

Spring Case Study

Part I: Proposal

In conjunction with my mentor teacher and field instructor, I chose a couple of students from my 6th hour during the unit on the Early Years of the Republic, so that I can make a special effort to teach them better. The first student, Brittany, comes from a low-income family, with parents who seem to enable her poor work habits and make excuses for her lack of motivation. The second student is Jeremy, who is generally willing to do assignments, but has great difficulty understanding directions, and is reluctant to ask for help.

1. My motivation

I would like to work with these two students in particular because, like any teacher, I want to see all of my students succeed, and both of these students are at risk of failure. I feel that I know these students' habits pretty well, since I have been responsible for 6th hour since last September. I truly believe Jeremy and Brittany are capable of more than they typically show, and think that with a little more direction from me, they could complete more assignments and achieve learning objectives for this unit.

2. Description of the situation at the point I undertook the project together with interpretation of the initial situation

Description:

The first student, Brittany, comes from a low-income family, with parents who enable her poor work habits and make excuses for her lack of motivation. She typically comes to class tardy and immediately asks me for permission to go the bathroom or to her locker, despite my expectation that students wait until after I go over the agenda for the day. After a couple weeks of closer observation of Brittany, I realized that she spends most of the class period talking and giggling with boys. When I give the students time in class to work on an assignment or project, Brittany does not start the work until I make it a point to walk over to her desk and ask if she needs help/understands what we're supposed to be doing. Even then, she is 'missing' her pencil/text book/notebook, or worksheet that we need to finish. Even when supplied again with all the requisite materials and instructions, I seldom see a finished product. Currently, she is failing due to missing work. Other teachers in the building who either have Brittany in one of their classes now, or had her as a student in the past, have told me that this is typical "Brittany" behavior. They said her parents in the past have been hostile to teachers when teachers asked her to do work the parents thought she shouldn't have to do because of her ADHD diagnosis. Both parents have a continuing history of giving her teachers a hard time for "picking on" Brittany and insisting that she do all these "endless" assignments when she had such a hard time concentrating. The school counselor showed me Brittany's 504 plan for ADHD, which indicated that Brittany was not currently on any medication for her disability.

The second student, Jeremy, on the other hand, is generally quite willing to do assignments, but has great difficulty understanding directions, and is reluctant to ask for help. He is extremely shy and unsure of himself, and avoids eye contact or talking to anyone if he can help it. Because of this, some kids make fun of him. He, too, has missing assignments, but cares very much about his grade. At the beginning of the year, he barely spoke a word to me. Now, he waits for the other students to leave before coming up to me and asking me to explain the directions again. His caseload teacher affirms that Jeremy is quite intelligent, but prefers to do work independently and often needs clarification of directions, especially if multiple steps are involved. I noticed over time that Jeremy becomes extremely frustrated the minute he feels confused or overwhelmed in any way. He will put his head down on his desk, bang his elbows repeatedly, or slump down in his seat and stare off into space. At times, when he feels incapable, he will act out in passive-aggressive ways instead of doing the assignment. For instance, he will mimic what others are saying, or flip someone's book closed. According to Jeremy's other teachers, his parents do not participate in parent teacher conferences, and I have not met them as of yet. His IEP indicates that he is on the autism spectrum and that his primary disability is ASD.

Interpretation:

Even though both of these students have very different motivations and backgrounds for not completing their work, the end result (possible failure) is the same. Brittany exhibits many "work avoidance" behaviors which have been very prevalent for her in the past. Because Brittany is a "master manipulator," she often gets her mother to do her homework for her, or give teachers a "sob story" about some sort of drama which prevents Brittany from doing the assignment. She seems to need constant attention, and perhaps I could provide a more positive kind that would encourage her to stay on task. Weinstein acknowledges that students with ADHD often have difficulty meeting behavioral expectations and getting along with others (p. 128). I do not want to end up blaming Brittany's diagnosis of ADHD for not finishing her work or learning the material in class, so my interpretation of her situation will revolve around the specific undesirable habits that I have noticed that I might be able to better address through my case work:

- Frequently out of seat
- Inattention in class, avoidance and dislike of tasks involving sustained mental effort
- Disorganization; lack of necessary materials
- Excessive talking and fidgeting which interfere with completion of work

According to my professional readings, these are all typical behaviors of a student with ADHD who finds it hard to concentrate or focus. However, I also realize that the subject matter

discussed in my classroom is a far cry from her fixation on popular teen issues about boys and other such drama.

