

Table 1

Studies (Grouped by Outcome and Listed Alphabetically) Included in the Seven Meta-Analyses

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
STORY UNDERSTANDING: ORAL MEASURES											
Aoki (1977)	20	.39	.244* (p=.007)	unpub	convenience between	3 rd grade	average	1140/19/4	verbal, physical, self structured facilitator	transfer	Conard
Dansky (1975/1980)	36	.46	2.76* (p=.003)	unpub / pub	random between	preK 4.2-5.8yrs	LSES	270/9/3	verbal, physical, self unstructured in-role	transfer	
Galda (1983)	36	.00	.00 (p=.50)	pub	random between	2 nd grade	LSES	nr/3/nr	verbal, physical, self structured facilitator	direct	

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Marbach & Yawkey (1980)	60	.07	.55 (p=.29)	pub	random between	5.0-5.6yrs	average	10/1/1	physical, self structured removed	direct	
Milner (1982)	56	.32	2.39* (p=.008)	unpub	convenience between	3-5yrs	average	nr/nr/8	verbal, physical, self structured facilitator	transfer	
Page (1983)	16	.11	.44 (p=.33)	unpub	random within	1 st grade	average	nr/2/4	verbal, physical, self structured facilitator	direct	
Parks & Rose (1997)	179	.19	2.53* (p=.006)	unpub	convenience between	4 th grade	LSES	1200/20/10	verbal, physical, self structured facilitator	direct	
Pellegrini (1984a)	192	.66	9.17* (p<.0001)	pub	random between	5.7-7.0yrs K-1st grade	LSES	120/nr/nr	verbal, physical, self structured facilitator	direct	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Pellegrini & Galda (1982)	108	.48	5.03* (p<.0001)	pub	random between	5.65-8.3yrs K-2nd gr	average	90/3/nr	verbal, physical, self structured in-role	direct	
Rappoport (1989)	71	.07	2.27* (p=.02)	unpub	random between	7.1-9.1yrs 2nd grade	average	720/24/12	verbal, physical, self structured facilitator	transfer	
Saltz, Dixon & Johnson (1977)	54	.12	.90 (p=.18)	pub	random between	3-4.5 yrs	LSES	1980/72/24	verbal, physical, self structured in-role	transfer	
Weidner (1993)	30	.25	1.38 (p=.08)	unpub	random between	K	average	nr/5/nr	verbal, physical, self structured facilitator	direct	
Williamson & Silvern (1990)	75	.19	1.68* (p=.046)	pub	random between	>80mos. 2-3rd grade	low achiever s	750/25/5	verbal, physical, self structured facilitator	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Williamson & Silvern (1992)	120	.23	2.56* (p=.005)	pub	random within	K 67-87mos	average	nr/3/1	verbal, physical, self structured removed	direct	
Wright & Young (1986)	240	.10	1.58 (p=.057)	ERIC	convenience between	1 st grade	LSES	1620/18/12	verbal, physical, self structured in-role	transfer	
Yawkey (1980a)	240	.18	2.77* (p=.003)	pub	random between	5-7 yrs	LSES	nr/1/1	verbal, physical, self structured removed	direct	
Yawkey & Yawkey (1979)	160	.13	1.64 (p=.05)	ERIC	random between	5.5-5.11y 7.5-7.11y	average	nr	verbal, physical, self structured facilitator	direct	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
------------------	---	---	----------	------------------	-------------------	-----------	-----	------------------------	--	---------------------	---------------------------

*=sig at p<.05

STORY UNDERSTANDING: WRITTEN MEASURES

Byerly (1994)	26	.27	1.39 (p=.08)	ERIC	random between	11 th grade	average	60/1/1	verbal, physical, self structured removed	direct	
Dupont (1992)	51	.77	4.48* (p<.0001)	pub	random between	5 th grade	remedial readers	900/30/6	verbal, physical, self structured facilitator	direct	Conard
Goodman (1991)	102	.17	1.24 (p=.11)	unpu b	random between	7-8 th grade	remedial readers	nr/9/2	verbal, physical, self structured facilitator	direct	
Gray (1987)	21	.67	3.09* (p=.001)	pub	random between	6 th grade	L-MSES	110/2/nr	verbal, physical, self structured facilitator	direct	

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Henderson & Shanker (1978)	28	.96	5.07* (p<.0001)	pub	convenience within	2 nd grade	LSES	nr	verbal, physical, self structured facilitator	direct	
Page (1983)	16	.10	.40 (p=.34)	unpu b	random within	1 st grade	average	nr/2/4	verbal, physical, self structured facilitator	direct	
Pellegrini (1984a)	192	.68	9.36* (p<.0001)	pub	random between	5.7-7.0yrs K-1st grade	LSES	120/nr/nr	verbal, physical, self structured facilitator	direct	
Pellegrini & Galda (1982)	108	.74	7.64* (p<.0001)	pub	random between	5.65-8.3yrs K-2nd gr	average	90/3/nr	verbal, physical, self structured in-role	direct	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Ranger (1995)	50	.52	3.68* (p<.0001)	ERIC	convenience between	6 th grade	average	nr	verbal, physical, self structured facilitator	direct	
Rosen & Koziol (1990)	101	.13	1.34 (p=.09)	pub	convenience between	9 th grade	average	nr/18-36/9	verbal, physical, self structured facilitator	direct	
Silvern, Williamson, Waters (1983)	102	.16	1.58 (p=.057)	pub	random between	5.1-6.1y K	average	400/10/10	verbal, physical, self structured facilitator	direct	
Smith (1993)	97	.00	.00 (p=.50)	unpu b	random between	8-14yrs 3rd&6th gr	LSES low-ach readers	900/30/6	verbal, physical, self structured facilitator	direct	

