Building Blocks of a Functional Classroom Community: A Case Study of the Challenges to Construct a Successful Environment of Learning.

by

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Abstract

The purpose of this study was to examine a classroom's dynamics to investigate how one teacher describes students' disruptive behavior and the strategies used to maintain classroom integrity for a more conducive environment for learning. This study was conducted using a single case mixed methods approach to capture the complete essence of the classroom community experience. Qualitative methods were employed as a venue for the teacher's voice which revealed her perception, or reality, while quantitative methods explored the frequency and categories of students' disruptive behaviors as well as teacher responses to those disruptive behaviors. A comparison between the teacher's reality of the classroom in the initial and exit interviews and the researcher's observations were examined to uncover any connections and disconnections in the data. The findings discovered an imbalance between the two worlds in that disconnections between the teacher's reality and observations suggested a clear lack of teacher connectedness to the classroom. The findings from this study will be added to the existing literature.

Acknowledgments

> All mankind is of one author, and is one volume; when one man dies, one chapter is not torn out of the book, but translated into a better language; and every chapter must be so translated...As therefore the bell that rings to a sermon, calls not upon the preacher only, but upon the congregation to come: so this bell calls us all: but how much more me, who am brought so near the door by this sickness...No man is an island, entire of itself...any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee. (Donne, J, nd./Alford, H, 1839)

If there is one thing I have learned from this endeavor it is that this journey was never mine alone and that many souls shared in both the elations and despair in the research of this dissertation. My first acknowledgment is to thank my Lord and Savior. Without his unconditional love for me, my family, and friends this dissertation may not have seen fruition. Next, I would like to thank my wife Kim, my daughter Samantha, and my son Jonathan for their invaluable assistance in helping in every way from the endless hours of listening to content threatening to make their ears bleed to the editing process which was more valuable than they will ever know. For this and much more, I love them dearly.

I wish to express my deepest gratitude to my committee members: Dr. Theresa McCormick, Dr. Paris Strom, Dr. Megan Burton, and Dr. Deborah Morowski, for their professionalism, time, and support. I would like to especially thank Dr. Theresa McCormick for no advisor could reach the level of mentorship that she has shown me.

Last, but not without great conviction, I would like to acknowledge my pedagogy for teaching and learning for this is my lens, my voice, to all things in education:

As a professional educator, I believe that teaching lays the foundation for the hopes, dreams, inspirations, commitments, and dedication that is required for students to accomplish their own professional goals. I believe it is an educator's goal to infuse students with the knowledge and skills that will empower them to make responsible and informed choices about their own lives. I believe that to do this we must first ensure our students understand that we will provide an environment that fosters a commitment to their well-being. We must not only meet a student's basic needs we must also discover and utilize the learning styles for each individual student. I believe that purpose and meaning for a student comes from this individuality and the interactivity of the learning experience. Students construct knowledge best when new knowledge is scaffold with their previous knowledge, personal experiences, and social interaction. I believe that teaching must be interdisciplinary, connecting curriculum in ways that help students comprehend the relationship that binds and compliments the content to each subject. To ensure comprehension of the student's learning, I believe that assessment must be incorporated in the learning process to measure the quality of their learning. And just as assessment should be a part of the learning process, so should reflection. I believe that through reflection of assessments teachers are able to gauge the quality of their teaching and student's learning and to make valuable adjustments to ensure students receive the best from their educator.

I believe that students will discover learning to be most meaningful when their efforts and actions receive a timely feedback. I will reinforce efforts towards successful learning through celebration. I believe that the culmination of a student's efforts towards success of educational

goals and behavior must be acknowledged by the teacher and parents/guardians as well as an intrinsic celebration by the student. On the other hand, students who make less than desired efforts toward learning and positive behaviors must understand that they are responsible for their own actions; and their actions will have consequences. These consequences will be designed to allow students to develop positive behaviors towards their educational success, self-respect, and respect for others. I believe that through the teamwork of the teachers, administrators, and parents/guardians our students will be encouraged to strive for the best in themselves, both inside and outside the classroom.

I believe that teachers must make great strides to be culturally proficient educators. By becoming actively aware and appreciative of our own unique heritage, beliefs, and biases, educators are better able to understand and appreciate the multi-diverse nature of their students. This understanding must be reflected through the interdisciplinary discovery and awareness of individuals with disabilities and the embracement of all cultures while providing the specific linguistic means for each student's participation, comprehension, and assessment. I believe that with cultural knowledge we can also promote gender sensitivity while respecting the role differences of each culture, including our own. I believe that we should bridge our families to the classroom; the knowledge attained about each student will strengthen our teaching and their learning.

I have high aspirations as an educator because I know the quality of my beliefs will be reflected in the students I will teach. There is no resource in our world more valuable than our children. We owe them our best so they will eventually become their best.

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Chapter I: Introduction

From the first schools in our country's youth to the present day, children have experienced the shifting of dynamics in the classroom that ushered in a new way of teaching and learning that reflected the time. Small rooms in homes and buildings housed this evolution of education that dictated the doctrine from the Puritans who saw fit to shape the souls of the students with harsh discipline and even harsher reasoning for a more socialist society (Popkewitz, 2011, p. 5), to the keepers of the agrarian life that, while individualistic, kept the low expectations of duty to the commune (Popkewitz, p. 6). The body of literature on this period of education describes how intimate societies were more concerned with how the young would eventually contribute to the success of the community and less about the dynamics of the interaction between the occupants of the classroom.

As times changed, theorists such as John Dewey who understood the need for change, unfortunately, witnessed how the classroom had become a formal breeding ground for activists to make changes for change's sake as a cyclic process in the education system that would probably never see the light at the end of the tunnel (Dewey, 1902/2001, pp. 390 – 391). He suggested that what students needed to learn to be successful in society was not the focus of teaching, and that the dissolution lied betwixt the expectations of the future and the inadequate preparation in the present classroom (Dewey, pp. 393 – 394). The beguile caused by such a dichotomy lingers today as is evidenced by the mandates of the No Child Left Behind Act of 2001 which commands a 100% proficiency in reading and math by the year 2014 (Ed.gov, 2008). However, by the year 2011 national averages for fourth grade reading proficiency were

only at 34% and mathematics averages for fourth grade proficiency were at 40% (National Report Card, 2011). It is evident that our educational system of checks and balances is not prepared to provide students with the requirements that society demand of them, yet many of the same assessments are being implemented to ascertain in which direction to seek answers. For too long, the focus has been on the digestion, drill, and assessment of testable items to bring our classrooms back to the glory of old, however, the main ingredients for learning have been overlooked or replaced with the legislature's pen and individuals who are interested in change for change's sake. Simple answers to complex situations are doomed to fail and unseen variables to the outside observer must be brought to light to be considered. Dewey once said:

> No matter what is the accepted precept and theory, no matter what the legislation of the school board or the mandate of the school superintendent, the reality of education is found in the personal and face-to-face contact of teacher and child. The conditions that underlie and regulate this contact dominate the educational situation. (Dewey, p. 394)

This begs to dissuade the administration and legislation from the single-track approach in educational reform and to look closer at the human condition of learning that is predominantly found in the classroom. The interactions between students, the interactions between students and teachers, and the effects of the environment dictate the condition of the classroom and the dynamics of teaching and learning. The one truth that this study may stand on is that there is not just one way to describe a classroom's condition because each classroom is inherently different from the next.

Statement of the Problem

Disruptive behaviors in the learning community have underscored a broad depth of tension affecting how teachers manage their classrooms and teaching (Houghton et al. 1988;

Veenman 1984; Van der Doef & Maes 2002). Aligned with this fact is another fact; most studies concerning students' behaviors are focused primarily on the negative aspects of the behavior. This is left up to the describer's perception for why it is this way. In reality, while a behavior that is disruptive is described it is usually preceded or followed with a description of the desired behavior. For this dissertation all references to behaviors teachers perceive to be desired behaviors are categorized as "pro-social" and behaviors that are perceived to be undesired are categorized as "disruptive." The term disruptive is used for any behavior that disrupts the flow of learning, teaching, and/or sense of well-being. Studies have been conducted that generated a variety of responses for pro-social behaviors; however, it must be noted that the pro-social behaviors for one classroom are subjectively considered to fulfill the needs of that particular classroom. It is in no small part that teachers must be acutely aware of the logistics of the classroom in order to orchestrate desired elements such as pro-social behaviors, room arrangement, and sound procedures for student movement in order to build a successful community of learning. An effective classroom management is inevitably one of the sign posts leading to an enriched academic and social experience for the students and teacher (Larrivee, 1999, p. 35).

Professional development is one area to help develop effective management. McCready and Soloway (2010) investigated technical versus adaptive strategies as a focus for professional development for dealing with disruptive behaviors and encourage learning. Technical strategies are those that are pre-conceived and taught out of context while adaptive strategies require a fundamental change in the student's view of their worth, attitude and traditional behaviors for example (McCready & Soloway, p. 114). Teachers in one school cited the act of being culturally proficient and showing empathy for others as a pro-social behavior that can be adaptive and

benefit students'ability to work together and be sensitive to each other's needs (McCready & Soloway, p. 121). Other studies are even more specific in what is expected in the classroom and describe behaviors relevant to the activity. In a study using a Positive Behavior Support framework, Krasch and Carter (2009) investigated the frequency of behaviors to determine the percentage of on-task versus off-task behaviors. On-task learning behaviors, such as using work time efficiently, using classroom materials appropriately, and finishing work, were compared to off-task behaviors, such as taking too long to complete tasks or transitioning between subjects innefficiently. Understanding when on-task and off-task behaviors occur helps to drive instruction and target those times with strategies to regain on-task behaviors. Efficient use of time with on-task behaviors often means more engagment in learning. Reglin, Akpo-Sanni, & Losike-Sedimo (2012) investigated how a classroom behavior model focusing on students' internal and external locus of control affected students disruptive behaviors. This study suggested teachers to investigate causes of the behaviors as they might be as a result of cultural, socio-economic, or possibly a negative interaction with others. This study described some of the desired behaviors teachers list: finishing work, extending morning salutations to peers, and raising a hand to be recognized prior to speaking (Reglin, Akpo-Sanni, & Losike-Sedimo, pp. 7 – 15). These behaviors are expected to support academic success as well as strengthening social interactions. Kounin (1970) attributed much of the students' behaviors to how well the teacher effectively creates an atmosphere that is conducive to enthusiasm and motivation for learning. However, even after numerous and varied internal and external avenues to prevent and intervene on behalf of the classroom, students' behaviors will always be a challenge (Levin & Nolan, 2004, p. 194) evolving in ingenuity and strength. While no classroom can really define the features of disruptive, as they are perceived differently by each citizen, the variables can range

from simply talking out of turn to aggressive physical confrontations. However, researchers have discovered through the investigation of behaviors patterns that emerge which can be used to categorize disruptive behaviors. One general description of behaviors to be considered is whether the student is "…internalizing or externalizing…" (Baker, Grant, & Morlock, 2008; Kwon, Kim, & Sheridan, 2012) the behavior. Studies by these researchers attribute inwardly directed behaviors, such as negatively reflecting on attitudes, motives, and situation outcomes of self and others, to the manifesting of self-ostracizing and possible mental disorders as internalizing (Baker, Grant, and Morlock, 2008, p. 3). Behaviors that are more outwardly directed, such as physical and verbal aggression to students and faculty, talking out of turn, not following directions, and being rude and discourteous, are considered externalized behaviors (Baker, Grant, & Morlock, 2008; Kwon, Kim, & Sheridan, 2012).

This delineation in behaviors noted very few studies conducted based on teacher's perceptions of behaviors categorized in this manner. Teacher's perception may be biased based on severity of frequency, severity of impact, or another reason entirely. Some studies have reported teachers experiencing the bulk of challenging behaviors in the form of talking, distracting others, being off-task, and impulsive actions (Ratcliff, Jones, Foster, Savage-Davis, & Hunt, 2010; Thompson & Webber, 2010; Güleç & Balçik, 2011). While each of these studies reported behaviors ranging from what some would consider being minor to behaviors that are more extreme, Güleç & Balçik's 2011 study was aimed at the frequency of all the behaviors the teacher encountered as well as possible antecedents. Out of 23 behaviors analyzed, talking out of turn and verbal aggression were the most frequent while threatening with a weapon to harm persons or property were seen as the least frequent. Other studies were conducted solely to investigate specific behaviors such as bullying and teasing (Houbre, Tarquinio, Thuillier, &

Hargott, 2006; Morrison, 2006; Yoneyama & Rigby, 2006; Kowalski & Limber, 2007; Rigby & Smith, 2011). These behaviors, when left unchecked, have often contributed to the disruption of student learning, and in many cases the physical and emotional security of students and teachers have become weathered. As a result of this, it has become increasingly more difficult for the classroom educator to maintain the management of the classroom, much less increase the efficacy of teaching students.

Many classrooms have become more like a battlefield where power struggles are commonplace and victims fall by the wayside. However, there are many who understand that a classroom should consist of a cooperative process by the citizens of cognitive and socio-emotional development of goals which are mutually responsible and respectful to the citizens (Kerr, Cleaver, Ireland, & Blenkinsop, 2003; Dewey 1916/2004). If teachers are unable to properly educate, if students are unable to learn, then the classroom itself cannot perform the function it was intended.

> "The No Child Left Behind Act has brought increased emphasis on effectiveness and accountability as measured by standardized test scores, and schools have become increasingly focused on issues related to academic achievement. In this climate, school administrators often are hesitant to invest time and resources in programs that focus more broadly on healthy social development and the reduction or prevention of problem behaviors such as delinquency, violence, and substance use." (Fleming, Haggerty, Catalano, Harachi, Mazza, & Gruman, 2005, p.342)

Leitman and Binns (1993) found in their study that "teachers in a violent school environment report being hesitant to discipline students" (p. 431.) Korinek, Walther-Thomas, McLaughlin, and Williams' (1999) study on creating student support in the classroom suggested

that behaviors that are learned as a necessity for the non-school environment may not mesh cohesively with the sensitive nature of social interactions and academic progression (pp. 3 – 4). In a study, in part, to measure the academic achievement of students in the 4th grade that demonstrated disruptive behaviors, Fleming et al. (2005), found that the negative interaction students had with other students who demonstrated outward disruptive behaviors had a negative impact on their academic progress (p. 346). Similarly, Atherly (1990) found when teachers spent an exorbitant amount of time, for example, encouraging students to complete their assignments or create order from pointless squabbling, which resounded in distress for some students (p. 214), the remainder of the community also suffered. Moreover, negative contributions to classroom formal test scores have prompted parent outcries and political responses to seek a culprit for this educational dilemma.

Unfortunately, it seems to have been easier to target blame on educators rather than to correct the behavior of students. Conversely, it is not just the teacher's ability to teach in these classrooms, it is their ability to manage their classrooms using preventative and post strategies to deter obstacles of normalcy. In a study to compare differences between weak and strong classroom teachers, Ratcliff, Jones, Foster, Savage-Davis, and Hunt (2010) described teachers' ability to better maintain an environment conducive to learning based on their effectiveness as classroom managers. They discovered how strong teachers worked and communicated much more with students than teachers lacking in classroom management skills did with their students. Strong teachers who created efficient authentic curricular situations for learning had a higher degree of student engagement. Their findings reported that strong classroom managers spent more time teaching and learning and less time administering punitive charges compared to teachers who lacked in strong management skills. Strong teachers have been found to use a

variety of strategies to prevent disruptive behaviors such as tangible items and non-tangible praise for pro-social behavior focusing on the positive reinforcement. On the other hand, weaker teachers spent over 300% more time attempting to control the disruptive behavior interfering with the instruction of the students, contributing to the approximate 30% of the time actually on task (Ratcliff, et al, p. 310).

Many teachers deemed as less effective classroom managers are new teachers without the benefit of experience. It has been asserted by many researchers that as many as 50% of teachers leave the profession in their first five years (Caples and McNeese, 2010, p. 430). However the method, the classroom has many times become a hindrance to the educational needs of its students; only the classroom can tell.

Rationale for Present Study

To date, researchers have conducted studies to investigate the behaviors of students in the classroom that affect learning and teaching as it pertains separately to perception, impact, and strategies. However, no studies have been found that have investigated all three variables within a single framework. This study is not interested in establishing a set definition to the phenomena of disruptive behavior as there is a different frame of mind for these behaviors as they pertain to various contextual experiences by as many teachers (Arbuckle & Little, 2004). It is only interested in giving a voice to the teachers who teach students within the boundary of the classroom who, in the teacher's view, display the behaviors that inhibit the process of teaching and to learning. Naturally, teachers have and always will have a voice to express themselves in the name of the students they teach, the profession that serves to facilitate learning, and for themselves as teachers with an experience and professional pedagogy to share. These voices "…stand out primarily as instances of thoughtful, visible contribution by working classroom

teachers to important educational deliberations, both small- and large-scale, at times of great change and thus great potential in their various contexts" (Whitney, 2010, p. 2). The voice given to these teachers encouraged them to discuss their perceptions of the disruptive behaviors, including the antecedents to behaviors, rating of influence on confronting the behaviors, and personal state of mind. The depth of this dissertation does not come from the examination of disruptive behaviors alone but in the description and meaning behind the descriptions that drive teachers to become vigilante knights in shining armor to detect risks and protect their charges from themselves and each other; to teach their charges to overcome, forgive, and carry on; and to be inventors who seek new solutions when one may not have been there before. A teacher's voice is authentic and contextual. People use phrases like "He's just a pencil pusher" for a reason. Teachers want to hear what other teachers have to say because they have been there and lived the experiences. There are no ulterior motives, no pillow talk one might hear from an administrator, only the truth as the teacher's voice describes it. Teachers' voices on their perceptions of behaviors have been widely supported through the examination of research studies to make improvements to existing strategies or devise new solutions meant to examine and change disruptive behaviors to behaviors considered more pro-social and conducive to learning (McCready and Solloway, 2010; Feueborn & Chinn, 2012). Teachers' voices on the impact disruptive behaviors have on the classroom has leant research a hand with the real challenges by students with emotional and behavioral disorders (Lane, Wehby, Little, & Cooley, 2005a; Cullinan & Sabornie, 2004). In these studies, teachers have voiced their experiences teaching with children who display episodic and continuous symptoms, including bipolar disorder, behavioral disorders, depression, violent tendencies, thoughts and acts of suicide, and a wide variety of social deficits. These students bring on a new meaning to the dichotomy between

behavior and learning that new teachers have never experienced and will not likely be taught in the university. This makes teachers' voices invaluable to pre-service and new teachers as research literature is to the researcher. By examining the reciprocity between teacher's perceptions, the impact on the classroom environment and citizens, and strategies teacher use to establish and maintain classroom management, this study will add to the base of literature a new foundation for theorizing behaviors and behavior management in the classrooms.

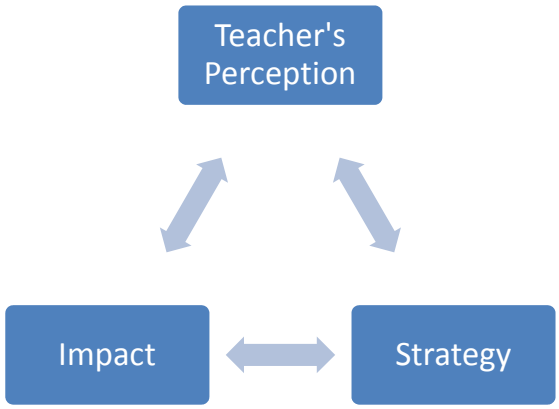

Figure 1. Model of reciprocity between the teacher's perception of student's disruptive behaviors, the impact of the disruptive behaviors, and the strategies teachers implement needed to build a successful classroom community.

Examination of this study should give teachers a better understanding of disruptive behaviors and their challenges in order to build a solid foundation for their classroom management. Just as important is how teachers may learn to equip students with the skills and attitudes to become integral members of their community, which will ultimately become an asset to themselves and their peers for the sake of learning and social development. While student behaviors are investigated in this study, teachers' behaviors are also revealed in the strategies chosen to prevent and counter students' disruptive choices. There is no order of precedence to the reasons this study should be conducted. However, deliberating student behaviors as an ingredient to student achievement to dispel the myth that teachers are the sole proprietors to their success is of importance. While the road to effective classroom management relies heavily on

the abilities, beliefs, and resources of the teacher, students' behavior manifesting from their internal and external locus of control can be either a pro-social contribution or a disruptive influence. Now, more than ever, it has become the latter. If student behaviors are not investigated, dispatched, and then added to the literature as effectively as possible then there may be a crisis in teacher obtainment and attrition this nation will not recover from soon.

For this reason, it is ultimately important to discover the voices of teachers. Their ability to effectively enlighten stakeholders of education to the inner workings of the classroom and those elements that affect all students' ability to learn and socially develop with or without risks from disruptive behaviors greatly impacts the success of future strategies. Their voices will also give hope to pre-service and new teachers as their expected load of stress is lightened with the weight of knowledge.

Purpose of the Study

The purpose of this single case study was to investigate a teacher's description of students' disruptive behaviors and strategies this teacher implemented to counter students' disruptive behaviors. This purpose is guided by multiple frameworks investigating classroom interactions. It is the reciprocity of a teacher's perspective of disruptive behaviors in the classroom, the impact of disruptive behaviors in the classroom, and strategies the teacher used to prevent and counter the effects of disruptive behaviors in the classroom that must be examined in order to answer this study's questions. This study was constructed using the literature of previous research scaffolded with the voices of teachers' expressing their perceptions of classroom experiences. The study was designed to add to the literature its own rich description of the challenges of building and maintaining this particular classroom, including the teacher's

perceptions of disruptive classroom behaviors, the observed frequency of those disruptive behaviors by this researcher, and observed teacher responses to those behaviors.

In an effort to provide insight to this classroom's environment, citizens, and model of management to build and maintain a functional environment of teaching and learning the following questions were posed for investigation:

1. How does one teacher describe behaviors that are disruptive to teaching and learning in their classroom?

2. What strategies does a teacher employ to create and re-establish an effective learning environment when disruptive behavior occurs?

Definition of Terms

1. Aggression – overt acts of physical or verbal expression resulting in physical or emotional distress to self or other persons, or physical damage to property.

2. Behavior – The Merriam-Webster dictionary (2012) defines the noun '*behavior'* as "the manner of conducting one's self" and "anything that an organism does involving action and response to stimulation."

a. Disruptive behavior – Behaviors that disrupt teaching, learning, and classroom citizens sense of well-being (Teacher's Perception)

b. Pro-social behavior – Behaviors conducive to teaching, learning, and developing social development (Teacher's Perception)

2. Bullying – the physically and emotionally aggressive imbalance of one or more individuals over weaker individuals.

3. Citizenship – the active and voluntary involvement of a person's intent and actions toward the betterment of self and the classroom.

4. Classroom – the fixed or non-fixed location where teaching and learning takes place.

5. Community – a body of individuals with shared interests and goals.

6. Delinquency – contributing to falsehoods, misappropriating property belonging to others, inappropriate language, and the removal of self from the appropriate location for learning.

7. Disobedient – not following instructions given by the teacher, arguing with the teacher, or not abiding by the classroom expectations.

8. Disrespectful – having little or no respect for others and demonstrating a lack of courtesy.

9. Distractibility – failure to stay on task, preventing other students from learning or requiring excessive attention from others.

10. Strategy – a plan or method to bring about a desired outcome.

11. Teacher attrition – the reduction in strength of teacher presence in the education systems.

12. Teasing (anti-social) – the unwarranted verbal and emotional disparagement upon an individual or individuals.

13. Teasing (pro-social) – the mutually perceived positive banter and hijinks between friends and persons without ill intent.

Chapter II: Literature Review

The literature described in this literature review was researched based on the following conditional elements: a) the focus and context of the lived classroom experience; b) disruptive behaviors that affect the classroom and all of its citizens and the strategies teachers employ for these behaviors; and c) an examination into the reciprocity between the teacher's perception of behaviors, the impact of the behaviors on learning, teaching, and well-being, and strategies for the behaviors. Teachers' perceptions of behaviors are influenced by the impact of behaviors, perception of behaviors and the impact of behaviors influence strategies, and the way strategies affect targeted behaviors shape perceptions of the behaviors and their impact on the classroom. Evidence of these assertions from warrants in the literature has been integrated throughout each section in this review. However, no literature has been found that provides warrants for all three assertions simultaneously. It is this researcher's assertion that all three do coexist and must be presented consecutively to afford readers the full value of each. There are three main sections in this review centered on this reciprocity. Without exhausting all possible correlations, another influence on teachers' perception of behaviors in the classroom is one of a more historical nature.

Confucius once said, "Study the past if you would define the future" (Quotations by Author, 2013). In other words, history is, in part, an opportunity to seek new and better ways of living. At the heart of history is each person's perception of it. The perception a teacher forms from the behavior in his or her classroom comes not just from the history created in the classroom, but also from the hallowed corridors of the systems created to evaluate and decide the fate of controversial behaviors. Many of these behaviors, such as peer harassment, bullying, and

learning disruptions, are detrimental to student learning and well-being (Fleming, et al, 2005; Kwon, Kim, & Sheridan, 2012; Lane, Barton-Arwood, Nelson, & Wehby, 2008 & Smith, et al. 2010), which will be discussed in subsequent sections of this literature review. Some of these decisions affecting the classroom were first seen as a result of a court case, usually affecting a single school. However, the rulings on these cases are widespread in that they have been used to help decide other situations involving other behaviors. These rulings may have also influenced the perception teachers have of a particular behavior and how they might have responded to that behavior.

One prominent example involved the teachers' responsibility for students' behaviors. Cases such as New York's *Ferraro v. Board of Education (1961)* ruled that school faculty were responsible for students' behaviors once they were aware that the student was prone to such behavior (Yell, 1997). In this case, a substitute teacher was not made aware of one of the student's tendencies toward violence and the school was ruled to be negligent when the student attacked another student. In a similar case in Pennsylvania, *Cohen v. the school district (1992),* a student was attacked by a peer with violent behavior tendencies (Yell, 1997). Because there was little supervision for the student the school was found to be negligent. The impact of these behaviors and their court rulings on liability affected how teachers planned their activities as well as the logistics of the daily interactions between students. Many studies described the effects certain court rulings have had on the overall perceptions teachers have regarding student behaviors (Grube & Lens, 2003; Holben & Zirkel, 2011). Hoben & Zirkel investigated liability for student fighting and how this affected student safety. With a remarkable finding by the court system to show significant reason to not hold teachers as liable, researchers in this study found teachers' attitudes toward student behaviors to be less concerned than expected. In this study,

only 25% of the reported student fights resulted in any response by teachers. Grube and Lens investigated the sexual misconduct of boys towards female students. The court's ruling from *Davis v. Monroe County Board of Education (1999)* created a paradox in that because behaviors in the school setting cannot be reasonably interpreted, educators must evaluate the behaviors based on stringent criteria. Unfortunately, the perception of successfully stopping the harassment using these criteria was mostly viewed as a moot point, and some faculty vacated the effort altogether. More recently, one of the more significant problems was with the use of personal technology in the classroom. With teachers and students sitting on both sides of the aisle there didn't seem to be much in the way of a bipartisan agreement between proponents and opponents. Proponents sought to convince stakeholders of the benefits of smart phones and their ability to access information for class activities. One such school system was the Montgomery County school district in Montgomery, Alabama. Tamika Bickham, a contributing reporter with WNCF-TV of ABC Montgomery and Alabamanews.net quoted the Montgomery County School Superintendent, Barbara W. Thompson, in a July 23, 2012 interview as stating, "The world is changing. Everyone is using technology. With all the apps you have on a cell phone, you can use the cell phone in the classroom instructionally, and it's a technique that we don't need to ignore." Among opponents to this action were teachers and many parents who were concerned about the distractions and added burdens on overtaxed teachers who have historically ran afoul of cell phone disruptions to learning and teaching. Driving this point home, the superintendent was also quoted saying, "I think a teacher who is monitoring their classrooms, would be able to walk through the classroom and see who's texting, who's doing what." Parents, on the other hand, disagreed. Bickham stated that parents were concerned that it would be too easy for students be off task, describing parents' sentiments "…with today's phones you can go from

texting to using a calculator with just one click" (Bickham, 2012). This type of policing action can be seen as additional time taken away from teaching as well as an additional distraction to learners when forward motion stops to engage disruptive behaviors. While this school's system has changed their policy from confiscating cell phones in the effort of staving off disruptive behavior situations to propping the door open completely, it is to be seen if the courts will become involved. One study investigated several court cases that have involved the inappropriate use of cell phones siding with the schools' policies to ban materials deemed to be disruptive to learning (Diamontes, 2010). Because these rulings and policy changes affected the behaviors of students in the classroom, it is unlikely that teachers' perceptions of these behaviors in general will go unscathed. From the aforementioned case that made it difficult for the faculty to protect girls from the sexual misconduct of boys to the decisions that sided with school policy, how teachers viewed students' behaviors may have depended entirely on the perception of the successful or failed attempts to replace disruptive behaviors with pro-social behaviors.

