reversal Design	1st
Knapczyk, & Livingston (1974)	Language	School	Teacher	Multiple Baseline Design and Reversal Design	1st
Knapczyk, & Livingston (1974)	Language	School	Teacher	Multiple Baseline Design and Reversal Design	2nd
Knapczyk, & Livingston (1974)	Language	School	Teacher	Multiple Baseline Design and Reversal Design	2nd
Knapczyk, & Livingston (1974)	Language	School	Teacher	Multiple Baseline Design and Reversal Design	2nd
Knapczyk, & Livingston (1974)	Language	School	Teacher	Multiple Baseline Design	1st
Knapczyk, & Livingston (1974)	Language	School	Teacher	Multiple Baseline Design	1st
Knapczyk, & Livingston (1974)	Language	School	Teacher	Multiple Baseline Design	1st
Kraetsch (1981)	Language	Institution	Experimenter	Reversal Design	1st
Kraetsch (1981)	Language	Institution	Experimenter	Reversal Design	1st
Kraetsch (1981)	Language	Institution	Experimenter	Reversal Design	2nd
Kraetsch (1981)	Language	Institution	Experimenter	Reversal Design	2nd
Lahey, McNees, & Brown (1973)	Language	School	Researcher	Reversal Design	1st
Lahey, McNees, & Brown (1973)	Language	School	Researcher	Reversal Design	2nd
Lahey, McNees, & Brown (1973)	Language	School	Researcher	Reversal Design	1st
Lahey, McNees, & Brown (1973)	Language	School	Researcher	Reversal Design	2nd
Lahey, McNees, & Brown (1973)	Language	School	Researcher	Reversal Design	1st
Lahey, McNees, & Brown (1973)	Language	School	Researcher	Reversal Design	2nd
Lahey, McNees, & Brown (1973)	Language	School	Researcher	Reversal Design	1st

(1990)					
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Lenz & Hughes (1990)	Language	School	Teacher	Multiple Baseline Design	1st
Levendoski & Cartledge (2000)	Math	School	Teacher	Reversal Design	1st
Levendoski & Cartledge (2000)	Math	School	Teacher	Reversal Design	2nd
Levendoski & Cartledge (2000)	Math	School	Teacher	Reversal Design	1st
Levendoski & Cartledge (2000)	Math	School	Teacher	Reversal Design	2nd

Lin (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Lin (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Lin (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Lin (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Lin (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Lin (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Lin (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Lin (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Lin (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Lin (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Lin (1995)	Language	School	Experimenter	Multiple Baseline Design	1st
Lin (1995)	Language	School	Experimenter	Multiple Baseline Design	1st
Lin (1995)	Language	School	Experimenter	Multiple Baseline Design	1st
Lin (1995)	Language	School	Experimenter	Multiple Baseline Design	1st
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Math	School	Teacher	Multiple Baseline Design	1st
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Math	School	Teacher	Multiple Baseline Design	1st
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Math	School	Teacher	Multiple Baseline Design	1st
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Math	School	Teacher	Multiple Baseline Design	1st
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Math	School	Teacher	Multiple Baseline Design	1st
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Math	School	Teacher	Multiple Baseline Design	1st
Lovitt & Hansen (1976)	Language	Institution	Teacher	Reversal Design	1st
Lovitt & Hansen (1976)	Language	Institution	Teacher	Reversal Design	1st
Lovitt & Hansen	Language	Institution	Teacher	Reversal Design	1st

(1976)					
Lu (2000)	Language	School	Researcher	Reversal Design	1st
Lu (2000)	Language	School	Researcher	Reversal Design	1st
Lu (2000)	Language	School	Researcher	Reversal Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design and Reversal Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design and Reversal Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design and Reversal Design	2nd
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design and Reversal Design	2nd
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st

Harper (1987)					
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maheady, Sacca, & Harper (1987)	Math	School	Peer	Multiple Baseline Design	1st
Maki, Vauras, & Vainio (2002)	Language	Institution	Experimenter	Multiple Baseline Design	1st
Maki, Vauras, & Vainio (2002)	Language	Institution	Experimenter	Multiple Baseline Design	1st
Maki, Vauras, & Vainio (2002)	Language	Institution	Experimenter	Multiple Baseline Design	1st
Maki, Vauras, & Vainio (2002)	Language	Institution	Experimenter	Multiple Baseline Design	1st
Maki, Vauras, & Vainio (2002)	Language	Institution	Experimenter	Multiple Baseline Design	1st
Maki, Vauras, & Vainio (2002)	Language	Institution	Experimenter	Multiple Baseline Design	1st
Martin & Manno (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Martin & Manno (1995)	Language	School	Researcher	Multiple Baseline Design	1st
Martin & Manno (1995)	Language	School	Researcher	Multiple Baseline Design	1st

McDowell & Keenan (2001)	Language	Home	Teacher	Reversal Design	1st
McDowell & Keenan (2001)	Language	Home	Teacher	Reversal Design	2nd
McDowell & Keenan (2001)	Language	Home	Teacher	Reversal Design	3rd
McDowell & Keenan (2001)	Language	Home	Teacher	Reversal Design	1st
McDowell & Keenan (2001)	Language	Home	Teacher	Reversal Design	1st
McDowell & Keenan (2001)	Language	Home	Teacher	Reversal Design	2nd
McDowell & Keenan (2001)	Language	Home	Teacher	Reversal Design	2nd
McDowell & Keenan (2001)	Language	Home	Teacher	Reversal Design	3rd
McDowell & Keenan (2001)	Language	Home	Teacher	Reversal Design	3rd
McGinnis, Friman, & Carlyon (1999)	Math	Institution	Experimenter	Multiple Baseline Design	1st
McGinnis, Friman, & Carlyon (1999)	Math	Institution	Experimenter	Multiple Baseline Design	1st
McGinnis, Friman, & Carlyon (1999)	Math	Institution	Experimenter	Multiple Baseline Design and Reversal Design	1st
McGinnis, Friman, & Carlyon (1999)	Math	Institution	Experimenter	Multiple Baseline Design and Reversal Design	1st
McGinnis, Friman, & Carlyon (1999)	Math	Institution	Experimenter	Multiple Baseline Design and Reversal Design	2nd
McGinnis, Friman, & Carlyon (1999)	Math	Institution	Experimenter	Multiple Baseline Design and Reversal Design	2nd
McGinnis, Friman, & Carlyon (1999)	Math	Institution	Experimenter	Multiple Baseline Design	1st
McGinnis, Friman, & Carlyon (1999)	Math	Institution	Experimenter	Multiple Baseline Design and Reversal Design	1st
McGinnis, Friman, & Carlyon (1999)	Math	Institution	Experimenter	Multiple Baseline Design and Reversal Design	2nd
McWhirter &	Math	School	Teacher	Reversal Design	1st

Bloom (1994)					
McWhirter & Bloom (1994)	Math	School	Teacher	Reversal Design	2nd
McWhirter & Bloom (1994)	Math	School	Teacher	Reversal Design	1st
McWhirter & Bloom (1994)	Math	School	Teacher	Reversal Design	2nd
McWhirter & Bloom (1994)	Math	School	Teacher	Reversal Design	1st
McWhirter & Bloom (1994)	Math	School	Teacher	Reversal Design	2nd
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	1st
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	2nd
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	1st
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	2nd
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	1st
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	2nd
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	1st
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	2nd
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	1st
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	2nd
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	1st
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	2nd
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	1st

Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	2nd
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	1st
Miller & Kelley (1994)	N.A.	Home	Parent	Multiple Baseline Design and Reversal Design	2nd
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Language	School	Teacher	Reversal Design	1st
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Language	School	Teacher	Reversal Design	1st
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Language	School	Teacher	Reversal Design	1st
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Language	School	Teacher	Reversal Design	1st
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Language	School	Teacher	Reversal Design	1st
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Language	School	Teacher	Reversal Design	1st
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Language	School	Teacher	Reversal Design	1st
Miller, Miller, Wheeler & Selinger (1989)	Math	Institution	Experimenter	Reversal Design	1st
Miller, Miller, Wheeler & Selinger (1989)	Language	Institution	Experimenter	Reversal Design	1st
Miller, Miller, Wheeler & Selinger (1989)	Language	Institution	Experimenter	Reversal Design	2nd
Miller, Miller, Wheeler & Selinger (1989)	Language	Institution	Experimenter	Reversal Design	1st
Miller, Miller, Wheeler & Selinger (1989)	Language	Institution	Experimenter	Reversal Design	2nd

Wheeler & Selinger (1989)					
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague & Bos (1986)	Math	School	Experimenter	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Newby, Caldwell, & Recht (1989)	Language	School	Teacher	Multiple Baseline Design	1st
Newby, Caldwell, & Recht (1989)	Language	School	Teacher	Multiple Baseline Design	1st

Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Newby, Caldwell, & Recht (1989)	Language	School	Teacher	Multiple Baseline Design	1st
Newby, Caldwell, & Recht (1989)	Language	School	Teacher	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Newby, Caldwell, & Recht (1989)	Language	School	Teacher	Multiple Baseline Design	1st
Newby, Caldwell, & Recht (1989)	Language	School	Teacher	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Newby, Caldwell, & Recht (1989)	Language	School	Teacher	Multiple Baseline Design	1st
Newby, Caldwell, & Recht (1989)	Language	School	Teacher	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Newby, Caldwell, & Recht (1989)	Language	School	Teacher	Multiple Baseline Design	1st
Newby, Caldwell, & Recht (1989)	Language	School	Teacher	Multiple Baseline Design	1st
Montague (1992)	Math	School	Researcher	Multiple Baseline Design	1st
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Language	School	Experimenter	Multiple Baseline Design	1st
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Language	School	Experimenter	Multiple Baseline Design	1st
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Language	School	Experimenter	Multiple Baseline Design	1st
Noell, Gansle, Witt,	Language	School	Experimenter	Multiple Baseline Design	1st

Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)					
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Language	School	Experimenter	Multiple Baseline Design	1st
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Language	School	Experimenter	Multiple Baseline Design	1st
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Language	School	Experimenter	Multiple Baseline Design	1st
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Language	School	Peer	Multiple Baseline Design	1st
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Language	School	Peer	Multiple Baseline Design	1st
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Language	School	Peer	Multiple Baseline Design	1st
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Language	School	Peer	Multiple Baseline Design	1st
Noell, Witt, LaFleur, Mortenson, Ranier,	Language	School	Peer	Multiple Baseline Design	1st

& LeVelle (2000)					
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st

Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd

Jenson, & Andrews (1994)					
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	1st
Olympia, Sheridan, Jenson, & Andrews (1994)	Math	School	Peer	Reversal Design	2nd
O'Shaughnessy & Swanson (2000)	Language	School	Teacher	Multiple Baseline Design	1st
O'Shaughnessy & Swanson (2000)	Language	School	Teacher	Multiple Baseline Design	1st
O'Shaughnessy & Swanson (2000)	Language	School	Teacher	Multiple Baseline Design	1st
O'Shaughnessy & Swanson (2000)	Language	School	Teacher	Multiple Baseline Design	1st
O'Shaughnessy & Swanson (2000)	Language	School	Teacher	Multiple Baseline Design	1st
O'Shaughnessy & Swanson (2000)	Language	School	Teacher	Multiple Baseline Design	1st
Pigott, Fantuzzo, & Clement (1986)	Math	School	Peer	Reversal Design	1st
Pigott, Fantuzzo, & Clement (1986)	Math	School	Peer	Reversal Design	2nd
Pigott, Fantuzzo, & Clement (1986)	Math	School	Peer	Reversal Design	1st
Pigott, Fantuzzo, & Clement (1986)	Math	School	Peer	Reversal Design	2nd
Pigott, Fantuzzo, & Clement (1986)	Math	School	Peer	Reversal Design	1st
Pigott, Fantuzzo, &	Math	School	Peer	Reversal Design	2nd