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Steinly (1989)	39	.60	3.72* (p<.0001)	unpub b	convenience within	intermed.	average	360/6/2	verbal, physical, self structured facilitator	direct	
Williamson & Silvern (1992)	120	.11	1.22 (p=.11)	pub	random within	K 67-87mos	average	nr/3/1	verbal, physical, self structured removed	direct	
READING ACHIEVEMENT											
Allen (1968)	40	.12	.76* (p=.022)	unpub	random between	5 th grade	remedial readers	2000/40/8	verbal,physical,self structured in-role	transfer	Conard
Aoki (1977)	20	.11	.68 (p=.24)	unpub	convenience between	3 rd grade	average	1140/19/4	verbal, physical, self structured facilitator	transfer	Conard

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Bennett (1982)	56	-.15	-.92 (p=.18)	unpub	random between	5-6th grade	average	2760/24/12	verbal,physical,self unstructured facilitator	transfer	K&W Conard
Blacharski (1985)	15	.53	3.97* (p<.0001)	unpub	convenience within	7 th grade	remedial readers	nr/36/10	verbal, physical, self structured in-role	transfer	
Burke (1980)	246	.07	.96 (p=.17)	unpub	random between	7 th grade	average	3500/70/35	verbal, physical, self combined facilitator	transfer	
Carlton (1963)	24	.56	3.52* (p<.0002)	unpub	convenience within	2-7 th grade	average	nr/28/14	verbal, physical, self structured removed	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Carlton & Moore (1966)	240	.48	3.02* (p=.001)	pub	convenience between	1 st -4 th grade	LSES	nr/nr/14	verbal, physical, self structured removed	transfer	
Dupont (1992)	51	.21	1.49 (p=.07)	pub	random between	5 th grade	remedial readers	900/30/6	verbal, physical, self structured facilitator	transfer	Conard
Gourgey, Bosseau, & Delgado (1985)	141	.27	4.08* (p<.0001)	pub	convenience between	4 th -6 th grade	LSES	not reported	verbal, physical, self unstructured facilitator	transfer	

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Jackson (1991)	34	.27	1.60 (p=.05)	unpub	convenience between	9-11.7yrs	LSES, BD	720/24/8	verbal, physical, self structured facilitator	transfer	
Karafelis (1986)	77	.13	1.14 (p=.13)	unpub	convenience between	10-12yrs 5-6 th grade	average	6000/100/20	verbal, physical, self combined facilitator	transfer	
Millin (1996)	27	.52	4.02* (p<.0001)	unpub	convenience between	2 nd grade	remedial readers	1400/35/7	verbal, self structured in-role	transfer	
Myerson (1981a)	39	-.01	-.07 (p=.47)	unpub	convenience between	6 th grade	average	1800/60/12	verbal, physical, self unstructured facilitator	transfer	

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Myerson (1981b)	42	.05	1.12 (p=.13)	unpub	convenience between	6 th grade	average	1800/60/12	verbal, physical, self unstructured facilitator	transfer	
Pappas (1979)	237	.02	.37 (p=.36)	unpub	convenience between	6 th grade	average	nr/56/28	verbal, physical, self combined facilitator	transfer	Conard
Parks & Rose (1997)	179	.19	2.55* (p=.005)	unpub	convenience between	4 th grade	LSES	1200/20/10	verbal, physical, self structured facilitator	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Pate (1977)	160	.25	3.11* (p=.0009)	unpub	convenience between	9-11 th grade	average	4050/90/18	verbal, physical, self unstructured facilitator	transfer	K&W discard Conard
Rappoport (1989)	71	.11	.92 (p=.18)	unpub	random between	7.1-9.1yrs 2nd grade	average	720/24/12	verbal, physical, self structured facilitator	transfer	
Smith (1993)	97	.00	.00 (p=.50)	unpub	random between	8-14yrs 3rd&6th gr	LSES low-ach readers	900/30/6	verbal, physical, self structured facilitator	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Vogel (1975)	46	.00	.00 (p=.50)	unpub	random between	7-8yrs 2-3rd grade	learning disabled	540/24/12	verbal, physical, self structured facilitator	transfer	Conard
READING READINESS											
Adamson (1981)	40	.47	2.95* (p=.0001)	unpub	random between	K	LSES	1800/60/12	verbal, physical, self structured, facilitator	transfer	Conard
Blank (1953)	38	.66	4.06* (p<.001)	unpub	convenience between	2 nd grade	average	1260/42/nr	verbal, physical, self structured facilitator	transfer	
Brown (1990)	12 0	.49	5.32* (p<.001)	unpub	convenience between	3.9-4.8yrs	LSES hearing impaired	5250/150/30	verbal, physical, self combined in-role	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Christie (1983)	17	.07	.30 (p=.38)	pub	random between	4-5yrs	LSES	180/9/9	verbal, physical, self unstructured facilitator	transfer	
Christie & Enz (1992)	32	.10	.54 (p=.29)	pub	convenience between	4-5yrs	average	nr/nr/20	verbal, physical, self unstructured in-role	transfer	
Dever (1993)	5	-.01	-.01 (p=.49)	unpub	convenience between	1 st grade	emergent readers	450/18/12	verbal, physical, self unstructured facilitator	transfer	
Hensel (1973)	58	.46	3.55* (p<.002)	unpub	random between	K	average	1200/20/5	verbal, physical, self structured facilitator	transfer	K&W Conard
Lawrence (1985)	33 6	-.02	-.25 (p=.40)	pub	convenience between	8yrs	remedial readers	4500/80/20	verbal, physical, self structured facilitator	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Levy, Schaefer, & Phelps (1986)	28	.16	1.17 (p=.12)	pub	convenience within	3.0-4.0yrs	average	450/15/8	verbal, physical, self unstructured removed	transfer	
Milner (1982)	56	.15	.87 (p=.19)	unpub	convenience between	3-5yrs	average	nr/nr/8	verbal, physical, self structured facilitator	transfer	
Saltz & Johnson (1977)	34	.37	2.18* (p=.01)	pub	random between	3-4.5 yrs	LSES	1980/72/24	verbal, physical, self structured in-role	transfer	
Saltz, Dixon, & Johnson (1974)	56	.21	1.60 (p=.05)	pub	random between	2.1-5.6 yrs	LSES	720/48/16	verbal, physical, self structured facilitator	transfer	
Smith & Syddall (1978)	14	-.03	-.12 (p=.55)	pub	random between	3.9-4.3yrs PK	average	1400/35/8	verbal, physical, self unstructured facilitator	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Smith Dalglish &Herzmark (1981)	31	.13	.74 (p=.23)	pub	convenience between	3-4yrs	average	600/15/5	verbal, physical, self unstructured in-role	transfer	
Strickland (1973)	94	.59	5.69* (p<.0001)	pub	random between	K	LSES	nr	verbal, physical, self structured facilitator	transfer	
Tucker (1971)	13 2	.11	1.28 (p=.10)	unpub	convenience between	K	average	720/24/6	verbal, physical, self combined facilitator	transfer	K&W Conard discard
Wright & Young (1986)	24 0	.11	1.64 (p=.05)	ERIC	convenience between	1 st grade	LSES	1620/18/12	verbal, physical, self structured in-role	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Yawkey (1980b)	96	.22	2.16* (p=.02)	pub	random between	5.0yrs	average	2100/140/28	verbal, physical, self combined facilitator	transfer	
ORAL LANGUAGE											
Cullinan, Jaggar, Strickland (1974)	249	-.04	-.30 (p=.38)	pub	random between	3 rd grade	LSES	5250/175/35	verbal, physical, self structured facilitator	transfer	
Dansky (1975/1980)	36	.25	1.49 (p=.07)	pub	random between	preK 4.2-5.8yrs	LSES	270/9/3	verbal, physical, self unstructured in-role	transfer	

