Quotation/Frontispiece

“An investment in knowledge pays the best interest.”

—Benjamin Franklin

, Degrees held

Program

Submitted in partial fulfillment of the requirements for the degree of

Degree

Faculty, University

City, Province

© Year

# Abstract

**Background**:

**Objectives**:

**Methods**:

**Results**:

**Implications:**

*Keywords:* keywords.

* Adjust serial parenthetical citations to be in alphabetical order
* Italicize statistical letter-symbols
* Are all claims cited?
* Check all acronyms are spelled out in full first
* Review every instance of “this”
* Eliminate contractions
* Replace weak verbs
* Check sentences are appropriate length
* all in-text citations are listed in references section
* all entries in references section are cited in-text
* APA reference formatting: titles, punctuation, URLs

# Acknowledgements

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# List of Abbreviations

**ADHD** Attention-deficit/hyperactivity disorder

**BRIEF** Behavioural Rating Inventory of Executive Functioning

# Introduction

Hook.

**Pause and Ponder**

Do you remember learning how to read?

What strategies were most effective?

# Literature Review

Heading Level Two

### Heading Level Three

(See Figure 1)

Figure . *Title*

*Note*. Caption

Table 1 ....

Table . *Key Evidence Outcome Analysis for \_*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **\_ et al., \_** | **\_ et al., \_** | **\_ et al., \_** | **\_ et al., \_** | **\_ et al., \_** |
| **Region/**  **Language** |  |  |  |  |  |
| **Sample** | **Sampling**:  **N =**  **Age:** | **Sampling**:  **N =**  **Age:** | **Sampling**:  **N =**  **Age:** | **Sampling**:  **N =**  **Age:** | **Sampling**:  **N =**  **Age:** |
| **IV Measures** |  |  |  |  |  |
| **DV Measures** |  |  |  |  |  |
| **Experimental Details** |  | . |  |  |  |
| **Statistics/**  **Outcome** |  |  |  |  |  |

## The Present Study

## Research Questions

## **Hypotheses**

# Methods

## Participants

Text.

## Materials

Text.

### Measures

Heading Level Four. Text.

***Heading Level Five***. Text.

## Procedure

Text.

# Results

## Missing Data

Thirteen

(*χ2* = 9.41; *p*=.052; Cramér's *V* = .27).

## Assumptions of Normality

Kolmogorov-Smirnov test and the Shapiro-Wilk test (Appendix A).

## Reading Descriptives

Table 2

Table . *Descriptive Statistics for*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Pretest** | | **Posttest** | | |
|  | **Raw Score**  **(SD)** | **Standard Score (SD)** | | **Raw Score (SD)** | **Standard Score (SD)** |
| **Decoding** |  |  | |  |  |
| WJ III LWI | 0.0 (0.0) | 0.0 (0.0) | | 0.0 (0.0) | 0.0 (0.0) |
| WJ III Word Attack | 0.0 (0.0) | 0.0 (0.0) | | 0.0 (0.0) | 0.0 (0.0) |
| SRI-2 WRA | 0.0 (0.0) | 0.0 (0.0) | | 0.0 (0.0) | 0.0 (0.0) |
| **Fluency** |  |  | |  |  |
| TOWRE SWE | 0.0 (0.0) | 0.0 (0.0) | | 0.0 (0.0) | 0.0 (0.0) |
| TOWRE PDE | 0.0 (0.0) | 0.0 (0.0) | | 0.0 (0.0) | 0.0 (0.0) |

*Note*.

### Relationship Between Pretest Scores and Gains

Table 3

Table . *Correlations*

|  |  |  |
| --- | --- | --- |
|  | ***r*** | ***p*** |
| **Decoding** |  |  |
| WJ III LWI | –.19\* | .05 |
| WJ III Word Attack | –.56\*\* | <.001 |
| SRI-2 Word Recognition Accuracy | –.43\*\* | <.001 |
| Challenge Word Test | .01 | .10 |

\*\**p*<0.01 (2-tailed). \**p*<0.05 level (2-tailed).

*Note*. Degrees of freedom for all correlations = 114.

See Appendix B

### T-tests

*t*(113) = 2.19, *p* = .03.

Cohen’s *d* = 0.47, 95% CI [0.04, 0.89]. Even so, this result did not remain significant following Bonferroni correction (alpha level = .05/4 = .0125).

Table . *Chi-Square Results for*

|  |  |  |
| --- | --- | --- |
|  | ***χ2*** | ***p*** |
| **Decoding** |  |  |
| WJ III Letter-Word ID | .07 | .79 |
| WJ III Word Attack | .64 | .42 |
| SRI-2 WRA | .64 | .42 |
| **Comprehension** |  |  |
| WJ III Fluency | 3.8 | .051 |
| WJ III Comprehension | .002 | .96 |
| SRI-2 Comprehension | 2.2 | .13 |

# Discussion

Text.