Most researchers would agree, as would all educators, that the word "classroom" can be defined as a place where one is educated. Of course there is more than this simple definition, yet, nonetheless, it is the location where one learns academically and socially. Most researchers and educators would also agree that the occupants and environment dictated the dynamics and the plethora of variables that coexist have either promoted learning or hindered it (Barnett & Brackenreed, 2006; Johansen, Little, & Akin-Little, 2011; Osher, et al, 2004). One such variable was the student behavior in the learning environment. The Merriam-Webster dictionary (2012) defined the noun "behavior" as "the manner of conducting one's self" and "anything that an organism does involving action and response to stimulation." Behaviors can be either pro-social or disruptive, depending on the intent of the individual and perception of the individual (s)

subjected to the behavior. Researchers have made numerous attempts to define behaviors as either pro-social or disruptive; however, one person's good or bad behavior is another person's normal. Nonetheless, as a result of these behaviors, either positive or negative consequences manifested as a reaction to the specific actions of the individual. Pro-social behaviors are more apt to produce positive outcomes, while disruptive behaviors are more apt to produce negative outcomes. In the context of the school classroom, the consequences of one's behaviors are rarely directed solely toward the epicenter, but are emanated outward, affecting other individuals in the shared environment. As residents of these environments, students and teachers generally do not condone behaviors that tend to cause disequilibrium in a non-academic event and thus render the environment uninhabitable for teaching and learning.

One theorist in psychology, Alfred Adler (1986), suggested that humans have the obligation to further the positive development of the world in order to postulate the reason for the existence of man (p. 16). In other words, if citizens do not behave as good citizens, then the life they lived was for not (Adler, p. 16). Moreover, his theories accepted the notion that, if one walked this life while having sustained only their own needs without a social contribution, their eventual absence has been without foul to those who would have benefited (Adler, p. 16). With the latter, I must respectfully disagree. Newton's Laws of Motion, though not behavioral theories, contradict this idea, as does the aforementioned definition for the term "behavior." If one is capable of witnessing an atrocity with apathetic disregard, then there must be a disjoint between the real world and his or her understanding of the social world.

Psychologist and Social theorist Jerome Bruner and Cognitive theorist Lev Vygotsky subscribed to learning within the social context of daily interactions. Bruner (1965) suggested that the knowledge and abilities of the learned and experienced must translate this accumulated

power into chewable chunks to be easily digested by society's young (p. 1009). Contrary to this belief, Bandura (1977) developed the social learning theory and that, in its simplified form, essentially stated that learning comes from the observation of others as it is modeled for them. This can be done both directly and vicariously. In other words, if you show me, I will know it or little Johnny studied hard to get an A: I guess that's what I need to do (Bandura, pp. 125 – 126). While simplified, this is accurate. While Bandura's theory involved self-learning from the behaviors of others, Bruner's theory had a more direct approach. If children are expected to behave in a manner that is conducive to a pro-social environment, then they must purposefully inherit this behavior from society. As any student or teacher could testify, "The immediate challenge is to get the [offending student] to be [a pro-social citizen] as quickly and as painlessly as possible…" (Bruner, 1985, p. 7). As if woven of the same fabric as Adler and Bruner in their theories of social and cognitive development, Lev Vygotsky's (1935/2011) theory on The Zone of Proximal Development, the non-linear extent that a learner learns with help and the moment of mastery (p. 204), is one possible component of facilitating a student's path, for instance, from disruptive behavior to community citizenship.

This review of literature examined researchers' studies of the perceptions, preventions, interventions, and impacts effects of disruptive behaviors that led to dysfunctional classrooms. Although all of the studies in this review may not have a twin intention, the fact that each one has produced results that add to the body of literature on this topic cannot be disputed. The literature in this review has been segregated by the strength of its intended purpose into one of the following themes: teacher's perspectives/beliefs about disruptive behavior, impact of disruptive behavior on the classroom, and strategies for countering disruptive behavior.

Teachers Perceptions and Beliefs about Disruptive Behavior

Even before the impact of disruptive behaviors and the strategies teachers implemented to intervene and counter disruptive behaviors have been discussed, the perceptions teachers have identifying behaviors as disruptive have been considered. For this study, only those behaviors identified as disruptive, per the teacher's perception, have been observed for impact as data collection in the methods section.

In the research for literature on behaviors in the classroom, the topic of strategies in relation to behaviors is quite numerable (Lane, Barton-Arwood, Nelson, & Wehby, 2008; Lohrmann & Bambara, 2006; Richards, Pavri, Golez, Canges, & Murphy, 2007; Sharma, 2004; Wang & Algozzine, 2011; White, Polly, & Audette, 2012). However, teachers' perceptions and impact as it relates to behaviors is notably less prevalent. There are even less qualified data collected that gives a voice to the individual classroom's landscape of learning as it pertains to the educator's perceived level of intensity given to the unwanted behaviors in the room (Nunngesser and Watkins 2005, p. 140).

Two realms of interpretation for "perception," psychological and philosophical, were considered for this literature review. The online version of the American Psychological Association made use of Gerrig and Zimbardo's (2002) definition from their book, *Psychology and Life"* as "…the processes that organize information in the sensory image and interpret it as having been produced by properties of objects or events in the external, three-dimensional world" (Gerrig & Zimardo, 2002, p. G - 1). The Internet Encyclopedia of Philosophy concurs that perception is developed from sensory experience, yet it was also co-developed from a system of belief (Obrien, 2004, par. 1). In other words, how one acquires and comes to terms with his or her surroundings (Obrien, par. 8-9) are equally important in the perceptual

development. It is the determination to reflect the philosophical nature of the process of perception, in particular, the personal beliefs of the teacher as they related to students' behaviors. Of those studies, seeking an audience with its citizens in the hope of uncovering hidden truths, most have surfaced as quantitative measuring devices that do little to interpret the instructor's teaching based on descriptive experience and the students' learning. The body of literature found to be the most valuable is from the rich description sculpted from the narratives of personal interviews. It is this description that has been the most telling, in that no description is quite the same, as it is different for each person. Most teachers would agree that, while similar experiences occur almost daily, they are never really the same; the context of the experiences are different and how each person reacts to the experience will not be the same. The behaviors that are a part of everyday life can be quite ordinary and minimally, if at all, bothersome to some. To others, however, these "ordinary" behaviors can be debilitating to one's thought processes and one's ability to focus. The negative effects these behaviors can have on a person are tantamount to various degrees of some sort of learning paralysis.

Often what is considered a challenging behavior in early education depends, in part, on the degree to which the behavior is negatively affecting the child's learning, development, and success at play, and the extent to which the behavior negatively influences others (Burke, 1992 & as cited in Nungesser & Watkins, 2005). "The frequency of pleasant social exchanges, the nature of the message, voice tone and intensity, and level of eye contact can communicate a significant amount of information related to the climate of the classroom" (National Institute of Child Health and Human Development, 2002). While the frequency of these behaviors is often the concern due to the nature of quantity, the quality of negativity can be just as disruptive. The "…frequency and the intensity…" (Bibou-Nakou, Kiosseoglou, & Stogiannidou, 2000, p. 125)

of disruptive behaviors are often used to prescribe an action (Bibou-Nakou, Kiosseoglou, & Stogiannidou, 2000; Krasch & Carter, 2009; Morcom & Cumming-Potvin, 2010,). Moreover, these prescriptions are a "tell" for the teacher's perceptions of the intensity of a behavior and ultimately the behaviors' order of importance. Tulley and Chiu's 1995 article "Student Teachers and Classroom Discipline" described an event in which students chose to create a disturbance using their chairs and then fall over (p. 165). The teacher categorized this behavior as a disruption because it effectively ceased the teaching process (Tulley & Chiu, p. 165). Other teachers categorized this as horseplay that should be ignored or even as defiance, if the students had previously been warned against exhibiting this behavior. It would be difficult to imagine that teachers could logistically manage to effectively teach their students while simultaneously recording the frequency of each occurrence of disruptive behavior. In this instance, the teacher did not note the number of occurrences, but instead noted the intensity level of the impact (Tully & Chiu, p. 165). In all, teachers in this study identified three categories of behaviors as the most prevalent: disruptions [e.g. behaviors that disrupt], defiance [direct opposition to authority], and inattention [behaviors preventing focus to learning] (Tully & Chiu, p. 166).

Perceptions of Behaviors from Learning and Emotional Behavioral Disorders

The Individuals with Disabilities Education Act (IDEA), which was re-authorized in 2004 by the current president of the United States at the time, President George W. Bush, ascertained there to be thirteen disabilities that would be recognized under the umbrella of requiring education-related resources. According to the National Dissemination Center for Children with Disabilities (2012), a department under the U.S. Office of Special Education, the following categories of disabilities and developmental delays established by the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 are included in Table 1:

Table 1 – Categories of Disabilities

13 Categories of Disabilities Affects students age 3 to 21 years		Developmental Delays Affects students age 3 to 9
Autism	Orthopedic impairments	Physical development
Deaf-blindness	Other health impairments	Cognitive development
Deafness	Specific learning disability	Communication development
Emotional disturbance	Speech or language impairment	Social or emotional development
Hearing impairment	Traumatic brain injury	Adaptive development
Intellectual disability	Visual impairment, including blindness	
Multiple disabilities		

Many of these disabilities and delays have been positively-linked to behavioral disturbances in the classrooms, affecting the academic well-being, emotional well-being, and safety of each of the classroom occupants (Sharma, 2004; Lohrmann & Bambara, 2006; Lane, Barton-Arwood, Nelson, & Wehby, 2008). Public Law (PL) 108-446, also referred to as the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 (Yell, M. L., Shriner, J. G., & Katsiyannis, A. (2006), ensured that, legally, every student with one or more disabilities or developmental delays covered under any one of the nineteen aforementioned IDEIA-specified categories have the right to be educated in his or her least restrictive environment. PL 108-446 defined a student's least restrictive environment as the classroom in which students are engaged in conventional education; however, the least restrictive environment of a student could change if his or her disability or developmental delay is debilitating to such an extent that learning cannot occur in that environment. In Lohrmann's and Bambara's (2006) study, students with various learning disabilities who attended special education classes were transferred to traditional classrooms in order to collect data related the teachers' changing and developing beliefs concerning the logistics and dynamics associated with teaching students hindered by behavioral difficulties relating to disabilities. While this study sought to bring to light various links to

specific supports for the challenges consistently faced by the disabled or developmentally-delayed, it also corroborated the effects that disabilities often may have on behaviors, as do many studies. It was suggested that children in these categories, albeit with all of their emotional and behavioral baggage, be included in the general student population.

Sharma's (2004) study raised a comparative question that aimed to impart character differences associated with students identified as having a learning disability (LD) and those identified as having a non-learning disability (NLD). The study concentrated on a long-standing concern over the undefined characteristics of children with LD in India. Even after the 1968 definition of a learning disability by the National Advisory Committee on Handicapped Children, whereby children with LD were characterized by one of the psychological processes of intelligence, such as academic cognition or verbal/nonverbal communication, progress has been slow understanding how the behavioral characteristics of students with LD differ from those of students with NLD. Prompted by the need to be equitable for those students with LD, studies have aimed was to differentiate between academic and behavioral characteristics in order to identify students as having LD (Sharma, p. 129). Scores on the Children's Personality Questionnaire found that students with LD had much lower functioning abilities in such areas as tolerance of annoyances, eagerness, and confidence levels (Sharma, p. 130). Effects for maladaptive behaviors were positive in students with LD Sharma, pp. 130 – 132). However, this may be a moot point, as this study suggested the expectation of maladaptive behaviors may be due to the lower scores achieved by students with LD in comparison to students with NLDs' academic achievement (Sharma, p. 140). The study equally suggested the expected influence poor academic achievement has on behaviors (Sharma, p. 140).

Perceptions of Behaviors from Non-Learning and Non-Emotional/Behavioral Disorders

Contrary to these findings, some studies sought answers using a different lens altogether. Kwon, Kim, and Sheridan (2012), in part, were more interested in the effects that pro-social behaviors had on academic reading and math achievement. Specifically, the study investigated the way the social actions of students who emanate conflict affect their academic abilities (Kwon, Kim, & Sheridan, p. 131). They concluded that, when students displayed a positive social outlook and appropriate behaviors, their tendencies to externalize behaviors would be eliminated, thus promoting academic success. For this study, students were screened to meet a requirement of social, academic and communication behavioral incompetence of moderate to severe levels prior to participating (Kwon, Kim, & Sheridan, p. 128). Findings suggested disruptive behaviors resulted in lower achievement in academics yet, students who demonstrated pro-social behaviors with a more positive outlook experienced higher achievement in academics (Kwon, Kim, & Sheridan, p. 131). It was only by screening students' based on the required criteria for the study such as personal abilities in social settings, study habits, and basic communication skills that positive effects were suggested for under academic achievement (Kwon, Kim, and Sheridan, p. 127). In the 2007 study of Bloom, Karagiannakis, Toste, Heath, and Konstantinopoulos, students with social risk behaviors, specifically emotional and behavioral disorders, were examined to discover if a link existed between the variances in behavioral impact and academic difficulty (Bloom, Karagiannakis, Toste, Heath, and Konstantinopoulos, p. 912). While Bloom, Karagiannakis, Toste, Heath, and Konstantinopoulos cited literature that supported Kwon, Kim, & Sheridan's 2012 belief regarding pro-social benefits versus disruptive impacts, academic impact in these studies was not a variable used to determine behavioral affects and was thus a moot point. Bloom, Karagiannakis, Toste, Heath,

and Konstantinopoulos were surprised by how teachers participating in this study, in both the perception and findings stages, unexplainably found that students did not vary in their social behaviors according to their academic achievement. These contradictions in perception and the belief of the impact behaviors have on elements of the classroom environment were not the solitary concerns of teachers, which will be discussed at length in the subsequent section on impact; level of priority is also a huge concern.

There is no definitive method used by teachers to decide which behaviors are ranked or how they are ranked, although most educators would agree that their perception is influenced by his or her personal experience, professional development, and personal beliefs. Student teachers in Tulley and Chiu's (1995) research were able to manage disrupting behaviors better than other behaviors due in part to their perception that this type of behavior was easily manageable (Tulley & Chiu, p. 169). However, student behaviors that represented defiance were met with little resistance from management due to the behavior's sensitive nature and the lack of confidence that experience would have afforded (Tulley & Chiu, p. 169). Other studies reported a similarity in the way teachers perceived the aforementioned categories of behavior, such as disobedience and inattentiveness, with the expected variation in rank (Bibou-Nakou, Kiosseoglou, & Stogiannidou, 2000; McCready & Soloway, 2010). On the other hand, many teachers have described "…attention-seeking behaviors and traits of hyperactivity…" as the major issue (Barnett & Brackenreed, 2006, p. 3). The impact of a student's behavior on the classroom community of learners has been shown to add a distinct flavor to the way the behavior is perceived by the teacher. This is not to say that all behaviors have resulted in class-wide implications; however, the propensity for a hierarchy of impact that emanates from the source

and moves outward has been well documented (Güleç & Balçık, 2011; McLean & Dixon, 2010; Ratcliff, Jones, Costner, Savage-Davis, & Hunt 2010).

In Vicki Gill's (2007) book, *Ten Students You'll Meet in Your Classroom*, Gill described challenging characteristics of students that ranged from the intrapersonal to the externally explosive. Although not listed as a higher degree of perception or priority, two key student types discussed in the book were defined as The Manipulator and of The Perfectionist. Gill described The Manipulator as the source of the most challenging of behaviors because of the lasting devastation this student leaves over time in his or her wake (Gill, p. 50). The Manipulator students posed a serious threat to the well-being of the other students and the teacher, due to their confrontational attitude that contributed to the loss of control in the classroom (Gill, pp. 52 – 53). On the other hand, The Perfectionist was not quite so blaring in the way of behaviors he or she displayed. Gill described The Perfectionist as a person who held himself or herself hostage until a grade of A is released unharmed into his or her control (Gill, p. 116). Like The Manipulator, The Perfectionist sought outside help, such as from parents in order to maintain his or her perfect academic status (Gill, p. 116).

Buhs, Ladd, and Herald (2006) reported the ways that peer harassment and exclusion could develop avoidance behaviors, classroom withdrawal, and eventually academic disparage (p. 9). Teachers' concerns were not only influenced by the risk of academic failure and social debilitation in their students, but also by findings that have shown a correlation in future years, if these behaviors persist (Buhs, Ladd, and Herald, 2006; Ladd, 1990,).

Peer harassment in the forms of teasing and bullying has been found to be a primary concern of classroom teachers. Some studies reported that teachers perceive teasing as ultimately disruptive, much like bullying (Bauman & Del Rio, 2006, p. 220). However, the

perception of importance for the sake of responsiveness was linked to the side of impact; the physical took precedence over the non-physical (Bauman & Del Rio, p. 223). Unfortunately, many students claimed that they would be hesitant to seek help from teachers in aggressive situations. Moreover, teachers were just as hesitant about students notifying them of aggressive situations in lieu of being notified by other faculty members (Newman & Murray, 2005, p. 358), which could explain the hesitation by the students. On the other hand, other studies have described perceptions of teasing to be socially acceptable under certain conditions, such as using lighthearted comments, comical expressions, or having an existing relationship (Campos, Keitner, Beck, Gonzaga, & John, 2007, p. 4). Studies have shown that teachers are not alone in the differing viewpoints of behaviors. Even though students and teachers are often affected by the same behaviors the variance in perceptions from each person may range from parallel to perpendicular. In a study investigating students' feelings of safety in their schools, researchers compared and contrasted the extent to which students' and teachers' perceptions were aligned (Bosworth, Ford, & Hernandaz, 2011). Much of the stakeholders' perceptions formed were as a result of the school climate. Schools that were well organized with faculty presence and accountability for visitors elicited feelings of well-being; however, schools that did not take this proactive stance had citizens who were left to the elements. Students and teachers viewed behaviors such as violence, drugs, and theft to be the most prominent disruptive behaviors. The only difference was in the perception of how often stealing occurred. Occurrences of theft between students were more prominent than with faculty because of the types of items stolen. Students had more of what students wanted (Bosworth, Ford, & Hernandaz, p. 199). The study also cited students' concerns about behaviors that occurred in parking lots rather than other locations to be more detrimental to student safety, while teachers did not have this perception. In

another study to describe students' perceptions of uncivil behaviors in the classroom, researchers discussed the varying perceptions between students and between students and teachers relating to common behaviors (Bjorklund & Rehling, 2010). Some of the examples given in the text seemed to weigh heavily on the type of interaction in the context of the situation. A concern most teachers had was the level of attention and interaction by their students attributing to student learning. Yet this study pointed out that while inattentive behaviors may be considered rude or insubordinate by faculty, many students did not see this as a disruption (Bjorklund & Rehling, p. 15). Even students did not see eye to eye on the behaviors of other students. Gender was found to contribute to these opposing views. Russel, Kraus, & Checcerini (2010) investigated whether girls or boys experienced a higher frequency of physical aggression. They discovered a significantly higher mean score for aggressive behaviors experienced by boys over girls (Russel, Kraus, & Checcerini, pp. 262 – 263) aligning with past literature on the topic (Hamre, Pianta, Downer, & Mashburn 2008; McClowry, Rodriguez, Tamis-LeMonda, Spellmann, Carlson, & Snow 2013; Ronen, Rahav, & Moldawsky 2007). Understanding these differences in perceptions, while significant in determining the impact of behaviors, seemed to have little effect on the severity to the victims.

It would not be hard to imagine that at the heart of these perceptions held by teachers are the voices of students who have cried out for help. These voices emanate from classrooms affected by internal and external disruptive interactions (e.g. bullying, gang violence, and other violent behaviors. Most prevalent nationally were the occurrences of violence perpetrated by mentally deranged individuals, beginning notably when "…two students at Columbine High School in Littleton, Colorado shot and killed 12 students and a teacher before killing themselves" (Lawrence & Birckland, 2004, p. 1193), and ending with the recent December 12, 2012 deaths

of 20 students and 6 teachers at Sandy Hook Elementary School (Sandy Hook Elementary School Shooting, 2013, par. 1). The fact that those responsible for these and other violent acts in the classrooms came from both the classroom's citizens and from outsiders is irrelevant. What should be important is the way it affected the students' and teachers' perceptions that set the climate for teaching, learning, and their beliefs of well-being. At these times, most teachers perceived their students to be more than the statistic of an event. In her belief that students have the propensity to move beyond this violence to be the students they can be and more, teacher Anne P. Beatty wrote in her 2013 article, "Survival Skills at a School in LA:"

> My students, nearly all of them, were more familiar than I with guns and knives and violence and drugs and jail sentences and death. Though they didn't think it was normal, they accepted it for themselves. What I found shocking they bad learned to endure. A student could come in after an absence, asking about his missing schoolwork, and I could jokingly ask where he had been—getting his hair done? because he had fresh cornrows—and he would say. Nah, at a homie's funeral. We would pause for a moment to talk about it, and then we would move on to *Of Mice and Men* or *The Crucible.* But the grief stayed, grief and despair, like a scent that drips from the Jacaranda trees, soaks the sidewalks, courses through the streets, and occasionally drifts in through the classroom window. (p. 76)

Nonetheless, it is no wonder that disruptive behaviors should be considered a priority. This comes from all of the pressures that have been placed on teachers in response to NCLB, administrators, parents, and most of all the teachers themselves. Most teachers have agreed that they are already a leader in the fight in regards to the academic achievement, security, safety, and the multitude of various detrimental expectations tethered to student goals. In recent decades,

the absence of those attributes society has used to paint upon a canvas the picture of the human condition has become notably more prevalent. Little by little, flecks of our desired medium have fallen and are unfortunately no longer an expectation for our students' development, and instead have been replaced by the loudest voice and the most appeasing pen. "The frequency of pleasant social exchanges, the nature of the message, voice tone and intensity, and level of eye contact can communicate a significant amount of information related to the climate of the classroom" (National Institute of Child Health and Human Development, 2002), which teachers have historically relied on to help develop their own perceptions.

The Impact of Disruptive Behaviors on the Classroom Environment and Its Citizens

In this body of research, the literature described the impact of disruptive behaviors on the classroom environment and its citizens, including the source or sources of the disruptive behavior, and the victims affected directly and indirectly, including the students and the teacher. As aforementioned in the section on teacher perception of behaviors, the sequence of impact of behaviors in this review was determined by the necessity to identify the behaviors first and discuss possible strategies last. The impact of students' disruptive behaviors in the classroom has been viewed in as many ways as there are studies. One study called for teachers to seek appropriate responses to help students with "…challenging behaviors" (McCready & Soloway 2010, p. 115) while another study cited teachers' views on their students' "Uncivil behaviors" (Wilkins, Calderella, Crook-Lyon & Young, 2010, p. 547). Classifying behaviors in this manner, however, did little to denote the severity of the behaviors' impact on the classroom, which is, in part, the intent of this dissertation. After all, what good is a description of disruptive behaviors without the blood-and-guts-reality that was its effect? However, there was a distinct

absence of much of the specific accounts of actual experiences relatable through personal interviews and narrative accounts, whereas a more generalized venue for findings is available.

Disruptive behaviors have been notably perceived and defined by the individual teacher rather than yielding a group consensus because of the diverse nature of personal experiences, beliefs, and professional learning. When questioned, students reported general cases of behaviors, such as inappropriate responses to teachers, verbal abuse to peers, and destruction of property, which affected their school experiences (Wilkins, Calderella, Crook-Lyon, & Young, 2010, p. 547). Even though teachers reported mild to moderate disruptive behaviors such as inattentiveness and distractedness, attention-seeking, and quarreling to be the most frequent and distracting, volatile behaviors were more widely reported in the research. This may be because these behaviors have had a minimal to intermediate impact compared to physical aggression; nonetheless, these effects are far reaching in that no one within the confines of the classroom seemed to be able to escape them. Like the metaphorical stone thrown in the pond, there were rippling effects that go even beyond the hallowed walls and hallways. While perspectives and beliefs are inseparable elements of determining factors of what is or is not socially and academically conducive behavior (Kern, Edwards, Flowen, Lambert, & Belangee, 1999, p. 423), the actual impact of the behavior after the fact has been found to call for the necessity to shape and reshape those perspectives and beliefs (McCready & Soloway, 2010, p. 117). Many of these behaviors were found to be experienced for the first time in the classroom, so teachers had few opportunities to form real perceptions. From this particular lens, this framework suggested reciprocity between the teacher's virgin perception and beliefs of disruptive behaviors and the way teachers view the actual impact these behaviors have on a classroom. Moreover, the following and final section of this literature review on strategies has unveiled evidence in the

literature that the reciprocity between perception and impact extends to the way strategies are developed and utilized as methods of prevention or intervention. It is also within this framework that the search for literature on this topic was chiefly conducted, although search parameters were extended in an effort to find relevant findings.