I am going to approach Jeremy's situation in a similar manner—by not blaming his ASD for his inability to get his work done and learn in my class. I believe that Jeremy lacks self-confidence in academic areas as well as social, which is undoubtedly overwhelming. According to Weinstein (p. 126), students like Jeremy actually desire interaction with others, but have so much trouble accomplishing this seemingly simple task, they avoid it. He seems to lack the skills and knowledge needed to initiate and respond appropriately. The behaviors interfering with his learning that I might be able to address are:

- Difficulty with understanding directions without clarification or repetition
- Reluctance to ask for help
- Lack of self-confidence

Hypothesis:

If I make sure my classroom expectations and activities are predictable, secure, and structured, both Jeremy and Brittany will be better able to complete their work in class and learn our lesson objectives.

In Brittany's case, I cannot change her history of school failure, her parents enabling, or her ADHD, but I can take steps to help her improve her motivation, to complete learning objectives in a way that appeals to her learning style, and to increase her self-confidence by closing the gap between where she is and where she should be academically.

In Jeremy's case, the increased security, the predictability, and the structure of my classroom will allow him to take risks while feeling safe, reach small goals, and gain self-confidence in his abilities. I cannot change his ASD diagnosis, so I will make the best of the situation and work with what he can do instead of what he cannot do.

3. The stakes

Both Brittany and Jeremy are at risk of failure if they do not participate in classroom activities and turn in their assignments. Since Brittany has chosen to apply herself to socialization more than engagement in the classroom, she has little to no motivation to do work most days, so she loses many opportunities to learn. This day-to-day lack of application leads to a downward spiral of learning. The fact that she is so far behind may be a large part of the reason she doesn't want to try very often, unless the assignment happens to appeal to her. After all, no one wants to appear inept in front of their friends. With this case, I am hopeful that not only will she gain knowledge, but also earn higher grades and feel more connected to what the class is doing, where it's going, and even find some intrinsic value in it.

Jeremy seems to have the will but not the self-confidence necessary to apply his skills in order to complete the work. Since he feels that he has a limited ability, school is probably a constant struggle for him in terms of social interaction with his classmates and maintaining a sense of enthusiasm and motivation. If intervention does not take place with Jeremy, he may one day decide that school is not worth the frustration, and he could simply give up trying. He doesn't expect to be successful on his own. With this case, perhaps I can help to build up his self-confidence in the classroom in a way that motivates him to learn, reduces his frustration, and enable him to see that the activities we do are worthwhile enough to continue his efforts. If I can achieve this to a significant degree, Jeremy will earn higher grades and potentially improve his work habits.

Alternatives and Plan

Based on my description and understanding, to teach Brittany better I could:

1. Differentiate the assignments so she could prove to me (and herself) she meets the learning objectives in a way that appeals to her learning style. I can provide a list of the week's assignments in advance, so she knows what is expected early on. I will also try to give Brittany at least one task per class period that I know she can do successfully to help build her self-confidence in completing assignments and feeling comfortable in the classroom setting. When I am certain she is paying attention, that is when I will praise her or call on her for her opinion/response during instruction. For more difficult classroom activities, such as analyzing primary source material on Jefferson's "laissez-faire" policy, for example, I will break it down into manageable parts:

- a. choose a friend (approved by me) to read aloud the primary source handout together
- b. decide together what three most important points to highlight, or what I might test them on based on prior knowledge.
- c. fill out an organizational chart to show how these pieces of information on "laissez-faire" match Jefferson's states' rights policies. The rest of the class might be explaining in a short essay how these two political theories compare.

2. To help Brittany control her work-avoidance behaviors, I will use positive reinforcement and behavior modification techniques, suggested by my field instructor, to emphasize desirable habits instead of punishment. I will use a checklist to keep track of how many times she is talking inappropriately, out of her seat during work time, and using work periods ineffectively. These checklists could be discussed with her privately to make her aware of these issues. My goal here is to institute a system of rewards for improving these behaviors so that she gets more work done and earn higher scores. The checklist (which includes all students in the class to avoid singling out only Brittany) would look like this:

Strikes and Runs

Week of:

Rule 1: Sit in assigned seat unless given permission to get up.