Rivera & Smith (1988)	Math	School	Teacher	Multiple Baseline Design	1st
Rivera & Smith (1988)	Math	School	Teacher	Multiple Baseline Design	1st
Rivera & Smith (1988)	Math	School	Teacher	Multiple Baseline Design	1st
Rivera & Smith (1988)	Math	School	Teacher	Multiple Baseline Design	1st
Roberts, Nelson, & Olson (1987)	Math	School	Experimenter	Multiple Baseline Design	1st
Roberts, Nelson, & Olson (1987)	Math	School	Experimenter	Multiple Baseline Design	1st
Roberts, Nelson, & Olson (1987)	Math	School	Experimenter	Multiple Baseline Design	1st
Roberts, Nelson, & Olson (1987)	Math	School	Experimenter	Multiple Baseline Design	1st
Roberts, Nelson, & Olson (1987)	Math	School	Experimenter	Multiple Baseline Design	1st
Roberts, Nelson, & Olson (1987)	Math	School	Experimenter	Multiple Baseline Design	1st
Roberts, Nelson, & Olson (1987)	Math	School	Experimenter	Multiple Baseline Design	1st
Roberts, Nelson, & Olson (1987)	Math	School	Experimenter	Multiple Baseline Design	1st
Roberts, Nelson, & Olson (1987)	Math	School	Experimenter	Multiple Baseline Design	1st
Roberts, Nelson, & Olson (1987)	Math	School	Experimenter	Multiple Baseline Design	1st
Roberts, Nelson, & Olson (1987)	Math	School	Experimenter	Multiple Baseline Design	1st
Robinson, Newby, & Ganzell (1981)	Language	School	Peer	Reversal Design	2nd
Robinson, Newby, & Ganzell (1981)	Language	School	Peer	Reversal Design	2nd
Robinson, Newby, & Ganzell (1981)	Language	School	Peer	Reversal Design	2nd
Robinson, Newby, & Ganzell (1981)	Language	School	Peer	Reversal Design	2nd
Robinson, Newby, & Ganzell (1981)	Language	School	Peer	Reversal Design	2nd
Rooney, Hallahan,	N.A.	School	Teacher	Reversal Design	1st

& Lloyd (1984)					
Rooney, Hallahan, & Lloyd (1984)	N.A.	School	Teacher	Reversal Design	2nd
Rooney, Hallahan, & Lloyd (1984)	N.A.	School	Teacher	Reversal Design	1st
Rooney, Hallahan, & Lloyd (1984)	N.A.	School	Teacher	Reversal Design	2nd
Rooney, Hallahan, & Lloyd (1984)	N.A.	School	Teacher	Reversal Design	1st
Rooney, Hallahan, & Lloyd (1984)	N.A.	School	Teacher	Reversal Design	2nd
Rooney, Hallahan, & Lloyd (1984)	N.A.	School	Teacher	Reversal Design	1st
Rooney, Hallahan, & Lloyd (1984)	N.A.	School	Teacher	Reversal Design	2nd
Rooney, Polloway, & Hallahan (1985)	N.A.	School	Teacher	Reversal Design	2nd
Rooney, Polloway, & Hallahan (1985)	N.A.	School	Teacher	Reversal Design	2nd
Rooney, Polloway, & Hallahan (1985)	N.A.	School	Teacher	Reversal Design	2nd
Rooney, Polloway, & Hallahan (1985)	N.A.	School	Teacher	Reversal Design	2nd
Salend & Nowak (1988)	Language	School	Peer	Multiple Baseline Design	1st
Salend & Nowak (1988)	Language	School	Peer	Multiple Baseline Design	1st
Salend & Nowak (1988)	Language	School	Peer	Multiple Baseline Design	1st
Schumaker, Hovell, & Sherman (1977)	Other: a Variety of Subject Areas Except Physics	Home	Parent	Multiple Baseline Design	1st
Schumaker, Hovell, & Sherman (1977)	Other: a Variety of Subject Areas Except Physics	Home	Parent	Multiple Baseline Design	1st

Schumaker, Hovell, & Sherman (1977)	Other: a Variety of Subject Areas Except Physics	Home	Parent	Multiple Baseline Design	1st
Schumaker, Hovell, & Sherman (1977)	Other: a Variety of Subject Areas Except Physics	Home	Parent	Multiple Baseline Design	1st
Schumaker, Hovell, & Sherman (1977)	Other: a Variety of Subject Areas Except Physics	Home	Parent	Multiple Baseline Design	1st
Schumaker, Hovell, & Sherman (1977)	Other: a Variety of Subject Areas Except Physics	Home	Parent	Reversal Design	1st
Schumaker, Hovell, & Sherman (1977)	Other: a Variety of Subject Areas Except Physics	Home	Parent	Reversal Design	2nd
Stevenson & Fantuzzo (1984)	Math	Home	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1984)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1984)	Math	Home	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1984)	Math	School	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1984)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1984)	Math	Home	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1984)	Math	School	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1984)	Math	Home	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1984)	Math	School	Home Tutor	Reversal Design	1st

Fantuzzo (1986)					
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	1st

Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	2nd
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	School	Home Tutor	Reversal Design	1st
Stevenson & Fantuzzo (1986)	Math	Home	Home Tutor	Reversal Design	1st

Swanson (1981)	Language	Institution	Teacher	Multiple Baseline Design	1st
Swanson (1981)	Language	Institution	Teacher	Multiple Baseline Design	1st
Swanson (1981)	Language	Institution	Teacher	Multiple Baseline Design	1st
Thorpe, Chiang,& Darch (1981)	Language	School	Teacher	Reversal Design	1st
Thorpe, Chiang,& Darch (1981)	Language	School	Teacher	Reversal Design	1st
Trammel, Schloss, & Alper (1994)	N.A.	School	Teacher	Multiple Baseline Design	1st
Trammel, Schloss, & Alper (1994)	N.A.	School	Teacher	Multiple Baseline Design	1st
Trammel, Schloss, & Alper (1994)	N.A.	School	Teacher	Multiple Baseline Design	1st
Trammel, Schloss, & Alper (1994)	N.A.	School	Teacher	Multiple Baseline Design	1st
Trammel, Schloss, & Alper (1994)	N.A.	School	Teacher	Multiple Baseline Design	1st
Trammel, Schloss, & Alper (1994)	N.A.	School	Teacher	Multiple Baseline Design	1st
Trammel, Schloss, & Alper (1994)	N.A.	School	Teacher	Multiple Baseline Design	1st
Trammel, Schloss, & Alper (1994)	N.A.	School	Teacher	Multiple Baseline Design	1st
Trammel, Schloss, & Alper (1994)	N.A.	School	Teacher	Multiple Baseline Design	1st
Trap, Milner-Davis, Joseph, & Cooper (1978)	Language	School	Experimenter	Multiple Baseline Design	1st
Trap, Milner-Davis, Joseph, & Cooper (1978)	Language	School	Experimenter	Multiple Baseline Design	1st
Trap, Milner-Davis, Joseph, & Cooper (1978)	Language	School	Experimenter	Multiple Baseline Design	1st
Trap, Milner-Davis, Joseph, & Cooper (1978)	Language	School	Experimenter	Multiple Baseline Design	1st
Trap, Milner-Davis, Joseph, & Cooper	Language	School	Experimenter	Multiple Baseline Design	1st

(1978)					
Trap, Milner-Davis, Joseph, & Cooper (1978)	Language	School	Experimenter	Multiple Baseline Design	1st
Trap, Milner-Davis, Joseph, & Cooper (1978)	Language	School	Experimenter	Multiple Baseline Design	1st
Trap, Milner-Davis, Joseph, & Cooper (1978)	Language	School	Experimenter	Multiple Baseline Design	1st
Trap, Milner-Davis, Joseph, & Cooper (1978)	Language	School	Experimenter	Multiple Baseline Design	1st
Trap, Milner-Davis, Joseph, & Cooper (1978)	Language	School	Experimenter	Multiple Baseline Design	1st
Trap, Milner-Davis, Joseph, & Cooper (1978)	Language	School	Experimenter	Multiple Baseline Design	1st
Trap, Milner-Davis, Joseph, & Cooper (1978)	Language	School	Experimenter	Multiple Baseline Design	1st
Weinstein & Cooke (1992)	Language	School	Teacher	Reversal Design	1st
Weinstein & Cooke (1992)	Language	School	Teacher	Reversal Design	1st
Weinstein & Cooke (1992)	Language	School	Teacher	Reversal Design	1st
Weinstein & Cooke (1992)	Language	School	Teacher	Reversal Design	1st
Wolfe, Fantuzzo, & Wolfe (1986)	Math	School	Peer	Reversal Design	1st
Wolfe, Fantuzzo, & Wolfe (1986)	Math	School	Peer	Reversal Design	2nd
Wolfe, Fantuzzo, & Wolfe (1986)	Math	School	Peer	Reversal Design	1st
Wolfe, Fantuzzo, & Wolfe (1986)	Math	School	Peer	Reversal Design	2nd

Wood, Frank, & Wacker, (1998)	Math	School	Teacher	Multiple Baseline Design	1st
Wood, Frank, & Wacker, (1998)	Math	School	Teacher	Multiple Baseline Design	1st
Wood, Frank, & Wacker, (1998)	Math	School	Teacher	Multiple Baseline Design	1st
Wood, Frank, & Wacker, (1998)	Math	School	Teacher	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Science	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Language	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Math	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Math	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Science	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Social Studies	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Social Studies	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Math	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Science	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Science	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Math	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Social Studies	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Math	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Science	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Language	School	Experimenter	Multiple Baseline Design	1st

Cronin (2002)					
Wood, Murdock, & Cronin (2002)	Social Studies	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Math	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Science	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Social Studies	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Math	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Science	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Science	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Math	School	Experimenter	Multiple Baseline Design	1st
Wood, Murdock, & Cronin (2002)	Social Studies	School	Experimenter	Multiple Baseline Design	1st
Wu (2001)	Language	School	Experimenter	Multiple Baseline Design	1st
Wu (2001)	Language	School	Experimenter	Multiple Baseline Design	1st
Wu (2001)	Language	School	Experimenter	Multiple Baseline Design	1st