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
de la Cruz (1996)	35	.44	2.61* (p=.004)	unpub	convenience between	6.5-12.8yr	learning disabled	480/12/12	verbal, physical, self unstructured facilitator	transfer	
Dunn (1977)	144	.05	.61 (p=.27)	unpub	random between	2 nd & 5 th grade	average	480/24/12	verbal, physical, self unstructured facilitator	transfer	
Faires (1976)	16	-.03	-.13 (p=.45)	unpub	random between	3.8-6.11yr	emotiona lly disabled	3600/60/12	verbal, physical, self structured in-role	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p) *=sig at p<.05	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Haley (1978)	79	.35	2.51* (p=.006)	unpub	random between	4.4-6.1yrs	advantag ed and disadvan taged	1200/24/6	verbal, physical, self structured in-role	transfer	K&W discard Conard
Levy, Wolfgang & Koorland (1992)	3	.44	.76 (p=.22)	pub	convenience within	4.1-5.3yrs K	average	810/27/6	verbal, physical, self unstructured removed	transfer	
Lovinger (1974)	38	.51	3.14* (p=.0008)	pub	convenience between	3.9-5.25y pre-K	LSES	nr/nr/25	verbal, physical, self unstructured in-role	transfer	

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Lunz (1974)	39	.51	3.19* (p=.0007)	pub	random between	7 th grade	average	450/10/2	verbal, physical, self combined facilitator	transfer	K&W Conard
McDonald (1993)	32	.18	.99 (p=.16)	unpub	convenience between	3-4 yrs	average	490/7/5	verbal, physical, self structured removed	direct	
Millin (1996)	27	.31	1.63 (p=.05)	unpub	convenience between	2 nd grade	remedial readers	1400/35/7	verbal, self structured in-role	transfer	
Nidermeyer & Oliver (1972)	196	.07	1.18 (p=.12)	pub	random between	K-1	average	600/20/20	verbal, physical, self unstructured in-role	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Norton (1973)	94	.28	2.76* (p=.003)	unpub	convenience between	2 nd grade	average	nr/nr/12	verbal, physical, self unstructured facilitator	transfer	K&W Conard
Parks & Rose (1997)	179	.11	1.43 (p=.08)	unpub	convenience between	4 th grade	LSES	1200/20/10	verbal, physical, self structured facilitator	direct	
Snyder-Greco (1983)	17	.58	2.39* (p=.008)	pub	convenience between	K-3	language disordere d	1050/35/12	verbal, physical, self combined facilitator	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Stewig & McKee (1980)	21	.73	3.36* (p<.0005)	pub	convenience within	7 th grade	average	800/20/10	verbal, physical, self unstructured facilitator	transfer	K&W
Stewig & Young (1978)	20	.43	1.93* (p=.03)	pub	random within	4 th -5 th grade	average	800/20/10	verbal, physical, self unstructured facilitator	transfer	
Vitz (1984)	32	.41	2.30* (p=.01)	pub	random between	1-3 rd grade	ESL	750/22/8	verbal, physical, self structured facilitator	transfer	

Author (Year)	N	r	Z (p) *=sig at p<.05	Public . Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Yawkey & (1979)	160	.00	.00 (p=.50)	ERIC	random between	5.5-5.11y 7.5-7.11y	average	nr	verbal, physical, self structured facilitator	direct	
Youngers (1977)	259	.05	.77 (p=.22)	unpub	random between	8.1-11.6yr 4 th grade	average	700/14/28	verbal, physical, self unstructured facilitator	transfer	K&W
VOCABULARY											
Allen (1968)	40	.04	.24 (p=.40)	unpub	random between	5 th grade	remedial readers	2000/40/8	verbal,physical,self structured in-role	transfer	Conard