Impact of Behaviors from Learning and Emotional/Behavioral Disorders

Most of the research on the subjects of disruptive and defiant behavior in the classroom fell within the realm of learning disabilities (LD) and emotional behavior disorders (EBD). Studies have shown that students with behavioral disorders were more susceptible to social ineptitude than their classmates (Demaray & Malacki, 2002; Hughes, Cavell, & Jackson, 1999; Lane, Barton-Arwood, Nelson, & Wehby, 2008). Evidence in the form of research data has shown that students with these behavioral disorders had higher occurrences of negative social interactions involving friendships, acquisition of knowledge and skills, disruptive behavior, and emotional distress (Cullinan & Sabornie, 2004, pp. 160 – 162). Students with more serious than usual disruptive behaviors often do not recognize the impact their behaviors have on others, both in the past and present (Cholewa, Smith-Adcock, & Amatea, 2010, p. 3). With as many as 20% of the student population accounting for EBD (Lane, Barton-Arwood, Nelson, & Wehby, 2008, p. 44), the prospect of a classroom without these issues is not realistic. Many children that slipped by under the radar for early interventions were placed in classrooms without the resources to counter their disruptive behaviors and helped developed positive behaviors instead. Unfortunately, with the advent of the No Child Left Behind Act, the emphasis on accountability of academic progress overshadowed the need of support for students and teachers that faced the challenges from these behaviors (Fleming, et al, 2005, p. 342). It is also more "…likely that when schools admit a higher than proportion of students with a history of behavior problems,

teachers have a harder time maintaining order in their classrooms" (LeBlanc, Swisher, Vitaro, & Tremblay, 2007, p. 431). According to the educational publication *Condition of Education 2012*, "students with disabilities such as intellectual disabilities, emotional disturbances, developmental delay, and autism each account for between 6 and 7 percent of children and youth served under IDEA" (Aud, et al, 2012, p. 32). Some of the most documented cases of disruptive behaviors in the classroom were those of "peer victimization" (Buhs, Ladd, & Herald, 2006, p. 1), which included individual and group rejection of a classmate, which may or may not include students with special needs. As this behavior was perpetrated toward and by students with or without behavioral disorders, the context of this topic will remain in this section of the literature review. Peer group acceptance/rejection is determined by the degree of students' appreciation for a peer as a person (Buhs, Ladd, & Herald, p. 3). This rejection has been found to fester if continued over time into a more serious form of abuse called exclusion, which is the act of "ignoring, avoiding, or refusing to associate with a peer in the classroom context" (Buhs, Ladd, & Herald, p. 3). These phenomena fell under the category of peer abuse; which children were subject to on any given day in any given classroom. Peer abuse, according to this study, was defined as being on the receiving end of a student or student's aggressive verbal and physical behaviors over time (Buhs, Ladd, & Herald, p. 3). Researchers' findings included those children who were not as accepted as their peers were subject to a greater risk of further abuse and exclusion in post-kindergarten years. A second finding suggested that students who are subjected to continuous exclusion and peer abuse in post-kindergarten years are predicted to become increasingly less participatory in school. Lastly, a third finding suggested that the relationship between peer group rejection in kindergarten and a student's achievement in his or her intermediate years was linked primarily between the exposure to chronic peer exclusion and declining interaction in the

classroom. Whatever the reason for this type of behavior, the consequences of this choice lead to the victim(s) complete disengagement from social and academic functioning (Buhs, Ladd, & Herald, 2006, p. 9). As mentioned in the "Perception" section of this review, researchers have likened teasing to a verbal precursor to the physical abuse of bullying. During the academic year 2008 – 2009, 28% of all students in the United States reported being bullied in the classroom and 6% reported cyber-bullying (National Center for Education Statistics, 2011, p. 1). The impact of these behaviors was often made substantially worse when victims attempted to seek adult intervention (Newman, Murray, & Lussier, 2001, p. 398). Some teachers have been found to avoid intervening in incidents in which the behavior is any less than aggressive, leaving the children to essentially fend for themselves (Newman & Murray, 2005; Bauman & Del Rio, 2006). Reasons mentioned in the literature, reported to include a misconception of school policies, personal beliefs in ways students learn, social conflict, and a lack of concern.

In addition, this non-interference, while based on perception, has been found to have a real impact on the victims in these cases. In a case study on the effects of bullying and a strategic intervention, a bully and his victim were observed throughout the school year by the teacher and attendees on the playground. What transpired from the onset could clearly be taken as a manipulation to make friends with the victim in order for the bully to gain a leverage of power that would eventually undermine the victim's confidence, security, and social and academic development (Morcom & Cumming-Potvin, 2010, p. 173 – 174). This "…imbalance of power…" (Smith, et al. 2010, p. 16) was needed in order to create an environment that could be controlled by the bully. The bully's journal that was maintained over the course of the study documented his disruptive behaviors. "I have been punching, kicking, and pushing [victim] in the line. In the playground I have been fighting with [victim]" (as cited in [bully's] reflection

log, 9.8.04, Term 3, p. 175). Studies that revealed behaviors involving bullying and peer harassment often sought to find relationships among variables such as personal characteristics, gender, environment, and socio-economic status. One study investigating the role of gender on violent behaviors revealed that girls were more likely than boys to use tactics involving the creation of emotional distress, whereas boys were found to rely far more heavily than girls on physical aggression to dominate their victims (Houbre, Tarquinio, Thuillier, & Hergott, 2006, p. 190). For the purpose of this review on perception, variables will not be distinguished other than to acknowledge their roles in the development of these perceptions.

Impact of Behaviors from Non-Learning and Non-Emotional/Behavioral Disorders

Poor results in social and academic achievement cannot be attributed to behaviors of the disorder variety alone. In most cases, it was within the ability of every student to perform up to par with his or her full potential, yet factors such as boredom resulted from a lack of interest or challenge, impatience, or even the "little devil in the ear" provided a tempting justification for those students who are "demotivated to the task of learning" (Vazalwar & Dey, 2011, p. 93). While most teachers were adept at supervising the conduct of their students, it was of the utmost concern that students began to develop self-regulation in order to monitor their own social and academic behavior (Grusec & Goodnow, 1994; Hoffman, 1994; Kochanska & Aksan, 2006). This regulating stopgap, or expedient means to an end, can be viewed as "eye candy" to the unprepared or anxiety-ridden student faced with failure. All too often though, these disruptive behaviors have left in its wake a continuous replication of victims who has suffered over time from pervasive psychological disorders ranging from withdrawals to Post-Traumatic Stress Disorder (PTSD) (Bauman & Del Rio, 2006; Houbre, Tarquinio, Thuillier, & Hergott, 2006; Morcom & Cumming-Potvin, 2010; Rigby, 2003). Much of the anxiety students have been

faced with has silently accumulated over time (Kagan & Kagan, 2008). Whether internal or external, behaviors that intensified the negative classification of a classroom have also effectively transfixed the intent of the classroom (Levin & Nolan, 2004, p. 30), whereby it became less of an environment of learning and more of a survival camp to affected citizens. Although this may be considered a call for more effective leadership in the classroom, the lack thereof has influenced the balance of behaviors that impacted teaching and learning. In a study designed to investigate the management effectiveness between teachers who were categorized "…as either strong or needs improvement" (Ratcliff, Jones, Costner, Savage-David, & Hunt, 2010, p. 308), the needs improvement teachers were observed attempting to manage students' misbehaviors at least 26% more than teachers considered strong in classroom management (Ratcliff, Jones, Costner, Savage-David, & Hunt, p. 308). From an impact standpoint, this indicated that students were off-task by displaying behaviors such as being out of their seat, talking, and being confrontational with the teacher and other students (Ratcliff, Jones, Costner, Savage-David, & Hunt, p. 308) and illustrated a strong lack of self-regulation.

Impact of Disruptive Behavior on Academics

Besides the social implications of disruptive behaviors, studies have found evidence of decreased academic abilities for the perpetrators as well as others affected by the impact (Lane, Barton-Arwood, Nelson, & Wehby, 2008, p. 57). Moreover, pro-social skills and attitudes have been found to enhance academic performance in the classroom and on formal state tests (Fleming, et al, 2005, p. 342; Kwon, Kim, & Sheridan, 2012, p. 125). In a study conducted to ascertain the impact of emotional and behavioral disorders (EBD) on students' social development and academic achievement, researchers reported scores in reading fluency, reading comprehension, and math to be substantially below the first quartile (Lane, Barton-Arwood,

Nelson, & Wehby, 2008, p. 57). They also reported skill acquisition for social development and the ability to conform to the school environment to be within the first and second quartile (Lane, Barton-Arwood, Nelson, & Wehby, 2008, p. 57). The interest of the researchers' study stemmed from students with multiple disorders and the subsequent impact those disorders had on academic success.

When Disruptive Behaviors Are Too Much

The rights of students with disorders that fall under the umbrella of Part B of the Individual with Disabilities Education Improvement Act of 2004 to learn in their least restrictive environment are protected, as previously mentioned. On the other hand, students who conducted disruptive behaviors that do not result from any kind of disorder, such as truancy, deviance, corrupt attitudes, failing grades, and destructive characteristics, and who have resisted applied strategies and failed are sometimes given to alternative learning environments (Yearwood & Abdum-Muhaymin, 2007, p. 47). While this may seem to be more of a strategy to combat these behaviors, in this section it is the impact on the student's learning and the teacher's ability to manage the classroom that is under scrutiny. Other studies have painted an even bleaker substantiation for the removal of its at-risk students from the regular classroom that includes the aforementioned disruptive behaviors, as well as sexual predators and substance abuse (Van Acker, 2007, pp. 5 – 6). Many times, removal from the regular class was the outcome of a zero tolerance policy for the school's definition of disruptive behaviors and/or for specifically-targeted behaviors from students who were not eligible for special education consideration (Van Acker, pp. 5 - 6). While this may have been somewhat of a reprieve for the students and teachers in the general classroom, there were reports that could undermine the future integration of these

students back into the very same classrooms. In Van Acker's (2007) study on severe behaviors in the alternative school setting, in

> …a survey of 3,573 adolescents in area learning centers and alternative schools, in correctional and detention centers, and in residential treatment centers in Minnesota, researchers reported that youths in these settings were more likely than typical youths to have a history of physical and sexual abuse, to have witnessed violence against another, and to have experienced substance abuse problems. (p. 7)

How will this affect the climate in the regular classroom when students and teachers predict future impact of familiar behaviors once these students are reintegrated?

Impact of Disruptive Behaviors on Teachers

The ramifications that ill-conceived behaviors have had on the perceptions of teachers and the impact of student citizens in the classroom, as well as the classroom environment, has been discussed in great length. The impact of disruptive behaviors from teachers' perspectives is well documented. According to the Teacher Attrition and Mobility results from the 2008 – 2009 follow-up survey, of the nearly 3.5 million teachers working in the classroom during the 2007-2008 school year, 8% left teaching the following year (Keigher, p. 3). Many continued to work in the education field; however, of those no longer teaching, 26.3% in both public and private sectors left the profession entirely. No longitudinal studies have been found to attribute a specific percentage of teachers leaving the classroom or the professional field due to the impact of disruptive behaviors that arise in the classroom. Nonetheless, disruptive behaviors have been correlated to some degree to the attrition rates as well as a plethora of other variables (Kopkowski, 2008; Gonzales, Brown, & Slate, 2008), accounting for an average of approximately 33% over three years and 46% over five years (Kopkowski, par. 4). Other studies

have investigated and documented how disruptive behaviors have impacted variables such as teachers' abilities to teach, teaching efficacy, and safety. In a 2012 Canadian study that documented first-time teachers' responses concerning challenges faced while teaching, teachers were asked to consider their professional goals. While over half of these first-time teachers recognized that challenges resulting from students' behaviors were definitely forces to be reckoned with, more than 10% of the participants seriously considered leaving the profession altogether due to these challenges (Fontaine, Kane, Duquette, & Savoie-Zajc, 2012, p. 392). One reason cited for this serious consideration was the way first-time educators were placed in classrooms more difficult to manage than most (Fontaine, et al, p. 391). As previously stated, students with emotional/behavioral disorders have placed all other students in the classroom at considerable safety, security, and academic risks; moreover, it is not always within the capabilities of the teacher to be prepared for every student. Oftentimes, students are placed in classrooms when they have either not been diagnosed as having a behavioral disorder or have been diagnosed with a disorder yet continued to function without any intervention attempts. This has been quite the challenge for any teacher, to say the least, especially those who are new or in isolated areas. One such study in New South Wales (NSW) investigated teachers who were facing the challenges of students with Oppositional Defiant Disorder (ODD) (McLean & Dixon, 2010). Findings of this study included a lack of support, under-developed skills and strategies used for handing these types of behaviors in addition to other challenges they faced, which will be discussed in the next section. McLean and Dixon have explored teachers' voices about how they were affected. The constant struggles for authority, the continuous pauses in teaching to persuade and explain everything and any other disruptive behaviors have left teachers frustrated and exhausted with one teacher who required a leave due to stress (McLean & Dixon, p. 57).

However these behaviors affected the classroom, arguments have been made that often beginning teachers have not been prepared for the realities as they should be (Frieberg, 2002; Honawar, 2007). Nonetheless, data from both studies have reported behaviors as the leading stressors on teachers (Frieberg, Honawar, Honawar reported that as much as one-fourth of the teacher attrition was due to those behaviors (p. 1).

Strategies Teachers Use to Establish and Re-establish a Classroom Community

It has been suggested in this literature review that reciprocity exists between the perception of, impact by, and strategies for behaviors in the classroom. That is to say that perception influences as well has been influenced by impact; perceptions and impact influenced strategies; and the way strategies affected targeted behaviors can change perceptions of the behaviors and their impact on the classroom. This theme has been continued in this section on strategies.

Early Theories Affecting Student's Behavior

In order to maintain a contextual continuity throughout this literature review, this section on strategies emerged from the earliest puritanical education system in the United States and included theoretical frameworks notable in present school-wide and classroom management. Colonial education provided curriculum steeped in the moral foundations of Christianity rather than in academics, where any behavior not deemed as pure as the driven snow have been countered with harsh physical punishment or humiliation (Laud, 1997, p. 5). Much of the reasoning for this stoic stand on behavior stemmed from the belief of man's inheritance of earliest sin, where the child was considered suspicious and guilty and thus in need of punishment (Opal. 2004, p. 497). What would be prized in a student's character today, such as inquisitiveness and enlightened ideas, was once looked upon as insolence, for education was not

initially reciprocal. It was this ideal of teaching students' morality that would become the foundation of civil behaviors one needed to contribute to the good of the family and society (Laud, 2007; Opal, 2004; Pokewitz, 2011). In a rare study to the contrary, opponents of the belief that morality staved off disruptive behavior moved to bring the belief in a divine deity to the forefront of what was acceptable in society (Watras, 2008, p 209). This was a continuing theme amongst a myriad of themes, such as corporal punishment used, to quell any civil unrest in the classrooms (Middleton. 2008). Many of the strategies intended to affect behaviors in the classroom more recently have been rooted in the cognitive, behavioral and social schools of thought Benner, Nelson, Sanders, & Ralston, 2012; Hopkins, 2002; Kovalainen & Kumpulainen, 2005).

For many teachers, the commonly asked question has been, "How do I get this behavior to stop?" and was what they often perceived to be standing in the way of their having an environment conducive for learning. With human nature, the negative has mostly influenced perception and impact and, by way of desperation, has tested the very foundation a teacher's principles were built upon, and influenced the strategies they have attempted. B.F. Skinner, a psychologist and behaviorist, invested a substantial part of his life in his interest in why people behave the way they do. In the mid-1900s, he developed the theory of operant conditioning which consisted of a system of reinforcements and punishments to either promote a particular behavior or to prevent its reoccurrence (Skinner, 1969). Using such devices as rewards and punishments to control an individual or groups' behavior has been viewed as both a Godsend and a curse, effectively dividing the opinions of educators as to their desired outcomes.

In an opposing camp to Skinner, school teacher and college professor Barbara Coloroso developed the theory of inner discipline, which supported students' ownership of choices and

their responsibility to correct mistakes (Coloroso, 1994). The idea of using a punishment took the focus off of what should be learned in order to be applied to future conflict and instead left the child with avoidance issues or, at best, distancing from the situation (Manning & Bucher, 2007, p. 152). Other early theorists, such as Albert Bandura, opposed the system of rewards and punishment as well. Instead, he theorized that learning occurred in the social context via direct or vicarious situations that were authentic. Bandura predicted that one's faith in his or her own ability to perform was based on a perception of success or failure (Bandura, 1977a; Bandura, 1977b).

Regardless of perspectives, most cognitive learning theories have described desired outcomes based on one learning how to problem solve and process information. Piaget's theory on learning stages suggested that learning occurs at specific times in a person's life and is processed through assimilation and then accommodation (Piaget, 1961). In lay terms, a person either accepted new information into their way of thinking because it is familiar, or existing ways of thinking changed in order to accept the new information (Piaget, 1961, p. 279). Later some theorists found discrepancies in Piaget's work and included the consideration of the person's stage of cognitive development and the expectation of the teacher (Bruner, 1985; Vygotsky, 1935/2011).

Response to Intervention

Students who have been identified as at-risk for academic failure, whether they have been diagnosed with a learning disorder or not, have often been referred to their school's Response to Intervention (RTI) committee. It is desirable that the committee has been trained in research-based approaches for providing at-risk students tiered support toward reaching their academic goals (Richards, Pavri, Golez, Canges, & Murphy, 2007; White, Polly, & Audette, 2012). "In

April 2009, 71% of schools indicated they were either piloting, in the process of district wide implementation, or had multi-tiered or RTI instructional models in district use, as compared to 44% in 2007 (Benner, Nelson, Sanders, & Ralston, 2012, pp. 181 – 182). According to the Response to Intervention Action Network website, a program under the National Center for Learning Disabilities, RTI was initially instituted to help students with reading difficulties; however, due to the success of this program, overtime was extended to all curriculums, as well as a behavior approach (Bohanon, Goodman, & McIntosh, 2011, par. 6).

Research that supported a significant interaction between disruptive behaviors, social inadequacies, and academic skills (Wang & Algozzine, 2011; Sharma, 2004; Lohrmann & Bambara, 2006; Lane, Barton-Arwood, Nelson, & Wehby, 2008) became the catalyst behind this initiative. This correlation between low academic skills and high disruptive behavior also suggested that students at-risk in one area may be at-risk in multiple areas (Bohanan, Goodman, & McIntosh, par. 7). As teachers found evidence of student academic difficulties, it was brought to the attention of the RTI committee for intervention review. These interventions varied to the individual student's needs and were provided over three stages, beginning with the least evasive and progressed to the most evasive. Parallel to Vygotsky's (1935/2011) theory on the zone of proximal development, support was given where it was needed, yet the student had obviously not accomplished the goals independently (Shapiro, 2011, par. 1). Specific support was scaffolded as needed within three tiers. This support for academics was intertwined with a Positive Behavior Support (PBS) (Sugai, 2011), the principles of which were cohesive with the foundational ideals of RTI. It must be noted that this is only one type of intervention utilized in the RTI approach; however, research suggests this is widely successful. As aforementioned, these interventions were tailored to the needs of the individual student and varied depending on

the specific tier of support the student was in. A recent study to measure the effects of the RTI/PBS approach found an improvement in behaviors. While most studies touted the success of this intervention, it was discovered in this research that the starting point of students' disruptive behaviors affected how well RTI influenced academic success (Benner, Nelson, Sanders, & Ralston, p. 192).

School-wide Strategies for Disruptive Behaviors

When addressing a behavior management method as school-wide, it has been considered a misnomer, considering it was implemented at both the micro and the macro level. This is to say that it has become a part of each class's management system, even if progress is measured and reinforced as a whole-school strategy.

One well-documented approach to school-wide behavior has been Positive Behavior Supports (PBS). "Positive behavior support (PBS) is an applied science that uses educational and systems change methods (environmental redesign) to enhance quality of life and minimize problem behavior" (Carr, et al, 2002, p. 4). Positive behavior has been described as "all those skills that increase the likelihood of success and personal satisfaction in normative academic, work, social, recreational, community, and family settings" (Carr, et al, p. 4). The fundamental center of the school-wide PBS sought to ensure the following tenets: (a) the success of each school citizen in all areas of development, (b) established a network of support to intervene prior to behavioral issues occurring, (c) utilized explicit modeling of expected skills, (d) used three levels of support to scaffold needed skills, and (e) depended on continuous monitoring and feedback for reflective adjustments (Freeman, et al, 2006, p. 6; Hoyle, Marshall, & Yell, 2011; Lembke, & Stichter, 2006; McCurdy, Manella, & Eldridge, 2003). However, as evidence of strategies used in classrooms, as observed by the researchers, they concluded that many schools

were very pragmatic in their implementation of the PBS method. One such study was conducted in an elementary school that had district concerns over their dismal management of students' behaviors and a 100% below-basic literacy level (Scott, 2001, p. 89). The author described the school's planning and implementation of a PBS that fit the school's needs, which did not include a three-tiered system of support. As with all PBS systems, expectations were established and taught. However, aside from the mention of the lunchroom as an area of concern for aggressive behavior (Scott, p. 89), there was no detailed discussion of the expectations, method of teaching, or reliable methods of measuring concept comprehension. A table served to illustrate a partial list of school areas and rules for engagement (Scott, p. 90). All members of the staff monitored students continuously and reinforcements were given for positive progress (Scott, p.90). The goal of reduced hours for in-house suspensions was achieved by 61%; and the goal of reduced suspensions was achieved with a decrease of 65% (Scott, p. 91). While this study described how many support systems were initially implemented, its success was not truly demonstrated based on the complete tenets of the PBS system.

In a different study, Cuccaro and Gettner (2007) described a school that experienced behavior problems during recess and lunch times, which were disruptive on the whole-school level; moreover, the implications trickled down to the classroom-level. Contrary to the previous example, the administration used a version of the PBS system called Positive Behavior Intervention Support (PBIS). No features have been found in the literature that differentiates PBS from PBIS. The three-tiered approach consisted of an initial stage that taught students in every class the expected behaviors, a secondary stage that targeted groups needing additional remediation, and a third stage focused on individual student needs (Cuccaro & Geitner, pp. 2 - 3). With a decrease in administrative actions and a reported increase in pro-social behaviors,

interested parties were positive concerning results, but not without reservations, until further implementation could provide more detailed data (Cuccaro & Geitner, p. 11).

Most educators searching for a strategy that will help to manage his or her school or classroom, even if it is implied or bundled within a comprehensive plan for multi-developmental needs, would agree that if self-efficacy and pro-social behaviors are not an outcome, then it has little chance of succeeding. Albert Bandura (1989) defined self-efficacy as a person's belief in his or her own abilities to reach a goal (p. 47). He further suggested that the level of this belief determined success or failure (Bandura, pp. 47 – 48). Some thirty-five years ago, society overlooked schools for the most part in order to impart a code of moral conduct on students, leaving the bulk of this responsibility on faith and family (Kohlberg & Hersh, 1977, p. 53). In today's school climate, children have been expected to at least behave in a responsible, respectable, ethical, and culturally proficient manner. Dewey (1938/2012) believed that if the system that educates this nation's children did not teach the positivity of citizenship and democracy in every step taken in life, then the children would not rise as adults prepared to meet the world (p. 99).

Strategies to teach students pro-social behaviors were seen as a possible cure for the symptoms of disruptive behaviors. How could it be explained though to the origins of this behavior? Albeit that morality was considered by many to be a very sensitive subject to approach (Koh, 2012, p. 84), some researchers cited Kohlberg's stages of moral development as a jumping-off point to explain children's pro-social behavior, or a lack thereof (Barr & Higgins-D'Alessandro, 2009; Koh, 2012). Kohlberg's theory on stages of moral development was founded through Piaget's lens on stages of cognitive development, involving the autonomous quest for order and balance (Kalsoom, Bahlol, Kayani & Kaini, 2012; Kohlberg & Hersh, 1977;

McDonough, 2005). Kohlberg (1976) suggested that people indeed developed an intrapersonal ability to decide what was morally acceptable in later stages; however, this theory also suggested that latter stages were sometimes not achieved (Rowe, 2006, p. 524). Morality has been defined as an interrelated organization of principles, values, and a sense of what are acceptable or unacceptable behaviors commonly referred to as a conscience (Kalsoom, Bahlol, Kayani & Kaini, 2012, p. 15). These core tenets were the subject of development to counter the disruptive behaviors that were a pariah in schools and classrooms that prevented effective teaching and learning in a safe and productive environment.

During the search for actual case studies of school-wide citizenship or democracy-based approaches, a number of articles were bountiful regarding the theoretical nature of methodology and less of the actual method implementation and result nature. For this reason, they were not mentioned in this review. Several studies were discovered (Benner, Nelson, Sanders, & Ralston, 2012; Freeman, Eber, Anderson, Irvin, Horner, & Bounds, 2006; Kerr, Ireland, & Blenkinsop, 2003; Lembke & Stichter, 2006) that provided insightful yet "general guidelines for structuring the teaching–learning process" Schuitema, Dam, & Veugelers, 2008, p. 71).

As a point of perception, the question regarding the difference between a pro-social behavior approach and a citizenship approach may be asked. Is one not the same as the other? Citizenship behavior, as suggested by early leaders of the United States, envisioned a citizen as someone who has actively protected the freedoms and rights of all people, not just their own (Martin & Chiodo, 2007, p. 115). While this might be viewed as a simplified definition, it served to make the distinction between pro-social and citizenship behavior. A study in England described conditions caused by disruptive behaviors to be the cause of great concern (Rowe, p. 520). In their efforts to instill the core values of citizenship in their students- character

education, comprehension of the system of government, and the way students can become involved with their surrounding neighborhoods-were ideas included in the curriculum as well as in the strategy process (Rowe, pp. 523 - 524). Expectations of proper behavior, as seen through the eyes of students and faculty were addressed and agreed upon to include scheduled monitoring of compliance by establishing the development of committees in order to oversee consequences that arose from disruptive behaviors (Rowe, p. 521). This shared responsibility gave students a sense of ownership in the process. Researchers who evaluated the integration of this program in each school for effectiveness found that while faculty had not monitored post-behavior cases for proper compliance of feedback, re-teaching, and consequences, there was a positive development in shared involvement in the citizenship discussions and pro-social behaviors of the students (Rowe, p. 527). Students shared ideas and demonstrated positive growth in respect and appreciation for the teachers who had historically shouldered this responsibility (Rowe, p. 528). On the other hand, studies have described schools' approach to discipline problems that used a strategy called "Restorative Justice" (Hopkins, 2002; McCready, 2009). Arbitration used to initiate open and constructive communication in order to discuss the effects of the behavior, lead to a restored trust and responsibility, and was viewed as a major component of the building process. This program emphasized that all parties, culprits and sufferers alike, were considered victims to offensive behaviors and that an effort was made toward restructuring human interaction rather than having engaged in non-constructive finger pointing (Hopkins, p. 144). The building of citizenship in this approach ran parallel to the Healthy Schools Program's tenet of peaceful solutions to intrapersonal struggles (Hopkins, p. 146). The effectiveness of these approaches varied from school to school and was relational to each school's situation and occupying citizens; however, was it more effective for the individual classroom to have the

entire school involved, or was each class's situation so different it required the teacher's individual strategy?

Teacher Strategies for Disruptive Behavior

Most studies were found through self-reporting data collection that pre-teachers and beginning teachers were not adequately instructed, if at all, in classroom management techniques, not to mention strategies for inclusive teaching of children with special needs (Johansen, Little, Akin-Little, 2011; Thompson & Webber, 2010; Brackenreed & Barnett, 2006). If their schools upon entry into the profession do not support these teachers, research suggested this would only exacerbate a worn self-efficacy that will further affect their abilities to teach (Collie, Shapka, & Perry, 2012, p. 1189).

