

ABSTRACT

DIFFERENCES IN DIBELS AND CSTS SCORES FOR STUDENTS RECEIVING SOCIAL SKILLS TRAINING

Mixed outcomes regarding the relationship between social skills programs and academic achievement have been revealed. The present study assessed whether there were any differences in the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores for kindergartners and second-graders and California Standards Tests (CSTs) scores for second-graders between students that participated in the Early Identification and Intervention Project versus students who did not. The hypothesis was that there would be significantly higher DIBELS and CSTs scores for students who participated in the social skills intervention versus students who did not. The results did not support this hypothesis.

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