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Bennett (1982)	56	-.06	-.49 (p=.31)	unpub	random between	5-6 th grade	average	2760/24/12	verbal,physical,self unstructured facilitator	transfer	K&W Conard
Gourgey, Bosseau, & Delgado (1985)	141	.37	5.55* (p<.0001)	pub	convenience between	4 -6 th grade	LSES	not reported	verbal, physical, self unstructured facilitator	transfer	
Page (1983)	16	.05	.20 (p=.42)	unpub	random within	1 st grade	average	nr/2/4	verbal, physical, self structured facilitator	direct	
Page (1983)	19	.09	.38 (p=.35)	unpub	random within	3 rd grade	average	nr/2/4	verbal, physical, elf structured facilitator	direct	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Pappas, (1979)	237	.02	.29 (p=.39)	unpub	convenience between	6 th grade	average	nr/56/28	verbal, physical, self combined facilitator	transfer	Conard
Pate (1977)	160	.21	2.59* (p=.004)	unpub	convenience between	9-11 th grade	average	4050/90/18	verbal, physical, self unstructured facilitator	transfer	K&Wdiscard Conard
Smith (1993)	97	-.20	-1.91* (p=.03)	unpub	random between	8-14yrs 3rd&6th gr	LSES low-ach readers	900/30/6	verbal, physical, self structured facilitator	direct	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Smith, (1981)	65	-.19	-1.07 (p=.14)	pub	random between	3.9-4.3yrs	average	1400/35/8	verbal, physical, self unstructured facilitator	transfer	
Dagleish &Herzmark (1981)						PK					
Tucker (1971)	132	.27	3.11* (p=.009)	unpub	convenience between	K	average	720/24/6	verbal, physical, self combined facilitator	transfer	K&W Conard discard
WRITING ACHIEVEMENT											
Carson (1991)	16	.51	2.03* (p=.02)	unpub	convenience within	6.5-7.0yrs	L-MSES	960/8/5	verbal, physical, self structured facilitator	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Dunnagan (1990)	47	-.23	-1.27 (p=.10)	unpub	convenience within	7 th grade	average	4050/90/18	self unstructured in-role	transfer	
Knudson (1970)	80	.17	1.54 (p=.06)	pub	convenience between	9 th grade	remedial language arts, LSES	nr/nr/52	verbal, physical, self unstructured facilitator	transfer	Conard
Moore & Caldwell (1990)	41	.40	2.57* (p=.005)	pub	random between	2-3rd grade	average	1350/15/15	verbal, physical, self structured facilitator	transfer	Conard
Moore & Caldwell (1993)	63	.31	2.48* (p=.006)	pub	random between	2-3rd grade	average	1350/15/15	verbal, physical, self structured facilitator	transfer	

*=sig at
p<.05

Author (Year)	N	r	Z (p)	Public Status	Sample/ Design	Age/Grade	Pop	Duration min/ses/wk	Drama Construct enactment plot leader	Transfer/ Direct	Previous Meta-Analyses
Roubicek (1983)	39	.59	5.23* (p<.0001)	unpub	random between	5th grade	average	90/2/1	verbal, physical, self structured facilitator	direct	
Wagner (1986)	154	.30	3.78* (p<.0001)	unpub	random between	4 th	average	105/3/1	verbal, physical, self unstructured facilitator	direct	Conard
Wagner (1986)	154	.19	2.32 (p=.01)	unpub	random between	8 th	average	150/3/1	verbal, physical, self unstructured facilitator	direct	Conard

Table 2

Stem and Leaf Display of 17 Effect Size rs from Story Understanding-Oral Measures Meta-Analysis

Stem	Leaf
.7	
.6	6
.5	
.4	6,8
.3	2,9
.2	5,3
.1	0,1,2,3,8,9,9
.0	0,7,7

Table 3

Statistical Summary of 17 Results of Story Understanding-Oral Measures Meta-Analysis

Statistic	Value
Central tendency (\bar{r})	
Unweighted mean	.24
Weighted mean	.26
Proportion >0.00	1.00
Significance tests	
Combined Stouffer \underline{Z}	9.73
\underline{t} test for mean \underline{Zr}	4.99
Variability (\bar{r})	
Maximum \bar{r}	.66
Mean \bar{r} at 75 th percentile	.32
Median (Q2)	.19
Mean \bar{r} at 25 th percentile	.11
Minimum \bar{r}	.00
Robustness (M/SD)	1.21
Confidence Interval for \bar{r}	
95%	.16-.34
99%	.12-.37

Heterogeneity $\chi^2(df), p$

83.78(16), $p < .001$

Table 4

Binomial Effect Size Display for Findings from Story Understanding – Oral Measures Meta-Analysis.

Assuming n=200 with Equal n, Weighted Mean $r=.27$

Group	Achievement		<u>n</u>
	High	Low	
Drama	64	36	100
No Drama	36	64	100

Note: Rate of expected high achievement for drama group = $.50 + \text{mean } r/2 = .635$. Rate of expected high achievement for control group = $.50 - \text{mean } r/2 = .365$ (Rosenthal, 1991).

Table 5

Results of Linear Contrasts for Story Understanding-Oral Measures Studies

Moderator Variable	Larger effect sizes associated with:	Z	p	Heterogeneity in blocks of studies
			*=<.05)	
Type of plot	structured	-1.4840	.0689	
Role of leader	in-role	1.6904	.0455*	a
Degree of transfer	direct	0.0617	.5246	
Amount of drama instruction	More treatment time			b
#minutes		-3.4572	.0002*	
#sessions		-0.6493	.2581	
#weeks		-1.1099	.1335	
minutes*sessions		-2.6893	.0036*	
sessions*weeks		-0.5959	.2756	
min*ses*weeks		-0.6675	.2522	
Age	younger participants	1.5398	.0618	
Population	LSES populations			
average/other		0.6035	.2731	
average/LSES/LD		0.7040	.2406	
Design	quasi-experimental	1.1600	.1230	