Developing a classroom management plan should require an understanding that one size does not fit all classrooms. Before teachers can consider how their plans will work, they must consider the objectives in order to decide what to include and why. Literature on this concept suggested a few foundation principles. Most teachers have agreed that classroom management is more than a strategy to control specific situations involving behaviors. It has involved the logistical planning of the environment and scheduled events, creating and maintaining safe and secure classrooms, developing an atmosphere that promotes a pro-social and citizen community, and teaching personal responsibility (Manning & Bucher, 2007, p. 4). One tool that has assisted teachers in developing critical factors of a management plan was the Plan Appraisal Worksheet (PAW) (Capizzi, 2009, p. 3). This worksheet was designed to help teachers critically evaluate the condition of major areas for development or to strengthen and then regulate the organization of the management plan based on the responses (Capizzi, p. 3). Literature suggested that successful management of core components of the classroom was vital to promoting positive

attitudes and good behavior. Researchers suggested that effective teaching skills and high content knowledge were major keys to managing behaviors (Güleç, & Balçık, 2011; Rappaport & Minahan, 2012; Smith & Lambert, 2008; Garrett, 2008). Some of these skills and behaviors included creating authentic lessons that promoted higher order thinking and problem solving, setting time limits for completion (Rappaport & Minahan, p. 12), using speech behaviors and body language to communicate meaning, and constructing academic expectations in smaller steps (Smith & Lamber, 2008, p. 19). A teaching strategy that has often been overlooked simply involved understanding the way students learn. When there is a disconnection between the way an instructor teaches and the way students learn, opportunities for misbehavior has found its way into the classroom (Flicker & Hoffman, 2006, pp. 15 – 16). One of the most significant environmental influences on student behavior has been found was the way a teacher arranged the classroom. Aside from the benefit of structuring easy flow of movement, providing visual access to instruction, and providing easy access to classroom supplies (Burke, 2000, p. 73), the orientation of students to other students and the teacher has been found to induce or alleviate disruptive behaviors (Hood-Smith & Leffingwell, 1983, p. 225). This study further suggested that when interpersonal relationships between students or groups of students were less than positive, it disrupted the creative interaction of the group enterprise (Hood-Smith & Leffingwell, p. 225). While the objective for the students was to demonstrate independent or group skills, disruptive behaviors required different approaches. Another study prescribed desks in rows for independent work and the use of tables or desks arranged in clusters for group work (Wannarka & Ruhl, 2008, p. 91).

Earlier in this section, studies that used Positive Behavior Supports (PBS) on a school-wide level were discussed. When teachers used this approach in the classroom independent of a

larger program, the teacher considered those factors relevant specifically to his or her classroom. Largely, education systems have used an approach that was reactionary in nature, whereas punishments were directed at disruptive behaviors (Feuerborn & Chinn, 2012, p. 219). However, as with other approaches, PBS required an antecedent approach of teaching expected behaviors to prevent future problems as well (Feuerborn & Chinn, p. 221). As with the whole-school method, the teacher conducted the instruction of classroom-expected behaviors through a three-tiered system of scaffolded support (Freeman, et al, 2006, p. 6; Hoyle, Marshall, & Yell, 2011; Lembke, & Stichter, 2006; McCurdy, Manella, & Eldridge, 2003). Researchers described having taught these skills in much the same way as other curriculum was taught. One example perceived a student's behavior to be an attempt to reach a basic need or want, and by attempting to eliminate that behavior without regard for the want or need, resistance to learning the social skills occurred (Otten & Tuttle, 2011, p. 28). This further described the evaluation of student skills to determine if the skill existed, if learned skills are being used, or the extent of that the skill's developed in contextual situations. Even if students had been diagnosed and serviced as one who had a learning disorder or an emotional/behavioral disorder the objective was to have eventually internalized these pro-social behaviors (Otten & Tuttle, pp. 30 – 33).

One strategy that resonated with this reasoning is a system of peer support. Studies have found that an accepting inclusive environment is tied to a student's academic and social success (Buhs, Ladd, & Herald, 2006; Noakes & Noakes, 2009). One study was conducted in an English school that faced the pressures of various types and levels of disruptive behaviors (Noakes & Noakes, 2009). Volunteer students, who worked with the researchers, were instructed in problem solving mediation techniques and ordered to intervene with students who were at-risk that displayed disruptive behaviors before and during occurrences. The volunteers used pro-

social modeling and discussion to alleviate tensions between students in order to help bring students closer to each other and to the school. The high rate of success reported by the teachers in this program suggested a connection to Bandura's social cognitive learning theory, which stated that learning, took place in a social environment of direct and vicarious modeled behaviors (Bandura, 1989). One study used peer support in an even more defined approach that taught proper behavior in a social context, built self-efficacy for authoritarian roles, and developed a sense of worth in the community (Morcom & Cumming-Potvin, 2010). Facilitated by a teacher, peer groups were formed that related everyday trials and tribulations that tested the individual and developed appropriate social skills while creating bonds with fellow students. This study was previously mentioned in the "Impact" section of this review, which described two students: a bully and a victim. During the year, through participation in community groups that helped guide their behavior, both students made great progress. In both studies, support was given and received in authentic contexts by peers. Both strategies borrowed from the framework of Bandura's social cognitive theory and Vygotsky's theory on the zone of proximal development. Dewey (1938/2012) once stated that:

> Through mutual respect, mutual toleration, give and take, the pooling of experiences, it is ultimately the only method by which human beings can succeed in carrying on this experiment in which we are all engaged, whether we want to be or not, the greatest experiment of humanity—that of living together in ways in which the life of each of us is at once profitable in the deepest sense of the word, profitable to himself and helpful in the building up of the individuality of others. (p. 100)

While these words were attributed to John Dewey in 1938, it would be unwise to believe that most teachers did not think this way before Dewey's time or in the present. It has not been

enough that children learned pro-social behaviors for a community when the individual's behaviors alone did not sustain all of the citizens or the community itself. As aforementioned, strategies to teach citizenship and democracy were developed and implemented when characteristics of good citizenship were needed for students to learn and care beyond their own space.

As previously mentioned in the rationale for this study on pg. 8, there existed a gap in the literature which addressed the reciprocity of perceptions teachers had concerning disruptive behaviors, the impact disruptive behaviors had on the classroom community, and strategies teachers implemented to counter disruptive behaviors. This study was interested in how each of these building blocks coexisted in an environment to build a classroom community conducive to the academic and socio-emotional development of its citizens. While the studies explored in this research did not claim to be all encompassing of factors related to their particular context, their researchers provided valuable information in their findings that helped convey the rich detailed description for this study as well as the much needed venue for the plight of the classroom educator.

Of the research described in the reviewed literature dedicated to the disruptive behaviors of students in the classroom, this researcher cited studies, in part, dedicated only to the teachers' perception of disruptive behaviors (Hamre, Pianta, Downer, & Mashburn, 2008). Other studies sought to describe the teachers' perceptions of behaviors and the impact it made on the classroom community (Lane, Barton-Arwood, Nelson, & Wehby, 2008; Newman, & Murray, 2005). One line of investigation sought an emphasis on teachers' perception of behaviors with a vague direction concerning strategy for disruptive behaviors (McCready, & Soloway, 2010; Wilkins, Caldarella, Crook-Lyon, & Young, 2010). The majority of research discovered was by

far more interested in establishing a best practice for a strategy to remedy their particular situation with little more than a generic list of behaviors and a vague perception held by Mr. and Mrs. Q.T.Public teacher (Korinek, Walther-Thomas, MClaughlin, & Williams, 1999; Mansor, Eng, Rasul, Mohd, H., Mohd, I., & Hamid, 2012). It is the gap in the research represented in this literature review that demanded the action taken by this researcher, which led to the discovery of the findings investigated and described in this study.

Chapter III: Methods

Overview of the Study

Examination of this study should give teachers a better understanding of disruptive behaviors and their challenges in order to build a solid foundation for their classroom management. Just as important is how teachers may learn to equip students with the skills and attitudes to become integral members of their community, which will ultimately become an asset to themselves and their peers for the sake of learning and social development. While student behaviors are investigated in this study, teachers' behaviors are also revealed in the strategies chosen to prevent and counter students' disruptive choices. By examining the reciprocity between teacher's perceptions, the impact on the classroom environment and citizens, and strategies teacher use to establish and maintain classroom management, this study will add to the base of literature a new foundation for theorizing behaviors and behavior management in the classrooms.

The purpose of this single case study of a classroom was to investigate a teacher's perceptions of students' disruptive behaviors and the response used for these behaviors. This study also examined the reciprocity between a teacher's perspective of disruptive behaviors in the classroom, the impact of disruptive behaviors in the classroom, and strategies the teacher used to prevent and counter the effects of disruptive behaviors in the classroom as well as to educate and guide students change to pro-social behaviors. This study was built using the literature of previous research scaffolded with the voice of a teacher's expression of their classroom experience. This researcher designed this study to add to the literature its own rich

description of a teacher's perspective of the challenges of building and maintaining an engaging classroom community. The rich description also included classroom observations and interviews.

Guided in an effort to provide insight to this case study of a classrooms' environment, citizens, and model of management to build and maintain a functional classroom community of teaching and learning, the following questions were posed for investigation:

1. How does a teacher describe behaviors that are disruptive to teaching and learning in their classroom?
2. What strategies did a teacher employ to create and re-establish an effective learning environment when disruptive behavior occurs?

Theoretical Framework

The theoretical lens behind the concept of this study was emulated from the pragmatic/constructivist nature of John Dewey (McCarthy, 2000; Hickman, 2009). This view is guided by the effect of the historical absence of telltale elements on the topic of teachers' responses to classroom dynamics necessary for a more thorough comprehension through a case study approach. This theoretical lens sought to better understand these dynamic elements through rich, thick language from multiple sources within the context of perspective, impact, and strategy.

Design of the Study

The research design chosen for this case study was a mixed-method approach. Mixed methods studies, viewed through the theoretical lens of the pragmatist, employed both qualitative and quantitative approaches throughout the research process (Tashakkori & Teddlie, 2008, p.22) and in this case was chosen on its merit as a pragmatic view to seek all avenues of collectable

data (Cresswell, 2009, pp. 10 – 11). This specific mixed method included the best of both design worlds that incorporated the rich descriptiveness and multiple perspective of qualitative research in the participant's back yard (Cresswell, 2007, pp. 42 – 43) with the unbiased quantitative collection of raw statistical data (Cresswell, 2009, p. 4) to support or refute other findings of the study. This design also incorporated a constructivist view as it investigated the possible emergence of description to develop new theory or support existing ones (Cresswell, 2009, p. 5).

Setting

The setting for this study was in an elementary school in a school district in a southeastern city of the United States. The elementary school served 765 students in pre-school to fourth grade for the 2012 – 2013 school year and 796 for the current 2013 – 2104 school year. The study was conducted within the confines of a single third grade classroom. The classroom was self-contained in that a single teacher was responsible for the academic achievement of all students in his or her charge for all curriculums mandated by the state guided by the administration of the school.

Participants

Auburn University's Human Subjects Institutional Review Board (IRB) prior to conducting this study granted approval for this research. During the summer of 2013, the superintendent of the school was petitioned to conduct the study in an elementary school within the school district. Upon authorization by the superintendent to conduct the study in the school, the principal of the elementary school was notified. The principal contacted this researcher to extend an offer to conduct the study in the school. Authorization from the school district and elementary school to conduct the study on site is located in Appendix A. Teachers were then notified by the principal seeking an interested volunteer to conduct the study in their classroom.

As this was a single case study of a classroom only one teacher was chosen in a random drawing of names and was considered as the only participant. The selected teacher was highly qualified in accordance with the requirements of No Child Left Behind and held a bachelor and master degree in early childhood education. The teacher was currently educating third grade students and had over twenty years teaching experience in the pre-school – third grade elementary field. Consent by the teacher was obtained during the initial meeting after IRB approval. During this meeting, ethical considerations were discussed and included privacy, confidentiality, and rights of the participant.

Procedures

Measurements

One initial interview protocol prior to the observations and one exit protocol post observations in the form of semi-structured interviews (Bernard & Ryan, 2010, p. 29) were conducted with the teacher to ascertain experiences related to disruptive behaviors in the classroom as they pertain to the teacher's perception of the behaviors, the impact of the behaviors on the classroom and citizens, and responses to the behaviors. Additionally, the exit interview was designed to collect data from emerging and clarifying questions arising from the initial interview and the observations. While the use of surveys and questionnaires could have been used to ascertain this information quantitatively, it was through the thick rich description in dialogue of the circumstance at the moment of occurrence that encouraged the emergence of present and new knowledge (Kvale & Brinkman, 2009, pp. 17 – 18). A semi-structured approach was adopted with the task of providing an avenue for emergent themes yet allowing for flexibility for the paths interviews sometimes take. Questions were also asked to attain biographical and educational data pertaining to the teacher's time in service, grade-level, and

professional development. While there was no intended length for questions and responses, no less than one hour was recommended for interviews in order to collect a substantial amount of data (Ferguson, Briesch, Volpe, & Daniels, 2012, p. 190).

Continuous direct observations (Bernard & Ryan, 2010; Yin, 1994) of the students were conducted to record the types of disruptive behaviors as well as the frequency of those behaviors during the school day. This was in lieu of observations conducted on an interval or random location method that would inevitably produce gaps in the data (Bernard & Ryan, 2010, pp. 24 – 27). Observations of the teacher were conducted simultaneously to explore practicing strategies in response to disruptive behaviors. Five non-consecutive visits were conducted for a total of 12.5 hours of observations, as its nature is to uncover the entirety of events to include an antecedent, the event, and responses to the event.

Field notes were taken during observations of the classroom dynamics to annotate types of behaviors as well as frequency of each behavior type. To aid in the recording of data in the fast pace environment of the elementary classroom a system was created to collect data in the most efficient manner possible as there was but this researcher to perform this duty. This system consisted of a numeric code to quickly document all types of behaviors as they occurred in the classroom. This study's encoding system, developed by this researcher, called Ethnographic Note-taking in Classroom Observation of Dynamic Engagement (E.N.C.O.D.E.) was an alpha/numeric encoding system to record just the disruptive behavioral events and the teacher's strategic responses to the classroom dynamics as they occurred.

As illustrated in Table 2, a prototype system of recording events that depended on a narrative description for each event and a record of varying degrees of response demonstrated by the teacher were initially implemented.

Table 2: Observed Behavior Category and Frequency

Child Interaction Behavior Coding for Field Notes Date completed _____ Refer to Child Interaction Checklist for Codes								
Behavior Coding Notes						Teacher (t) Students (st)	0 = immediate attention required 1 = moderate attention 2 = little or postponed attention	0 = School-wide strategy 1 = Classroom based strategy

This included: Immediacy of response was defined as a priority for each response to behaviors ranging from 0 = immediate attention required, 1 = moderate attention, or 2 = little or postponed attention. Immediate attention was defined as a response required preventing or intervening when teaching and learning is no longer a viable possibility. Moderate attention was defined as a response to a behavior given within a limited time, such as after a modeled lesson or after a student teacher conference. Little or postponed attention was defined as a response using strategies requiring minimum effort on the teacher such as eye contact or proximity posturing. This response may be given as feedback at the end of the day. Field notes taken entirely of a narrative nature would not have sufficed as this would have been too time consuming and cumbersome as events were fruitful and without pause (see Table 3). This system evolved after the first observation and the foundation of the encoding came from predicted categories and subcategories of behavior types and possible teacher strategic responses (see Table 3).

Table 3: Observed Behavior Category and Frequency

Ethnographic Note-taking in Classroom Observation of Dynamic Engagement								
Categories of Behaviors	**Frequency of Occurrence**					**Teacher Response Codes (Teacher Response on this checklist)**		
(A) Disobedience								
1) Does not follow verbal or written direction								
2) Breaks rule								
(a.) class								
1. Talking								
2. Out of seat								
3. Unprepared								
4. Does not listen first time								
5. Respect others								
6. Respect other's property								
7. Follow all procedures								
• Lining up								
• Desk /Sitting properly								
3) Refuses to communicate								
(B) Disrespectfulness								
1) Argues								
(a.) teacher								
(b.) students								
2) Lack of courtesy								
(a.) interrupts								
1. Teacher								
2. Student								
(b.) fail to take turn								
(c.) fail to use courtesy language								
(d.) ignores								
1. Teacher								
2. Student								
3)Non-verbal								
(a.) rolls eyes								
(b.) sneers								
(c.) mumbles								
(d.) disdain look								
4) Superior attitude								
(C) Distractedness								
1) Inattentive or easily distracted								
2) Distracted others								
3 Attention seeking from								
(a.) teacher								
(b.) students								
4) Can't concentrate, can't pay attention for length of time								
5) Fails to finish things he/she starts								
6) Withdrawn								
7) Whining								
8) Tantrum								
9) Wise crack or clowning around								
(D) Aggressiveness								
1) Doesn't get along well with								
(a.) teacher								
(b.) other students								
2) Teases								
3) Bullying								
(a.) physical								
(b.) verbal								
(c.) both								
4) Destroys property								
(a.) own								

(b.) others (See A2a6)									
(c.) school									
5) Threatens									
(a.) teacher									
(b.) students									
6) Physical Attacks									
(a.) teacher									
(b.) students									
7) Verbal attack									
(a.) teacher									
(b.) students									
8) Tattling									
(E) Delinquency									
1) Lying									
2) Cheating									
(a.) self									
(b.) helping others cheat									
3) Swearing or obscene language									
4) Truancy, skips school (refer to teacher)									

(F) Teacher Response Legend (Strategy)	
1. Discipline	
a.) Verbal	(f.) Dignity not maintained
(b.) Non-verbal	(g.) Goal / short term
(c.) Policy maintained	(h.) Goal / long term
(d.) Policy not maintained	(NR) No Response
(e.) Dignity maintained	

Note: Child interaction behavior coding for field notes / Master Copy

The initial encoding was tentative and was intended to evolve as needed during the initial observation day. The initial behavior types predicted were adapted in part from a modified version of the Child Behavior Checklist created by Martin, Linfoot, & Stephenson (1999), which included 1) disobedient, 2) distractedness, 3) aggressiveness, and 4) delinquency. To complete the initial encoding system, the categories of Disrespectful and Teacher Responses were added. While all of the behaviors were categorized as disruptive, operational definitions had been established for each of the subtype of disruptive behaviors and responses, however, these definitions were subject to change or modification as required. Disobedient was defined as not following instructions given by the teacher, arguing with the teacher, or not abiding by the classroom expectations. Distractibility was defined as failure to stay on task, preventing other students from learning or requiring excessive attention from others. Aggression was defined as overt acts of physical or verbal expression resulting in physical or emotional distress to self or other persons, or physical damage to property. Delinquency was defined as contributing to

falsehoods, misappropriating property belonging to others, inappropriate language, and the removal of self from the appropriate location for learning. Being disrespectful was defined as having little or no respect for others and demonstrating a lack of courtesy. Teacher responses were defined as strategies implemented in response to classroom dynamics to construct and maintain an environment conducive to successful academic achievement and socio-emotional development. Encoding for teacher or student as victims, teacher or school strategy, and immediacy of responses were incorporated as this adds to the description of perception of behaviors, impact of behaviors, and strategies for behaviors. For example, the main category of disobedient was labeled "A." Subtype disobedient behavior "breaks rule" is labeled "3" as the third subtype under this category. Type of rule is labeled either "1" for class rule or "2" for school rule. During an observation of this type of behavior, the researcher would annotate "A-3-2" for disobedient behavior breaking a school rule. Additional encoding for teacher or student subcategories were created to designate who the behavior affected subcategories for teacher and school were created to designate the origination of the strategy. The same example using the additional encoding would be "A-3-2-T-1." This states that the response was a teacher strategy that required moderate attention. Questions pertaining to student's behaviors away from the classroom were eliminated, as they would require a parent or guardian to provide a response. Only classroom behaviors were considered for this case study.

Validity and Reliability

To encourage rigor and reliability in the study, data was collected and analyzed from multiple sources to include an initial interview, observations, an exit interview, school documentation, and field notes (Cresswell, 2007, p. 45; Yin, 1994). Observation data and field notes were primarily collected using this researcher's developed encoding system

(E.N.C.O.D.E.) and were supplemented with narrative excerpts. While partly adapted from the aforementioned sources in the "Measurements" section, the design of this system was to ensure an unbiased and accurate record of the dynamics that made up the classroom community, as well as the ease of the collection and analysis of data. This instrument, multiple methods, multiple sources, and multiple outside readers were used to ensure validity in the findings with which to pose the most accurate and reflective responses to this study's research questions.

Data Collection

Once the school's administrator and teacher were contacted for authorization and participation in this study, which was conducted for the purpose of a dissertation, a protocol agreement was established. Contact was then made for a review of ethical considerations that were established for the study. A schedule of the interviews to be conducted was agreed upon and a copy of the seating chart was made to assist in the recording the frequency and category of disruptive behaviors. Frequency of disruptive behavior type was collected using tally marks (Lee, Vostal, Lylo, & Hua, 2011, p. 24). Data collection took place between September 2, 2013 and December 1, 2013. Data collection was conducted sequentially as a qualitative dominant approach (Johnson, Onwuegbuzie, & Turner, 2007, p. 124).

The initial protocol interview was conducted in September 2013. The interview questions were hand-delivered to the teacher on site allowing the teacher time to reflect on her responses prior to the interview. See Appendix B for a list of questions. The intent behind this decision was to encourage more in-depth and thoughtful responses and to follow-up responses. Moreover, questions in the initial and exit interviews were constructed in an open-response style in order to elicit in-depth and reflective responses (Berg & Lune, 2012, pp. 124-125). The

questions pertained to perceptions of behaviors, teaching experiences, professional decisions, professional development, philosophies, and expectations.

As previously mentioned on page 60, observations of the classroom dynamics were conducted over a period of five non-consecutive days. Each observation event lasted approximately two to three hours each. The classroom was chosen as the only setting for observations as the dynamics from interaction between students and students and teacher are trusted to be consistent and relaxed hidden from the common purveyor (Cresswell, 2007, p. 37). During the course of events, field notes were taken primarily using an encoding system (E.N.C.O.D.E.) to interpret disruptive behaviors and teacher responses to classroom dynamics, however, narrative excerpts were added to supplement the data providing an additional layer of reliability towards accuracy of interpretation. There were no physical or verbal communications made with any student. To minimize the opportunity for disruptions with the students yet with the understanding of the innate curiosity within children, it was recommended the teacher brief the students of a visitor seeking to make improvements in the school.

An exit interview protocol was conducted at the conclusion of all observations. The questions pertained to reflections of the classroom dynamics during the observation period, impressions of professional performance, and future implications on the teacher's career. As with the initial interview protocol, questions were hand-delivered in advance to encourage more in-depth and thoughtful responses, which encouraged even further the path to follow-up responses.

Data Analysis

Analysis is the exploration of patterns in data, how the patterns exist, and the purpose for those patterns (Bernard & Ryan, 2010, p. 109). Data analysis was performed using existing

questions from the literature and then using observational strategies to look for patterns such as repetition in the text (Strauss, 1992) and similarities and differences using Strauss and Glasser's (1967) method of constant comparison of data sources to discover emerging themes. While most notably represented in ground theory research (Cresswell, 2007) this researcher agrees with Leech and Onwuegbuzie's (2009) contention that constant comparison is also valuable where narrative data is vital to the investigation. A constant comparison looking for absence of positive findings, contrary evidence, disagreement of evidence, or falsehoods in evidence was conducted to strengthen data validity (pp. 110-111). As this study employs multiple methods of research as well as multiple sources of data, triangulation of Denzin's (1978) "lines of action," bear greater reliability than mere triangulation of data sources alone (p. 292). Denzin's vision of triangulation was represented by all of the elements of the designs of the study to include the convergence of multiple investigator perspectives, multiple data types and collection methods, multiple lenses on the focus of the study, and the interaction of the methods employed (p. 295). Triangulation of the qualitative interviews, observations, quantitative measures of frequency, and this researcher's field notes served as a method for encoding data for the subsequent development of categories and sub-categories. Initial predictions emerged from a thorough search in the literature. The initial predicted category of behavior types included disobedience, distractedness, aggressiveness, and delinquency. Constant comparison for patterns in the data provided cause for the addition of one more category of behavior type: disrespect. One other initial category included types of teacher responses, or strategies. Disruptive behaviors and teacher strategies from classroom observations, field notes, and the encoding system, were triangulated with data from the initial and exit interviews to create categories. These were

further triangulated to form themes to answer this studies questions presented in the introduction of this study.

Summary

In this chapter on methodology, study design was highlighted in sections to include: design of the study, participants, setting, procedures, measurements, data collection, and data analysis. A mixed-method approach was conducted to substantiate the pragmatic investigation of a single case study of classroom dynamics in narrative, observation, and numerical form. Multiple means of data collection were conducted as well as multiple means of data analysis. The results of triangulating this data will be discussed in Chapter IV.

Chapter IV: Findings of the Study

The purpose of this study was to investigate the dynamics of an elementary school classroom that pertained to student behaviors and teacher strategies in an effort to provide a description of the dynamics to the literary body of research for future studies. The initial focus in the construction of the questions emerged from the volume of literature, or lack thereof, on the topic of behaviors, teachers' perceptions of them, and teachers' strategies for them. Initially, there were three predicted themes: teacher's perception of behaviors, impact of behaviors, and strategies for behaviors. It was predicted that these themes would illuminate a binding reciprocity, enriching the description of the classroom's dynamics; moreover, as data was collected and analyzed, there was evidence of an additional theme of classroom realities for descriptive elaboration.

This chapter is divided into five sections. The first section described the teacher's realities of the classroom as described by the teacher. Emerging themes, as identified by this researcher, that came from the initial interview, written clarification to interview responses, verbal communication during the study, and materials provided by the teacher as evidence of classroom management. In the effort to have some semblance of organization for clarity sake, the description in the first section followed the path of like themes obtained from the responses. The responses investigated by this researcher were illuminations of the main questions posed. Responses to follow-up questions were optioned to be described without posing the question or statement unless this researcher deemed the question or statement to have enhancements rather than mere clarifications to the main question or statement.

The second section described the reality of the classroom as described by the researcher/observer of this study. This section discussed the major themes that emerged from the observations during the study and included themes that did and did not parallel the realities of the teacher's classroom. The second section also followed the data as observed from each day, from the initial moment of observation to the close.

The third section continued to describe the teacher's realities of the classroom as described by the teacher in the exit interview and addressed new questions arising from the observations of the study. This section has presented new themes that emerged from the initial interview and observations, written clarification to interview responses, verbal communication during the study, and materials provided by the teacher as evidence of classroom management. In the effort to have some semblance of organization for clarity sake, the description in the third section will follow the path of like themes obtained from the responses. The responses investigated by this researcher were illustrations of the main questions posed. Responses to follow-up questions were described without posing the question or statement unless this researcher deemed the question or statement to have enhancements rather than mere clarifications to the main question or statement.

The fourth section illustrated the connections and disconnections between the teacher and observer realities. This has been illustrated in tables to show them as side-by-side parallels. Table 9 and 10 illustrated connections discovered between the initial and exit interviews and the observations of this researcher. Tables 10 and 12 illustrated disconnections discovered between the initial and exit interviews and the observations of this researcher.

The fifth section ended this chapter with a summarization of the intent and generalized

findings of this study. This summation included an insight into this researcher's living journal that spoke throughout each chapter in this study.

In this first section, the teacher's reality of the classroom was extrapolated from multiple sources to include initial interview responses, predicted and emergent themes from the interview, and quoted remarks outside of the interview. Triangulation of four sources of data were ultimately accomplished in this study from the responses to the initial interview protocol questions, observations, responses to the exit interview questions, and responses to subsequent follow-up questions. Responses were investigated to find parallels between the emergent themes that addressed to the dissertation questions. In efforts to disclose and establish the ethics of conduct regarding fair use of collectable data, this teacher was informed that collectable data would include all dialogue and passing remarks that were pertinent to the classroom dynamics.

Prior to the start of the school year, an initial interview was scheduled to take place in the fifth week of school. The main questions were given to the teacher one week prior to the interview to allow time for reflection and to promote recollection of facts pertinent to the interview.