Blankenship & Baumgartner (1982)	Increased	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Evidenced Some Ability to Generalized	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Increase but Variable	1.000	0.833	0.833
Blankenship & Baumgartner (1982)	Increased	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Evidenced Some Ability to Generalized	2.000	0.667	0.667
Blankenship & Baumgartner (1982)	Increase but Variable	1.000	0.833	0.833
Blankenship & Baumgartner (1982)	Increased	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Evidenced Some Ability to Generalized	2.000	0.833	0.833
Blankenship & Baumgartner (1982)	Increase but Variable	1.000	0.500	0.500
Blankenship & Baumgartner (1982)	Increased	2.000	0.833	0.833
Blankenship & Baumgartner (1982)	Increased	2.000	0.500	0.500
Blankenship & Baumgartner (1982)	Increased	2.000	0.500	0.500
Blankenship & Baumgartner (1982)	Remained at 0%	0.000	0.000	0.000
Blankenship & Baumgartner (1982)	Attain a High Level (Ceiling Effect)	2.000	0.000	0.000
Blankenship & Baumgartner (1982)	Increased	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Increased	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Fairly Consistently Solved 25%	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Improved	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Occasionally Generalized	1.000	0.333	0.333

Baumgartner (1982)				
Blankenship & Baumgartner (1982)	Increased	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Increased	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Increased	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Increased	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Increased	2.000	1.000	1.000
Blankenship & Baumgartner (1982)	Increased	2.000	1.000	1.000
Blick & Test (1987)	Increased	2.000	1.000	1.000
Blick & Test (1987)	Increased	2.000	0.500	1.000
Blick & Test (1987)	Increased	2.000	0.000	1.000
Blick & Test (1987)	Increased	2.000	0.000	0.500
Blick & Test (1987)	Increased	2.000	1.000	1.000
Blick & Test (1987)	Increased	2.000	1.000	1.000
Blick & Test (1987)	Increased	2.000	0.500	1.000
Blick & Test (1987)	Increased	2.000	0.500	1.000
Blick & Test (1987)	Increased	2.000	1.000	1.000
Blick & Test (1987)	Increased	2.000	0.000	0.500
Blick & Test (1987)	Increased	2.000	0.500	0.500
Blick & Test (1987)	Increased	2.000	0.000	1.000
Blick & Test (1987)	Increased	2.000	0.000	1.000
Bryant & Budd (1982)	Little Improvement(40%-42%)	0.000	0.211	0.526
Bryant & Budd (1982)	Increase	2.000	0.571	0.571
Bryant & Budd (1982)	Increase	2.000	0.778	0.778
Bryant & Budd (1982)	Increase (47%-65%)	2.000	0.774	0.871
Bryant & Budd (1982)	Increase	2.000	1.000	1.000
Bryant & Budd	Increase	2.000	1.000	1.000

(1982)				
Bryant & Budd (1982)	Increase (48%-64%)	2.000	0.125	0.938
Bryant & Budd (1982)	Increase	2.000	0.857	1.000
Bryant & Budd (1982)	No Effect	0.000	0.333	0.500
Campbell, Brady, & Linehan (1991)	Immediately Increased	2.000	0.750	1.000
Campbell, Brady, & Linehan (1991)	Increased	2.000	0.714	1.000
Campbell, Brady, & Linehan (1991)	Immediately Increased	2.000	0.000	1.000
Campbell, Brady, & Linehan (1991)	Remain High	2.000	0.000	0.714
Carr & Punzo (1993)	Increased	2.000	0.000	1.000
Carr & Punzo (1993)	Little Effect	0.000	0.000	0.000
Carr & Punzo (1993)	Increased	2.000	0.000	1.000
Carr & Punzo (1993)	Increased	2.000	0.000	0.800
Carr & Punzo (1993)	Increased	2.000	0.667	1.000
Carr & Punzo (1993)	Increased	2.000	1.000	1.000
Carr & Punzo (1993)	Increased	2.000	1.000	1.000
Carr & Punzo (1993)	Little Effect	0.000	0.000	0.000
Carr & Punzo (1993)	Increased	2.000	0.000	1.000
Carr & Punzo (1993)	Increased	2.000	0.200	1.000
Carr & Punzo (1993)	Increased	2.000	0.222	1.000

Carr & Punzo (1993)	Increased	2.000	1.000	1.000
Carr & Punzo (1993)	Increased	2.000	1.000	1.000
Carr & Punzo (1993)	Little Effect	0.000	0.000	0.000
Carr & Punzo (1993)	Increased	2.000	0.000	1.000
Carr & Punzo (1993)	Increased	2.000	0.000	1.000
Carr & Punzo (1993)	Increased	2.000	1.000	1.000
Carr & Punzo (1993)	Increased	2.000	1.000	1.000
Case, Harris, & Graham (1992)	Not Improve	0.000	0.000	0.333
Case, Harris, & Graham (1992)	Not Improve	0.000	0.000	0.000
Case, Harris, & Graham (1992)	Positive Carryover Effect	2.000	1.000	1.000
Case, Harris, & Graham (1992)	Positive Carryover Effect	2.000	1.000	1.000
Case, Harris, & Graham (1992)	Improved	2.000	0.000	0.667
Case, Harris, & Graham (1992)	Improved	2.000	0.667	0.667
Case, Harris, & Graham (1992)	Positive Carryover Effect	2.000	0.667	1.000
Case, Harris, & Graham (1992)	Positive Carryover Effect	2.000	0.667	1.000
Case, Harris, & Graham (1992)	Decrement	0.000	0.000	0.000
Case, Harris, & Graham (1992)	Decrement	0.000	0.000	0.000
Case, Harris, & Graham (1992)	Improved	2.000	0.000	1.000
Case, Harris, &	Improved	2.000	0.000	1.000

Graham (1992)				
Case, Harris, & Graham (1992)	Decrement	0.000	0.000	0.000
Case, Harris, & Graham (1992)	Decrement	0.000	0.000	0.000
Case, Harris, & Graham (1992)	Improved	2.000	0.000	0.667
Case, Harris, & Graham (1992)	Improved	2.000	0.000	1.000
Chang (1993)	Decrease	2.000	0.714	0.857
Chang (1993)	Improvement	2.000	0.857	1.000
Chang (1993)	Improvement	2.000	0.857	1.000
Chang (1993)	Decrease	2.000	1.000	1.000
Chang (1993)	Improvement	2.000	0.909	1.000
Chang (1993)	Improvement	2.000	0.909	1.000
Chou & Jan (1995)	Improvement	2.000	1.000	1.000
Chou & Jan (1995)	Improvement	2.000	1.000	1.000
Chou & Lin (1996)	Increase	2.000	0.792	0.958
Chou & Lin (1996)	Increase but Slow	1.000	0.292	0.750
Chou & Jan (1995)	Improvement	2.000	1.000	1.000
Chou & Jan (1995)	Improvement	2.000	1.000	1.000
Chou & Lin (1996)	Increase	2.000	0.938	0.938
Chou & Lin (1996)	Small Increase	1.000	0.063	0.813
Chou & Jan (1995)	Improvement	2.000	1.000	1.000
Chou & Jan (1995)	Improvement	2.000	1.000	1.000
Chou & Lin (1996)	Increase	2.000	0.375	1.000
Chou & Lin (1996)	Increase but Slow	1.000	0.500	0.875
Christie, Hiss, & Lozanoff (1984)	Improved (41.9%-50.6%)	2.000	0.900	0.900
Christie, Hiss, & Lozanoff (1984)	Improved (53.3%-65%)	2.000	0.600	0.900
Clark, Deshler, Schumaker, Alley, & Warner (1984)	Improved	2.000	0.750	1.000
Clark, Deshler, Schumaker, Alley,	Improved	2.000	1.000	1.000

& Warner (1984)				
Clark, Deshler, Schumaker, Alley, & Warner (1984)	Improved	2.000	1.000	1.000
Clark, Deshler, Schumaker, Alley, & Warner (1984)	Improved	2.000	1.000	1.000
Copeland, Brown, & Hall (1974)	Increase (45-63)	2.000	0.857	0.929
Copeland, Brown, & Hall (1974)	Increase (25-34)	2.000	0.625	1.000
Copeland, Brown, & Hall (1974)	Increase (48.0-67.3)	2.000	0.692	1.000
Copeland, Brown, & Hall (1974)	Increase (5.3-7.5)	2.000	0.250	0.900
Copeland, Brown, & Hall (1974)	Increase (12.5-38.0)	2.000	0.000	1.000
Copeland, Brown, & Hall (1974)	Increase (5.6-7.6)	2.000	0.143	0.857
Copeland, Brown, & Hall (1974)	Increase (25.9-38.7)	2.000	0.111	0.778
Copeland, Brown, & Hall (1974)	Increase (5.2-8.5)	2.000	0.000	0.944
Coyne (1978)	N.A.	N.A.	0.000	0.333
Coyne (1978)	N.A.	N.A.	0.000	1.000
Coyne (1978)	N.A.	N.A.	0.000	0.667
Coyne (1978)	N.A.	N.A.	0.333	0.333
Coyne (1978)	N.A.	N.A.	0.000	0.000
Coyne (1978)	Improved	2.000	1.000	1.000
Coyne (1978)	Improved	2.000	1.000	1.000
Coyne (1978)	Improved	2.000	1.000	1.000
Coyne (1978)	Improved	2.000	0.000	1.000
Coyne (1978)	N.A.	N.A.	0.000	0.000
Coyne (1978)	N.A.	N.A.	0.000	1.000
Coyne (1978)	Improved	2.000	0.000	1.000
Coyne (1978)	N.A.	N.A.	0.000	0.667
Coyne (1978)	N.A.	N.A.	0.000	1.000

Coyne (1978)	N.A.	N.A.	0.333	0.333
Coyne (1978)	N.A.	N.A.	0.000	0.667
Cushing, & Kennedy (1997)	Higher Levels of Academic Engagement (38%-86%)	2.000	1.000	1.000
Cushing, & Kennedy (1997)	Higher levels of Academic Engagement (38%-86%)	2.000	1.000	1.000
Cushing, & Kennedy (1997)	Higher levels of Academic Engagement (51%-88%)	2.000	1.000	1.000
Cushing, & Kennedy (1997)	Higher levels of Academic Engagement (51%-88%)	2.000	1.000	1.000
Cushing, & Kennedy (1997)	Higher levels of Academic Engagement (51%-88%)	2.000	1.000	1.000
Cushing, & Kennedy (1997)	Increased (63%-96%)	2.000	0.000	1.000
Cushing, & Kennedy (1997)	Increased (66%-90%)	2.000	1.000	1.000
Cushing, & Kennedy (1997)	Increased (72%-92%)	2.000	0.750	1.000
Davis & Hajicek (1985)	Not Reliably Changed	0.000	0.500	0.750
Davis & Hajicek (1985)	Improved	2.000	1.000	1.000
Davis & Hajicek (1985)	Not Reliably Changed	0.000	0.000	0.000
Davis & Hajicek (1985)	Improved	2.000	0.250	0.750
Davis & Hajicek (1985)	Not Reliably Changed	0.000	0.500	1.000
Davis & Hajicek (1985)	Improved	2.000	0.750	0.750
Davis & Hajicek (1985)	Not Reliably Changed	0.000	0.000	0.000