Publication status	published studies	1.2592	.1040
Year of publication	earlier pub year	1.0468	.1476

a. In-role, $\chi^2=16.15$, $df=3$, $p<.001$; facilitator, $\chi^2=60.94$, $df=9$, $p<.001$; removed, $\chi^2=1.06$, $df=2$, $p=.59$

b. <100 minutes, $\chi^2=23.69$, $df=2$, $p<.001$; >720 minutes, $\chi^2=4.01$, $df=1$, $p=.05$

Table 6

Stem and Leaf Display of 14 Effect Sizes from Story Understanding-Written Measures Meta-Analysis

Stem	Leaf
.9	6
.8	
.7	7,4
.6	0,7,8
.5	2
.4	
.3	
.2	7
.1	0,1,7,3,6
.0	0

Table 7

Statistical Summary of 14 Results of Story Understanding-Written Measures Meta-Analysis

Statistic	Value
Central tendency (\bar{r})	
Unweighted mean	.50
Weighted mean	.47
Proportion >0.00	1.00
Significance tests	
Combined Stouffer \underline{Z}	11.82
\underline{t} test for mean \underline{Zr}	3.91
Variability (\bar{r})	
Maximum \bar{r}	.96
Mean \bar{r} at 75 th percentile	.67
Median (Q2)	.40
Mean \bar{r} at 25 th percentile	.14
Minimum \bar{r}	.00
Robustness (M/SD)	1.04
Confidence Interval for \bar{r}	
95%	.37-.73
99%	.30-.81

Heterogeneity $\chi^2(df), p$

164.87(13), $p < .00$

Table 8

Binomial Effect Size Display for Findings from Story Understanding – Written Measures Meta-Analysis. Assuming N=200 with Equal n. Weighted Mean $r=.47$

Group	Achievement		N
	High	Low	
Drama	74	26	100
No Drama	26	74	100

Note: Rate of expected high achievement for drama group = $.50 + \text{mean } r/2 = .735$. Rate of expected high achievement for control group = $.50 - \text{mean } r/2 = .265$ (Rosenthal, 1991).

Table 9

Results of Linear Contrasts for Story Understanding - Written Measures Studies

Moderator Variable	Larger effect sizes associated with:	Z	p (*= $p < .05$)	Heterogeneity remaining in blocks of studies
Type of plot	not conducted; all were structured			
Role of leader	in-role	4.596	<.0001*	a
Degree of transfer	not conducted; all tested the story enacted			
Amount of drama instruction	More treatment time			
#minutes		1.4222	.0774	
#sessions		-0.1038	.4587	
#weeks		-0.5673	.2853	
Age	younger participants	1.09705	.1363	
Population	LSES populations			
average/other		-3.2081	<.0001*	
average/LD/LSES		-4.6970	<.0001*	b
Design	quasi-experimental	4.0686	<.0001*	c
Publication status	published studies	4.7352	<.0001*	d

Year of publication earlier appearance -5.7392 <.0001* e

a: In-role, $\chi^2=3.26$, $df=1$, $p=.07$; facilitator, $\chi^2=301.43$, $df=10$, $p<.001$; removed, too few studies to compute χ^2 .

b: LSES, $\chi^2=218.85$, $df=2$, $p<.001$; remedial, $\chi^2=33.57$, $df=1$, $p<.001$; average, $\chi^2=145.09$, $df=6$, $p<.001$.

c: Quasi, $\chi^2=126.09$, $df=3$, $p<.001$; true, $\chi^2=271.42$, $df=9$, $p<.001$.

d: Published, $\chi^2=361.49$, $df=7$, $p<.001$; unpublished, $\chi^2=36.02$, $df=5$, $p<.001$

e: Year <1983, $\chi^2=78.84$, $df=4$, $p<.001$; 1984-1990, $\chi^2=12.56$, $df=2$, $p=.002$; 1991-1992, $\chi^2=23.65$, $df=3$, $p<.001$; >1993, $\chi^2=1.38$, $df=1$, $p=.24$.

Table 10

Stem and Leaf Display of 20 Effect Size rs from Reading Achievement Meta-Analysis

Stem	Leaf
+6	
+5	2,3,6
+4	8
+3	
+2	1,5,7,7
+1	1,1,2,3,9
+0	0,0,2,5,7
-.0	1
-.1	5

Table 11

Statistical Summary of 20 Results of Reading Achievement Meta-Analysis

Statistic	Value
Central tendency (\bar{r})	
Unweighted mean	.20
Weighted mean	.19
Proportion >0.00	.90
Significance tests	
Combined Stouffer \underline{Z}	7.09
\underline{t} test for mean \underline{Zr}	4.02
Variability (\bar{r})	
Maximum \bar{r}	.56
Mean \bar{r} at 75 th percentile	.27
Median (Q2)	.13
Mean \bar{r} at 25 th percentile	.04
Minimum \bar{r}	-.15
Robustness (M/SD)	.89
Confidence Interval for \bar{r}	
95%	.11-.29
99%	.07-.33

Heterogeneity $\chi^2(df), p$	66.52(19), $p < .001$
-------------------------------	-----------------------

Table 12

Binomial Effect Size Display for Findings from Reading Achievement Meta-Analysis. Assuming n=200 with Equal n, Weighted Mean $r=.19$

Group	Achievement		<u>n</u>
	High	Low	
Drama	60	40	100
No Drama	40	60	100

Note: Rate of expected high achievement for drama group = $.50 + \text{mean } r/2 = .595$ (rounds to $.60$). Rate of expected high achievement for control group = $.50 - \text{mean } r/2 = .405$ (rounds to 40) (Rosenthal, 1991).