The Initial Interview

The first and third questions sought to establish the teacher's level of past experience and future professional development in the area of teaching, as well as past experience with students' disruptive behaviors. It was this researcher's aim to uncover the teacher's past experiences with students' behaviors and the teacher's resolve to manage the classroom.

When asked the first question, "Why have you selected teaching as a profession?" the teacher stated that it was actually a second career choice having sights initially set for a career in journalism. Realizing early that this was not the right choice for her, thoughts turned to one the

teacher was familiar and comfortable with. Her mother was a teacher and had often guided her to consider this as a profession. "Like many young women, I enjoyed working with children." In a matter-of-fact tone, as she spoke about her experience working with children in her church, she related just how much she liked children and thought her entering Early Childhood Education was a good fit for a major.

When asked the follow-up question, "What grade levels have you taught?" the teacher stated she had experience with kindergarten from her student teaching and it was a grade level she was interested in. However, with the birth of her first child, she stated she understood the reality of the commitment one gives to the young and explained, "You have to have a lot of energy for kindergarten." Eventually, her first class was to be in second grade, which she taught for one year only. During her twenty-five years in teaching, she has sequentially committed one year to second grade, nine years to first grade, ten years to third grade, and two years to substitution. It was her first year, though, that shaped some of her perceptions about the teaching profession in general. She mentioned that she had left the profession for some time after her first year, even though she stated how much she enjoyed teaching first grade. Elaboration for this choice would be illuminated in the third question in the interview so it was decided it would be best not to broach the context of the circumstances twice. At the time of this interview this teacher taught third grade and acknowledged it had been "a difficult year to teach," due to the demands of "standardized tests" and teaching "multiplication and division." However, her professed belief that her students would grow emotionally during the school year was a strategy that gave her one thing less to stress about.

The third question proposed external factors that may have influenced the teacher's perceptions of students' behaviors, the impact of students' behaviors, and any strategies the

teacher implemented for students' behaviors. When asked, the teacher immediately began relating her first year experiences with a look of disgust on her face and resentment in her voice. She admitted that she was more naïve as a new teacher without experience and had accepted a position in a school with no air conditioning, no books with which to teach, or desks for students to sit. Yet, other realities set in soon after she discovered how poor the students were and how unprepared for the level of academics that were expected of them.

She stated her experience with special education was one class in college that she felt had not prepared her for her first classroom. "And back then, we weren't as good at identifying our special education students; had some that I knew wasn't quite right but I did not have the experience to know this person was LD [learning disabled]." Students' behaviors in her first year left quite an impact on her. She related how one of her students stomped on her toes, nearly breaking them. With numerous office referrals previously implemented, the school mandated teachers use the strategy of home visits to discuss students' behaviors with parents, which took her to remote locations. Her perception was that this strategy of home visitations was a negative impact on the teacher as a result of the students' behavior. She considered this "horribly dangerous." As a result of her perceptions of the students' behaviors, the impact of the students' behaviors, the lack of strategies for successful classroom management, and the actual realities of the classroom, her reality of the classroom paralleled those of many new classroom teachers; she decided to leave the profession. She recalled, "I made it through that year but I did not go back, and I told Mama, I said 'I don't want to do anything. I don't want anything to do with teaching,' and I went home." Her separation from the profession lasted seven years and she only felt prepared to return when she had achieved her Masters in Early Childhood Education as well as developed a foundation of classroom management through substitute teaching. "I've got a

chance to see what people did because there's so many different types of management and I learned my management skills from teachers that I subbed for."

The second question sought to investigate the teacher's short and long-term career goals. The teacher spoke mostly about her goal of retiring, yet having reservations in this decision for personal financial reasons. After redirecting her focus to "career" goals, her thoughts were dedicated to her immediate technological learning of a MacBook, iPad, and a promethium board. Subsequent questions were not able to reveal any further responses.

The fourth and fifth questions sought to investigate the philosophy behind the design and maintenance of the teacher's classroom management. To be as precise as possible, this interviewer provided the following suggested criteria: how the room was orchestrated for the students' learning and growth to include reasons for the placement of sight items and tangible materials to promote learning, the arrangement of the room, and scheduling of events. This may also include logistics to prevent disruptive behaviors.

When asked question four, "Describe your classroom management philosophy," the teacher demonstrated clears signs of frustration. She stated that she had very little control of scheduling any events in her classroom to include curriculum lessons. The only thing she added that she had any control of was when she would have her own snack. "So that's management for me" she stated. As she continued, she was very focused on one area of management considered by her as an administrative enforced strategy. "Mr. [Principal] says we must be sitting in groups when he comes in so I have to do that" she stated. However, she seemed to settle into her chair as she began to explain her perspective on why this management tool was neither productive for academics or for behaviors in her classroom. Sarcastically, yet seriously she began "…oh we're grouping and working in cooperative groups; what you're really doing is you're not able to pay

attention." She stated that this is because when expected to work together, her experience was that it is a struggle for her students to work cooperatively. She further added that it was quite difficult to teach, who she considered to be "hyperactive talkative children" when they had each other in their view resulting in distracting non-academic conversations rather than the students paying attention to the lesson. Probing questions to investigate any strategies for behaviors impacting the classroom in this manner revealed she would maneuver students who demonstrated the desired pro-social self-control to groups who required modeled behavior. One of her concerns for implementing peer modeling in this manner had been in great part due to the behavior of students' with special needs. It should be noted at this point that when the teacher referred to examples of disruptive behaviors in the classroom, as it pertains to students' with special needs this teacher referred to the same student. Admittedly, she stated there was more than one student with an Individual Education Plan; however, that student "is the only one [she has] to worry about." Even with a model peer, there were days she found the impact of the student's behavior too disruptive for a group. The student had such a hard time that close to somebody and the student just could not handle it. During these episodes, she found the strategy of moving the student near her to be a benefit, as she was able to monitor the behavior better. While giving reasons why she did not like them facing each other in groups, one strategy she stated she would use rather than groups was for students to face each other in short rows of two to three students. I asked her to repeat this to verify that she had stated she wanted them to face each other.

Another aspect of classroom management she found a concern with was maintaining a routine for the students, which she reported, affected their behavior. She widely blamed this on the constant interruptions her classroom faced each day from outside sources. Subsequent

questioning during this interview revealed a plethora of examples this teacher perceived as interruptions plaguing the classroom, ultimately preventing the classroom's occupants from reaching their potential. These will be discussed at the appropriate point in this result section. "I have a couple that it's hard for them to fall into a routine and they still have it and I don't blame them because we keep them so confused doing this, doing that, doing this." Nonetheless, she claimed her strategy was to keep "working with them, keep hitting it and we'll get that."

When asked the fifth question, "How does your classroom management address prevention of possible behavior challenges stemming from special needs?" it was very clear how the teacher maintained a routine of preventative strategies to parallel her perceptions and impact of the student's behaviors. The use of the singular possessive in relation to disruptive behaviors of students with special needs was due to this teacher's exampling of one student, who will be referred to as Student A, only although there are other students with special needs. The teacher worked in cooperation with the special education teacher in tandem with a school-wide discipline plan that issued numbers to correspond to a specific rule that is broken. As numbers accumulated throughout the day, the greater the chance of a consequence of the loss of a privilege, a note sent home, or the student's parent was called. However, the teacher's perception of the impact of this student's behavior, as she related it, "can be very overwhelming." If Student A received a number it was for behaviors such as "screaming or falling on the floor," which automatically resulted in parent contact. Furthermore, the teacher believed if the same consequences applied to this student as it did with all the other students, Student A "would be a constant number person."

"Prevention was a big part of the plan," she stated. She described it has "having that routine, watch for triggers, things that trigger outbursts, and have a plan with those types of

problems and then look for proactive behaviors." "Two strategies have been quite effective this year," she said. One was a self-calming technique that Student A learned in a prior year from a different teacher. If the teacher or another student becomes aware of a possible outburst they will encourage Student A to begin self-calming, which, she stated, meant the student understood to "put a lid on it." No other explanation was given for self-calming other than "It is in [Student A's] I.E.P." The second strategy was one of peer involvement. While she professed to keep a constant vigil on the student's behavior, the reality she claimed was that "…sometimes they'll listen to their peer better than they will listen to me…." "They [students] know, you know, by the end, something's a little bit different about him [the student]; maybe [the student] needs a different approach." Her strategy was to try to surround the student with peers who she hoped would not only model pro-social behaviors but would also keep a watch for episodes of disruptive behaviors as they started. Her strategy was for either her or a peer to encourage self-calming and to speak words of encouragement to stave off the undesired behavior. Proudly, the teacher explained how she allowed one of her peer students to provide positive reinforcement with the use of stickers when the student "has a really good day." The teacher ended this response with "I'll take all the help I can get, because at third grade they're [students] able to know, and they know."

The sixth question sought to discover school-wide support for her classroom. When asked, "Describe the resources developed and offered in your school environment that contributed to your classroom management" the teacher initially centered on those elements of classroom management dealing with discipline. She explained how office referrals were implemented after a student attains his or her fourth number, according to the school discipline

plan, wherein the vice-principal called the student's parents. With a second office referral, the students were given an In-School Suspension (ISS).

At this point, this researcher perceived restating the question was in order to provide clarity to the diversity of the resources available to the teacher as well as to investigate resources implemented for academic and social development. A follow-up question, "Describe anything that you do instructionally or with curriculum that may be used to promote pro-social behavior in the classroom," prompted a reflective moment. When she spoke, she related how the students, in general, had not demonstrated some of the social graces expected in pro-social behavior such as listening to a speaker politely and taking turns, which she said, was not at all surprising to her. She discussed how her students were not adept at listening to a speaker and many times would interrupt just to speak. She further stated that it "usually was an only child because they don't share well." She admitted this behavior greatly impacted their ability to learn. One of the instructional and academic strategies she liked using was having her students share what they have learned with other students in order to learn to communicate better. She did this to teach her students to communicate without conflict because in her perception, it was difficult for them to communicate without arguing, attributing much of this to "how home is."

The curriculum the state subscribed included The Alabama Math Science and Technology Initiative (AMSTI). She stated, "The science that we do, AMSTI, is a lot of experiments where you work with the partner. You have to have the self-control to know my partner is going to do some stuff; I'm going to do some stuff." She further explained that this was great for helping students who had difficulties with their social development of interaction. In an about face, to her professional opinion previously conveyed concerning groups, the teacher stated that the lack of group activities was one of the problems in the current math program.

"There's not a lot of group things and that's one thing I don't like about it," she said. In addition, she claimed "I have tried to try to make it more interesting but I also cannot – I have to teach the curriculum." However, those students who required a Response to Intervention (RTI) tier had thirty minutes of partner and group activities planned which afforded the students much needed pro-social interaction of sharing and communicating. The one resource, she added, that would be welcomed was the "presence of authority" by an administrator. As she ended this response, she conceded, "I understand that they have their jobs too."

The seventh and eighth questions sought to investigate the teacher's perception that prioritized the rules that governed the interactions of the classroom's occupants and the framework of the enforcement. When asked question seven, "What rules/expectations do you have for your classroom?" the teacher's initial reaction was to illustrate the origin of her discipline plan and details of any consequences. However, question eight delved into this area of classroom management so all data describing discipline has been addressed at the end of this response to provide better flow of the data question eight provided. Indicators of school identity have been redacted to adhere to ethics of confidentiality.

She said they call her "The Tiger Plan Lady" because the rules and expectations for this classroom originated three years ago when she "dreamed [sic] it one night." After she proposed them to the school and finalized it in committee, the school adopted five classroom rules (See Figure 2):

1. Listen the first time.
2. Come to class prepared.
3. Respect others and their property.
4. Talk or leave your seat only with permission.
5. Follow all classroom/school/hallway/restroom/electives/cafeteria directions and procedures.

T.I.G.E.R. Discipline Plan

Totally Incredible Girls and Guys Earning Rewards

In order to ensure equality in the area of discipline, a school wide discipline plan will be used by each faculty and staff member.

Tiger Tips:

Tip #1: Listen the first time.

Tip#2: Come to class prepared.

Tip #3: Respect others and their property.

Tip #4: Talk or leave your seat only with permission.

Tip #5: Follow all classroom/school/hallway/restroom/electives/cafeteria directions and procedures.

If a student **chooses** *not to adhere to a Tiger Tip, it will be recorded in the conduct folder.*

Daily Consequences:
The following consequences will occur:

1st number: 5 points deducted from weekly conduct grade.

2nd number: 10 points deducted from weekly conduct grade.

3rd number: 15 points deducted from weekly conduct grade.

4th number: 20 points deducted from weekly conduct grade and an Infractions Parent Notification Letter.

5th number: 25 points deducted from weekly conduct grade, office referral, and parent conference (phone or meeting).

Figure 2: The school discipline plan included tips for pro-social conduct in the classroom and the negative consequences when disruptive behaviors occur.

She also described procedures students were to adhere to that were school-wide, yet amended to fit her class. While other classrooms only allowed two students at a time with library passes to go to the library, this teacher required her students to sign up to go. In this way,

it became a strategy for learning to listen. She explained that when she called their name to go, if they were not listening, the consequence was that they lost their turn to go.

Another procedure she expected her students to meet was her Clean Out Your Desk procedure. She related how the students' disruptive behavior of leaving books and papers in their desks left a huge mess in their desks and on the floor at the end of each day, impacting the mood of the room and devoured time to clean, time that could have gone to planning. She stated this also resulted in interrupting the flow of the students' morning routine. "You'll notice my children do not have any books in their desk at the end of the day and that was a learned behavior because if you go in a room where lots of times where they would leave their books in their desk, it's a wreck and I do not like messy rooms so it's just easier for them if they put their books back in their cubby at the end of the day." After a few different strategies to keep the room organized, she settled on making cubbies for the students' books to be housed during non-school hours. As part of her morning routine for the students she prompted them saying, "get what you need out." "The first week or so I put on the board what they have to have but they know what to get out usually," she said.

She began teaching her students the rules and expectations on the first day of the school year with the hope that the students were introduced the year before to the protocols. Without skipping a beat though, she quite frankly admitted, there is no way of knowing what they were taught or how they were taught. In the first day, she discussed the discipline plan of the classroom that included the consequences of breaking rules and not meeting expectations. "So I teach them the rules," she said. "I'll give them the first two days, usually at school" then she explained when she would begin giving numbers for violations.

As previously mentioned in this section, the school's Tiger Plan, which extended to each classroom, consisted of five "tips" which she admitted doesn't sound "hard and fast," yet they are rules that encompassed literally any procedure or policy students were expected to adhere. Violation of these rules dictated that the teacher gave the disruptive student a number which corresponded to a specific deduction in points from each student's weekly conduct grade. Each number corresponded to the number of a classroom rule, number five extending to all procedures maintained in the classrooms as well as throughout the school. This number system consisted of the following:

1. 1st number: 5 points deducted from weekly conduct grade.
2. 2nd number: 10 points deducted from weekly conduct grade.
3. 3rd number: 15 points deducted from weekly conduct grade.
4. 4th number: 20 points deducted from weekly conduct grade and Parent Notification Letter.
5. 5th number: 25 points deducted from weekly conduct grade, office referral, and parent conference.

Beginning with the fourth number, strategies include the Parent Notification Letter (See figure 3) and even administrative action if the disruptive behavior persists. As mentioned, these points translate into a conduct grade for the week as well as for the nine-week period (See figure 4).

[redacted] Elementary School
T.I.G.E.R.S. Schoolwide Disciple Plan
Totally Incredible Girls and Guys Earning Rewards

Infraction Parent Notification

Date: _____

To the Parent(s)/ Guardian of _____

Subject: Conduct of Your Child

Dear Parent/ Guardian

Your child has been corrected several times today for violating the following rules:

_____ 1. Listen and obey the first time. Explanation _____

_____

_____ 2. Come to class prepared. Explanation _____

_____

_____ 3. Respect others and their property. Explanation _____

_____

_____ 4. Talk or leave seat only when given permission. Explanation _____

_____

_____ 5. Follow all classroom/ school, hallway/ restroom, electives/ cafeteria directions and procedures. Explanation: _____

_____

This letter is to inform you of your child's behavior today. If further actions continue, your child will be unable to participate in free time and/ or Fun Friday activities. I want only the best possible learning environment for your child. Hopefully with your cooperation and support, further disciplinary action will not be needed. Please sign and return this letter.

Sincerely,

_____ Teacher's Signature

_____ Parent's Signature

DAILY CONSEQUENCES

1st number:	5 points deducted from weekly conduct grade.
2nd number:	10 points deducted from weekly conduct grade.
3rd number:	15 points deducted from weekly conduct grade.
4th number:	20 points deducted from weekly conduct grade and Infraction Parent Letter.
5th number:	25 points deducted from weekly conduct grade, office referral, and parent conference (phone or meeting).

Figure 3: Parent Notification Letter sent home upon receiving the fourth point in a week for disruptive behavior.

TIGER
Totally Incredible Girls and Guys Earning Rewards
Conduct Grading Scale

1 Week Period

Letter Grade	Numerical Value	Numbers Received
A	90-100	1-2
B	80-89	3-4
C	70-79	5-6
D	60-69	7-8
F	Below 60	9 and more

Nine Weeks Period

Letter Grade	Numerical Value	Numbers Received
A	800-900	1-20
B	650-799	21-50
C	550-649	51-80
D	450-549	81-90
F	Below 450	91 and more

Figure 4: Conduct Grade Scale that reflects the weekly and nine-week conduct grades after deducted points have been applied.

Consistency in discipline was a challenge, nonetheless, when speaking to the students; "it's discretionary of course but I'm only going to say it a couple of times," but she then told them, "I want you to do it." She admitted that there are certain days, holidays, and events when the sheer number of disruptive behaviors impacting the classroom hindered implementing the discipline plan. These included Mondays and Fridays, holidays such as Christmas and Thanksgiving, and events such as Homecoming and end-of-year. In her perception, students' behaviors were too erratic during these times, saying, "…if I gave numbers, all I do is write numbers all day." She explained that when her students got excited about everything from "the weekend" to events such as a holiday or "when baseball season starts in the spring, you can forget it," and the teacher's expectations of students completing homework were not to be expected. "You know they know that as long as they follow the rules basically and that you know they'll be okay," she added. In order to motivate her students, the teacher described how she would negotiate a task for a treat. "Let's all do this and then maybe we'll make our – we can make a little cheerleader or something" she told her students. Another strategy she described was to appeal to the students' sense of camaraderie by informing them how she had her own work to do as a reason for finishing their own assignments. In her plea, she stated, "I'm just not the mean woman up here telling you what to do; I have to do it too." As the teacher signaled the end of her response to this question, it was imperative to re-emphasize that data pertaining to the context of discipline was broached and would now continue in the next question's response.

When asked the eighth question, "Describe your philosophy regarding discipline," the teacher expressed her perception of how

> The children at our school know that really, when it comes down to it, we aren't going to do anything to them. We do not use corporal punishment and they know it. That's why

we have so many repeat offenders. My philosophy is that we have a responsibility to teach them and sometimes that means getting their attention.

In clarifying her perception, she stated that one of the problems was that many students lacked discipline at home leading to the impact of behaviors involving disrespect for parents and teachers, yet these same parents were averse to this behavior correction in the school environment. In lieu of implementing her philosophy on the level she spoke of, the teacher applied strategies that were more in-line with negative punishment. Besides losing their list place for the library or getting points taken from their conduct grade, students would lose thirty minutes of activity time if they were unable to control their behavior or had received at least three numbers during the week prior to the activity. The teacher explained before the activity began "…this is not a graded activity so you don't just have to participate; well, they want to participate," she said. At other times, if the impact of the behavior called for a more immediate response, the teacher revealed she would use a positive punishment to direct the student to "step outside" for a private chat. While it was not a strategy that she described as school sanctioned, it was quite effective as the students, in her words, "…hate it because I'm going to come out and talk to them" she confided. "They don't want me to come out and talk to them because I'm going to tell them what I think about it."

The ninth question sought to examine the teacher's perception of students' behavior in the present classroom. When asked, "Describe the various types of disruptive behaviors you encounter from individual students and the classroom's dynamics (i.e. being distracted, physically aggressive, etc.)," the teacher took several moments to reflect before she gave her response. When she began, it was clear that in her perception, the biggest impact from disruptive behaviors was students' distractedness. She seemed very frustrated as she explained, "This year

is weekly, weekly, weekly not paying attention; so that's going to be - most of the behaviors are going to be, and you have a lot of students that cannot pay attention to you longer than five minutes and that's it." She went on to describe how this behavior does not just impact one student's learning; when distracted, these students were very distracting to other students, not to mention having been deprived of their participation. One example she shared involved the reading groups. When students were not focused and did not follow along, it affected how the students responded to the reading. Concerning non-academic areas, she went on to say, "I don't have a lot of getting out of their seat and talking problems; that number four [discipline plan points] took care of that pretty well but I do occasionally." However, an area that she has had problems with was the water fountain. While she did not expound on the impact of this behavior, her strategy to remedy the situation was quite lucid. "Occasionally, I have someone who is in love with the water fountain and you have to cover up the water fountain and if you're just in love with the water fountain, we just don't use it…" she explained. When her thoughts turned to aggressive behaviors she experienced in the past, she remarked that she stayed vigilante for possible dangerous situations. She further stated, "I try to keep an eye on anybody that seems a little volatile and not get other people around 'him' until he calms down." During this response, the student "him" once again referred to as Student A and was indicated by the teacher by nodding toward the student. This student was referenced in most examples involving disruptive behavior and special needs. All other examples of disruptive behavior in this response mostly involved past experiences, which may or may not have shaped this teacher's perception of student behavior, the impact of disruptive behavior, and how the teacher responded to disruptive behavior. As such, these past experiences were an integral element to this research and have been included in this study.

As previously mentioned about her first year teaching, she recalled how one student nearly broke her toes, yet it was another experience she remembered that seemed significant. On this occasion, when trying to conference with a student, the student stabbed her in her hand with a pencil. When speaking to the principal, awaiting the opportunity to seek medical attention, she requested he not be paddled "…because to me it would be like he hit me, I'm hitting him." While she spoke otherwise in describing her philosophy on discipline, she was adamant he had not learned this lesson; although at the time she could not predict the impact the event would have on her outlook on student behaviors. She had an uneasy look on her face as she described the outcome of the experience, "…he would look at me funny but I really never gave him a chance if I thought he was kind of, you know – didn't want to be stabbed again." Another experience with violent student behavior, she reflected was, "When I was pregnant and teaching…a child threw a book at me." She confided though, that these events in her teaching career involving students' behaviors left her worried more about losing an eye, which she did not expound at the moment but did reveal some time later. The fact that this teacher developed a fear as a result of a student's behavior is substantial without disclosing this personal confidence.

The tenth question sought to investigate further disruptions to the classroom's dynamics that may unveil further perceptions, behavior impact, and strategies for behaviors that were not previously recalled but would add to the description, and or otherwise enlighten those facts given in the teacher's responses. When asked to "Describe challenges that affected the flow of teaching and learning in the classroom," her one challenge she chose to discuss was the persistent interruptions involving resources for students with special needs. By this, she refers to all Title One (special education and talented and gifted programs). This was not the entirety of her challenges, as she implicated all interruptions of any kind, to include intercom

announcements and visits by non-classroom citizens as well. This researcher shared the experience of an Emergency Bus Evacuation Drill with the class I was observing. Afterwards, she remarked how inconvenient it was having Emergency Bus Evacuation Drills, which were established in light of the school shootings reported across the country. When speaking on resources, the teacher advocated allowing the older students to go to their resource but argued for leaving the younger students "who need the help with [her]." She blamed the constant "open door" interruptions in the name of resources for much of the disruptive behavior the students demonstrate during the time prior to and upon returning from these classes. She described the impact beginning at 8:30 a.m. when the students began watching the clock to leave at 9:00 a.m. and knowing they would run down the hallway when they left her room. However, it was their behavior upon return, she stated, that was quite the interruption. When they return, she said, "They are yelling,"

Students: "I love you" (directed to the teacher)

Teacher: "No, we're doing something. Go back out the door. Try that again. Come in, go to your desk, look up here and see what pages we might be working on while you were gone. You could start on that until I call you."

She added that it usually took about fifteen minutes to calm them down so they could begin learning and others could continue learning. She explained that her strategy was an "on-going process…to teach them how to leave the room and how to come back into the room."

This concludes section one of this chapter, the teacher's realities of the classroom, as described from the questions and responses of the initial interview. In the next section, this researcher described the unbiased play-by-play of the classroom's dynamics as seen through the

eyes of the "fly on the wall," the observer. This description is quantitatively paralleled using tables to illustrate the frequency of students' disruptive behaviors.

Observations

As there were no other interviewees to either corroborate or refute the statements of this lone participant, therefore, observations of this teacher's classroom served as a means to compare the teacher's perceptions and descriptions with the reality of the classroom. As with many first person accountings such as those from interviews, accountability has been often skewed in matters of a person's behavior and memory involving specific frequencies (Bernard and Ryan, 2010, p. 37). In this section, the researcher described the classroom dynamics based on observations conducted in five sessions during a three-week period in the first two months of the school year. Each observation session lasted approximately two to two and a half hours in length and included academic learning time in the classroom. To collect data during the observations for field notes only, a unique system of coding, E.N.C.O.D.E., was used to record the classroom's dynamics involving the students, teacher, and environment (See Table 2 presented on pg. 61). For each day's observation, the codes used for field notes were omitted in lieu of narrative and frequency data. A previous recorded instrument (see Table 3 presented on pg. 62), required the observer to categorize and label each behavior as it was observed, was found lacking during the first observation due to the time constraints of the observation. The instrument was revised and named E.N.C.O.D.E., which included predicted student behaviors and predicted teacher responses. There were five categories of disruptive behaviors that included disobedience, disrespectfulness, distractedness, aggressiveness, and delinquency. Predicted teacher strategies were listed in a legend with corresponding coding for observational reporting.

The classroom's rules fell under the category of disobedience, as students were well versed in these expectations.

Day One

Prior to each observation, protocol dictated checking in at the office, locating the classroom, and quietly preparing for observations in a location previously agreed upon with the teacher.

8:30 a.m.: Observation Began

It was immediately realized that the method of collecting data that was initially chosen (see Table 2 presented on pg. 61) was inadequate and called for a more user-friendlier instrument (see Table 3 presented on pg. 62). The classroom was thick with the frequency of disruptive behaviors, creating a heightened vigilance and workload that would see no disruption until the end of the observation. As the teacher delivered a direct instruction lesson, the noise from students talking and moving about the room was immediately noticed. The sheer volume of unchallenged conversations unrelated to academics was obvious. During this observation, the term "talking" consisted of individual speech and dialogue from one or more student participants unrelated to academics, the current lesson, or any teacher-sanctioned dialogue. It should be noted that while talking was in violation of a "class rule," this observer noted that responses to teacher instruction and lessons required no preceding approval. To determine the frequency of this type of behavior, the definition of talking was expanded to include students involved in individual speech or multiple participant conversations. At times, the level of noise resulting from these conversations required students to ask peers to repeat instructions or remarks from the teacher. Four students at one table were engaged in conversation for most of the duration of the direct lessons. The teacher's semi-directed comments, such as "We're talkative today" and

"Why is that table talking" resulted in having no effect on the disruptive behavior, which continued. In fact, two students sitting at the table, identified to be talking, rolled their eyes following the teacher's comment. This particular behavior was repeated four more times, directed at the teacher, without a challenge or even a second challenge to each event. These remarks seemed to be ineffective for the first as well as for each subsequent occurrence.