Rule 2: Raise your hand for permission to speak.

Rule 3: Use class time wisely to complete assignment.

Strike 1--Warning

Strike 2--Write or contact parent

Strike 3--Detention

Rewards (Runs): Add 10% Coupon, Skip Assignment Coupon, Extra Credit Coupon, Candy, Free Time

Student:	<i>M</i>	<i>Tu</i>	<i>W</i>	<i>Th</i>	<i>F</i>
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Juliana

Anthony

Darla

Kishan

Eric

Antonio

Mason

Jeremy

Alex

Christian

Dillon

Alexandra

Rebecca

Austin

Kelsea

Amanda

Joe

James

Bao

Madilyn

Patience

Arienne

John

Nick

Karlee

Ryan

Cierra

Duncan

Brittany

Shelby

Jaclyn

Justina

Write the number of the rule(s) broken next to student name.

If Brittany could go an entire week with no marks next to her name, she would earn a reward.

3. A third alternative would be to give her a spot in the classroom to keep her belongings so that lack of materials and organization becomes more of a non-issue in my class. She could also be given a textbook to keep at home until the end of the year, and I could e-mail the worksheets she didn't finish in class to her home. The idea here is to prevent feelings of being overwhelmed by absences or "forgetting" materials. Weinstein's four model teachers ardently recommend seating students like Brittany near the teacher and surrounded by positive role models. If this kind of arrangement still does not block out noise or distractions, I could possibly arrange a "private office area" for Brittany to go to when she can't concentrate.

Regardless of which of these plans I choose for Brittany, I plan to establish a more caring relationship with her that fosters trust and security. In order to reach her I need to get to know her better while showing that I care and believe in her. I will do this by being sensitive to her concerns and emphasizing her strengths. It is my hope that this improved relationship will help me establish and enforce clear expectations for her behavior, and let her experience small learning successes.

Based on my description and understanding, to teach Jeremy better I could:

1. To make sure that Jeremy understands what to do for certain unit activities, I will modify my instruction for him in several ways. When I collaborated with Jeremy's caseload teacher, we discussed several strategies that might help him. Since verbal information can be difficult for him to process, I will use visuals to help him "see" as well as "hear" the directions. I can write out the steps involved and tape them to his notebook or desk. I can color-code assignments, and during a lecture, provide Jeremy with a skeleton outline of the main ideas to fill in. Such an outline might look like this:

<h3>The Louisiana Purchase</h3>
1. Jefferson feared that _____ would want to build an empire in North America.
2. As a result, Jefferson sent an American diplomat to negotiate a purchase of the _____.
3. Because France was again at war with Britain, Napoleon sold the whole Louisiana Territory to Jefferson and his diplomats for _____ dollars.
4. This purchase, though controversial, led to the _____ and _____ expedition.

I could ask Jeremy to repeat the directions to me, and check back with him frequently to check for comprehension while also making sure his desk is free of unnecessary distractions.

2. A second alternative for Jeremy would be to build a better and thus more productive relationship with him so that he feels more comfortable asking for help and voicing his concerns and needs. Chapter 3 in Weinstein and Chapter 8 of Love and Logic suggested some worthwhile advice to accomplish this. I could make a point of saying, "Thanks for asking, Jeremy," and showing that I appreciate his input and his effort on each assignment. I want to make my classroom an inclusive atmosphere for Jeremy while also promoting his autonomy. I feel he needs more opportunities for choices and decision-making to increase his intrinsic motivation and interest in my class. For example, I might allow Jeremy to choose whether or not he wants to work with a partner for a learning activity. I might also give him responsibility for modifying an assignment for himself if he cannot comply with or feels stressed out by the parameters of the original assignment. For example, I might ask the class to map out the route of the Lewis and Clark expedition, and, knowing Jeremy, he might rather describe, in the form of a journal entry, some of the discoveries that were made, as well as the hardships they faced. He would take it upon himself to draw a sketch to accompany his journal descriptions.