Davis & Hajicek (1985)	Improved	2.000	1.000	1.000
Davis & Hajicek (1985)	Not Reliably Changed	0.000	0.000	0.000
Davis & Hajicek (1985)	Improved	2.000	1.000	1.000
Davis & Hajicek (1985)	Not Reliably Changed	0.000	0.000	0.000
Davis & Hajicek (1985)	Improved	2.000	0.333	0.333
Davis & Hajicek (1985)	Not Reliably Changed	0.000	0.333	0.667
Davis & Hajicek (1985)	Improved	2.000	1.000	1.000
De La Paz (1997)	Substantial Increases	2.000	1.000	1.000
De La Paz (1997)	Substantial Increases	2.000	1.000	1.000
De La Paz (1997)	Substantial Increases	2.000	1.000	1.000
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	More	2.000	1.000	1.000
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	More	2.000	1.000	1.000
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	More	2.000	0.667	0.667
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	More	2.000	1.000	1.000
Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Higher	2.000	1.000	1.000

Dugan, Kamps, Leonard, Watkins, Rheinberger, & Stackhaus (1995)	Higher	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Clear Difference	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Clear Difference	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Clear Difference	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Clear Difference	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Clear Difference	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Clear Difference	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo &	Increase	2.000	1.000	1.000

Clement (1981)				
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	0.400	0.600
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	0.800	1.000
Fantuzzo & Clement (1981)	Failures	0.000	0.000	0.400
Fantuzzo & Clement (1981)	Failures	0.000	0.400	0.400
Fantuzzo & Clement (1981)	Increase	2.000	0.200	1.000
Fantuzzo & Clement (1981)	Increase	2.000	1.000	1.000
Fantuzzo & Clement (1981)	Increase	2.000	0.600	1.000
Fantuzzo & Clement (1981)	Increase	2.000	0.400	1.000
Fantuzzo & Clement (1981)	Failures	0.000	0.400	0.600
Fantuzzo & Clement (1981)	Failures	0.000	0.000	0.600
Fantuzzo & Clement (1981)	Failures	0.000	0.000	0.000

Fantuzzo & Clement (1981)	Failures	0.000	0.000	0.200
Freeland & Noell (1999)	Effective	2.000	0.833	0.833
Freeland & Noell (1999)	Effective	2.000	0.667	1.000
Freeland & Noell (1999)	Effective	2.000	0.333	1.000
Freeland & Noell (1999)	Effective	2.000	0.833	0.833
Freeland & Noell (1999)	Effective	2.000	0.750	1.000
Freeland & Noell (1999)	Effective	2.000	0.875	1.000
Freeland & Noell (1999)	Effective	2.000	1.000	1.000
Freeland & Noell (1999)	Effective	2.000	1.000	1.000
Freeland & Noell (1999)	Effective	2.000	1.000	1.000
Freeland & Noell (1999)	Effective	2.000	0.167	1.000
Freeland & Noell (1999)	Effective	2.000	0.250	1.000
Freeland & Noell (1999)	Effective	2.000	1.000	1.000
Freeman & McLaughlin (1984)	Decreased	2.000	1.000	1.000
Freeman & McLaughlin (1984)	Increased	2.000	1.000	1.000
Freeman & McLaughlin (1984)	Decreased	2.000	0.857	1.000
Freeman & McLaughlin (1984)	Increased	2.000	1.000	1.000
Freeman & McLaughlin (1984)	Decreased	2.000	1.000	1.000
Freeman &	Increased	2.000	1.000	1.000

McLaughlin (1984)				
Freeman & McLaughlin (1984)	Decreased	2.000	0.250	0.500
Freeman & McLaughlin (1984)	Increased	2.000	0.750	1.000
Freeman & McLaughlin (1984)	Decreased	2.000	0.667	1.000
Freeman & McLaughlin (1984)	Increased	2.000	1.000	1.000
Freeman & McLaughlin (1984)	Decreased	2.000	1.000	1.000
Freeman & McLaughlin (1984)	Increased	2.000	0.500	0.833
Gardill & Jitendra (1999)	Improved (27%-84%)	2.000	1.000	1.000
Gardill & Jitendra (1999)	Increased (35%-42%)	2.000	0.000	1.000
Gardill & Jitendra (1999)	Improved (18%-77%)	2.000	1.000	1.000
Gardill & Jitendra (1999)	Increased (23%-42%)	2.000	1.000	1.000
Gardill & Jitendra (1999)	Decreased	0.000	0.000	0.000
Gardill & Jitendra (1999)	Improved (33%-77%)	2.000	1.000	1.000
Gardill & Jitendra (1999)	Improved (53%-90%)	2.000	1.000	1.000
Gardill & Jitendra (1999)	Increased (63%-75%)	2.000	0.500	0.500
Gardill & Jitendra (1999)	Improved (33%-90%)	2.000	1.000	1.000
Gardill & Jitendra (1999)	Increased (54%-56%)	2.000	0.000	1.000
Gardill & Jitendra (1999)	Improved (29%-80%)	2.000	1.000	1.000
Gardill & Jitendra (1999)	Increased (38%-62%)	2.000	1.000	1.000

Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Substantially Increased (averaged 4.13-5.5 pages)	2.000	1.000	1.000
Gillat (1994)	Substantially Increased (averaged 6.75-7.6 pages)	2.000	0.750	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Substantially Increased (averaged 4.13-5.5 pages)	2.000	0.600	1.000
Gillat (1994)	Substantially Increased (averaged 6.75-7.6 pages)	2.000	0.400	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Substantially Increased (averaged 4.13-5.5 pages)	2.000	1.000	1.000
Gillat (1994)	Substantially Increased (averaged 6.75-7.6 pages)	2.000	0.800	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Substantially Increased (averaged 4.13-5.5 pages)	2.000	1.000	1.000
Gillat (1994)	Substantially Increased (averaged 6.75-7.6 pages)	2.000	1.000	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Substantially Increased (averaged 4.13-5.5 pages)	2.000	1.000	1.000

Gillat (1994)	Substantially Increased (averaged 6.75-7.6 pages)	2.000	1.000	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Substantially Increased (averaged 4.13-5.5 pages)	2.000	0.900	0.900
Gillat (1994)	Substantially Increased (averaged 6.75-7.6 pages)	2.000	0.600	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Gillat (1994)	Improved	2.000	1.000	1.000
Glomb & West (1990)	Increase	2.000	0.200	0.800
Glomb & West (1990)	Increase	2.000	0.000	0.800
Glomb & West (1990)	Increase	2.000	0.000	0.200
Glomb & West (1990)	Increase	2.000	0.000	0.200
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Higher	2.000	0.625	0.875
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Higher	2.000	1.000	1.000
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson,	Higher	2.000	1.000	1.000

Rotholz, & Shulte (1987)				
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Higher	2.000	1.000	1.000
Greenwood, Dinwiddie, Bailey, Carta, Dorsey, Kohler, Nelson, Rotholz, & Shulte (1987)	Higher	2.000	1.000	1.000
Gurney, Gersten, Dimino, & Carnine (1990)	Higher Level	2.000	0.500	0.750
Gurney, Gersten, Dimino, & Carnine (1990)	No Discernible Improvement	0.000	0.250	0.750
Gurney, Gersten, Dimino, & Carnine (1990)	No Discernible Improvement	0.000	0.400	0.600
Gurney, Gersten, Dimino, & Carnine (1990)	Slight Improving Trend	1.000	0.600	0.800
Hall, Lund, & Jackson (1968)	Increased	2.000	1.000	1.000
Hall, Lund, & Jackson (1968)	Immediate Increase	2.000	0.944	1.000
Hall, Lund, & Jackson (1968)	Increased	2.000	1.000	1.000
Hall, Lund, & Jackson (1968)	Increased	2.000	0.778	1.000
Hall, Lund, & Jackson (1968)	Increased	2.000	1.000	1.000
Hall, Lund, &	Increased	2.000	1.000	1.000

Jackson (1968)				
Hall, Lund, & Jackson (1968)	Increased	2.000	1.000	1.000
Hall, Lund, & Jackson (1968)	Increased	2.000	1.000	1.000
Hall, Lund, & Jackson (1968)	Increased	2.000	0.700	0.900
Hall, Lund, & Jackson (1968)	Increased	2.000	0.375	0.875
Hall, Lund, & Jackson (1968)	Increased	2.000	1.000	1.000
Hall, Panyan, Rabon, & Broden (1968)	Rose	2.000	1.000	1.000
Hall, Panyan, Rabon, & Broden (1968)	Sustained Increase	2.000	1.000	1.000
Hallahan, Marshall, & Lloyd (1981)	Substantial Gains	2.000	1.000	1.000
Hallahan, Marshall, & Lloyd (1981)	Substantial Gains	2.000	0.625	0.750
Hallahan, Marshall, & Lloyd (1981)	Substantial Gains	2.000	0.375	0.875
Hallahan, Marshall, & Lloyd (1981)	Substantial Gains	2.000	1.000	1.000
Hallahan, Marshall, & Lloyd (1981)	Substantial Gains	2.000	0.857	0.857
Hallahan, Marshall, & Lloyd (1981)	Substantial Gains	2.000	1.000	1.000
Harris & Graham (1985)	Increased (0-9.5)	2.000	1.000	1.000
Harris & Graham (1985)	Increased (4.85-16.75)	2.000	0.750	1.000
Harris & Graham (1985)	Increased (9.5-19.25)	2.000	1.000	1.000
Harris & Graham (1985)	Increased (0-11)	2.000	1.000	1.000

Harris & Graham (1985)	Increased (4.75-17.5)	2.000	1.000	1.000
Harris & Graham (1985)	Increased (8.75-16.75)	2.000	1.000	1.000
Harris (1986)	Meaningful Increase(57%-91%)	2.000	0.875	1.000
Harris (1986)	Increase (22-44)	2.000	0.625	0.875
Harris (1986)	Meaningful Increase(32%-77%)	2.000	0.909	1.000
Harris (1986)	Increase (20-30)	2.000	0.455	0.545
Harris (1986)	Meaningful Increase(44%-89%)	2.000	1.000	1.000
Harris (1986)	Increase (14-77)	2.000	0.556	1.000
Harris (1986)	Meaningful Increase(52%-98%)	2.000	0.900	1.000
Harris (1986)	Increase (32-75)	2.000	0.000	1.000
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (24%-67%)	2.000	0.889	1.000
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (17-39)	2.000	0.556	1.000
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (46-76)	2.000	0.500	1.000
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (56%-83%)	2.000	0.600	1.000
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (49%-86%)	2.000	0.889	1.000
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (42-86)	2.000	0.778	0.889
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (34%-79%)	2.000	1.000	1.000

Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (50-80)	2.000	0.375	0.875
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (47-126)	2.000	0.714	0.857
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (59%-82%)	2.000	0.857	1.000
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (66%-90%)	2.000	0.500	1.000
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (72-111)	2.000	0.500	1.000
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (23%-85%)	2.000	0.889	1.000
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (26-70)	2.000	0.889	1.000
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (28%-66%)	2.000	0.100	0.800
Harris, Graham, Reid, McElroy, & Hamby (1994)	Increased (36-72)	2.000	0.000	0.818
Hasazi & Hasazi (1972)	Decreased	2.000	0.714	0.714
Hasazi & Hasazi (1972)	Decreased	2.000	0.000	0.857
Hay, Hay, & Nelson (1977)	Substantial Increase (48.3-73.7)	2.000	1.000	1.000
Hay, Hay, & Nelson (1977)	Virtually Unchanged (42.0-43.2)	0.000	0.000	0.800
Hay, Hay, & Nelson (1977)	Virtually Unchanged (50.6-49.5)	0.000	0.286	0.286