Table 13

Results of Linear Contrasts for Reading Achievement Studies

Moderator Variable	Larger effect sizes associated with:	Z	p (*= $p < .05$)	Heterogeneity remaining in blocks of studies
Type of plot	structured	3.0426	.0012*	a
Role of leader	in-role	-0.1949	.4227	
Degree of transfer	not conducted; all studies tested the story enacted			
Amount of drama instruction	More treatment time			
#minutes		-1.4255	.0770	
#sessions		-0.8155	.2074	
#weeks		-1.6001	.0547	
minutes*sessions		0.8137	.2079	
sessions*weeks		-1.4546	.0729	
min*ses*weeks		-1.1160	.1322	
Age	younger participants	-0.1332	.4474	
Population	LSES populations			
other/average		2.3501	.0094*	
LSES/LD/average		2.6079	.0046*	b

Design	quasi-experimental	4.0272	<.0001*	c
Publication status	published studies	1.8494	.0322*	d
Year of publication	earlier pub year	-0.7274	.2335	

a: Unstructured/combination, $\chi^2=.69$, $df=7$, $p=.99$; $\chi^2=31.87$, $df=18$, $p=.02$.

b: LSES, $\chi^2=15.38$, $df=5$, $p=.01$; remedial, $\chi^2=9.31$, $df=3$, $p=.03$; average, $\chi^2=18.06$, $df=9$, $p=.03$.

c: True, $\chi^2=6.87$, $df=8$, $p=.55$; quasi, $\chi^2=36.24$, $df=10$, $p<.001$.

d: Published, $\chi^2=2.28$, $df=2$, $p=.32$; unpublished, $\chi^2=43.49$, $df=16$, $p<.001$

Table 14

Stem and Leaf Display of 18 Effect Size rs from Reading Readiness Meta-Analysis

Stem	Leaf
+6	6
+5	9
+4	6,7,9
+3	7
+2	1,2
+1	0,1,1,3,5,6
+0	7
-0	1,2,3
-1	

Table 15

Statistical Summary of 18 Results of Reading Readiness Meta-Analysis

Statistic	Value
Central tendency (\bar{r})	
Unweighted mean	.25
Weighted mean	.24
Proportion >0.00	.83
Significance tests	
Combined Stouffer \underline{Z}	7.94
t test for mean \underline{Zr}	4.38
Variability (\bar{r})	
Maximum \bar{r}	.66
Mean \bar{r} at 75 th percentile	.44
Median (Q2)	.15
Mean \bar{r} at 25 th percentile	.10
Minimum \bar{r}	-.03
Robustness (M/SD)	1.03
Confidence Interval for \bar{r}	
95%	.15-.36

99%	.11-.40
Heterogeneity χ^2 (df), p	64.18(17), $p < .001$

Table 16

Binomial Effect Size Display for Findings from Reading Readiness Meta-Analysis, Assuming $n=200$ with Equal n , Weighted Mean $r=.24$

Group	Achievement		<u>n</u>
	High	Low	
Drama	62	38	100
No Drama	38	62	100

Note: Rate of expected high achievement for drama group = $.50 + \text{mean } r/2 = .62$. Rate of expected high achievement for control group = $.50 - \text{mean } r/2 = .38$

(Rosenthal, 1991).

Table 17

Results of Linear Contrasts for Reading Readiness Studies

Moderator Variable	Larger effect sizes associated with:	Z	p (*= $p < .05$)	Heterogeneity remaining in blocks of studies
Type of plot	structured	2.0655	.0194*	a
Year of publication	earlier pub year	-2.2052	.0137*	c
Publication status	published studies	1.3791	.0840	
Design	quasi-experimental	-1.2357	.1083	
Age	younger participants	0.4781	.6837	
Population	average populations			
	average/other	-0.3527	.3622	
	average/LD/LSES	-1.3309	.0916	
Duration	more treatment time			
	#minutes	0.9319	.8243	
	#sessions	1.6244	.0521	
	#weeks	1.2189	.1114	
	minutes*sessions	1.4193	.0779	
	sessions*weeks	1.6579	.0487*	

minutes*sessions*weeks		1.9764	.0241*	b
Role of leader	in-role	-0.6943	.2437	
Transfer/Direct	direct	all transfer		

a: structured, $\chi^2=14.63$, $df=8$, $p=.07$; unstructured/combination, $\chi^2=49.45$, $df=17$, $p<.001$.

b: Q1 duration, $\chi^2=.36$, $df=2$, $p=.84$; Q2 duration, $\chi^2=7.45$, $df=4$, $p=.11$; Q3 duration, $\chi^2=1.88$, $df=2$, $p=.39$; Q4 duration, $\chi^2=20.17$, $df=2$, $p<.001$.

c: <1974, $\chi^2=23.22$, $df=4$, $p<.001$; 1974-1981, $\chi^2=3.78$, $df=4$, $p=.44$; 1981-1986, $\chi^2=.78$, $df=2$, $p=.67$; >1986, $\chi^2=15.12$, $df=4$, $p=.004$.

Table 18

Stem and Leaf Display of 20 Effect Size rs from Oral Language Meta-Analysis

Stem	Leaf
+7	3
+6	
+5	1,1,8
+4	1,3,4,4
+3	1,5
+2	5,8
+1	1,8
+0	0,5,5,7
-0	3,4
-1	

Table 19

Statistical Summary of 20 Results of Oral Language Meta-Analysis

Statistic	Value
Central tendency (\bar{r})	
Unweighted mean	.30
Weighted mean	.15
Proportion >0.00	.90
Significance tests	
Combined Stouffer \underline{Z}	7.30
t test for mean \underline{Zr}	5.22
Variability (\bar{r})	
Maximum \bar{r}	.73
Mean \bar{r} at 75 th percentile	.44
Median (Q2)	.30
Mean \bar{r} at 25 th percentile	.07
Minimum \bar{r}	-.04
Robustness (M/SD)	1.17
Confidence Interval for \bar{r}	
95%	.20-.41

99%	.16-.45
Heterogeneity χ^2 (df), <u>p</u>	51.22(19), <u>p</u> <.001

Table 20

Binomial Effect Size Display for Findings from Oral Language Meta-Analysis, Assuming n=200 with Equal n, Weighted Mean $r=.15$

Group	Achievement		<u>n</u>
	High	Low	
Drama	58	42	100
No Drama	42	58	100

Note: Rate of expected high achievement for drama group = $.50 + \text{mean } r/2 = .585$. Rate of expected high achievement for control group = $.50 - \text{mean } r/2 = .425$ (Rosenthal, 1991).