When I consider alternatives in comparison, I choose to do for each student what will enable them to experience small successes, thus building up their self-confidence in their own abilities, accomplish more work in class, and earn better grades. For both Brittany and Jeremy, I am going to use a combination of each of the alternatives I made for them and incorporate them into my unit on the "Early Years of the Republic."

4. Description of the implementation and assessment of the effort

My primary focus from January 31 to the end of March this year was to improve the behavior of my 6th hour students, Brittany in particular, who got out of their seat repeatedly during class, talked at inappropriate times, and wasted time in class. To do this effectively and consistently, I determined to present to the students a set of clear expectations, rewards, and consequences that complied with district and school policies, and were effective motivators for the students. I hoped, after putting this plan into action, that the incidences of students getting up, disrupting class by talking out of turn, and not using class time wisely would decrease significantly over the course of the next few weeks, and that Brittany and Jeremy would be able to function better in a calmer, more routine classroom atmosphere. These students, and many others, could not concentrate or effectively do their work when others were wandering around the classroom and creating all kinds of distractions.

Before I began our lesson about the Lewis and Clark Expedition, I gave a series of short instructions/introduction to the class about the rule we were going to focus on this week, which was remaining seated during class unless the student had permission to get up. In the past, techniques such as non-verbal cues or verbal reminders were not always effective, especially with Brittany or Jeremy.

I wrote out a “script” beforehand (see Attachment A) that explained the rule, how I would keep track of who followed the expectation and who didn’t on a checklist (Attachment E), and what the rewards and consequences would be. At the end of the class period, I passed out a coupon for 5 extra credit points to each student who did not get any “strikes,” meaning those who remained in their seat and raised their hand if they needed to get up for any reason.

I did a similar “script” for rule two the following week, which was “Raise your hand for permission to speak” (Attachment B) and for rule three the next week, “Use class time wisely” (Attachment C).

To measure the effectiveness of my three rules, I asked a veteran teacher from another district to observe my 6th hour and record how many times she saw students out of their seat without permission, who talked at inappropriate times, who fooled around instead of working, and the activity that was going on at the time (see Attachment D).

As evidenced by the “Runs and Strikes” Checklist (Attachment E) and the Observer’s Checklist (Attachment D), the distracting behaviors were reduced to a significant degree. Brittany learned to stay seated, stop talking and fooling around, and to at least attempt to do her work, because the students around her did not want to get “strikes.” Jeremy was better able to focus, listen, and follow directions without all the noise and movement that formerly used to bother him and make him nervous.

I made a concerted effort to catch Brittany doing something (anything!) right. I thanked her for loaning a pencil to Dara, for raising her hand to ask for a drink, for paying attention and repeating the directions I had just given (which I did for Jeremy’s sake), and for turning in her drawing of Lewis and Clark. Each Monday I gave her a list of topics and assignments that I had planned for the week, and also e-mailed one home. She had the option, after I made an assignment the students were to work on in class, of raising her hand, coming to me, and discussing an alternative way to learn the objective if she felt unsure/uncomfortable of how to do what the class was doing. Sometimes this was as simple as working with a partner, which I let her do as long as they did not get off task, get too loud, or copy from each other. I changed my seating chart so that I could better keep an eye on both her and Jeremy. I also gave her a box for her belongings, and asked her to choose a place for it on the bottom bookshelf, and let her choose what color of pencil and spiral notebook she would like to keep in it, along with her textbook. Although she still seems somewhat unsure that she can do the work (she would never admit this), she likes the idea of not having homework, getting grades on Power-School instead of missing assignments, and the fact that I will make adjustments as long as she puts in the effort during 6th hour. She knows that, if she gets no strikes, and spends class time doing her work, I will have some positive things to say about her at Parent-Teacher conferences next month.