Hay, Hay, & Nelson (1977)	Substantial Increase (56.0-87.8)	2.000	1.000	1.000
Hay, Hay, & Nelson (1977)	Substantial Increase (62.2-91.7)	2.000	1.000	1.000
Hay, Hay, & Nelson (1977)	Substantial Increase (38.7-93.1)	2.000	1.000	1.000
Higgins & Boone (1990)	Increased (62%-78%)	2.000	0.900	0.900
Higgins & Boone (1990)	Increased (41%-52%)	2.000	0.400	0.700
Higgins & Boone (1990)	Generally Higher (48%-60%)	2.000	0.400	0.500
Higgins & Boone (1990)	Slow Rise (54%-62%)	2.000	0.400	0.500
Higgins & Boone (1990)	Largest Gain (41%-65%)	2.000	0.800	0.900
Houten & Houten (1977)	Steady Increase	2.000	0.667	1.000
Houten & Houten (1977)	Increase	2.000	0.000	1.000
Houten & Houten (1977)	Increase	2.000	0.909	1.000
Houten, Hill, & Parsons (1975)	Increased	2.000	1.000	1.000
Houten, Hill, & Parsons (1975)	Increased	2.000	1.000	1.000
Houten, Hill, & Parsons (1975)	No Initial Change	0.000	0.000	0.130
Houten, Hill, & Parsons (1975)	Slight Decrease	1.000	0.929	1.000
Howell, Sidorenko, & Jurica (1987)	Decreased	2.000	0.667	1.000
Howell, Sidorenko, & Jurica (1987)	Falling	2.000	0.643	0.857
Howell, Sidorenko, & Jurica (1987)	Slowly Decreasing	2.000	0.357	0.786
Howell, Sidorenko, & Jurica (1987)	Decreased	2.000	0.000	0.667

& Jurica (1987)				
Howell, Sidorenko, & Jurica (1987)	Decreased	2.000	0.000	1.000
Howell, Sidorenko, & Jurica (1987)	Decreased	2.000	0.250	0.500
Humphrey & Karoly (1978)	Improved	2.000	0.000	1.000
Humphrey & Karoly (1978)	Improved	2.000	0.400	1.000
Idol (1987)	Incremental Shifts	2.000	0.600	0.600
Idol (1987)	Incremental Shifts	2.000	0.750	0.750
Idol (1987)	Positive Shifts	2.000	0.500	0.750
Idol (1987)	Positive Shifts	2.000	1.000	1.000
Idol (1987)	Positive Shifts	2.000	0.333	1.000
Idol (1987)	Positive Shifts	2.000	0.000	1.000
Idol (1987)	Positive Shifts	2.000	0.750	1.000
Jolivet, Wehby, Canale, & Massey (2001)	Fewer Attempts	0.000	0.000	0.000
Jolivet, Wehby, Canale, & Massey (2001)	Positive Affect (83.5%-89.50%)	1.000	0.375	0.625
Jolivet, Wehby, Canale, & Massey (2001)	Fewer Correct Responses	0.000	0.875	0.875
Jolivet, Wehby, Canale, & Massey (2001)	Positive Affect (20.33%-83.00%)	2.000	1.000	1.000
Jolivet, Wehby, Canale, & Massey (2001)	Solved More Problems	2.000	0.909	0.909
Jolivet, Wehby, Canale, & Massey (2001)	Higher Accuracy Levels	2.000	0.909	0.909
Jolivet, Wehby, Canale, & Massey (2001)	Positive Affect (58.50%-88.90%)	2.000	0.900	1.000

Jolivette, Wehby, Canale, & Massey (2001)	Solved More Problems	2.000	0.700	0.700
Jolivette, Wehby, Canale, & Massey (2001)	Higher Accuracy Levels	2.000	0.700	0.700
Joseph & Cooper (1991)	Immediate Increase	2.000	0.833	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	1.000	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	1.000	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	1.000	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	1.000	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	1.000	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	0.667	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	1.000	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	1.000	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	0.900	0.900
Joseph & Cooper (1991)	Immediate Increase	2.000	1.000	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	1.000	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	0.857	0.857
Joseph & Cooper (1991)	Immediate Increase	2.000	1.000	1.000
Joseph & Cooper (1991)	Immediate Increase	2.000	1.000	1.000
Kamps, Barbetta,	Superior Performances	2.000	0.261	1.000

Leonard, & Delquadri (1994)	(24%-68%)			
Kamps, Barbetta, Leonard, & Delquadri (1994)	Improved Performances (50%-85%)	2.000	0.875	0.875
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Effective	2.000	0.875	0.875
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Effective	2.000	0.800	0.800
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Minimal Difference	0.000	0.000	0.625
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Increased	2.000	0.600	1.000
Kamps, Barbetta, Leonard, & Delquadri (1994)	Superior Performances (47%-76%)	2.000	0.150	0.900
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Increased	2.000	0.750	1.000
Kamps, Barbetta, Leonard, & Delquadri (1994)	Improved Performances (50%-85%)	2.000	0.400	0.733
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Increased	2.000	0.000	1.000
Kamps, Barbetta, Leonard, & Delquadri (1994)	Superior Performances (67%-90%)	2.000	0.000	0.833

Kamps, Barbeta, Leonard, & Delquadri (1994)	Improved Performances (93%-100%)	2.000	0.000	0.000
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Increased	2.000	0.778	0.889
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Increased	2.000	1.000	1.000
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Increased	2.000	1.000	1.000
Kamps, Leonard, Potucek, & Garrison-Harrell (1995)	Increased	2.000	0.500	1.000
Kelley & Stokes (1982)	Substantially More Correct (20-68)	2.000	0.053	1.000
Kelley & Stokes (1982)	Substantially More Correct (16-103)	2.000	1.000	1.000
Kelley & Stokes (1982)	Significantly Increased (35-66)	2.000	0.000	0.938
Kelley & Stokes (1982)	Significantly Increased (30-92)	2.000	1.000	1.000
Kelley & Stokes (1982)	Substantially More Correct (34-56)	2.000	0.000	0.500
Kelley & Stokes (1982)	Substantially More Correct (5-76)	2.000	0.526	0.947
Kelley & Stokes (1982)	Clear and Dramatic Increase (22-34)	2.000	0.000	0.800
Kelley & Stokes (1982)	Clear and Dramatic Increase (7-67)	2.000	0.917	1.000
Kelley & Stokes (1982)	Immediately Increased (12-39)	2.000	0.063	0.875

Kelley & Stokes (1982)	Immediately Increased (5-54)	2.000	1.000	1.000
Kelley & Stokes (1982)	Substantial Improvement (17-63)	2.000	0.000	1.000
Kelley & Stokes (1982)	Substantial Improvement (8-49)	2.000	0.167	1.000
Kelley & Stokes (1982)	Marked Increase(3-34)	2.000	0.800	1.000
Kelley & Stokes (1982)	Marked Increase(2-25)	2.000	1.000	1.000
Kern, Childs, Dunlap, Clarke, & Falk (1994)	Increased (62%-89%)	2.000	0.143	1.000
Kern, Childs, Dunlap, Clarke, & Falk (1994)	Increased (62%-93%)	2.000	1.000	1.000
Kern, Childs, Dunlap, Clarke, & Falk (1994)	Increased (62%-93%)	2.000	1.000	1.000
Kirby & Shields (1972)	Rose (51%-97%)	2.000	1.000	1.000
Kirby & Shields (1972)	Increased (0.47-1.36)	2.000	1.000	1.000
Kirby & Shields (1972)	Increase (82%-97%)	2.000	1.000	1.000
Kirby & Shields (1972)	Increased (0.98-1.44)	2.000	0.800	1.000
Kirby, Holborn, & Bushby (1981)	Increased	2.000	1.000	1.000
Kirby, Holborn, & Bushby (1981)	Increased	2.000	1.000	1.000
Kirby, Holborn, & Bushby (1981)	Increased	2.000	1.000	1.000
Kirby, Holborn, & Bushby (1981)	Increased	2.000	1.000	1.000
Kirby, Holborn, & Bushby (1981)	Increased	2.000	1.000	1.000

Kirby, Holborn, & Bushby (1981)	Increased	2.000	1.000	1.000
Kirby, Holborn, & Bushby (1981)	Increased	2.000	1.000	1.000
Kirby, Holborn, & Bushby (1981)	Increased	2.000	1.000	1.000
Kirby, Holborn, & Bushby (1981)	Increased	2.000	1.000	1.000
Knapczyk & Livingston (1973)	Higher Level	2.000	0.600	0.960
Knapczyk & Livingston (1973)	Higher Level	2.000	0.947	1.000
Knapczyk (1989)	Gradual Increase	2.000	0.833	1.000
Knapczyk (1989)	Gradual Increase	2.000	0.833	0.833
Knapczyk (1989)	Gradual Increase	2.000	1.000	1.000
Knapczyk (1989)	Gradual Increase	2.000	0.167	1.000
Knapczyk (1989)	Gradual Increase	2.000	1.000	1.000
Knapczyk (1989)	Gradual Increase (50%-55%)	2.000	0.333	0.500
Knapczyk (1989)	Gradual Increase	2.000	0.000	1.000
Knapczyk (1989)	Gradual Increase	2.000	1.000	1.000
Knapczyk (1989)	Gradual Increase (52%-69%)	2.000	0.500	0.833
Knapczyk, & Livingston (1974)	Higher Level	2.000	0.700	1.000
Knapczyk, & Livingston (1974)	Increased	2.000	1.000	1.000
Knapczyk, & Livingston (1974)	Higher Level	2.000	0.500	1.000
Knapczyk, & Livingston (1974)	Higher Level	2.000	1.000	1.000
Knapczyk, & Livingston (1974)	Increased	2.000	0.650	1.000
Knapczyk, & Livingston (1974)	Higher Level	2.000	0.300	1.000
Knapczyk, & Livingston (1974)	Higher Level	2.000	0.909	1.000

Knapczyk, & Livingston (1974)	Increased	2.000	1.000	1.000
Knapczyk, & Livingston (1974)	Higher Level	2.000	0.909	1.000
Kraetsch (1981)	Increased (18.1-56)	2.000	1.000	1.000
Kraetsch (1981)	Increased (3.4-7.6)	2.000	1.000	1.000
Kraetsch (1981)	Increased (24.8-83.7)	2.000	1.000	1.000
Kraetsch (1981)	Increased (4.0-12.8)	2.000	1.000	1.000
Lahey, McNees, & Brown (1973)	Improved	2.000	0.800	0.933
Lahey, McNees, & Brown (1973)	Improved	2.000	1.000	1.000
Lahey, McNees, & Brown (1973)	Improved	2.000	1.000	1.000
Lahey, McNees, & Brown (1973)	Improved	2.000	0.400	1.000
Lahey, McNees, & Brown (1973)	No Noticeable Effect	0.000	0.083	0.417
Lahey, McNees, & Brown (1973)	No Noticeable Effect	0.000	0.000	0.250
Lahey, McNees, & Brown (1973)	No Noticeable Effect	0.000	0.917	0.917
Lahey, McNees, & Brown (1973)	No Noticeable Effect	0.000	0.000	0.000
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg er (2001)	Progress	2.000	1.000	1.000
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg er (2001)	Substantial Gains	2.000	0.857	0.857
Lane, O'	Progress	2.000	0.400	0.700

Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg er (2001)				
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg er (2001)	Substantial Gains	2.000	0.333	0.889
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg er (2001)	Substantial Gains	2.000	1.000	1.000
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg er (2001)	Substantial Gains	2.000	0.100	1.000
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg er (2001)	Substantial Gains	2.000	0.800	1.000
Lane, O' Shaughnessy, Lambros, Gresham, & Beebe-Frankenberg er (2001)	Substantial Gains	2.000	0.800	0.800
Lane, O' Shaughnessy, Lambros, Gresham,	Substantial Gains	2.000	1.000	1.000

& Beebe-Frankenberg (2001)				
Lenz & Hughes (1990)	Decreased	2.000	1.000	1.000
Lenz & Hughes (1990)	Increased (mean 83.13%-88.21)	2.000	0.750	0.750
Lenz & Hughes (1990)	No Increase	0.000	0.000	0.000
Lenz & Hughes (1990)	Reached the Mastery Criterion	0.000	0.000	0.000
Lenz & Hughes (1990)	Decreased	2.000	0.500	1.000
Lenz & Hughes (1990)	No increase	0.000	0.000	0.000
Lenz & Hughes (1990)	No increase	0.000	0.000	0.000
Lenz & Hughes (1990)	Reached the Mastery Criterion	0.000	0.000	0.000
Lenz & Hughes (1990)	Decreased	2.000	1.000	1.000
Lenz & Hughes (1990)	Increased (mean 83.13%-88.21)	2.000	0.000	0.667
Lenz & Hughes (1990)	Decreased	2.000	1.000	1.000
Lenz & Hughes (1990)	Increased (mean 83.13%-88.21)	2.000	0.000	0.600
Lenz & Hughes (1990)	Decreased	2.000	1.000	1.000
Lenz & Hughes (1990)	Increased (mean 83.13%-88.21)	2.000	1.000	1.000
Lenz & Hughes (1990)	Decreased	2.000	1.000	1.000
Lenz & Hughes (1990)	Increased (mean 83.13%-88.21)	2.000	0.000	1.000
Lenz & Hughes (1990)	No Increase	0.000	0.000	0.000

Lenz & Hughes (1990)	Reached the Mastery Criterion	0.000	0.000	0.000
Lenz & Hughes (1990)	Decreased	2.000	1.000	1.000
Lenz & Hughes (1990)	No Increase	0.000	0.000	0.000
Lenz & Hughes (1990)	Decreased	2.000	1.000	1.000
Lenz & Hughes (1990)	No increase	0.000	0.000	0.000
Lenz & Hughes (1990)	Decreased	2.000	1.000	1.000
Lenz & Hughes (1990)	No increase	0.000	0.000	1.000
Levendoski & Cartledge (2000)	Increased Greatly	2.000	1.000	1.000
Levendoski & Cartledge (2000)	Considerable Increase	2.000	1.000	1.000
Levendoski & Cartledge (2000)	Substantial Increase	2.000	1.000	1.000
Levendoski & Cartledge (2000)	High Level of Stable Responding	2.000	1.000	1.000
Levendoski & Cartledge (2000)	High Level	2.000	1.000	1.000
Levendoski & Cartledge (2000)	High Level	2.000	1.000	1.000
Levendoski & Cartledge (2000)	High Level	2.000	1.000	1.000
Levendoski & Cartledge (2000)	Increased Greatly	2.000	0.364	1.000
Levendoski & Cartledge (2000)	Substantial Increase	2.000	1.000	1.000
Levendoski & Cartledge (2000)	Increased	2.000	0.909	1.000
Levendoski & Cartledge (2000)	High Level	2.000	1.000	1.000
Levendoski &	Same Average with	0.000	0.000	0.000

Cartledge (2000)	Baseline			
Levendoski & Cartledge (2000)	Increased Path	2.000	1.000	1.000
Levendoski & Cartledge (2000)	High Level	2.000	1.000	1.000
Lin (1995)	Increased	2.000	0.625	0.625
Lin (1995)	Increased	2.000	0.625	0.875
Lin (1995)	Increased	2.000	0.875	0.875
Lin (1995)	Increased	2.000	0.000	1.000
Lin (1995)	Increased	2.000	0.750	1.000
Lin (1995)	No Increase but Have Positive Influence	1.000	0.000	0.875
Lin (1995)	Increased	2.000	0.625	0.625
Lin (1995)	Increased	2.000	0.750	0.750
Lin (1995)	No Effect	0.000	0.250	0.875
Lin (1995)	Increased	2.000	0.250	0.875
Lin (1995)	Increased	2.000	0.500	0.500
Lin (1995)	Increased	2.000	0.750	0.750
Lin (1995)	No Effect	0.000	0.125	0.500
Lin (1995)	No Effect	0.000	0.125	0.750
Lin (1995)	No Effect	0.000	0.375	0.875
Lin (1995)	Increased	2.000	0.500	1.000
Lin (1995)	No Effect	0.000	0.250	0.250
Lin (1995)	No Effect	0.000	0.375	0.375
Lin (1995)	No Effect	0.000	0.000	0.000
Lin (1995)	No Effect	0.000	0.000	0.250
Lin (1995)	No Effect	0.000	0.250	0.375
Lin (1995)	Increased	2.000	0.500	1.000
Lin (1995)	Increased	2.000	0.625	0.625
Lin (1995)	Increased	2.000	0.750	0.750
Lin (1995)	Increased	2.000	0.625	0.750
Lin (1995)	Increased	2.000	0.625	0.875
Lin (1995)	Increased	2.000	0.625	0.750
Lin (1995)	Increased	2.000	0.500	1.000
Lin (1995)	Increased	2.000	0.625	1.000
Lin (1995)	Increased	2.000	0.750	1.000

Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	No Beneficial Effects	0.000	0.571	1.000
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	Slight Improvement	1.000	0.313	0.875
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	No Beneficial Effects	0.000	0.000	0.100
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	No Beneficial Effects	0.000	0.250	0.375
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	No Beneficial Effects	0.000	0.000	0.750
Lloyd, Hallahan, Kosiewicz, & Kneedler (1982)	No Beneficial Effects	0.000	0.071	0.357
Lovitt & Hansen (1976)	Influenced	2.000	0.474	0.579
Lovitt & Hansen (1976)	Influenced	2.000	0.632	0.842
Lovitt & Hansen (1976)	Influenced	2.000	0.632	0.737
Lu (2000)	Increased (4.4-11.7)	2.000	1.000	1.000
Lu (2000)	Increased (6.2-12)	2.000	1.000	1.000
Lu (2000)	Increased (3.75-10.12)	2.000	1.000	1.000
Maheady, Sacca, & Harper (1987)	Rose Substantially	2.000	0.875	1.000
Maheady, Sacca, & Harper (1987)	Rose Substantially	2.000	0.875	0.875
Maheady, Sacca, & Harper (1987)	Eliminated	2.000	0.875	1.000
Maheady, Sacca, & Harper (1987)	Rose	2.000	0.750	0.875
Maheady, Sacca, & Harper (1987)	Rose Substantially	2.000	0.571	1.000

Maheady, Sacca, & Harper (1987)	Rose Substantially	2.000	0.857	0.857
Maheady, Sacca, & Harper (1987)	Eliminated	2.000	0.857	1.000
Maheady, Sacca, & Harper (1987)	Rose	2.000	0.571	0.857
Maheady, Sacca, & Harper (1987)	Rose Substantially	2.000	1.000	1.000
Maheady, Sacca, & Harper (1987)	Rose Substantially	2.000	1.000	1.000
Maheady, Sacca, & Harper (1987)	Eliminated	2.000	1.000	1.000
Maheady, Sacca, & Harper (1987)	Rose	2.000	0.833	0.833
Maheady, Sacca, & Harper (1987)	Rose Substantially	2.000	1.000	1.000
Maheady, Sacca, & Harper (1987)	Rose Substantially	2.000	1.000	1.000
Maheady, Sacca, & Harper (1987)	Immediate and Dramatic Improvement	2.000	1.000	1.000
Maheady, Sacca, & Harper (1987)	Immediate and Dramatic Improvement	2.000	1.000	1.000
Maheady, Sacca, & Harper (1987)	Reduced	2.000	1.000	1.000
Maheady, Sacca, & Harper (1987)	Rose	2.000	1.000	1.000
Maheady, Sacca, & Harper (1987)	Immediate and Dramatic Improvement	2.000	0.714	1.000
Maheady, Sacca, & Harper (1987)	Immediate and Dramatic Improvement	2.000	0.571	1.000
Maheady, Sacca, & Harper (1987)	Reduced	2.000	1.000	1.000
Maheady, Sacca, & Harper (1987)	Rose	2.000	0.571	1.000
Maheady, Sacca, & Harper (1987)	Immediate and Dramatic Improvement	2.000	0.167	0.833
Maheady, Sacca, & Harper (1987)	Immediate and Dramatic	2.000	1.000	1.000

Harper (1987)	Improvement			
Maheady, Sacca, & Harper (1987)	Reduced	2.000	0.000	1.000
Maheady, Sacca, & Harper (1987)	Rose	2.000	0.500	1.000
Maki, Vauras, & Vainio (2002)	Decreased	2.000	0.150	0.800
Maki, Vauras, & Vainio (2002)	Decreased	2.000	0.700	1.000
Maki, Vauras, & Vainio (2002)	Decreased	2.000	0.950	1.000
Maki, Vauras, & Vainio (2002)	Decreased	2.000	0.667	1.000
Maki, Vauras, & Vainio (2002)	Decreased	2.000	0.944	0.944
Maki, Vauras, & Vainio (2002)	Decreased Moderately	1.000	0.389	0.778
Martin & Manno (1995)	Increased	2.000	0.500	1.000
Martin & Manno (1995)	Increased	2.000	1.000	1.000
Martin & Manno (1995)	Increased but Overlap	1.000	0.000	1.000
McDowell & Keenan (2001)	Increase	2.000	1.000	1.000
McDowell & Keenan (2001)	Increase	2.000	1.000	1.000
McDowell & Keenan (2001)	Increase	2.000	1.000	1.000
McDowell & Keenan (2001)	Immediate Decrease	2.000	1.000	1.000
McDowell & Keenan (2001)	Immediate Increase	2.000	1.000	1.000
McDowell & Keenan (2001)	Immediate Decrease	2.000	0.000	0.000
McDowell & Keenan (2001)	Immediate Increase	2.000	1.000	1.000