Many students found their way out of their seats without permission while the lesson was in progress. Students visited other students' desks to talk, the bookracks, or engaged in what appeared to have been stretching their legs. Some students sat down quickly, while others engaged in other disruptive behaviors such as talking and distracting others. Of the 27 observations of students being "out of seat," the teacher challenged only one student by name rather curtly as the room became quiet**.** Other disruptive behaviors during the morning lesson included students improperly sitting at their desks, were unprepared, and failed to listen the first time, which elicited a response from the teacher: "Get off your desk," "You're not paying attention," and she repeated instructions to those who did not listen the first time.

9:45 a.m.-10:00 a.m. Bathroom

Transitioning was very awkward as students were directed to line up at the door for the bathroom. One student initially lagged behind to finish independent work, eliciting the teacher's snap, "[Student's name], let's line up; you're slowing progress." As the student tried to explain, the teacher waived him into the line. Commands such as "stop talking" and "stop running" countered other students' disruptive behaviors, such as talking and running to get into the line. The teacher's remarks were very specific about the behavior, yet vague and non-conflicting to students actually demonstrating the disruptive behaviors**.**

10:00 a.m. Reading Groups

After the direct instructed lesson in language arts and math, there were three guided reading groups conducted each day. Each group included students within a tiered level from low to high reading ability. Although tiered, these groups were not associated with RTI. This day, the teacher prepared the guided reading table for the first group as the students read a book, took an Accelerated Reading (AR) test, or, if they were finished with their tests, played an academic game on the computer. Students were instructed to continue these activities until they were called to join their assigned reading groups. As she called the high ability group, which consisted of six students who joined at the table, three students refused to follow her verbal direction to attend. Only after several minutes did these students join their group. The teacher demonstrated no observable strategy to discourage this behavior presently or for future incidents. The second group demonstrated appropriate behavior; however, the third group was not successful. In the same manner as the students from the first group, two students initially refused to convene with the group, doing so only after several minutes. No observable strategy by the teacher was engaged to resolve this situation. During the third group, one student refused to read when directed. The resulting teacher response halted all group instruction to address the student. Quite loudly, the student was publicly identified by name and chastised for the behavior, which resulted in a visibly upset student and a very quiet classroom. Without waiting for the student to read, the next student was instructed to read.

Even while the teacher was preparing for the groups, students not in a group demonstrated a variety of disruptive behaviors. Several students were out of their seats and stood in front of other students' desks. Seated students were either distracted by this behavior or engaged in a mutual conversation, the latter being the dominant choice. Two students carried on

a conversation for approximately 30 minutes and one student took their seat as the last reading group disbanded. Three students chose to mill about between bookshelves, the water fountain, and environmental displays, averaging approximately 20 minutes each before taking their seats. During this time, two responses from the teacher addressed students out of their seats. She said, "Find your seat, please," was all she stated to all students. Another comment that was inaudible chastised a student by name. Under the category of distractedness, inattentive behaviors abounded. Of the 33 occurrences, teacher strategy in response included a private conversation with a positive response from one student, who demonstrated an alert posture for the remainder of the observation. Another student who demonstrated difficulty concentrating during an assignment also received a private conversation from the teacher. This student was unable to maintain any sustained concentration. The student continued, seemingly frustrated, without further intervention. The sub-category, "Can't concentrate, can't pay attention for length of time" (see Table 3, Category C.4) of distracted behavior identified students who were unsuccessful in focusing on their work. Disinterest in the subject, was listed as a sub-category unto itself. Violations involving students' desks were demonstrated in a variety of ways. Most students chose to prop their feet on other students' desks, and creating multiple cases of distraction, which were unchallenged by the teacher. When students attempted to tattle on these students, which was not an allowable behavior in the classroom, the teacher did not respond. When not in reading groups, students were observed sitting on top of the desks and even laying across multiple seats. These behaviors were left unchallenged.

There were 292 observable disruptive behaviors this observations period. In response to 292 disruptive behaviors, the teacher demonstrated only 22 observable proactive or reactive strategies with the remaining 218 disruptive behaviors ignored. As seen in Table 4, the

disruptive behavior of “unprepared” had the highest behavior to strategy ratio of 2:2, with the disruptive behavior subcategory “lining up” procedures in second with a ratio of 4:2.

11:30 a.m. Observation Ended

Table 4: Day One Frequency of Behaviors

Ethnographic Note-taking in Classroom Observation of Dynamic Engagement		
Categories of Behaviors	**Frequency of Occurrence**	**Teacher Response Codes (See Teacher Response checklist)**
(A) Disobedience		
1) Does not follow verbal or written direction	卌 | 6	F1beg = | NR = 卌
2)Breaks rule		
(a.) class		
1. Talking	卌 || 162	F1aeg = ||| F1beg = | NR = 卌 |||
2. Out of seat	卌 卌 卌 卌 卌 || 27	F1afg = | NR = 卌 卌 卌 卌 卌 |
3. Unprepared	|| 2	F1aeg = ||
4. Does not listen first time	|||| 4	F1aeg = | NR = |||
7. Follow all procedures		
• Lining up	卌 | 6	F1aeg = |||| NR = ||
• Desk/Sitting properly	卌 卌 ||| 13	F1aeg = | NR = 卌 卌 ||
(B) Disrespectfulness		
3)Non-verbal		
(a.) rolls eyes	卌 | 6	NR = 卌 |
(C) Distractedness		
1) Inattentive or easily distracted	卌 卌 卌 卌 卌 卌 ||| 33	F1aeg = | F1beg = ||| NR = 卌 卌 卌 卌 卌 ||||
2) Distracted others	卌 卌 卌 卌 || 22	F1aeg = | F1afg = | NR = 卌 卌 卌 卌
3 Attention seeking from		
(a.) teacher	||| 3	F1aeg = | NR = ||
(b.) students	卌 5	NR = 卌
4) Can't concentrate, can't pay attention for length of time	| 1	F1aeg = |
(D) Aggressiveness		
8) Tattling	|| 2	NR = ||

(F) Teacher Response Legend (Strategy)	
1. Discipline	
(a.) Verbal	(f.) Dignity not maintained
(b.) Non-verbal	(g.) Goal / short term
(c.) Policy maintained	(h.) Goal / long term
(d.) Policy not maintained	(NR) No Response
(e.) Dignity maintained	

Note: Child Interaction Behavior Coding for Field Notes

Day Two

The instrument for recording behaviors was updated and included behaviors that were predicted to disrupt the classroom's dynamics involving teaching and learning based on Day One's observation. Day one's observations were transcribed with this updated instrument.

8:30 a.m. Observation Began

The teacher was conducting a direct instruction lesson in language arts. A brief scan of the classroom revealed no less than six students engaged in talking as the teacher delivered the lesson. Three of these students were sitting at a table. During the observation, talking was the predominant disruptive behavior, yet with very few challenges to stop it. One strategy the teacher used continued to be non-directed remarks such as "We're talkative today." The teacher utilized a non-verbal strategy of staring at one student until the behavior stopped. Two students were out of their seats--one to retrieve a new pencil and another to get a drink of water. There were no challenges to either of these behaviors, although the teacher had previously instructed the students from going to the water fountain. During the instruction, two students were not prepared to participate in the lesson - one did not have the necessary materials; the other did not keep up with the text, which prevented the student from responding to a question posed to the student by the teacher. The student without the necessary materials [book] was ignored while the teacher gave a non-verbal tap on the page to indicate where the other student should read. In this same lesson, seven students failed to listen to various assignments given and relied on disturbing other students for complete details. Instructions were repeated by the teacher to two students who asked for assistance; however, five students received no such help, as they did not ask the teacher for it. Other students began to help them on their own. The teacher's strategy to counter the amount of talking in the classroom during the lesson was manifested in a single comment

directed at this researcher, but loud enough to be heard by all students, “My, we have a lot of talkers today,” along with several attempts of shushing the general population.

9:00 a.m. – 9:20 a.m. / Emergency Bus Evacuation Drill

An Emergency Bus Evacuation Drill took place and lasted approximately 20 minutes. As students transitioned to line up at the door, there were multiple instances where students talked, played, and competed for the teacher’s attention. These behaviors were unchallenged as the teacher attempted to depart for the exercise. Observations were paused until the teacher and students returned to the classroom.

After the drill, students talked and ran to their desks. The teacher stopped in the hallway to speak to someone, leaving the students unattended for a few moments. She could be heard from the classroom and upset over the time spent on the drill. After she stepped into the classroom, students were directed to finish their independent work. The teacher remarked to this researcher, “This is why we are so far behind,” referring to the drill and the constant interruptions referenced in the initial interview.

9:35 a.m.–9:50 a.m. Bathroom

Transitioning to line up for the bathroom went much the way of the previous observed bathroom transition. Students talked incessantly as they waited to leave the room. One student stepped over three desks in front of the teacher without being challenged. Snack time was not observed, as this is the students’ time. Upon returning, the teacher informed students to get ready for reading groups. Students not in groups read an AR book, took an AR test on the computer, or finished their independent work from the earlier lesson.

9:55 a.m. Reading Groups

Transitioning to group reading did not go smoothly for any of the groups. Students had to be called to the group multiple times before they responded. The second group took approximately five minutes to convene, because one student chose not to disengage from the computer. The teacher addressed this issue by continuously calling the student until the student relented. The teacher then admonished the student when she said, "I need you to do as I tell you next time." Most of the 15 students not in the group were out of their seats and milling about the room, either carrying on a conversation with a peer, distracting others, or being distracted by environmental stimuli, such as print on the walls. The teacher never attempted to redirect the students. During each group, the teacher continued to "shush" the students not in the groups without any discipline directed at a single student, with the exception of one. One student out of their seat and on the floor was directed by the teacher to sit next to her as she conducted a group. This student continued distracting others by continuously tapping their pencil. One of the students, distracted by this behavior, told the teacher of this behavior. The teacher chastised the student for tattling. All groups, except students under the direct guidance of the teacher, carried on conversations and on three occasions, students wandered around the room. The teacher responded to only one of these students when she directed them to sit back down. Three students made efforts to concentrate on their tasks without success and demonstrated frustration for several minutes. Two students raised their hand for the teacher's attention, but received no response from the teacher. Several instances of students putting their feet on other students' desks occurred, with one student stretched out across a desk. Three students sat on top of desks and talked with surrounding students. The teacher directed "Sit flat on your bottom, and keep

your feet on the floor," at two students. The teacher addressed one student by name and said, "[student's name] your feet are not where they are supposed to be."

After groups, the teacher spoke privately to another student who disrupted students with non-directed clowning around. For the same behavior, a second student was publicly addressed very loudly by name by the teacher. The student cried momentarily and then sat quietly.

Overall, this observation recorded 316 separate disruptive behaviors. The ratio between disruptive behaviors to strategies was farther apart than during the previous observation rather than closer. In response to 316 disruptive behaviors, the teacher demonstrated 29 observable active strategies. In response to 316 disruptive behaviors, the teacher demonstrated 289 observable no responses. As illustrated in Table #5, talking to strategy was approximately 10:1, being out of one's seat was 43:0, and distractedness was approximately 36:1.

11:30 a.m. Observation Ended

Table 5: Day Two Frequency of Behaviors

Ethnographic Note-taking in Classroom Observation of Dynamic Engagement

Categories of Behaviors	**Frequency of Occurrence**	**Teacher Response Codes (See Teacher Response checklist)**
(A) Disobedience		
1) Does not follow verbal or written direction	||| 3	F1aeg = | NR = ||
2)Breaks rule		
(a.) class		
1. Talking	卌 |||| 154	F1aeg = 卌 卌 |||| F1beg = | NR = 卌 ||||
2. Out of seat	卌 卌 卌 卌 卌 卌 卌 卌 ||| 43	NR = 卌 卌 卌 卌 卌 卌 卌 卌 |||
3. Unprepared	|| 2	F1beg = | NR = |
4. Does not listen first time	卌 || 7	F1aeg = || NR = 卌
7. Follow all procedures		
• Lining up	卌 |||| 9	NR = 卌 ||||
• Desk/Sitting properly	卌 卌 卌 卌 || 22	F1aeg = || F1beg = | NR = 卌 卌 卌 |||
(C) Distractedness		
1) Inattentive or easily distracted	卌 卌 卌 卌 卌 卌 卌 | 36	F1aeg = | NR = 卌 卌 卌 卌 卌 卌 卌
2) Distracted others	卌 卌 卌 卌 | 21	F1afg = | NR = 卌 卌 卌 卌
3 Attention seeking from		
(a.) teacher	|||| 4	NR = ||||
(b.) students	卌 5	NR = 卌
4) Can't concentrate, can't pay attention for length of time	||| 3	NR = |||
7) Whining	| 1	F1aeg = |
9) Wise crack or clowning around	卌 ||| 5	F1aeg = || F1afg = | NR = 卌
(D) Aggressiveness		
8) Tattling	| 1	F1aeg = |

(F) Teacher Response Legend (Strategy)	
1. Discipline	
(a.) Verbal	(f.) Dignity not maintained
(b.) Non-verbal	(g.) Goal / short term
(c.) Policy maintained	(h.) Goal / long term
(d.) Policy not maintained	(NR) No Response
(e.) Dignity maintained	

Note: Child Interaction Behavior Coding for Field Notes

Day Three

8:30 a.m. Observation Began

Students began testing moments prior to the start of this observation. It was important to have an opportunity to observe the students and the teacher in different contexts to gain a broader description of behaviors during a variety of tasks. The teacher remarked loudly, "We have a talkative bunch," which has been repeated, or comments like this, on prior observations. It was observed that, once out of the sight of the teacher, who walked about the classroom, students who have been previously observed talking during prior observations engaged in this disruptive behavior of "talk then hide." As the teacher traveled the center of the room between the desks to observe students, students got out of their seats to talk to other students, then hurried back to their seat and sat down before the teacher could discover their actions. Many of these were students attempting to get other students' attention. Out-of-seat infractions occurred in the same manner, with students trying to retain their seats before the teacher looked their way. One student began singing on two occasions. The teacher responded by asking the student to stop singing. When the singing continued, the teacher stated, "You're disturbing the whole class." The student stopped singing. Moments later, this student was out of their seat and whipped their hair back and forth. This behavior received no response from the teacher and the student eventually stopped and sat down. The teacher's attention was mostly occupied by two students who were laying on the floor, refused to complete their tasks, and made disturbing sounds as they cried which distracted others and required continuous monitoring to keep them on task. This took a substantial amount of time for the teacher. As in previous observations, students continued to not sit in their desks properly. This observer witnessed a rise in this behavior. Students were given several verbal warnings of "Let's place our feet on the floor" and "Desks

are not for sitting on." When verbal warnings were unheeded, the teacher used a non-verbal strategy of placing her hand on the student's feet. Students removed their feet from the desks when direct contact was made. One student insisted another student was cheating and claimed this to the teacher. The teacher responded, "I think that's somebody talking to themselves," leading to "Thank you; you're being a tattle tale." The third was ignored. One student demonstrated nonsensical outbursts and two incidents of mocking students in trouble, which resulted in a non-directed comment from the teacher that "Someone needs to stop that." Students were instructed that they could take an AR test when finished or they could just sit at their desk and read quietly.

9:45 a.m.–10:00 a.m. Bathroom Break

The transition to lining up for the bathroom was a precursor for many students' disruptive talking. Two students climbed over desks to get in line and one student refused to get in line properly. There were no challenges to this behavior from the teacher. There were no incidents upon return.

10:00 a.m.–10:30 a.m.

Direct instruction involved a math exercise and students' use of markers and place value mats. A student was observed becoming frustrated which led to anger. This disrupted the entire class for approximately five minutes while whining because the student was not able to get a desired marker for the math exercise. The teacher did offer the student a solution by asking, "Do you want to get another one?" The student retrieved a different marker, which calmed the student enough to participate in the exercise. This is a student that demonstrates this type of behavior often during observations. Out-of- seat violations were significant throughout the observation with one response from the teacher as she said, "Take it to your seat."

10:30 a.m. Reading Groups

For each reading group, some students were either slow to join the groups or refused to join at all. The teacher repeated her directions to convene several times. After a few minutes, students who had not joined their group were left alone. While some students were just slow to response, two students in the first group, one in the second group, and one in the third group ignored the teacher's directions completely and attended on their own only after several minutes had passed. The teacher yelled at the student in the third group who was the last to sit, "[Student's name], come and sit down now!" This student is the same student who was often singly called out for disruptive behaviors in the midst of peers engaged in disruptive behaviors who received no consequences. During groups, two students were observed bullying two other students. Both offenders seemed to greatly enjoy tormenting their peers by laughing and taunting during the ordeal. One student was observed withholding a library pass from another student. The student took the pass from a student who had permission to visit the library. This altercation resulted in the offending student placing a hand on the victim's chest to prevent the victim from regaining the pass. There was no involvement by the teacher to end this altercation. The other offending student was observed blocking a student from passing by a desk by barring the student's path with his leg. Both were considered acts of bullying, as both students used physical presence and body language to antagonize their peers. There was no involvement by the teacher to end the altercation; however, this incident caused a great deal of distraction to other students.

There were 351 observable disruptive behaviors during this observation period. The most use of No Response implemented by the teacher during this observation was in the subcategory of talking, and consisted of 142 occurrences. As shown in Table 6, in response to

351 disruptive behaviors, the teacher demonstrated 24 observable active strategies. In response to 351 disruptive behaviors, the teacher demonstrated 326 observable no responses.

11:00 a.m. Observation Ended

Table 6: Day Three Frequency of Behaviors

Ethnographic Note-taking in Classroom Observation of Dynamic Engagement		
Categories of Behaviors	**Frequency of Occurrence**	**Teacher Response Codes (See Teacher Response checklist)**
(A) Disobedience		
1) Does not follow verbal or written direction	𝍸 5	F1aeg = 𝍷 NR = 𝍷𝍷𝍷
2)Breaks rule		
(a.) class		
1. Talking	𝍸 𝍷𝍷𝍷𝍷 149	F1aeg = 𝍷𝍷𝍷 F1beg = 𝍷𝍷𝍷𝍷 NR = 𝍸
2. Out of seat	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷𝍷 34	F1aeg = 𝍷 NR = 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷𝍷
4. Does not listen first time	𝍸 𝍸 𝍷𝍷𝍷𝍷 14	F1aeg = 𝍷𝍷𝍷 NR = 𝍸 𝍸 𝍷
5. Respect others	𝍷𝍷 2	NR = 𝍷𝍷
7. Follow all procedures		
• Lining up	𝍷𝍷𝍷 3	NR = 𝍷𝍷𝍷
• Desk/Sitting properly	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷 32	F1aeg = 𝍷𝍷 F1beg = 𝍷𝍷𝍷𝍷 NR = 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷
(C) Distractedness		
1) Inattentive or easily distracted	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷 47	NR = 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷
2) Distracted others	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷 37	NR = 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍷𝍷
3 Attention seeking from		
(a.) teacher	𝍸 𝍷𝍷𝍷 8	NR = 𝍸 𝍷𝍷𝍷
(b.) students	𝍸 𝍷𝍷𝍷𝍷 9	NR = 𝍸 𝍷𝍷𝍷𝍷
4) Can't concentrate, can't pay attention for length of time	𝍷 1	F1aeg = 𝍷
9) Wise crack or clowning around	𝍸 5	F1aeg = 𝍷𝍷 NR = 𝍷𝍷𝍷
(D) Aggressiveness		
3) Bullying		
(a.) physical	𝍷𝍷 2	NR = 𝍷𝍷
8) Tattling	𝍷𝍷𝍷 3	F1aeg = 𝍷𝍷𝍷

(F) Teacher Response Legend (Strategy)	
1. Discipline	
(a.) Verbal	(f.) Dignity not maintained
(b.) Non-verbal	(g.) Goal / short term
(c.) Policy maintained	(h.) Goal / long term
(d.) Policy not maintained	(NR) No Response
(e.) Dignity maintained	

Note: Child Interaction Behavior Coding for Field Notes

Day Four

8:30 a.m. Observation Began

As the observation began, the teacher was engaged in having students turn in homework to prevent them from getting a number (reference Tiger Plan in initial interview). Four students did not have their homework and each received a number as a result. While students were not identified by name, the teacher's strategy to identify students did not provide a means of anonymity. This was the first occasion this researcher observed this strategy. Direct instruction involved reading parts in a play for language arts. One student did not receive a desired part and argued with both the teacher and the student who got the part. After a brief conference, the student read the part without further incident. One student engaged in attention-seeking behaviors, such as making noises and banging pencils against a desk, distracting numerous students. The teacher made no attempts to challenge the student's behavior. She did mention to this researcher "We don't think he has had his medicine this week." Talking, being out of one's seat and desk procedures dominated the disruptive behaviors. The strategy of giving general comments without direct student contact surmounted to 26 responses of "shushing" the entire class and comments such as "We're very talkative today," You're talking way too much," and "They are so talkative today," were dispensed with no responses for the bulk of these disruptions. The latter remark was directed to this researcher, yet stated loud enough for the students to hear. In addition, four students were chastised and identified by name for talking even as other students were violating this class rule. Students out of their seats without permission were generally milling about or talking to peers at their desks. Some students were observed attempting to dissuade disruptive students from making contact, yet the distraction occurred nonetheless. Two students appeared to be frustrated and unable to finish their work. It

was noted these same students had demonstrated this behavior during each observation. Prior to this specific observation, there had been no observable precursor to this behavior. The teacher gave each student a brief private conversation resulting in one student calming down and the other student still appearing to be frustrated. The teacher did not return to check on the students.

Two students engaged in several separate conversations; the longest lasted approximately 20 minutes. The disruptive behavior of desk violations included students sitting on top of the desks, lying across multiple desks, and placing their feet on other students' desks. On this fourth observation, it should be noted that this behavior had become more predominant as this day's total far exceeded previous observations. During this observation, there were no challenges to students who were out of their seats without permission or not sitting at their desks correctly. Several students were very inattentive and declared they were unable to follow the lesson directions at different moments during the lesson. Three students were given help with the warning "I need you to pay attention." All other requests for repeats of instruction received no responses. Several of these students had previously been challenged by the teacher with questions from the curriculum yet were ignored as they were preoccupied. Without confronting these students, the teacher moved on to other students.

10:05 a.m.–10:20 a.m. Bathroom

Four students ran to line up for the bathroom in what looked like a race. Two students refused to listen to the teacher when she asked them to stand in line properly facing the door. At least half of the students were talking even as they were leaving the room. None of these disruptive behaviors were challenged.

10:25 a.m. Reading Groups

During the groups, students at their desks were instructed to read a book or take an AR

test. Three students asked to work on a previous assignment and were given permission. From the moment they began working on their assignments, it was clear they were racing to complete each part of the task. The group was interrupted on three occasions as the students vied to declare their work finished. All of the competing students were warned by the teacher saying "I need you to do your work." Two of the students' behavior became non-verbal hand, eliciting the teacher's question, "Are you two in third grade?" Other attempts by these students received no responses. Several students were out of their seats and either conversed with peers or distracted others and themselves. All behaviors including attention seeking and distractions received no responses from the teacher. During the first moments of the last group, a student decided to destroy the assignment given during the group. The student was simply given the verbal request, "Please don't roll that," and commanded to fix the assignment without further consequence.

There were 380 observable disruptive behaviors this observation period. The frequency of non-directional strategies implemented by the teacher during this observation amounted to 31 occurrences as compared to 20 student-directed strategies. As illustrated in Table 7, in response to 380 disruptive behaviors, the teacher demonstrated 51 observable active strategies. In response to 380 disruptive behaviors, the teacher demonstrated 329 observable no responses.

11:00 a.m. Observation Ended

Table 7: Day Four Frequency of Behaviors

Ethnographic Note-taking in Classroom Observation of Dynamic Engagement		
Categories of Behaviors	**Frequency of Occurrence**	**Teacher Response Codes (See Teacher Response checklist)**
(A) Disobedience		
1) Does not follow verbal or written direction	𝍸 𝍸 | || 14	F1aeg = ||| NR = 𝍸 𝍸 |
2)Breaks rule		
(a.) class		
1. Talking	𝍸 165	F1aeg = 𝍸 𝍸 𝍸 𝍸 𝍸 |||| F1afg = |||| NR = 𝍸 ||
2. Out of seat	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 |||| 34	NR = 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||||
3. Unprepared	|||| 4	F1bfg = || NR = ||
4. Does not listen first time	𝍸 𝍸 |||| 14	F1aeg = ||| NR = 𝍸 𝍸 |
7. Follow all procedures		
• Lining up	𝍸 | 6	NR = 𝍸 |
• Desk/Sitting properly	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 || 42	NR = 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ||
(B) Disrespectfulness		
1) Argues		
(a.) teacher	| 1	F1aeg = |
(b.) students	| 1	NR = |
2) Lack of courtesy		
(d.) ignores		
3. Teacher	𝍸 𝍸 𝍸 ||| 18	NR = 𝍸 𝍸 𝍸 |||
(C) Distractedness		
1) Inattentive or easily distracted	𝍸 𝍸 𝍸 𝍸 | 21	F1aeg = | NR = 𝍸 𝍸 𝍸 𝍸
2) Distracted others	𝍸 𝍸 𝍸 𝍸 𝍸 || 27	NR = 𝍸 𝍸 𝍸 𝍸 𝍸 ||
3 Attention seeking from		
(a.) teacher	𝍸 | 6	F1aeg = | F1afg = || NR = |||
(b.) students	𝍸 𝍸 𝍸 𝍸 𝍸 20	NR = 𝍸 𝍸 𝍸 𝍸 𝍸
4) Can't concentrate, can't pay attention for length of time	|| 2	F1aeg = ||
5) Fails to finish things he/she starts	|||| 4	F1aeg = || F1afg = ||
7) Whining	|||| 4	NR = ||||
(D) Aggressiveness		
4) Destroys property		
(a.) own	| 1	F1aeg = |

(F) Teacher Response Legend (Strategy)	
1. Discipline	
(a.) Verbal	(f.) Dignity not maintained
(b.) Non-verbal	(g.) Goal / short term
(c.) Policy maintained	(h.) Goal / long term
(d.) Policy not maintained	(NR) No Response
(e.) Dignity maintained	

Note: Child Interaction Behavior Coding for Field Notes

Day Five

8:30 a.m. Observation Began

As the observation began, the teacher remarked on how bad her head had hurt all morning. "I'll give lots of numbers today," she said. As with all observation days prior to this one, talking among students was the predominant disruptive behavior. This was followed by distracting others and violations of desk procedures. The teacher was conducting a direct instruction lesson, stopping every few minutes to shush the class for talking. This strategy seemed to have very little effect. One student began drawing a picture during the lesson. This continued without challenge for approximately twenty minutes, although other students sat at that table preoccupied with its progress. As the lesson continued, three students periodically left their seats without permission to visit the bookrack or talk to other students before sitting back down. In response to this behavior, only one student was told, "You need to have a seat," prompting the student to follow the direction. The student coloring a picture then began to cut the picture out. "You can't do that right now," the teacher commented. The student continued the behavior, ignoring the teacher's instruction without participating in the lesson. The student wrote on the back of the drawing and then brought it to this researcher's attention, asking if it was liked. As this behavior would not be enabled and this observation would not be compromised, the student was ignored with the intent of discouraging further contact. The student continued for approximately one minute before sitting down and turning their attention to the lesson. Although the teacher glanced at the student several times during the communication, the student's behavior was not challenged while the lesson continued. Two students demonstrated not being prepared for their lesson. One student raised their hand three times to answer a question posed by the teacher without having any response to offer. This was

countered with the teacher's non-verbal tapping on the page displaying the question, at one point indicated the student was to read by pointing to her own eyes then pointing to the page. Another student did not have the necessary materials, eliciting the teacher's remark, "You know what you are supposed to have ready." The teacher then retrieved materials for the student to use.