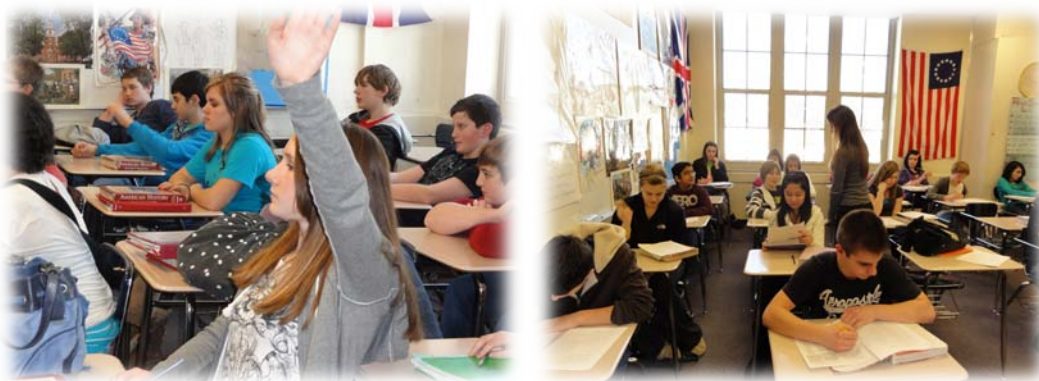
I made somewhat similar efforts for Jeremy. I made sure to hand Jeremy an index card each day with two or three written directions of the steps he needed to do in order to complete the activity. I praised him shamelessly for raising his hand, coming up to me, and asking me to clarify any of these steps. He, too, had the standing option to modify how he wanted to prove

to me that he had learned the day's objectives. If he didn't want to do a map worksheet, he was allowed to make his own map. I often asked him to repeat one of the steps for someone else in the class, which he had on the index card in front of him. He learned that it was better to get some of the extra stuff he had, like his math book and binder, off his desk and on the rack underneath, while he was working on history, so he wouldn't be distracted or bothered by those things being in the way.

I was encouraged by the results of testing my hypothesis, that if I made sure my classroom expectations and activities were predictable, secure, and structured, both Jeremy and Brittany would be better able to complete their work in class and learn our lesson objectives. Although Brittany and Jeremy still occasionally have their bad days (don't we all), I am gratified that my improved relationship with each of them allows them to tell me what is going on and helps them to move on, feel better about themselves and their abilities, and to get more assignments done in class.



Before



After

Attachment A: Script 1—Introducing Rule 1 (Remain Seated)

Attachment B: Script 2—Introducing Rule 2 (Raise your hand for permission to speak)

Attachment C: Script 3—Introducing Rule 3 (Use class time wisely)

Attachment D: Observer Checklist, 2-16-11

Attachment E: Strikes and Runs Checklist, Week of 2-14-11

Attachment A:

For 6th hour: Script for Rule #1—Stay seated unless given permission to get up.

Now that it's second semester, I think you're ready for something new. When I say "Class?" you **immediately** turn to me and say "Yes?" You have to respond quickly. However I say "Class," that's how you have to say "Yes." Let's practice. (do it 3 different ways. Make sure they answer quickly.)

Now here's the rule we're going to work on this week: you must sit in your assigned seat for the entire period, unless I give you permission to get up. Turn to someone next to you, in front of you, or behind you, and teach each other the rule we are going to work on this week. (give them about 20-30 seconds, then say "Class" to get them back.)

Now that you know the rule we will be working on this week, here's how we're going to keep score. I have this clipboard to keep track of who follows the rule and who doesn't. If I see you out of your seat without permission, or not sitting in the seat I assigned you, I will say, "George, you are out of your seat without permission," and I will put a "1" after your name, because you broke rule 1. The first time will be "strike 1", and it is a warning. Please turn to someone next to you, in front of you, or behind you and teach each other how we're going to keep track of who follows the rules. (give them about 20-30 seconds, then say "Class" to get them back. If necessary, remind them how they are supposed to turn to you and say "Yes.")

If you are out of your seat again today, after you have been warned, I will make another "1" after your name. This is "strike 2", and you will have your choice of writing about the rule you broke, and how you plan to follow this rule in the future, or a phone call/e-mail from me to your parent about your difficulty remaining in your assigned seat. Please turn to someone next to you, in front of you, or behind you, and teach each other what will happen if you get "strike 2." (give them about 20-30 seconds, then say "Class" to get them back. If necessary, remind them how they are supposed to turn to you and say "Yes.")

If you should choose to get out of your seat without permission a third time during class, this is "strike 3," and it is an automatic detention. Please turn to someone next to you, in front of you, or behind you, and teach each other what will happen if you get "strike 3." (give them about 10 seconds,

then say “Class” to get them back. If necessary, remind them how they are supposed to turn to you and say “Yes.”)