Table 21

Results of Linear Contrasts for Oral Language Development Studies

Moderator Variable	Larger effect sizes associated with:	Z	p	Heterogeneity in blocks of studies
Type of plot	structured	-3.060	.0011*	a
Role of leader	in-role	-0.9188	.1791	
Degree of transfer	direct	-3.012	.0013*	b
Amount of drama instruction	More treatment time			
#minutes		-2.5457	.0055*	
#sessions		-2.5767	.0050*	
#weeks		-2.8736	.0020*	
minutes*sessions		-2.8070	.0025*	
sessions*weeks		-2.7528	.0030*	
min*ses*weeks		-2.6495	.0040*	c
Age	younger participants	-1.9166	.0276*	d
Population	LSES populations			
other/average		0.6562	.7442	
LSES/LD/average		1.3256	.0924	
Design	quasi-experimental	-3.2400	.0006*	e
Publication status	published studies	-3.4028	.0003*	f

Year of publication earlier pub year 0.9903 .8390

unstructured, $\chi^2=39.51$, $df=11$, $p<.0001$; structured, $\chi^2=10.61$, $df=18$, $p=.91$

transfer, $\chi^2=46.41$, $df=16$, $p<.001$; direct, $\chi^2=4.35$, $df=2$, $p=.51$

Q1 duration, $\chi^2=3.23$, $df=3$, $p=.36$; Q2 duration, $\chi^2=15.56$, $df=4$, $p=.004$; Q3 duration, $\chi^2=4.25$, $df=3$, $p=.24$; Q4 duration, $\chi^2=6.55$, $df=3$, $p=.09$

3.5-5years, $\chi^2=4.47$, $df=5$, $p=.48$; 5-7years, $\chi^2=12.63$, $df=4$, $p=.01$; 7-9years, $\chi^2=2.37$, $df=3$, $p=.50$; 9-12 years, $\chi^2=24.02$, $df=4$, $p<.001$

quasi, $\chi^2=19.39$, $df=8$, $p=.01$; true, $\chi^2=21.38$, $df=10$, $p=.02$

unpublished, $\chi^2=15.24$, $df=9$, $p=.08$; published, $\chi^2=32.08$, $df=9$, $p<.001$

* $p<.05$

Table 22

Stem and Leaf Display of 10 Effect Size rs from Vocabulary Meta-Analysis

Stem	Leaf
+4	
+3	7
+2	1,7
+1	
+0	2,4,5,9
-0	6
-1	9
-2	0

Table 23

Statistical Summary of 10 Results of Vocabulary Meta-Analysis

Statistic	Value
Central tendency (\bar{r})	
Unweighted mean	.06
Weighted mean	.14
Proportion >0.00	.70
Significance tests	
Combined Stouffer Z	2.81
t test for mean Zr	1.01
Variability (\bar{r})	
Maximum \bar{r}	.37
Mean \bar{r} at 75 th percentile	.18
Median (Q2)	.04
Mean \bar{r} at 25 th percentile	-.04
Minimum \bar{r}	-.20
Robustness (M/SD)	.32
Confidence Interval for \bar{r}	
95%	-.07-.19
99%	-.13-.25

Heterogeneity $\chi^2(df), p$	36.62(9), $p < .001$
-------------------------------	----------------------

Table 24

Binomial Effect Size Display for Findings from Vocabulary Meta-Analysis. Assuming $n=200$ with Equal n , Weighted Mean $r=.14$

Group	Achievement		<u>n</u>
	High	Low	
Drama	57	43	100
No Drama	43	57	100

Note: Rate of expected high achievement for drama group = $.50 + \text{mean } r/2 = .57$. Rate of expected high achievement for control group = $.50 - \text{mean } r/2 = .43$ (Rosenthal, 1991).

Table 25

Results of Linear Contrasts for Vocabulary Achievement Studies

Moderator Variable	Larger effect sizes associated with:	Z	p (*= $p < .05$)	Heterogeneity remaining in blocks of studies
Type of plot	structured	-0.6970	.2429	
Role of leader	in-role	-0.1373	.4454	
Degree of transfer	direct	-0.7290	.2331	
Amount of drama instruction	more treatment time			
#minutes		1.2994	.0969	
#sessions		0.5922	.7231	
#weeks		0.0758	.5302	
minutes*sessions		2.2147	.0134*	a
sessions*weeks		0.2547	.6005	
min*ses*weeks		1.1107	.1334	
Age	younger participants	0.7191	.7640	
Population	LSES populations			
other/average		0.5860	.7211	
LSES/LD/average		-0.5528	.2902	
Design	quasi-experimental	1.8019	.0358*	b

Publication status	published studies	0.3231	.6267
Year of publication	earlier pub year	1.5139	.0628

a: Longer duration, $\chi^2=3.43$, $df=2$, $p=.18$; shorter duration, $\chi^2=14.67$, $df=3$, $p=.002$.

b: True, $\chi^2=2.90$, $df=3$, $p=.41$; quasi, $\chi^2=38.06$, $df=5$, $p<.001$.