9:45 a.m.–10:00 a.m. Bathroom

During the transition to line up for the bathroom, six students ran across the room, racing to the door. This behavior was not addressed. Three students were given instructions to stop talking and line up properly. The students ignored the teacher and continued the behavior without further demonstration of authority by the teacher.

10:00 a.m. Reading Groups

Prior to reading groups, two students left to attend resource classes outlined in their I.E.P. Transitioning to the groups took between five and ten minutes to accomplish as one to three students from each group resisted the initial direction to attend. The teacher did not call these students to attend further as she was busy working with other students. Lagging students convened on their own after having short conversations with peers or finishing whatever preoccupied them. Six of the students who followed directions to convene in the groups ran to the table, prompting the teacher's warning, "It's not a good day to run," directed towards no student in particular. While in the groups, as the teacher worked one-on-one with students, most of the remaining students seated at the group table carried on conversations or played. The teacher ignored this behavior. As with each day that groups were held, students not in a group were left with the instruction to read a book, take an AR test, or finish their independent work. During the groups, several of these students were out of their seats and milled about. A number of students were sitting on desks, laying across desks, or propping their feet on desks. Students

not participating in disruptive behaviors were distracted and two students tried to get the teacher's attention, but were unsuccessful. Just as the third group finished, students returning from resources entered the room, running and skipping back to their seats. None of these behaviors were challenged in any way.

There were 334 observable disruptive behaviors this observation period. The most used strategy implemented by the teacher during this observation was to "shush" students for talking 39 times. As illustrated in Table 8, in response to 334 disruptive behaviors, the teacher demonstrated 65 observable active strategies. In response to 334 disruptive behaviors, the teacher demonstrated 218 observable no responses.

11:15 a.m. Observation Ended

Table 8: Day Five Frequency of Behaviors

Ethnographic Note-taking in Classroom Observation of Dynamic Engagement		
Categories of Behaviors	**Frequency of Occurrence**	**Teacher Response Codes (See Teacher Response Legend)**
(A) Disobedience		
1) Does not follow verbal or written direction	卌 卌 卌 || 17	F1aeg = 卌 ||| F1afg = 卌 | NR = |||
2)Breaks rule		
(a.) class		
1. Talking	卌 ||| 173	F1aeg = 卌 卌 卌 卌 卌 卌 卌 |||| NR = 卌 ||||
2. Out of seat	卌 卌 卌 卌 卌 | 26	F1aeg = | NR = 卌 卌 卌 卌 卌
3. Unprepared	|||| 4	F1aeg = | F1beg = |||
4. Does not listen first time	卌 ||| 8	F1aeg = 卌 NR = |||
7. Follow all procedures		
• Lining up	卌 |||| 9	NR = 卌 ||||
• Desk/Sitting properly	卌 卌 卌 卌 卌 卌 |||| 34	NR = 卌 卌 卌 卌 ||||
2) Lack of courtesy		
(a.) interrupts		
3. Teacher	|||| 4	NR = ||||
(d.) ignores		
4. Teacher	卌 5	NR = 卌
(C) Distractedness		
1) Inattentive or easily distracted	卌 卌 || 12	F1beg = | NR = 卌 卌 |
2) Distracted others	卌 卌 卌 卌 卌 卌 卌 ||| 38	F1beg = | NR = 卌 卌 卌 卌 卌 ||
3 Attention seeking from		
(a.) teacher	| 1	NR = |
4) Can't concentrate, can't pay attention for length of time	| 1	F1aeg = |

(F) Teacher Response Legend (Strategy)	
1. Discipline	
(a.) Verbal	(f.) Dignity not maintained
(b.) Non-verbal	(g.) Goal / short term
(c.) Policy maintained	(h.) Goal / long term
(d.) Policy not maintained	(NR) No Response
(e.) Dignity maintained	

Note: Child Interaction Behavior Coding for Field Notes

The Exit Interview

An exit interview was scheduled on December 2, 2013, as a follow-up to the initial interview and observations. Questions for this interview were designed and proposed to follow-up on an interviewee response, clarify an interviewee response, or to pose a new line of investigation leading to a resolution to the study's two questions. Eight questions with follow-up questions were posed during this interview.

The first and second questions sought to investigate new challenges from disruptive behaviors and the hierarchy of disruption they posed on the classroom. When asked question one, "Since our initial interview, describe any challenges to your ability to manage the classroom arising from student behavior," it was with the acknowledgement of its direct relationship to question nine in the initial interview (see pg. 86); however, contrary to her then response on student behavior, she chose to further describe challenges managing the classroom's routine amidst all of the interruptions "that seem to get the children off task." Having attempted to redirect the focus to the question, she addressed how the school realities of events such as Red Ribbon Week, "Grandparents Day, Halloween, the school-wide book fair, and an anti-bullying assembly" were a distraction keeping them unfocused on the task of academics. She said "I continually reinforce our routine to the students," adding that this helps to get back to normal after interruptions. However, she stated how these changes in their schedule created havoc with her student "who doesn't do well with change," referring to the same student with special needs. Moreover, "[the student] was very frustrated and became angry several times that week," recalling the previous week's activities. "[The student] had to go to the resource room and calm down several times." Her perception of the students' behaviors demonstrated, discussed in the following question, which are exacerbated during periods of excessive activities and

interruptions, are not easily quelled. She stated, “I do get frustrated…yet, I try to stay calm. If I get upset, my student who gets upset easily does much worse.” When asked if this student was the only student with special needs with disruptive behavior, she explained that there were three other students: one who she stated no longer has disruptive behavior, and two students who were Learning Disabled (LD). She added that one of the latter two students “is one of the brightest, one of the best readers. His difficulty is that he just doesn’t want to do it; and he, he isn’t going to do it…it is very hard for him to complete anything.” Nonetheless, she claimed this was not a disruptive behavior; it was an academic issue.

When question two was asked, with the main question being “Of the behaviors (challenges) experienced during the observations, what were your top five challenging behavior types as they impacted your teaching and the students’ learning?” and one of the follow-up questions being, “How would you rate them from greatest to least disruptive?” The teacher explained that she ranked a behavior as greater on the scale if it affected the entire class rather than just the one student, however, if a student was just distracted without bothering anyone else then it was scored lower on the scale. For example, she said “I have a student who is very distracted and cannot focus on his work, doesn’t get started on his work, and rarely finished his work. Most of the other students don’t notice him doing that.” When asked to describe the general behavior of a student in her class who is distracted, she responded with, “It depends on the student. I have students who are very distracted who bother other people…and you have others where all they do is just kind of - they’re just there.” Again, she added, “But sometimes you know, sometimes if they're distracted they're distracting everybody else.” With her signal that she was finished with no more to say on the question, the next question was posed.

The third and fourth questions sought to investigate strategies the teacher used as peer interventions for disruptive behavior. When asked question three, "You mentioned in the initial interview that one strategy you used was to move students who paid attention next to those who do not in hopes of modeling correct behavior. How has this affected both the non-attentive student and the role model?" The teacher stated that it really just depended on the students who sat with those students. She explained that if they were self-motivated then it would not bother the student assigned to model pro-social behaviors. Nonetheless, she purposefully tried to make sure the interaction was not for a lengthy period. She explained her strategy did not usually allow the student to choose a partner, as one would choose a playmate. She explained that she did allow the strategy of which peer to partner her student with as an element of a punishment at times. The long term goal of behavior modification to one of a non-disruptive nature for this student she believes was "If you're sitting by somebody that's going to do well and they know that something you get you're by somebody that's smarter who pays attention who never gets a number so hopefully it makes them want to do that."

The fourth question posed was, "You mentioned you have a student who, at times, will listen to his peers before listening to you. Describe his behavior when he does this." She explained how many of the other students were in this student's class in the last year and had developed a kind of rapport where they "…will sometimes remind him to do things before I do and he seems to listen to them if he is in a receptive mood." She reminded me of her student that she mentioned in the initial interview that used a strategy involving giving the student a sticker as a reinforcement tool to maintain good behavior. As for specific behaviors the student demonstrated, she said the student "will sometimes make noises or sit on the floor," which prompts those students who know what to do to act; however, when the student becomes

"agitated, then I know I need to step in." When asked about any steps she had taken to encourage the student to respond to her intervention, she stated that she focused mostly on preventative strategies such as maintaining a close proximity in order to head off those moments when the student "gets really frustrated so that [the student] will not have an outburst." She admitted, "I do know that changes in our routine really frustrate [the student]" nonetheless, she concluded that she made every attempt to prepare the student for changes.

The fifth and sixth questions sought to investigate strategies discussed in the initial interview stated as interventions for support of academic weaknesses as symptoms of disruptive behaviors. When asked the fifth question, "While you discussed teaching communication skills to your students, you mentioned using Response to Intervention (RTI) in 30 minute blocks. Please describe the general student behavior and requirements needed to receive this support, then, describe the general support you provide during this time. Do not focus on a single student." She began her response by pointing out that her students who received RTI support often-demonstrated behaviors such as non-participation due to a lack of language knowledge and skills and at times poor communications skills. Moreover, she stated, "During RTI, students are levelized into homogenous skill groups and we find that many of those students in the lower RTI groups are also students who have behavior problems." Yet, while in the groups, she submitted that she has no behavior problems with the students because "…everybody is really on the same queue, the same level." She explained that how she perceived the disruptive behavior was in part due to the students feeling academically and socially threatened by other students in the normal classroom. She explained that the academic focus was on reading and math knowledge and skills but much of the activities she prepared were to provide opportunities to build communication skills by "…working with a partner and in a group." In conjunction with the

RTI and normal classroom functioning, the teacher described the use of conduct folders. She would rather not use them, she said, because the students are in third grade and should be responsible for their behavior. However, if it a requirement stated in their Individual Education Plan (IEP) then she must abide by the plan. In other instances, if a student's behaviors warranted this action then, she said, "I would probably discuss it with the parents; let's try this. And I did." These folders help track a student's behavior as well as keep the student's parents involved in the modification process. She stated that "It really has cut down on his numbers because he has to take it home every day." She further added, that "Momma has taken away the DS…" so it helps knowing that "we all have motivation to do things and sometimes your motivation is electronic."

The sixth question sought to investigate how the teacher's discipline system was implemented in such a way as to not interrupt teaching and learning, and to investigate the continuity of discipline during lessons. This question included the following background as a premise: "During the initial interview, you described a reinforcement system to dissuade student's disruptive behaviors and also a number system where students would be given points for disruptive behaviors. When giving points, you had mentioned the need to be discretionary when needed. On one occasion during an observation, four students were to get points for not handing in homework. I noticed this was immediate. I did not observe the implementation of points at other times during the observations. How were points given for disruptive behaviors during the observation time?" While she did not recall the moment of observation in question, she defined her system as one of a more background system of consequence to prevent interruption to the flow of the class. As part of her preventative strategy, she said she usually gave a warning prior to giving a number. When giving a number, she said she may simply use a non-verbal cue to communicate the action to the student such as raising a corresponding number

rule with her fingers or she may use a stare to express a number has been given. If, however, the disruptive behavior called for a more direct approach the teacher would "…walk over to the student who is disruptive and make eye contact and sometimes lean down and tell them they have a number. There are times when I have to stop class and give someone a number."

The seventh question sought to examine the teacher's perception of students' behaviors after implementing a strategy to modify or eliminate a disruptive behavior. When asked, "How do you know when students understand the consequences of their disruptive behavior(s) to include the student's behavior after a punishment has been administered?" The teacher described her perception as, "If there is a change, I feel they understand the consequences. If a student truly understands the impact of their behavior, then they will change the behavior. That is how she will know; she will observe the change take place." One example the teacher provided, is when she has been consistent with consequences and students were generally responsible with things such as homework assignments. However, she also noted, that when she was not consistent with consequences, students were less than vigilante with their responsibilities. When asked if any student had ever verbally communicated understanding of their disruptive actions without prompting, she related one instance only that involved a student who was inappropriate on the Internet and was self-driven to confess. However, it was not determined to be a direct result of the teacher's influence. She went on to explain that sometimes it took really getting the student to understand the impact of their behavior by sometimes calling their parents. She has told them she would go as far as she needed to go to get the students to change their behavior,' so she felt hopeful they knew that.

The eighth question sought to explore the teacher's strategy to develop and dispense constructive feedback for pro-social responsibility. The researcher asked,

I observed many students exhibiting pro-social behaviors. You previously explained a system of reinforcement to dissuade disruptive behaviors and to continue pro-social behaviors. How are the students made aware that their positive efforts are a positive influence on the classroom dynamics?

The teacher became very exuberant in her response as she described her belief in maintaining a high level of positivity and modeled that every day. She stated that her students are diligent in their attempt to have good days. She added, "The students are very proud of our class when we have a day with no or very few numbers and they will be sure and point it out to me if I don't notice it!" The teacher explained how there was a contest amongst the school body to achieve the fewest numbers given to a class from the Physical Education department. "They proudly brought the trophy back to class," she said, beaming with pride. Moreover, she was quick to point out that her student(s) deserved a word from her such as, "Yeah, I'm proud of the way you do this," or, "Gee, you know I wish everybody was like you.' She concluded, "I love to say that."

In the first three sections of this chapter, the perception of the teacher's reality from the initial interview, the observations, and the exit interview were examined and described. The next section, analyzed the findings to explore the connections and disconnections between the two worlds of perception and observation.

Connections and Disconnections

In this section, an examination of the relationship between the teacher's perception of the classroom and the researcher's observations of the classroom dynamics was conducted to bring to light the connections and disconnections between the two worlds. The data collected and displayed in this manner is strictly to further the description and insight into the classroom.

Connections are defined as a match between the teacher's perspective of the classroom dynamics and the observations of the observer. Disconnections are defined as non-parallels where the perspective of the teacher does not match the observations of the observer. This may include statements made in interviews versus observations and statements made in the initial interview and the exit interview. This also included all other forms of communications in the efforts to collect data on the classroom dynamics. As the questions in the initial interview had a unique framework that, while having a shared purpose, was different from the exit interview, they have been displayed in separate tables. There may have been multiple examples within the text to make a connection or disconnection, nonetheless, not every example was warranted to make a point. Additionally, the same example may have been used for both a connection and a disconnection in that the example served to make both points. Moreover, this applied only to evidence that was the state of the classroom. The importance of perspective was important and applied to the reader of this dissertation as well as to the participant and this author. The perspective must be envisioned as intended, five observations, limited in time, as a snapshot of the classroom's condition. Observations described in Tables 10 and 12 on disconnections have attempted to clarify that the teacher's perspective was either contrary to the observation, or was not observed during a specific observation or any observation. For example, if the teacher described her teaching method as always using direct teaching, however, her teaching method during the observations was hands-on, then this was considered contrary. If she stated she sometimes used this method yet it was not observed, it simply meant it was not observed during the observations. As integral as these findings have been in the investigation to answer the questions of this study, readers of this dissertation may find this data useful in furthering their own discoveries on this topic.

Table 9 illustrated connections between the content of the initial pre-interview email (IIE), the actual initial interview (II), and the daily observations (O #day). Key examples included: The teacher's perception concerning mandatory cooperative groups it was not effective for her students. This was evident during observations as this strategy was not demonstrated. When conducting reading groups, the teacher dedicated one-to-one guidance only with students. The teacher explained how she was constantly watching and prepared for disruptions from one of her students with an IEP. This was confirmed during the observations as her attention predominantly shadowed this individual because, as she stated, "…watching for triggers." The teacher acknowledged that the students talked incessantly even though the behavior was not allowed. This contradicts her response given from question nine during the initial interview, illustrated in Table 11 on pg. 133. During each observation, this researcher verified the teacher's perception of the impact of this behavior. Students violated this class rule on very high levels of frequency.

Table 9: Connections between Pre- and Initial Interviews and Daily Observation

Connections			
Source	Teacher's Perception of classroom reality	Source	Observations and other corroborating sources
II Q2	These students treat each other well. I mean, they play around but I don't remember any of them being mean to others.	O 2	In this same lesson, seven students failed to listen to various assignments given and relied on disturbing other students for complete details. Instructions were repeated by the teacher to two students who asked the teacher; however, five students received no such help, as they did not ask the teacher for it. **Other students began to help them on their own.** (During any observation, this was the only instance of peer help observed)
II Q2 IIE Q1	Unfortunately, we've had so many classrooms interruptions I think a big factor is the fact that we have not really had what I would call a "normal" week of school yet. We have so many interruptions and that seems to get the children off task. For example, last week we had red ribbon week and we wore something different each day, we had Grandparents day, Halloween, the school-wide book fair, and an anti-bullying assembly with a comedian. It was quite a challenge to keep them focused on anything academic.	O 2 O 3	An Emergency Bus Evacuation Drill took place, lasting approximately 20 minutes. After stepping in to the classroom and directing the students to finish their independent work, the teacher pointedly remarked to this researcher, "this is why we are so far behind," referring to the drill and the constant interruptions referenced in the initial interview. Students began testing moments prior to the start of this observation.

IIE Q10	I just found out Friday that my class will be doing Global Scholar testing at 8:00 on Monday morning. This means that we will not be able to do our levelized math groups this week because everybody else will be doing theirs at 8:00 the rest of the week. It is very hard to get into a routine when those things happen.		
II Q2	Referring to activities I do not like the grouping like this, this is not my idea.	O 1-5	Aside from reading groups, at no time during the observations were any groups formed for any reason.
II Q2 II Q5 II Q5 II Q5 II Q9E	I watch him [a student with an IEP]. I'm always watching him and then if I see, then I know if he's going to do something so I generally go up you know what can I–just try to get him back on track before he… watch for triggers–things that trigger outbursts and have a plan to deal with those types of problems I have one and I know when he's about to–and I can maybe do something or say something to stop that from happening. I watch him. I'm always watching him and then if I see, then I know if he's going to do something so I generally go up you know what can I–just try to get him back on track before he I have a child this year that yells sometimes if he gets frustrated. He cries and has to be taken out of the room by the special ed teacher and that is very disruptive. It breaks up what we are doing and generally gets everyone off track.	O 2 O 3 O 3	One student out of his seat and on the floor was directed by the teacher to sit next to her as she conducted a group. This student was just observed distracting others by continuously tapping his pencil. One of the distracted students attempted to tell the teacher of this behavior. The teacher chastised the student for tattling. Two students, who demonstrated behaviors that distracted others, requiring continuous monitoring to keep them on task, mostly occupied the teacher's attention. This took a substantial amount of time for the teacher. A student was observed becoming frustrated and then angry, disrupting the entire class for approximately five minutes while whining because he was not able to get a desired marker for the math exercise. The teacher did offer the student a solution by asking, "do you want to get another one?" The student retrieved a different marker, which calmed the student enough to participate in the exercise.
IIE Q4	This year it is taking us a little longer to get the routine down, but we will learn it.	O1	As she called the high group, consisting of six students who were to convene at the table, three students refused to follow her verbal direction to attend. Only after several minutes did these students join their group.
IIE Q4	We also have rules for our desks, such as what to put in them….We have a pencil sharpening routine- I do it first thing in the morning and they know to get one from the basket if theirs breaks. We have a getting in line procedure… For almost every school situation, we have a rule or procedure. That helps the students know what is expected of them.	O 2 O 1-5 O 5	Two students were out of their seats—one to retrieve a new pencil and another to get a drink of water. During observations, only those books and materials were observed in the desks. Students found violating this procedure were noted as "unprepared." Another student did not have the necessary materials, eliciting the teacher's remark, "you know what you are supposed to have ready." The teacher then retrieved materials for the student to use.
II Q4	The only thing I get to choose is when I have my snack. So that's management for me.		While the scheduling of the snack is at the teacher's discretion, additional comments in the interview refute scheduling rigidity. (See Table 10)
II Q4	And I have a couple that it's hard for them to fall into a routine and they still have it and I don't blame them because we keep them so confused doing this, doing that, doing this. But I'm going to working with them, keep hitting it and we'll get that.	O 3	The teacher's attention was mostly occupied between two students who demonstrated behaviors that distracted others, requiring continuous monitoring to keep them on task. This took a substantial amount of time for the teacher.
II Q4	I do not like the grouping like this, this is not my idea. It sounds really good on paper but it doesn't work really well with a lot of hyperactive talkative children.	O 1	Four students at one table were engaged in conversation for most of the duration of the direct lessons.

II Q9E	We have to seat them in groups this year and some children just cannot control themselves enough to sit that close to someone else.	O 5	One student began drawing a picture during the lesson. This continued without challenge for approximately twenty minutes, although other students sitting at that table were preoccupied with its progress.
II Q6	If someone is answering–this class does not look at the speaker	O 1-5	Students were observed not facing a speaker on numerous occasions.
II Q8	I have the seating rule of keeping your feet on the floor and off the desk and other desks. That one bothers me a lot.	O 2	Several violations of not sitting at their desk properly included students' feet on other student's desks, three sitting on desks taking to peers, and one student lying across desks. "Sit flat on your bottom" and "Keep your feet on the floor" was directed at two students, while one student did not fare as well. The teacher chose to deliver the very direct statement, [student's name] your feet are not where they are supposed to be," all the while other students were violating the same rule.
II Q9E	They talk so much when they are not supposed to be talking.	O 1 O 1	**(Teacher's responses for the same question in II Q9 and IIE Q9 were completely contradictory concerning statements on student talking.)** As the teacher was conducting a direct instruction lesson, the noise from students talking and movement about the room were immediately noticed. The sheer volume of unchallenged conversations unrelated to academics was greater than predicted. Four students at one table were engaged in conversation for most of the duration of the direct lessons.
II Q9	…basically it's not paying attention to what you're doing like playing with your pencil, playing with your eraser, this year is weekly-weekly-weekly not paying attention… a lot of students that cannot pay attention to you longer than five minutes and that's it. I mean they just–you lose them. Like we're reading a story and I'll read some and they will read some and we'll all read some together and you're looking you got somebody that they don't know what page they're on so just unable to stay focused on what you're doing.	O 2 O 4 O 5	One student, out of their seat and on the floor, was directed by the teacher to sit next to her as she conducted a group. This student was just observed distracting others by continuously tapping their pencil. Several students were very inattentive and declared they were unable to follow the lesson directions at different moments during the lesson. Three students were given help with the warning "I need you to pay attention." All other request for repeats of instruction received no responses. Several of these students had previously been challenged by the teacher with questions from the curriculum yet were ignored as they were preoccupied. Without confronting these students, the teacher moved on to other students. One student began drawing a picture during the lesson. This continued without challenge for approximately twenty minutes, although other students sitting at that table were preoccupied with its progress.
IIE Q10	I just found out Friday that my class would be doing Global Scholar testing at 8:00 on Monday morning. This means that we will not be able to do our Levelized Math groups this week because everybody else will be doing theirs at 8:00 the rest of the week. It is very hard to get into a routine when those things happen.	O 3	Students began testing moments prior to the start of this observation. It was important to have an opportunity to observe the students and the teacher in different contexts to gain a broader description of behaviors during a variety of tasks.
II Q9 II Q10	One of the most disruptive things in the classroom is the constant opening and closing of my door for children to be pulled to various support personnel. They don't need the jumping up because it takes you 15 minutes to get them calm back down… They're going on and I'm trying to teach them because we're right in the middle of our reading rotation when they	O 5 O 5	Prior to reading groups, two students left to attend resource classes outlined in their I.E.P. Just as the third group finished, students returning from resources entered the room running and skipping back to their seats. None of these behaviors were challenged in any way.

	come in and open the door. Oh, I love you. No, we're doing something. Go back out the door, try that again. Come in, go to your desk, look up here and see what pages we might be working on while you were gone. You could start on that until I call you so it's an on-going process; it really is trying to teach them how to leave the room and how to come back into the room.		

Note: II = Initial Interview; IIE = Initial Interview Email; O (1 – 5) = Observation + Day; (Teacher comments made during observations are designated as data collected from the observations).

Table 10 illustrated disconnections between the content of the initial pre-interview email (IIE), the actual initial interview (II), and the daily observations (O #day). Key examples included: The teacher claimed that one of her goals was for her students to be more responsible for their behavior and to be proactive in the learning process. According to the teacher, it was her responsibilty to help them reach this goal. However, data collected during the observations which demonstrated little or no response to much of the students' disuptive behaviors suggested otherwise. The teacher stated that her classroom management depended greatly on mutual respect between the students and the students and teacher. On many occasions during the observations, the students demonstrated a lack of respect by ignoring many of the teacher's directions, and responding rudely to directions by such behaviors as "rolling their eyes." The teacher demonstrated a lack of respect for some students when she responded negatively to request for help. One of the strategies the teacher admitted to have implemented was the use of peers to help Student A calm down when disruptive behavior seemed immenent or had occurred. Observations revealed there were no peer interactions to assist this student as a result of his disruptive behaviors.