At the end of the day, I will reward students who have followed the sitting rule for the entire class period. I will know who to reward, because it will be on my clipboard. The rewards might be different from time to time, but some examples will be candy, an “Add 10% to your Score” coupon, a “skip assignment” coupon, an “Extra Credit” coupon, or free time. You might be able to suggest other rewards you might like for following the rules. Please turn to someone next to you, in front of you, or behind you, and teach each other what rewards you might receive if you don’t get any strikes for being out of your seat the entire period. (give them about 20-30 seconds, then say “Class” to get them back.

Now, is everyone where they belong? We’re working for a “5 Extra Credit Points” coupon today, or a piece of candy if you prefer. Let’s begin our lesson.

Attachment B:

For 6th hour: Script for Rule #2—Raise your hand for permission to speak.

Don’t say anything yet—just listen for a moment. When I say “Class?” you **immediately** stop talking, turn to me, and say “Yes?” You have to respond quickly, but you cannot shout. **Wait until I’m done** saying “Class” because however I say it, that’s how **you** have to say “Yes.” I will not be shouting “class,” so you should not be shouting “yes.” Let’s practice. Just these 3 rows: Not quick enough—say “awwwwww.” Let’s try it again. “Class?” Now these 3 rows: Last 2 rows, see if you can beat that (remember, not loud, but quick, and the same way that I say it. Good—one-second party: “Oh, yeah!”

Now that we’ve practiced rule 1 all last week (sit in your assigned seat unless given permission to get up), I think you’re ready to add rule number 2. This week, besides staying in your seat, we’re also going to work on “raise your hand for permission to speak.” When I say “teach,” you are going to say “Okay” exactly the same way that I say “teach” to you, then turn to someone next to you, in front of you, or behind you, and teach each other the 2 rules we are going to work on this week. Ready? Watch me: clap, clap, clap, teach! (give them about 10-20 seconds, then say “Class” to get them back.)

Now that you know the rules we will be working on this week, here’s how we’re going to keep score. Remember the clipboard? If I see you out of your seat without permission, or not sitting in the seat I assigned you, I will say, “Joe, you are out of your seat without permission,” and I will put a “1” after your name, because you broke rule 1. If you are talking without permission, I will put a “2” next to your name, because you broke rule 2. The first mark you get (either a 1 or a 2) will be “strike 1”, and it is a warning. When I say “teach,” you are going to say “Okay” exactly the same way that I say “teach” to you, then turn to someone next to you, in front of you, or behind you and teach each other how we’re going to keep track of who follows rule 1 and rule 2. (give them about 10 seconds, then say “Class” to get them back.

If you are out of your seat a second time, or talk again without permission today, , I will make another “1” or “2” after your name. This is “strike 2”, and you will have your choice of writing about the

rule you broke twice, and how you plan to follow this rule in the future, or a phone call/e-mail from me to your parent about your difficulty remaining in your assigned seat, or remaining quiet during class. When I say “teach,” you are going to say “Okay” exactly the same way that I say “teach” to you, then turn to someone next to you, in front of you, or behind you, and teach each other what will happen if you get “strike 2.” (give them about 10-20 seconds, then say “Class” to get them back).

If you should choose to get out of your seat, or talk without permission a third time during class, this is “strike 3,” and it is an automatic detention. When I say “teach,” you are going to say “Okay” exactly the same way that I say “teach” to you, then turn to someone next to you, in front of you, or behind you, and teach each other what will happen if you get “strike 3.” (give them about 10 seconds, then say “Class” to get them back.)

For some of the activities we do in class, it will be okay to walk around, or to talk to your partners about an assignment. I will always let you know if this is the case. To help you remember when it is okay to talk or to get up, and when it is **not** okay unless you have permission, I am going to hang these signs up in the front of the room. So if you’re not sure about raising your hand, look up here. Red always means ask for permission; green means it is okay to get up, or converse, without asking. When I say “teach,” you are going to say “Okay” exactly the same way that I say “teach” to you, then turn to someone next to you, in front of you, or behind you, and teach each other what these red and green signs mean.” (give them about 10 seconds, then say “Class” to get them back.)