McDowell & Keenan (2001)	Immediate Decrease	2.000	0.560	0.560
McDowell & Keenan (2001)	Immediate Increase	2.000	1.000	1.000
McGinnis, Friman, & Carlyon (1999)	Increased	2.000	1.000	1.000
McGinnis, Friman, & Carlyon (1999)	Increased	2.000	1.000	1.000
McGinnis, Friman, & Carlyon (1999)	Increased	2.000	1.000	1.000
McGinnis, Friman, & Carlyon (1999)	Increased	2.000	1.000	1.000
McGinnis, Friman, & Carlyon (1999)	Increased	2.000	0.000	1.000
McGinnis, Friman, & Carlyon (1999)	Increased	2.000	0.333	1.000
McGinnis, Friman, & Carlyon (1999)	High in Baseline	1.000	0.667	0.667
McGinnis, Friman, & Carlyon (1999)	High in Baseline	1.000	1.000	1.000
McGinnis, Friman, & Carlyon (1999)	High in Baseline	1.000	0.000	0.333
McWhirter & Bloom (1994)	Increase (56%-95%)	2.000	0.000	1.000
McWhirter & Bloom (1994)	Increase (33%-95%)	2.000	1.000	1.000
McWhirter & Bloom (1994)	Increase (64%-82%)	2.000	0.500	0.667
McWhirter & Bloom (1994)	Increase (40%-91%)	2.000	1.000	1.000
McWhirter & Bloom (1994)	Increase (66%-96%)	2.000	0.000	1.000
McWhirter & Bloom (1994)	Increase (42%-96%)	2.000	1.000	1.000
Miller & Kelley (1994)	Increased (60%-88%)	2.000	0.800	1.000
Miller & Kelley	Remained Stable	2.000	0.200	1.000

(1994)				
Miller & Kelley (1994)	Increased (83%-94%)	2.000	0.286	1.000
Miller & Kelley (1994)	Remained High	2.000	0.333	0.667
Miller & Kelley (1994)	Improved (74%-91%)	2.000	1.000	1.000
Miller & Kelley (1994)	Increased (68%-97%)	2.000	1.000	1.000
Miller & Kelley (1994)	Increased (68%-97%)	2.000	1.000	1.000
Miller & Kelley (1994)	Increased (67%-97%)	2.000	1.000	1.000
Miller & Kelley (1994)	Increased (71%-91%)	2.000	0.600	1.000
Miller & Kelley (1994)	Increased (70%-91%)	2.000	1.000	1.000
Miller & Kelley (1994)	Substantial Changes (64%-88%)	2.000	0.250	1.000
Miller & Kelley (1994)	Increased (69%-92%)	2.000	0.667	1.000
Miller & Kelley (1994)	Increased (64%-92%)	2.000	1.000	1.000
Miller & Kelley (1994)	Increased (75%-90%)	2.000	1.000	1.000
Miller & Kelley (1994)	Increased (64%-85%)	2.000	1.000	1.000
Miller & Kelley (1994)	Increased (45%-92%)	2.000	1.000	1.000
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Little Effect	0.000	0.100	0.700
Miller, Gunter, Venn, Hummel, &Wiley (2003)	Minimal Impact	0.000	0.182	0.636
Miller, Gunter, Venn, Hummel,	Minimal Effect	0.000	0.091	0.636

&Wiley (2003)				
Miller, Gunter, Venn, Hummel, &Wiley (2003)	No Impact	0.000	0.000	0.500
Miller, Gunter, Venn, Hummel, &Wiley (2003)	No Impact	0.000	0.182	0.455
Miller, Gunter, Venn, Hummel, &Wiley (2003)	No Impact	0.000	0.545	1.000
Miller, Miller, Wheeler & Selinger (1989)	Increase (0%-98%)	2.000	1.000	1.000
Miller, Miller, Wheeler & Selinger (1989)	Increase	2.000	0.875	0.875
Miller, Miller, Wheeler & Selinger (1989)	Increase	2.000	1.000	1.000
Miller, Miller, Wheeler & Selinger (1989)	Increase (65%-88%)	2.000	0.875	0.875
Miller, Miller, Wheeler & Selinger (1989)	Increase (62%-82%)	2.000	1.000	1.000
Montague & Bos (1986)	Substantial Increases	2.000	1.000	1.000
Montague & Bos (1986)	Substantial Progress	2.000	1.000	1.000
Montague & Bos (1986)	Moderate Increases	1.000	0.333	0.889
Montague & Bos (1986)	Substantial Progress	2.000	1.000	1.000
Montague & Bos (1986)	Moderate Increases	1.000	0.333	1.000
Montague & Bos (1986)	Acceptable Performance	1.000	0.333	0.833

Montague & Bos (1986)	Substantial Increases	2.000	1.000	1.000
Montague & Bos (1986)	Substantial Progress	2.000	1.000	1.000
Montague & Bos (1986)	Substantial Increases	2.000	0.500	0.875
Montague & Bos (1986)	Substantial Progress	2.000	1.000	1.000
Montague & Bos (1986)	Substantial Increases	2.000	0.750	1.000
Montague & Bos (1986)	Substantial Progress	2.000	1.000	1.000
Montague (1992)	Increases	2.000	1.000	1.000
Montague (1992)	No Increase	0.000	0.000	0.333
Montague (1992)	Increases	2.000	1.000	1.000
Montague (1992)	Increases	2.000	0.250	1.000
Montague (1992)	Increases	2.000	1.000	1.000
Montague (1992)	Increases	2.000	1.000	1.000
Montague (1992)	Not Improve	0.000	0.000	0.750
Newby, Caldwell, & Recht (1989)	Increased	2.000	0.750	0.875
Newby, Caldwell, & Recht (1989)	Low	0.000	0.250	0.500
Montague (1992)	Not Improve	0.000	0.333	0.667
Newby, Caldwell, & Recht (1989)	Increased	2.000	0.625	1.000
Newby, Caldwell, & Recht (1989)	Slightly Higher	1.000	0.750	0.750
Montague (1992)	Not Improve	0.000	0.000	0.000
Newby, Caldwell, & Recht (1989)	Low	0.000	0.250	0.375
Newby, Caldwell, & Recht (1989)	N.A.	N.A.	0.250	0.375
Montague (1992)	Improvement	2.000	0.750	0.750
Newby, Caldwell, & Recht (1989)	Increased	2.000	0.143	0.714
Newby, Caldwell,	N.A.	N.A.	0.143	0.714

& Recht (1989)				
Montague (1992)	Improvement	2.000	0.333	0.667
Newby, Caldwell, & Recht (1989)	Increased	2.000	0.500	0.750
Newby, Caldwell, & Recht (1989)	Low	0.000	0.000	0.500
Montague (1992)	Improvement	2.000	0.667	1.000
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Increased	2.000	0.400	1.000
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	No Increase	0.000	0.000	0.000
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	No Increase	0.000	0.500	0.500
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	No Increase	0.000	0.500	0.500
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Ineffective	0.000	0.000	0.333
Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Moderately Effective	1.000	1.000	1.000

Noell, Gansle, Witt, Whitmarsh, Freeland, LaFleur, Gilbertson, & Northup (1998)	Moderately Effective	1.000	1.000	1.000
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Increased (24%-75%)	2.000	0.917	0.917
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Increased (59%-81%)	2.000	0.000	0.923
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Increased (25%-82%)	2.000	0.929	0.929
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Increased (26%-91%)	2.000	0.929	1.000
Noell, Witt, LaFleur, Mortenson, Ranier, & LeVelle (2000)	Increased (45%-86%)	2.000	0.938	1.000
Olympia, Sheridan, Jenson, & Andrews (1994)	Decrease (77-62)	0.000	0.000	1.000
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain (57-81)	2.000	0.000	0.786
Olympia, Sheridan, Jenson, & Andrews (1994)	No Effect (93-89)	0.000	0.000	0.467
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain (50-69)	2.000	0.667	0.667
Olympia, Sheridan,	Gain (47-88)	2.000	0.875	1.000

Jenson, & Andrews (1994)				
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain (46-74)	2.000	0.000	0.800
Olympia, Sheridan, Jenson, & Andrews (1994)	No Effect (94-74)	0.000	0.000	0.250
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain (37-91)	2.000	1.000	1.000
Olympia, Sheridan, Jenson, & Andrews (1994)	No Effect (100-73)	0.000	0.000	0.000
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain (58-73)	2.000	0.778	0.778
Olympia, Sheridan, Jenson, & Andrews (1994)	No Effect (97-98)	0.000	0.000	0.769
Olympia, Sheridan, Jenson, & Andrews (1994)	No Effect (75-72)	0.000	0.000	0.250
Olympia, Sheridan, Jenson, & Andrews (1994)	No Effect (71-76)	0.000	0.214	0.571
Olympia, Sheridan, Jenson, & Andrews (1994)	No Effect (82-84)	0.000	0.000	0.455
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain (23-69)	2.000	0.778	1.000
Olympia, Sheridan, Jenson, & Andrews (1994)	No Effect (72-73)	0.000	0.500	0.500
Olympia, Sheridan, Jenson, & Andrews	Gain (57-80)	2.000	0.500	0.750

(1994)				
Olympia, Sheridan, Jenson, & Andrews (1994)	Decrease (83-68)	0.000	0.000	0.200
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain (25-90)	2.000	1.000	1.000
Olympia, Sheridan, Jenson, & Andrews (1994)	No Effect	0.000	0.000	0.455
Olympia, Sheridan, Jenson, & Andrews (1994)	Decreased (84-81)	0.000	0.000	0.308
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain (35-59)	2.000	0.286	0.786
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain (44-82)	2.000	0.900	0.900
Olympia, Sheridan, Jenson, & Andrews (1994)	Increased (70-76)	2.000	0.600	0.600
Olympia, Sheridan, Jenson, & Andrews (1994)	No Effect (83-83)	0.000	0.000	0.500
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain (24-70)	2.000	0.500	1.000
Olympia, Sheridan, Jenson, & Andrews (1994)	Decreased (90-83)	0.000	0.000	0.200
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain (54-76)	2.000	0.125	0.750
Olympia, Sheridan, Jenson, & Andrews (1994)	Gain(66-85)	2.000	0.143	1.000

O'Shaughnessy & Swanson (2000)	Increased	2.000	1.000	1.000
O'Shaughnessy & Swanson (2000)	Increased	2.000	1.000	1.000
O'Shaughnessy & Swanson (2000)	Increased	2.000	1.000	1.000
O'Shaughnessy & Swanson (2000)	Increased	2.000	1.000	1.000
O'Shaughnessy & Swanson (2000)	Increased	2.000	1.000	1.000
O'Shaughnessy & Swanson (2000)	Increased	2.000	1.000	1.000
Pigott, Fantuzzo, & Clement (1986)	Effective	2.000	1.000	1.000
Pigott, Fantuzzo, & Clement (1986)	Effective	2.000	0.600	1.000
Pigott, Fantuzzo, & Clement (1986)	Effective	2.000	1.000	1.000
Pigott, Fantuzzo, & Clement (1986)	Effective	2.000	1.000	1.000
Pigott, Fantuzzo, & Clement (1986)	Effective	2.000	1.000	1.000
Pigott, Fantuzzo, & Clement (1986)	Effective	2.000	1.000	1.000
Prater, Joy, Chilman, Temple, & Miller (1991)	Increased	2.000	1.000	1.000
Prater, Joy, Chilman, Temple, & Miller (1991)	Less Successful	0.000	0.250	0.500
Prater, Joy, Chilman, Temple, & Miller (1991)	Consistently High Level	2.000	0.500	1.000
Prater, Joy, Chilman, Temple, & Miller (1991)	Improved Drastically	2.000	1.000	1.000
Rivera & Smith	Effective	2.000	0.000	1.000