Table 26

Stem and Leaf Display of 8 Effect Size rs from Writing Meta-Analysis

Stem	Leaf
+5	1,9
+4	0
+3	0,1
+2	
+1	7,9
+0	
-0	
-1	
-2	3

Table 27

Statistical Summary of 8 Results of Writing Meta-Analysis

Statistic	Value
Central tendency (\bar{r})	
Unweighted mean	.29
Weighted mean	.29
Proportion >0.00	.88
Significance tests	
Combined Stouffer Z	6.60
t test for mean Zr	3.08
Variability (\bar{r})	
Maximum \bar{r}	.59
Mean \bar{r} at 75 th percentile	.43
Median (Q2)	.31
Mean \bar{r} at 25 th percentile	.18
Minimum \bar{r}	-.23
Robustness (M/SD)	1.09
Confidence Interval for \bar{r}	
95%	.09-.52
99%	-.01-.62

Heterogeneity $\chi^2(df), p$

23.24(7), $p=.0015$

Table 28

Binomial Effect Size Display for Findings from Writing Meta-Analysis. Assuming n=200 with Equal n. Weighted Mean $r=.29$

Group	Achievement		<u>n</u>
	High	Low	
Drama	65	35	100
No Drama	35	65	100

Note: Rate of expected high achievement for drama group = $.50 + \text{mean } r/2 = .655$. Rate of expected high achievement for control group = $.50 - \text{mean } r/2 = .355$

(Rosenthal, 1991).

Table 29

Results of Linear Contrasts for Writing Achievement Studies

Moderator Variable	Larger effect sizes associated with:	Z	p (*= $p < .05$)	Heterogeneity remaining in blocks of studies
Type of plot	structured	3.4886	.0002*	a
Role of leader	not conducted; all but one study used leader-in-role	N/A		
Degree of transfer	direct	1.4765	.0699	
Amount of drama instruction	more treatment time			
#minutes		-3.1916	.0007*	
#sessions		-3.2675	.0005*	
#weeks		-2.3405	.0096*	
minutes*sessions		-3.2349	.0006*	
sessions*weeks		-3.2452	.0006*	
min*ses*weeks		-3.2315	.0006*	b
Age	younger participants	2.4420	.0073*	c
Population	LSES populations			
other/average		-.5221	.3008	
LSES/LD/average		-.8027	.2111	

Design	quasi-experimental	-1.7058	.0440*	d
Publication status	published studies	.0633	.5252	
Year of publication	earlier pub year	.2549	.6006	

a: Structured, $\chi^2=4.55$, $df=7$, $p=.71$; unstructured, $\chi^2=7.21$, $df=3$, $p=.07$.

b: Shortest duration, $\chi^2=12.83$, $df=3$, $p=.005$; longest duration, $\chi^2=7.87$, $df=2$, $p=.02$.

c: 1-3rd grade, $\chi^2=.68$, $df=2$, $p=.71$; 3-4th grade, $\chi^2=6.69$, $df=1$, $p=.01$; 5-7th grade, $\chi^2=4.29$, $df=2$, $p=.12$.

d: Quasi, $\chi^2=6.16$, $df=2$, $p=.05$; true, $\chi^2=12.52$, $df=4$, $p=.01$.

Table 30

Summary of Positive Relationships with Effect Sizes Across 9 meta-analyses

	SU-O ^a	SU-W	RA	RR	OL	V	W	K&W	Conard
type of plot		all structured	structured	structured	combination		structured		
role of leader	in-role	in-role							
degree of transfer		all direct	all transfer	all transfer	transfer				
duration									
minutes	less			more	less	more	less	less	
sessions				more	less	more	less	more	
weeks				more			less		more
age					older		younger	younger	younger
population		LSES	LSES					average	average
design		quasi	quasi		quasi	quasi	true	quasi	quasi
publication status		pub	pub		pub			pub	pub
year		>1993		>1986				<1990	

Note:

a. SU-O: Oral Measures of Story Understanding; SU-W: Written Measures of Story Understanding; RA: Reading Achievement; RR: Reading Readiness; OL: Oral

Language; V: Vocabulary; W: Writing; K&W: Kardash and Wright meta-analysis; Conard: Conard meta-analysis

Table 31

Stem and Leaf Display of 9 Effect Size rs from 7 Current and 2 Previous Meta-Analyses

Stem	Leaf
+5	
+4	7
+3	2
+2	3,4,4,9
+1	4,5,9
+0	

Figure 1

Average Effect Sizes from the Seven Meta-Analyses

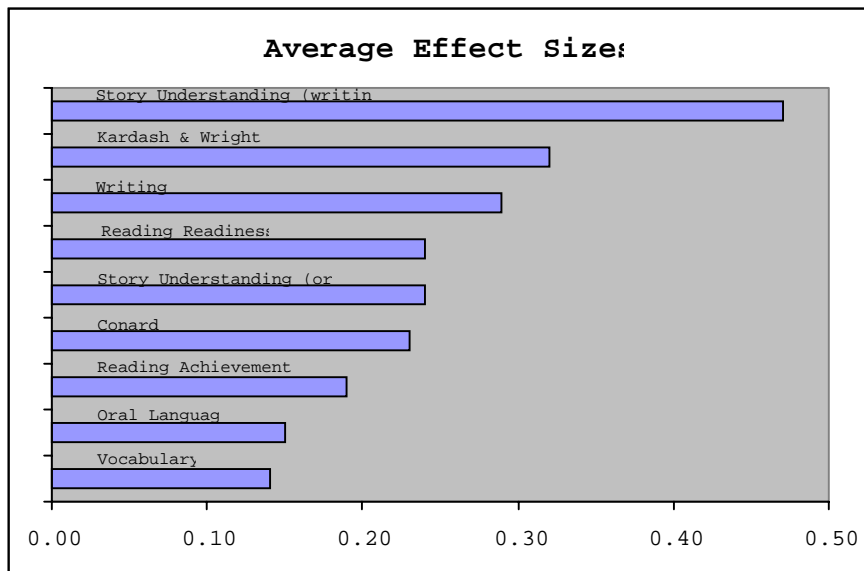


Figure 2

Graphic Depiction of the Possible "Plateau Effect" in Duration of Drama Instruction