You notice that there is one more sign up here about Respect. Respect is an unwritten rule where ever you go. It is expected of every person, every day, no matter if you are at school or at work when you someday get a job. Respect is what the constitution is based on—our rights, our values, our beliefs, our well-being. It means we don’t hurt others, whether by word or by deed. We will talk more later about what respect means. When I say “teach,” you are going to say “Okay” exactly the same way that I say “teach” to you, then turn to someone next to you, in front of you, or behind you, and teach each other what some examples of respect might be.” (give them about 20 seconds, then say “Class” to get them back).

At the end of the day, I will reward students who have followed both the sitting rule, and the no talking rule, for the entire class period. Say “Oh, yeah!” (Remember, no shouting.) I will know who to reward, because it will be on my clipboard—there will be no 1’s or 2’s next to your name. Later on, after winter break, we will begin working for class rewards, like free time, or time to play an online game on the laptops. When I say “teach,” you are going to say “Okay” exactly the same way that I say “teach” to you, then turn to someone next to you, in front of you, or behind you, and teach each other how we are going to earn both individual and class rewards (give them about 10-20 seconds, then say “Class” to get them back).

Now let’s begin our lesson for today. Remember, both the sitting and the talking signs are on red right now, so that means you must remain seated, and ask permission, or be called on, in order to speak. We will work for a Bonus 10% on any assignment coupon today.

Attachment C:

For 6th hour: Script for Rule #3—Use class time to finish assignment.

Let's review "Class—Yes." When I say "Class?" you **immediately** stop talking, turn to me, and say "Yes?" You have to respond quickly, but you cannot shout. **Wait until I'm done** saying "Class" because however I say it, that's how **you** have to say "Yes." I will not be shouting "class," so you should not be shouting "yes." Let's practice. Just these 3 rows: Not quick enough—say "awwwwww." Let's try it again. "Class?" Now these 3 rows: Last 2 rows, see if you can beat that. Remember, not loud, but quick, and the same way that I say it. Good—one-second party: "Oh, yeah!"

Now that we've practiced rule 1 (sit in your assigned seat unless given permission to get up), and rule 2 (raise your hand for permission to speak), I think you're ready to add rule number 3. This week, besides staying in your seat, and not talking inappropriately, we're also going to work on using class time wisely. This means that you will work on the assignment you are given during class, and not waste time or fool around when you are supposed to be working. When I say "teach," you are going to say "Okay" exactly the same way that I say "teach" to you, then turn to someone next to you, in front of you, or behind you, and teach each other all 3 of the rules we are going to work on this week. Ready? Watch me: clap, clap, clap, teach! (give them about 10-20 seconds, then say "Class" to get them back.)

Now that you know the rules we will be working on this week, here's how we're going to keep score. Remember the clipboard? If I see you out of your seat without permission, or not sitting in the seat I assigned you, I will say, "Joe, you are out of your seat without permission," and I will put a "1" after your name, because you broke rule 1. If you are talking without permission, I will put a "2" next to your name, because you broke rule 2. If you are not doing your assignment when you are supposed to be doing it, I will put a "3" next to your name, because you broke rule 3. The first mark you get (either a 1 or a 2) will be "strike 1", and it is a warning. When I say "teach," you are going to say "Okay" exactly the same way that I say "teach" to you, then turn to someone next to you, in front of you, or behind you and teach each other how we're going to keep track of who follows rule 1, rule 2, and rule 3. (give them about 10 seconds, then say "Class" to get them back.)

If you are out of your seat a second time, or talk again without permission today, or I have to remind you again to get to work, I will make another "1," "2," or "3" after your name (indicating which rule you broke a second time. This is "strike 2", and you will have your choice of writing about the rule you are breaking, and how you plan to follow this rule in the future, or a phone call/e-mail from me to your parent about your difficulty remaining in your assigned seat, or remaining quiet during class, or doing your classwork. When I say "teach," you are going to say "Okay" exactly the same way that I say "teach" to you, then turn to someone next to you, in front of you, or behind you, and teach each other what will happen if you get "strike 2." (give them about 10-20 seconds, then say "Class" to get them back).