(1988)				
Rivera & Smith (1988)	Success of the Intervention	2.000	0.833	0.833
Rivera & Smith (1988)	Effective	2.000	0.667	1.000
Rivera & Smith (1988)	Success of the Intervention	2.000	1.000	1.000
Rivera & Smith (1988)	Effective	2.000	0.400	0.600
Rivera & Smith (1988)	Success of the Intervention	2.000	1.000	1.000
Rivera & Smith (1988)	Effective	2.000	0.000	1.000
Rivera & Smith (1988)	Success of the Intervention	2.000	1.000	1.000
Rivera & Smith (1988)	Effective	2.000	0.778	0.778
Rivera & Smith (1988)	Success of the Intervention	2.000	1.000	1.000
Rivera & Smith (1988)	Effective	2.000	1.000	1.000
Rivera & Smith (1988)	Success of the Intervention	2.000	1.000	1.000
Rivera & Smith (1988)	Effective	2.000	1.000	1.000
Rivera & Smith (1988)	Success of the Intervention	2.000	0.600	0.600
Rivera & Smith (1988)	Effective	2.000	0.571	0.571
Rivera & Smith (1988)	Success of the Intervention	2.000	1.000	1.000
Roberts, Nelson, & Olson (1987)	Improved	2.000	1.000	1.000
Roberts, Nelson, & Olson (1987)	Increased	2.000	0.800	0.900
Roberts, Nelson, & Olson (1987)	Improved	2.000	1.000	1.000

Roberts, Nelson, & Olson (1987)	Increased	2.000	0.900	1.000
Roberts, Nelson, & Olson (1987)	Increased	2.000	0.900	1.000
Roberts, Nelson, & Olson (1987)	Improved	2.000	1.000	1.000
Roberts, Nelson, & Olson (1987)	Improved	2.000	1.000	1.000
Roberts, Nelson, & Olson (1987)	Improved	2.000	1.000	1.000
Roberts, Nelson, & Olson (1987)	Improved	2.000	1.000	1.000
Robinson, Newby, & Ganzell (1981)	High	2.000	0.846	0.846
Robinson, Newby, & Ganzell (1981)	High	2.000	0.692	0.846
Robinson, Newby, & Ganzell (1981)	N.A.	N.A.	0.385	0.385
Robinson, Newby, & Ganzell (1981)	N.A.	N.A.	0.231	0.308
Robinson, Newby, & Ganzell (1981)	Raised (3.8-39.75)	2.000	1.000	1.000
Rooney, Hallahan, & Lloyd (1984)	Increased	2.000	1.000	1.000
Rooney, Hallahan, & Lloyd (1984)	Increased	2.000	0.800	1.000
Rooney, Hallahan, & Lloyd (1984)	Increased	2.000	1.000	1.000
Rooney, Hallahan, & Lloyd (1984)	Increased	2.000	0.400	0.800
Rooney, Hallahan, & Lloyd (1984)	Increased	2.000	0.889	1.000
Rooney, Hallahan, & Lloyd (1984)	Increased	2.000	0.400	1.000
Rooney, Hallahan, & Lloyd (1984)	Increased	2.000	0.833	1.000
Rooney, Hallahan, & Lloyd (1984)	Increased	2.000	1.000	1.000

& Lloyd (1984)				
Rooney, Polloway, & Hallahan (1985)	Improvement	2.000	0.750	1.000
Rooney, Polloway, & Hallahan (1985)	Improvement	2.000	1.000	1.000
Rooney, Polloway, & Hallahan (1985)	Improvement	2.000	1.000	1.000
Rooney, Polloway, & Hallahan (1985)	Improvement	2.000	0.667	1.000
Salend & Nowak (1988)	Marked Decrease (24.5-8.2)	2.000	1.000	1.000
Salend & Nowak (1988)	Marked Decrease (25.6-10.4)	2.000	1.000	1.000
Salend & Nowak (1988)	Marked Decrease (18.8-6.5)	2.000	0.800	1.000
Schumaker, Hovell, & Sherman (1977)	Effective	2.000	0.833	1.000
Schumaker, Hovell, & Sherman (1977)	Improved	2.000	1.000	1.000
Schumaker, Hovell, & Sherman (1977)	Improved	2.000	0.789	1.000
Schumaker, Hovell, & Sherman (1977)	Effective	2.000	0.806	0.972
Schumaker, Hovell, & Sherman (1977)	Effective	2.000	0.857	1.000
Schumaker, Hovell, & Sherman (1977)	Higher	2.000	0.714	1.000
Schumaker, Hovell, & Sherman (1977)	Higher but Decreasing Slowly	1.000	0.733	0.867
Stevenson & Fantuzzo (1984)	Increase	2.000	0.800	1.000
Stevenson & Fantuzzo (1984)	Increase (28.7-54.2)	2.000	0.500	1.000
Stevenson & Fantuzzo (1984)	Increase	2.000	1.000	1.000
Stevenson & Fantuzzo (1984)	Increase (41.2-96.9)	2.000	1.000	1.000

Stevenson & Fantuzzo (1984)	Increase	2.000	0.333	1.000
Stevenson & Fantuzzo (1984)	Increase	2.000	0.800	1.000
Stevenson & Fantuzzo (1984)	Increase	2.000	0.615	0.769
Stevenson & Fantuzzo (1984)	Increase	2.000	0.714	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.833	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased (did not quite reach the norm)	1.000	0.333	0.833
Stevenson & Fantuzzo (1986)	Increased	2.000	0.167	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.167	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.800	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased (did not quite reach the norm)	1.000	0.300	0.600
Stevenson & Fantuzzo (1986)	Increased	2.000	0.700	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.833	1.000
Stevenson &	Increased	2.000	1.000	1.000

Fantuzzo (1986)				
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.250	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.800	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.750	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.800	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.800	0.800
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.545	0.909
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.364	0.818
Stevenson & Fantuzzo (1986)	Increased	2.000	0.818	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.500	1.000

Stevenson & Fantuzzo (1986)	Increased	2.000	0.667	0.667
Stevenson & Fantuzzo (1986)	Increased	2.000	0.833	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.833	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.167	0.667
Stevenson & Fantuzzo (1986)	Increased	2.000	0.667	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.667	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.667	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.833	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	0.167	0.667
Stevenson & Fantuzzo (1986)	Increased	2.000	0.500	0.667
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Stevenson & Fantuzzo (1986)	Increased	2.000	1.000	1.000
Swanson (1981)	Improved	2.000	0.688	0.875
Swanson (1981)	Improved	2.000	0.400	0.700
Swanson (1981)	Decreased	2.000	0.667	0.944
Swanson (1981)	Improved	2.000	0.786	0.786
Swanson (1981)	Marginal Effect	0.000	0.000	0.167
Swanson (1981)	Minimal Effect (Ceiling Effect)	0.000	0.125	0.125

Swanson (1981)	Decreased	2.000	0.467	1.000
Swanson (1981)	Improved	2.000	0.077	0.769
Swanson (1981)	Increased	2.000	0.000	0.900
Swanson (1981)	Marginal Effect	0.000	0.000	0.000
Swanson (1981)	Decreased	2.000	1.000	1.000
Swanson (1981)	Improved	2.000	0.800	1.000
Swanson (1981)	Marginal Effect	0.000	0.000	0.111
Swanson (1981)	Improved	2.000	0.714	0.714
Swanson (1981)	Improved	2.000	1.000	1.000
Swanson (1981)	Improved	2.000	1.000	1.000
Swanson (1981)	Improved	2.000	1.000	1.000
Swanson (1981)	Improved	2.000	0.889	0.889
Thorpe, Chiang,& Darch (1981)	Decreased	2.000	1.000	1.000
Thorpe, Chiang,& Darch (1981)	Decreased	2.000	1.000	1.000
Trammel, Schloss, & Alper (1994)	Increased	2.000	0.962	1.000
Trammel, Schloss, & Alper (1994)	Increased	2.000	0.923	1.000
Trammel, Schloss, & Alper (1994)	Increased	2.000	0.615	1.000
Trammel, Schloss, & Alper (1994)	Increased	2.000	1.000	1.000
Trammel, Schloss, & Alper (1994)	Increased	2.000	1.000	1.000
Trammel, Schloss, & Alper (1994)	Increased	2.000	1.000	1.000
Trammel, Schloss, & Alper (1994)	Increased	2.000	1.000	1.000
Trammel, Schloss, & Alper (1994)	Increased	2.000	1.000	1.000
Trap, Milner-Davis, Joseph, & Cooper (1978)	Increased	2.000	0.583	0.583
Trap, Milner-Davis, Joseph, & Cooper	Increased	2.000	0.857	1.000

(1978)				
Trap, Milner-Davis, Joseph, & Cooper (1978)	Increased	2.000	1.000	1.000
Trap, Milner-Davis, Joseph, & Cooper (1978)	Increased	2.000	0.750	0.750
Trap, Milner-Davis, Joseph, & Cooper (1978)	Increased	2.000	0.500	0.800
Trap, Milner-Davis, Joseph, & Cooper (1978)	Increased	2.000	0.636	1.000
Trap, Milner-Davis, Joseph, & Cooper (1978)	Increased	2.000	0.000	0.778
Trap, Milner-Davis, Joseph, & Cooper (1978)	Increased	2.000	0.636	0.636
Trap, Milner-Davis, Joseph, & Cooper (1978)	No Effect	0.000	0.100	0.300
Trap, Milner-Davis, Joseph, & Cooper (1978)	Increased	2.000	0.200	0.700
Trap, Milner-Davis, Joseph, & Cooper (1978)	Increased	2.000	0.556	0.778
Trap, Milner-Davis, Joseph, & Cooper (1978)	Increased	2.000	0.222	0.778
Weinstein & Cooke (1992)	Gains	2.000	0.647	0.971
Weinstein & Cooke (1992)	Gains	2.000	1.000	1.000
Weinstein & Cooke (1992)	Gains	2.000	0.909	0.909

Wacker, (1998)				
Wood, Frank, & Wacker, (1998)	Substantial Improvement	2.000	1.000	1.000
Wood, Frank, & Wacker, (1998)	Substantial Improvement	2.000	1.000	1.000
Wood, Frank, & Wacker, (1998)	Substantial Improvement	2.000	1.000	1.000
Wood, Frank, & Wacker, (1998)	Substantial Improvement	2.000	1.000	1.000
Wood, Frank, & Wacker, (1998)	Substantial Improvement	2.000	1.000	1.000
Wood, Frank, & Wacker, (1998)	Substantial Improvement	2.000	1.000	1.000
Wood, Frank, & Wacker, (1998)	Substantial Improvement	2.000	1.000	1.000
Wood, Frank, & Wacker, (1998)	Substantial Improvement	2.000	1.000	1.000
Wood, Frank, & Wacker, (1998)	Substantial Improvement	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	0.130	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	0.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	0.917	1.000

Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	0.357	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	0.857	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	0.833	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	0.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	0.706	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	0.889	1.000
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	0.929	0.929
Wood, Murdock, & Cronin (2002)	Improved Immediately	2.000	1.000	1.000
Wu (2001)	Increased	2.000	0.714	0.857
Wu (2001)	Increased	2.000	0.600	0.600
Wu (2001)	Increased	2.000	0.733	1.000