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## **At-Risk Students' Reports of Teachers' Instructional Behavior**

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AT-RISK STUDENTS' REPORTS OF TEACHERS'

INSTRUCTIONAL BEHAVIOR

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AT-RISK STUDENTS' REPORTS OF TEACHERS'  
INSTRUCTIONAL BEHAVIOR

by

VIRGINIA E. RIOS

RESEARCH PROJECT REPORT

Presented to the Graduate Faculty of Education  
The University of Texas of the Permian Basin  
in Partial Fulfillment  
of Requirements  
for the Degree of

MASTER OF ARTS

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

August, 1990

## ABSTRACT

This study investigated secondary teachers' instructional behavior from the at-risk students' perspective. The research concentrated on three areas--teaching styles, teacher encouragement, and homework assignments. A series of interviews with at-risk students yielded the following results: When dealing with at-risk students (1) most teachers use only two of four modalities (auditory and visual) in their teaching approach, (2) teachers do not encourage these students, and (3) teachers assign homework less than half of the time. When homework is assigned it is completed by students approximately half of the time.