If you should choose to get out of your seat, talk without permission, or not do your assignment a third time during class, this is "strike 3," and it is an automatic detention. When I say "teach," you are going to say "Okay" exactly the same way that I say "teach" to you, then turn to someone next to you, in

front of you, or behind you, and teach each other what will happen if you get “strike 3.” (give them about 10 seconds, then say “Class” to get them back.)

For some of the activities we do in class, it will be okay to walk around, or to talk to your partners about an assignment. I will always let you know if this is the case. To help you remember when it is okay to talk or to get up, and when it is **not** okay unless you have permission, remember our signs hanging up in the front of the room. So if you’re not sure about getting up, raising your hand, or doing your work, look up here. Red always means ask for permission; green means it is okay to get up, or converse, or relax with a little free time without asking. When I say “teach,” you are going to say “Okay” exactly the same way that I say “teach” to you, then turn to someone next to you, in front of you, or behind you, and teach each other what these red and green signs mean.” (give them about 10 seconds, then say “Class” to get them back.)

You remember that there is one more sign up here about Respect. Respect is an unwritten rule where ever you go. It is expected of every person, every day, no matter if you are at school or at work when you someday get a job. Respect is what the constitution is based on—our rights, our values, our beliefs, our well-being. It means we don’t hurt others, whether by word or by deed. When I say “teach,” you are going to say “Okay” exactly the same way that I say “teach” to you, then turn to someone next to you, in front of you, or behind you, and teach each other what some examples of respect in our class might look like.” (give them about 20 seconds, then say “Class” to get them back).

At the end of the day, I will reward students who have followed both the sitting rule, and the no talking rule, and the doing your work when you are supposed to for the entire class period. Say “Oh, yeah!” (Remember, no shouting.) I will know who to reward, because it will be on my clipboard—there will be no 1’s, 2’s, or 3’s next to your name. I will keep these strikes and runs charts to show your parents at conference time how well you follow the rules. Later on, after winter break, we will begin working for class rewards, like free time, or time to play an online game on the laptops. When I say “teach,” you are going to say “Okay” exactly the same way that I say “teach” to you, then turn to someone next to you, in front of you, or behind you, and teach each other how we are going to earn both individual and entire class rewards (give them about 10-20 seconds, then say “Class” to get them back.

Now let’s begin our lesson for today. Remember, both the sitting and the talking signs are on red right now, so that means you must remain seated, and ask permission, or be called on, in order to speak. By Friday, anyone who has no strikes for the week will earn a “Skip 1 Assignment” coupon. Would you like that? Good—one-second party: “Oh, yeah!”

Attachment D:

Classroom Behavior Management			
Hour: 6 th	Student Behavior		
When Behavior Occurred	Out of Seat	Talking out of Turn	Wasting Class Time / not working
During teacher instruction			
During classwork time			
When another student is contributing			
During transition times			
Observer: Ginger Miller			Date: 2-16-10
Notes:			
Rule #3 introduced 2-14-10: Make good use of time in class.			
Reward: student's choice -- 10% assignment bonus, 5 extra credit points, candy			
Reward for 5 weeks with no strikes -- 1 skip assignment ticket.			

Attachment E:

Strikes and Runs		Week of: February 7th, 2011			
Rule 1: Sit in assigned seat unless given permission to get up.					
Rule 2: Raise your hand for permission to speak.					
Rule 3: Use class time wisely to complete assignment.					
Strike 1--Warning		Strike 2--Write or contact parent		Strike 3--Detention	
Rewards (Runs): Add 10% Coupon, Skip Assignment Coupon, Extra Credit Coupon, Candy, Free Time					
Student:	M	Tu	W	Th	F
Juliana					
Anthony				11	
Darla	1		22		
Kishan	2				
Eric		1	2		
Antonio			2		
Mason		1		11	
Jeremy					
Alex				2	
Christian					
Dillon		1			
Alexandra					
Rebecca					
Austin				1	
Kelsea					
Amanda					
Joe	1	1	2		
James		1			
Bao					
Madilyn		1			
Patience					
Arienne		1			
John	1	1	12	1	
Nick					
Karlee			2		
Ryan	11				
Cierra					
Duncan					
Brittany					
Shelby					
Jaclyn					
Justina			2		

Write the number of the rule(s) broken next to student name.

MSU Course work Day