## RQ1: ?

Text.

## Strengths, Limitations, and Significance

Text.

### Contributions to Education

Text.

## Implications and Future Directions

Text.

### Persisting Questions

* How might ...?
* To what extent does ..?

**Pause and Ponder**

Could you envision proactive intervention of EF through tasks similar to this at the general classroom level? Might the advantages outweigh the disadvantages?

## Conclusion

Text.

# References

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

# Appendix A: *Significant Skewness and Kurtosis Results*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Raw Score** | | **Standard Score** | |
|  | | **γ1 (SE)** | **γ2 (SE)** | **γ1 (SE)** | **γ2 (SE)** |
| **CWI Inhibition** | | .50 (.217) | -- | –.47 (.217) c | -- |
| **CWI Shifting** | | .68 (.218) | -- | –.50 (.218) c | -- |
| **CWI Shifting Contrast** | | -- | -- | -- | 1.15 (.433) |
| **Card Sort 1** | | -- | -- | .79 (.216) | 2.17 (.428) |
| **Card Sort 2** | | -- | -- | -- | –.851 (.428) |
| **Digit Span Backward** | | -- | 1.25 (.440) | -- | -- |
| **BRIEF Inhibition** | | 5.15 (.217) | -- | 11.64 (.217) | -- |
| **BRIEF Monitor** | | 3.95 (.217) c |  | 11.55 (.217) a, c |  |
| **BRIEF Shifting** | | 3.85 (.217) | -- | 12.60 (.217) | -- |
| **BRIEF Emotional Control** | | 5.44 (.217) | -- | 12.11 (.217) | -- |
| **BRIEF Plan/Organize** | | -- | -- | -- | 1.43 (.430) a |
| **BRIEF Organization/Materials** | | -- | –1.01 (.430) | -- | –1.01 (.430) a |
| **WJ III Letter Word ID** | **pretest** | -- | -- | –.73 (.216) | 1.12 (.428) |
| **posttest** | -- | -- | -- | 1.26 (.428) a, b |
| **gains** | .471 (.216) a, b | 1.22 (.428) a, b | .92 (.216) | 3.50 (.428) |
| **WJ III Word Attack** | **pretest** | –1.04 (.216) | 2.86 (.428) | –.79 (.216) a | 1.47 (.428) a |
| **gains** | 2.51 (.216) | 14.31 (.428) | 2.23 (.216) | 12.45 (.428) |
| **WJ III RF** | **pretest** | –.78 (.216) | 1.96 (.428) | –1.20 (.216) | 3.58 (.428) |
| **posttest** | .463 (.216) a, b | -- | -- | -- |
| **gains** | 1.62 (.216) | 6.40 (.428) | 1.41 (.216) | 5.13 (.428) |
| **WJ III PC** | **pretest** | -- | .93 (.428) b, c | -- | 1.86 (.428) a |
| **TOWRE SWE** | **pretest** | –.47 (.216) a, b, c | -- | -- | -- |
| **posttest** | –.72 (.216) | -- | –.52 (.216) | -- |
| **TOWRE PDE** | **pretest** | .64 (.216) | -- | -- | -- |
| **posttest** | .47 (.216) | -- | -- | -- |
| **SRI-2 WRA** | **posttest** | -- | -- | –.49 (.216) | -- |
| **SRI-2 PC** | **pretest** | .56 (.216) b, c | 1.35 (.428) b, c | -- | -- |
| **gains** | -- | -- | -- | 1.28 (.428) |

*Note*. All *p*s <.05 when deriving the z-score from the skewness or kurtosis statistic over the SE. Total number of variables with significant skewness or kurtosis = 67 (13 of these were conditions in the TM subtest that were not directly used in any analyses).

a Consistent with normality according to the Kolmogorov-Smirnov test. b Consistent with normality according to the Shapiro-Wilk test. c Significance of skewness or kurtosis disappeared in the *n*=115 adjusted sample.

# Appendix B: *Benjamini-Hochberg Rankings for Significant Correlations Between \_*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Correlation** | ***p*** | **Rank** | **BT** | **Sig.** |
| Standard CS2, SRI PC | 2.24091E-06 | 1 | .00020161 | True |
| Standard BRIEF Inhibit, SRI PC | .013 | 34 | .00685484 | False |
| Standard BRIEF Monitor, WJ III RF | .014 | 35 | .00705645 | False |
| Standard BRIEF Monitor, WJ III WA | .05 | 67 | .01350806 | False |