Table 10: Disconnections between Pre- and Initial Interviews and Daily Observations

Disconnections			
Source	Teacher's Perception of classroom reality	Source	Observations and other corroborating sources
IIE Q2 IIE Q4 II Q4 II Q5	My short-term goals are for this class. I want to help them learn to be more responsible and take ownership of their learning. It is my job to help them make the best choice for themselves. I believe that each child makes a choice about how they will conduct themselves in the classroom. It is my job to help them make the best choice for themselves. I try to provide an environment in which each student can learn.	O 1 O 2 O 3	As she called the high group, consisting of six students who were to convene at the table, three students refused to follow her verbal direction to attend. Only after several minutes did these students join their group. The teacher demonstrated no observable strategy to discourage this behavior presently or for future incidents. (No goal to discontinue behavior) During the observation, talking was the predominant disruptive behavior, yet with very few challenges. One strategy continues to be the non-directed remarks such as "We're talkative today," although the teacher utilized a non-verbal strategy of staring one student down for the behavior to stop. Most of the 15 students not in the group were out of their seats and milling about the room, either carrying on a conversation with a peer, distracting others, or being distracted by environmental stimuli such as print on the walls. This disruptive behavior was easily the second most disruptive behavior without one objection by the teacher. During each group, the teacher would continue to "shush" the students not in the groups without any discipline directed at a single student with the exception of one [student with an IEP continuously referred by teacher].
II Q4 II Q5	I want my classroom to be a place where they can feel safe and able to take some responsibility for themselves. I try to provide an environment in which each student can learn.	O 3 O 2 O 3	There were two instances of physical verbal confrontation from peer to peer to prevent passage and return of property. While this caused great disturbance to other students, there was no involvement by the teacher. No other instances observed. One student, out of their seat and on the floor, was directed by the teacher to sit next to her as she conducted a group. This student was just observed distracting others by continuously tapping their pencil. One of the distracted students attempted to tell the teacher of this behavior. The teacher chastised the student for tattling. Students' disruptive behaviors during testing There were more disruptive behaviors during testing than had been predicted for this academic activity. Before this researcher began observations, the teacher remarked loudly, "We have a talkative bunch," which has been repeated, or comments like this, on prior observations. As such, this pattern in teacher behavior may be a strategy in itself. What strategy this may be is unknown yet will be discussed later in the chapter, Conclusions. It was observed that once out of the sight of the teacher, who walked about the classroom, students who have been previously observed talking during prior observations, engaged in this disruptive behavior of "talk then hide." Many of these were students attempting to get other

			student's attention. Out of seat infractions occurred in the same manner, with students trying to retain their seats before the teacher looked their way.
II Q2	These students treat each other well. I mean, they play around but I don't remember any of them being mean to others.	0 3	There were two instances of physical verbal confrontation to prevent passage and return of property. While this caused great disturbance to other students, there was no involvement by the teacher. No other instances observed.
IIE Q4 II Q4	Student respect for teacher: Respect is a large part of my classroom management. I treat my students with respect and I expect them to respect their classmates and me. I have a good relationship with my students, but it is a student-teacher relationship. I am not their buddy –I am their teacher and I expect them to treat me as such.	O 1	The teacher's semi-directed comments, "We're talkative today" and "Why is that table talking" resulted in having no effect on the disruptive behavior that continued. In fact, two students sitting at the table, identified to be talking, rolled their eyes following the teacher's comment. This particular behavior was repeated four more times, directed at the teacher, and without a challenge to this behavior.
II Q4	Oh, control of scheduling. No, my schedule is done for me basically. Now, they might say send us a copy of your schedule but really the only thing I get to choose is when I have my snack. So that's management for me.	IIE Q10	Contradiction I have already mentioned the constant pulling of students to go to Title teachers. That is a major challenge because I have to adjust my schedule so that they do not miss any instruction in my room.
II Q4	I have a routine with my centers that my children go to when they do reading…	O 1-5	During each observation, as teacher led reading groups were conducted, the computer center was supposed to be used for taking AR tests. Most students never used this center as they were off task, or it was used incorrectly by playing games instead of taking the test.
II Q4 II Q6	…oh we're grouping and working in cooperative groups… Well, embedded in our reading series, outside of the reading groups, and in all of our subjects we do a lot of partner, I mean that's trying to help some of those people that don't deal well with other people.	O 1-5	Aside from reading groups, at no time during the observations were any groups formed for any reason.
II Q4	Teacher respect for students: Respect is a large part of my classroom management. I treat my students with respect and I expect them to respect their classmates and me.	O 1 O 2 O 3 O3	During the third group, one student refused to read when directed. The resulting teacher response halted all group instruction to address the student. Quite loudly, the student was publicly identified by name and chastised for the behavior resulting in a visibly upset student and a very quiet classroom. Without waiting for the student to read, the next student was instructed to read. After groups, the teacher spoke privately to one student who disrupted students with non-directed clowning around. For the same behavior, a second student was publicly addressed very loudly by name by the teacher. The student cried momentarily and then sat quietly. One student insisted another student was cheating and reported this claim to the teacher. "I think that's somebody talking to themselves" leading to "Thank you; you're being a tattle tale" was the student's first two responses from the teacher. The third was ignored. There was no visible investigation into the student's claim. (This researcher witnessed the cheating) There were two instances of physical verbal confrontation from peer to peer to prevent passage

			and return of property. While this caused great disturbance to other students, there was no involvement by the teacher. No other instances were observed.
II Q5	I use the other students, peers, like he's sitting by somebody who is on the ball, knows what he is doing…He's actually surrounded by three people who can, "Okay. Don't get upset about it now." They know him; they've been to school with him for four years. Okay. Don't be upset. I have one who even began a behavior program with him on her own. She brought some stickers and if he has a really good day, she gives him a sticker.	O 1-5	At no time during the observations we're there any peer-to-peer support to prevent or quell disruptive behaviors.
II Q5	I have to call her and I have to call her when he is disruptive and disrupting other people, so as long as he can maintain and not scream or fall on the floor, as long as we can get back on track we have self-calming, he does self-calming techniques. And so sometimes my intervention with him is I'll go over and say, "Okay now, we don't want to have to call her. Let's just stop a minute and do our self-calming", that's something that he started way before me and I say just see if you can calm down enough to stay with us and I'm going to leave him alone for a little while and most of the time he can calm down and sometimes he can't but most of the time he knows that self-calming means I got to put a lid on it and something's going to happen. So that's been good. That's been good.	O 1-5 O 1-5	At no time during the observations did this teacher suggest to any student to perform a self-calming technique to prevent or quell disruptive behavior. The one student most often referred in both initial and exit interviews to have an I.E.P and disruptive behaviors requiring self-calming techniques is often pacified through submission of demands or removal of self-reliance and placed in a non-responsibility of self near the teacher.
II Q6 II Q6 II Q6	If someone is answering–this class does not look at the speaker and that didn't really surprise me but I'll say, "Who is speaking? Look at the speaker." And I'll do my demonstration or I want you tell me your name and where you live and I'll be doing–okay. Did you really want to talk to somebody just doing that? So you need to look at the speaker when someone is speaking, you look to them. That's how you're going to do so I'm still having to do a lot of that and this. So we're trying to teach them to learn to work together. They do work sometimes in groups of four which means you can't talk while everybody else, you've got to listen. We're working on listening behaviors so there are lots of things that are in there that require them to socialize to be able to get along with people. I love to ask them to–if they're reflecting on something to share their answer with two people I mean because so many of them that's all they know; you just fuss with people that's what you do. That's how home is, that's how everything is so I want them to know I can communicate with people and I can socialize with people and it doesn't have to be a fuss or a war, it can be "I learned something from you" and lots of times I'll say "Go talk to four people about this then I want you to come back and your exit slip is right here and write one thing you learned from somebody." So you know, that's just helping them trying to–is that what you're talking about?	O 1-5 O 1-5 O 1-5	Aside from reading groups, at no time during the observations were any groups formed for any reason. Students were observed not facing a speaker on numerous occasions, however, at no time during the observations did the teacher demonstrate communication skills nor were any student spoken to concerning this behavior. At no time during the observations were students directed to share knowledge learned in such a way as to develop communications skills.

IIE Q7	We are also implementing parts of the Character at Heart and 7 Habits of Successful Children programs. These programs are geared toward recognizing and developing character traits that promote self-discipline. We try to incorporate character into everything we do.	O 1-5	At no time during the observations were programs on developing character traits implemented.
II Q7	By this time of the year you get a number if you've forgotten to get something out	O 2	Discipline not enacted as a result of this behavior. During the instruction, two students were not prepared to participate in the lesson, one by not having necessary materials; the other did not keep up with the text, which restricted the student from responding to a question posed to the student by the teacher. The student without the necessary materials [book] was ignored, while giving a non-verbal tap on the page to indicate where the other student should read.
II Q8	My philosophy is that we have a responsibility to teach them and sometimes that means getting their attention. Ask any teacher and you will find that we don't feel like we have enough support when it comes to discipline	II Q7	Contradiction in perspective It does and it depends on what's happening, it depends when baseball season starts in spring, you can forget it. They're not doing their homework, they're just finished. So you know you have to keep in mind to think like we'll have homecoming in a couple of weeks, you can forget that. That's a rough week for us because the last thing they want to think about is math on homecoming week.
II Q8	I have the seating rule of keeping your feet on the floor and off the desk and other desks. That one bothers me a lot.	O 1	Violations involving students' desks were demonstrated in a variety of ways. Students mostly chose to prop their feet on other students' desks, creating multiple cases of distraction, which were unchallenged by the teacher.
IIE Q9 II Q9	Most disruptions come from the inability to stay on task. …because if you jump up but basically it's not paying attention to what you're doing like playing with your pencil, playing with your eraser, this year is weekly-weekly-weekly not paying attention so that's going to be most of the behaviors are going to be-	O1-5 O1-5 EI Q2	Contradiction Observation 1: Talking 162 / Out of seat 27 Observation 2: Talking 154 / Out of seat 43 Observation 3: Talking 149 / Out of seat 34 Observation 4: Talking 165 / Out of seat 34 Observation 5: Talking 173 / Out of seat 26 Observation 1: Inattentive 33 Observation 2: Inattentive 36 Observation 3: Inattentive 47 Observation 4: Inattentive 21 Observation 5: Inattentive 12 Contradicts this excerpt from E1 Q2 on ranking of disruptive behaviors. 1. Student having outbursts when things don't go his way. 2. Students making noises, speaking out in class. 3. Students talking to other students when they are not supposed to. 4. Students refusing to do work. 5. Students not staying on task.
II Q9	I don't have a lot of getting out of their seat and talking problems, that number four took care of that pretty well but I do occasionally. Occasionally I have someone who is in love with the water fountain and so you have to cover up the water foundation and if you're just in love with the water fountain, we just don't use it.	O1-5	Contradiction Observation 1: Talking 162 / Out of seat 27 Observation 2: Talking 154 / Out of seat 43 Observation 3: Talking 149 / Out of seat 34 Observation 4: Talking 165 / Out of seat 34 Observation 5: Talking 173 / Out of seat 26

II Q9	And I'm aware because I don't want it to be dangerous for my students.	O 2 O3 O 3	Transitioning to line up for the bathroom went much the way of the previous observed bathroom transition. Students talked incessantly as they waited to leave the room. One student stepped over three desks in front of the teacher without being challenged. There were two instances of physical verbal confrontation from peer to peer to prevent passage and return of property. While this caused great disturbance to other students, there was no involvement by the teacher. No other instances observed. The transition to lining up for the bathroom was a precursor for many students' disruptive talking. Two students climbed over desks to get in line and one student refused to get in line properly. There were no challenges to this behavior.
IIE Q10 IIE Q10	I have already mentioned the constant pulling of students to go to Title teachers. That is a major challenge because I have to adjust my schedule so that they do not miss any instruction in my room. Also, we are supposed to have an uninterrupted 2-hour reading block, but we schedule everything we can possibly schedule during that time.	II Q4	Contradiction (Statements made responding to scheduling do not corroborate each other.) The only thing I get to choose is when I have my snack. So that's management for me.
II Q10	She described the impact beginning at 8:30 am when the students begin watching the clock to leave at 9:00 a.m. knowing they will run down the hallway when they go.	O-5	On the fifth observation only did students leave the classroom to attend resources per their I.E.P. They left in a quiet orderly manner.

Note: II = Initial Interview; IIE = Initial Interview Email; O (1 – 5) = Observation + Day; (Teacher comments made during observations are designated as data collected from the observations).

Table 11 illustrated connections between the content of the exit interview (EI) and the daily observations (O #day). Key examples included: The teacher's perception was that the difficulty the classroom had in gaining traction toward a normal classroom schedule was due to an inordinate amount of interruptions. This researcher witnessed on numerous occasions interruptions to the schedule flow that included bus drills, state testing, intercom discussions, and teacher visitors. One connection made was related to the teacher's explanation she gave for her strategy for days that were overwhelming or when activities were high. She related that she was not a harsh disciplinarian and that was not her management style. This was evident to this researcher as data collected during each observation illustrated very low frequency of teacher reactionary responses.

Table 11: Connections between Exit Interview and Daily Observations

Connections			
Source	Teacher's Perception of classroom reality	Source	Observations and other corroborating sources
EI Q1	This has been a challenging year. We just have not been able to get into a good routine. Part of that is that the students don't seem to be able to follow our routine. I think a big factor is the fact that we have not really had what I would call a "normal" week of school yet. We have so many interruptions and that seems to get the children off task. For example, last week we had red ribbon week and we wore something different each day, we had Grandparents day, Halloween, the school-wide book fair, and an anti-bullying assembly with a comedian. It was quite a challenge to keep them focused on anything academic.	O 2	An Emergency Bus Evacuation Drill took place, lasting approximately 20 minutes. After stepping in to the classroom and directing the students to finish their independent work, the teacher pointedly remarked to this researcher, "this is why we are so far behind," referring to the drill and the constant interruptions referenced in the initial interview.
EI Q1	I just found out Friday that my class will be doing Global Scholar testing at 8:00 on Monday morning. This means that we will not be able to do our levelized math groups this week because everybody else will be doing theirs at 8:00 the rest of the week. It is very hard to get into a routine when those things happen.	O 3	Students began testing moments prior to the start of this observation.
EI Q1	I do notice that it is harder to maintain classroom discipline during times of a lot of activity.	II Q7	(Contradicts argument that teacher is tired of interruptions to learning.) She explained that when her students get excited about everything from "the weekend" to events such as a holiday or "when baseball season starts in spring, you can forget it," and expectations like homework are not to be expected. "You know they know that as long as they follow the rules basically and that you know they'll be okay," she added.
EI Q1	(References students with IEPs) No. I have three well four, four. But his would be the regret, the disturbance degree. I have two that would be that disturbance, but one has started a new medicine which is showing promise and the other two are it are more learning disability and they present the problem of I had to make sure I pay attention because they just kind of slide by you know what I'm saying. They -- they don't disrupt the class, but they're not exactly on task, and if you don't watch them they're just kind of ease in by that without, so I have to pay attention to them because of it.	O 2	One student out of his seat and on the floor was directed by the teacher to sit next to her as she conducted a group. This student was just observed distracting others by continuously tapping his pencil. One of the distracted students attempted to tell the teacher of this behavior. The teacher chastised the student for tattling.
EI Q1	This person is one of the brightest, one of the best readers (Contradicts par. below). Uh his difficulty is that he just doesn't want to do it, and he, he isn't going to do it. I mean you know if he makes up his mind, he does not like to write. He does not like pencil writing, and uh so is very hard for him to complete anything. He can do it. He knows how to do it, but this is very hard for him to do it. My other one the one with the different medicine his was more of an academic issue. He is a repeater. He repeated third grade, but uh he, when he seldom can do the work is not a work thing. The other two it is an academic issue with them is learning disability and so I have, you know I work with them and I have to get them a little extra time on things	O 3	The teacher's attention was mostly occupied by two students who demonstrated behaviors that distracted others, requiring continuous monitoring to keep them on task. This took a substantial amount of time for the teacher. A student was observed becoming frustrated and then angry, disrupting the entire class for approximately five minutes while whining because he was not able to get a desired marker for the math exercise. The teacher did offer the student a solution by asking, "do you want to get another one?" The student retrieved a different marker, which calmed the student enough to participate in the exercise.

EI Q1 EI Q4	and maybe fewer problems or you know just what depending on what we're working on. I bring them back to the table in most of their like reading workbook stuff we did together. Read out loud because they just, they're just not good enough readers to do it on their own (Contradicts par. above). So, but no my major behavior issue is not an academic issue and that's unusual because a lot of times it is. He's an, he's an unusual case. He really is. I keep this student pretty close to me. I try to get to him before he gets really frustrated so that he will not have an outburst.		
EI Q2	1. Student having outbursts when things don't go his way. 2. Students making noises, speaking out in class. 3. Students talking to other students when they are not supposed to. 4. Students refusing to do work. 5. Students not staying on task.	O1-5	While this is the teacher's perspective on students' disruptive behaviors and does not necessarily coincide with observations, these behaviors did occur to a degree.
EI Q6	I don't remember the exact observation time, but I do sometimes just hold up my finger with the number given. This is to keep from disrupting the class as much as possible. I walk over to the student who is disruptive and make eye contact and sometimes lean down and tell them they have a number. There are times when I have to stop class and give someone a number. I try not to have to stop what I am doing.	O1-5	This strategy could not be corroborated during the observations. Private conversations are just that, private. However, while there were no observations that this observer could construe as a negative consequence, the benefit of the doubt must go to the teacher.
EI Q6	I give numbers for students who break our tiger rules.	O 4	As the observation began, the teacher was engaged in having students turn in homework to prevent getting a number (reference Tiger Plan). Four students did not have their homework and each received a number as a result.
EI Q6 EI Q6	And most people will do that because you don't want to be -- I mean there are some days that all you would ever say is you have a number because all day that's what you did, and some days you don't have to give very many at all. I'm not one of those and I'm not going to give you a number if you glance away from what you do. You know, I mean I'm fairly lenient and I'm not as mean as I probably should be, but I'm not a mean person. It didn't come from my personality so if I, I couldn't come up here all day and yell at you because that's just not my personality you know. So you know if you want to come you know that you need to go up and get you a different teacher because I'm not going to do that. You knew that what you're supposed to be doing. You can get out or you can stay in and we're going to do it you know. That's just about --	O 1 O 2 O 3 O 4 O 5	Corroborates lack of discipline In response to 292 disruptive behaviors the teacher demonstrated 218 observable no responses. In response to 316 disruptive behaviors the teacher demonstrated 289 observable no responses. In response to 351 disruptive behaviors the teacher demonstrated 327 observable no responses. In response to 380 disruptive behaviors the teacher demonstrated 329 observable no responses. In response to 334 disruptive behaviors the teacher demonstrated 218 observable no responses.

EI = Exit Interview; O (1 – 5) = Observation + Day; (Teacher comments made during observations are designated as data collected from the observations).

Table 12 illustrated connections between the content of the exit interview (EI) and the daily observations (O #day). Key examples included: Post observation perceptions by the teacher during the exit interview presented a ranking of behaviors she perceived to be the most frequent. Collected data from this researcher's instrument to record frequencies of behaviors did not align with the teacher's perceptions. The teacher reported that students who sat near students with disruptive behaviors had no adverse effects to their classroom experience. Nonetheless, descriptions from each observation confirmed that students in the vicinity of disruptive behaviors demonstrated frustration and distractedness. In yet another description of a strategy used, the teacher stated that students who required additional academic assistance was scheduled RTI as tiered interventions. This researcher's observations of the classroom coincided with the schedule for the (RTI), however, no such interventions were observed.

Table 12: Disconnections between Exit Interview and Daily Observations

Disconnections			
Source	Teacher's Perception of classroom reality	Source	Observations and other corroborating sources
EI Q2	1. Student having outbursts when things don't go his way. 2. Students making noises, speaking out in class. 3. Students talking to other students when they are not supposed to. 4. Students refusing to do work. 5. Students not staying on task.	O 1-5	Teacher's perception of ranked disruptive behaviors does not parallel the ranked frequencies of observed disruptive behaviors.
EI Q3	This year I am fortunate to have several students who work well sitting by inattentive students, so I have used this strategy.	O 1-5	At no time during the observations we're there any peer to peer support to prevent or quell disruptive behaviors.
EI Q4	This student was in the class with several of the girls in the class last year. They do keep an eye on him of sorts. I believe they must have done that last year. They will sometimes remind him to do things before I do and he seems to listen to them if he is in a receptive mood.	O 1-5	Students in the vicinity of students who demonstrated inattentive behaviors were often observed as frustrated and distracted by those students.
EI Q5	We use RTI school wide to support students who are struggling in reading or math. In reading RTI, I work with a group of struggling students on fluency, phonics, and vocabulary skills. In math RTI, I work with the middle lower group and am working on communication between partners and in a small group.	O 1-5	At no time during the observations was RTI implemented. It was stated in the interviews that RTI, consisting of students from multiple classrooms was implemented during reading and math time slots, however, only leveled groups from the teacher's students were observed.

EI Q8	I work hard to promote a positive class atmosphere. I believe that the students need to see positive behavior modeled so I try to keep my attitude positive.	O 2-4	Remarks that could be overheard by students: Speaking to other teacher concerning Emergency Evacuation Bus Drill, "This is why we are so far behind." Disclosing personal medical information of Student A, "We don't think he has had his medicine this week."
		O 1	Some students sat down quickly, while others engaged in other disruptive behaviors such as talking and distracting others. Of the 27 observations of "out of seat" the teacher challenged only one student by name rather curtly as the room became quiet.
		O 2	She could be heard upset over the time spent on the drill. After stepping in to the classroom and directing the students to finish their independent work, the teacher pointedly remarked to this researcher, "This is why we are so far behind" referring to the drill and the constant interruptions referenced in the initial interview.
		O 3	One student insisted another student was cheating and reported this claim to the teacher. "I think that's somebody talking to themselves" leading to "Thank you; you're being a tattle tale" was the student's first two responses from the teacher. The third was ignored. There was no visible investigation into the student's claim. This researcher witnessed the student cheating; however, interference would have compromised the natural order of the classroom.
		O 5	While in the groups, as the teacher worked one-on-one with students, most of the remaining students seated at the group table carried on conversations or played. This behavior was ignored by the teacher.
		O 5	Just as the third group finished, students returning from resources entered the room running and skipping back to their seats. None of these behaviors were challenged in any way.

EI = Exit Interview; O (1 – 5) = Observation + Day; (Teacher comments made during observations are designated as data collected from the observations).

Summary of Findings

In this chapter on the findings of this study, the product data from the initial and exit interviews and the observations of the classroom's dynamics were examined to construct answers for the following two questions:

1. How does a teacher describe behaviors that are disruptive to teaching and learning in their classroom?

2. What strategies does a teacher employ to create and re-establish an effective learning environment when disruptive behavior occurs?

This chapter consisted of five sections. The first three: the initial interview, the observations, the exit interview were analyzed through triangulation methods to find consistencies and inconsistencies in the data that sought a truthful description for the classroom dynamics of this single classroom.

The first section, Teacher's Realities of the Classroom, consisted of an initial interview in the form of proposed questions with follow-up questions. The questions were designed for the participant to reflect on past experiences leading to present experiences in order to allow perspectives on students' behaviors and strategies to counter those behaviors to emerge. Follow-up questions were designed to clarify responses and to delve deeper in new directions. In the effort to have some semblance of organization for clarity sake, the description in the first section followed the path of like themes obtained from the responses. It was important to explore the content as though a conversation was being held, allowing for a relaxed recollection of events and interpretation of perspective.

The second section, Reality through Observation, began like a bare sheet of paper, without objective, and only expectation in the form of predicted observable behaviors, of which was a trait of most seasoned educators. However, this was very much a learn-as-you-go experience in that data collection required some revisions in order to be as accurate and reliable as possible. It was also quite unexpected of the pace of events in a classroom when it was not examining it too closely. During the five non-consecutive days the observations were conducted, the timing was designed to be as consistent as possible each day in order to maintain an unobstructed access to the classroom and its occupants without more than a fifteen-minute

window of downtime. The bathroom and snack accounted for this time. The Emergency Bus Evacuation Drill was a necessary loss of time that was accounted for with extended observations that day. Prior to and post observation my arrival and departure was without fanfare. At no time had any observation been discussed with the teacher participant. After each observation, the results of the frequency of behaviors were recorded using the system E.N.C.O.D.E. to delineate category and sub-category of behavior and the frequency of each behavior observed. A reflection of that observation was prepared to provide insight and detail for the section, Connections and Disconnections.

The third section, Realities of the Classroom, consisted of an exit interview in the form of proposed questions with follow-up questions which were explored after the observations. As an amalgam from the initial interview responses and from the subsequent observations, new questions were constructed and proposed that examined the observations of the classroom dynamics and attempted to provide opaqueness to concepts translucent in apriori data collected. In the effort to have some semblance of organization for clarity sake, the description in the first section followed the path of like themes obtained from the responses. It was important to explore the contents as though a conversation was being held, allowing for a relaxed recollection of events and interpretation of perspective.

The fourth section, Connections and Disconnections, examined the data collected from the interviews and the observations in order to discover the parallels and non-parallels between the teacher's perception and the observer's reality. Each line from both interviews was examined to find statements that could either be corroborated or refuted in the data collected from the observations. The findings were recorded in tables in individual entries and group entries having like qualities accommodating like responses. This method produced a flow in the

information favorable to assimilating the information into a reader's existing schemas, thus enhancing the rich thick description of the case study of this classroom. Tables 9 and 10 compared data from the initial interviews and the observations and Tables 11 and 12 compared data from the exit interview and the observations. The evidence found in the findings of these sections has been interpreted in the final chapter of this dissertation, Conclusions.

Chapter V: Discussion

Introduction

The purpose of this single case study was to investigate a teacher's description of students' disruptive behaviors and the strategies she implemented to counter students' disruptive behaviors within the reality of the classroom community. It is the reciprocity of a teacher's perspective of disruptive behaviors in the classroom, the impact of disruptive behaviors in the classroom, and strategies the teacher used to prevent and counter disruptive behaviors in the classroom that was examined in order to answer this study's questions. Additionally, emergent revelations on the theory of the reciprocity between the teacher's perceptions of the students' behavior, the impact of students' behavior on the classroom environment and citizens, and strategies the teacher used to establish and maintain classroom management are interpreted and discussed. Finally, an examination of the study's limitations, recommendations for further research, and then implications of the findings are considered.

In an effort to provide insight to this case study of a classrooms' environment, citizens, and model of management to build and maintain a functional environment of teaching and learning the following questions were posed for investigation:

1. How does one teacher describe behaviors that are disruptive to teaching and learning in their classroom?

2. What strategies does a teacher employ to create and re-establish an effective learning environment when disruptive behavior occurs?

For this study, a mixed method design was used to examine a single case study of an elementary classroom during the 2013 to 2014 school year. This examination into the classroom's dynamics involved collecting data from a single participant [teacher] through semi-structured interviews and observations, and data from non-participants' [students'] behaviors. Additional data was collected from researcher reflective journal entries and other documentation. The intent of this design was to provide a uniquely compatible stage to encourage emergent data relating to the questions of the study to develop through instrumentation and analysis into a full bodied description of this classroom's dynamics with the inhabitants. Analysis of the data determined the degree of connection and disconnection between the interviews and observations.

Discussion of the Findings

The research and study for this dissertation was designed to examine the underlying and overt nature of the dynamics of an elementary classroom. While no two classrooms or its occupants are alike, to forego the mysteries that make each classroom unique to its successes and failings is irresponsible to the research for improving our classrooms. Based on the convergent frameworks on perspectives of behaviors, how behaviors impact a classroom, and strategies used to counter disruptive behaviors and maintain a classroom, this case study was designed to investigate how these three lenses contribute to the management of the classroom, and ultimately contributes to the responses for the questions of this study. It was my belief that this data could be successfully collected using semi-structured interviews and tightly focused observations centered on the perceptions and ideologies that form a teacher's classroom management and then the implementation of the classroom management in the natural setting of the classroom. In designing the accounts of the observations, this researcher sought to meld a qualitative representation with a quantitative frequency of observed events for a richer, more meaningful

description. Disclaimer: At no time did this researcher make assumptions that the participating teacher was aware of all incidents in the classroom.

During the analysis phase, the data collected was discovered to have numerous consistencies and inconsistencies between interview responses and observations. The idea that persons under the proverbial magnifying glass tend to protect their ideal persona through exaggeration of pro-social behaviors and diminishment of disruptive behaviors may have played a part in this development (Bernard and Ryan, 2010, pg. 37). It was my conviction that a positive partnership in the reciprocity between the aforementioned, perception, impact, and strategies must exist to found and maintain an effective classroom management conducive to affective teaching and learning.

In the initial and exit interviews that established the teacher's perception and then challenged post observations in the exit interview, some of the responses that demanded specificity remained vague. This remained so even after further post attempts at clarification. The teacher participant in this study was quite adamant during the interviews when assigning responsibility for disruptions in learning and the teacher's role in managing the classroom. These proclamations were then quite remarkable in that there were so many inconsistencies resulting in numerous disconnections. Much of the neglect in student responsibility was reported by the teacher in the initial interview as inattentiveness, and disavowing disruptive behaviors such as talking out of turn and being out of one's seat without permission as though they were nearly non-existent. The proof, however, was in the pudding, or rather the observations. The teacher's priorities claimed during interviews such as importance of student learning, a safe environment, to teach responsibility, to work cooperatively, and be respectful was not observed as prominently as described.

From the beginning of this study, there existed a dichotomy in the definition of classroom management between most of the literature on the subject and the responses garnered from the teacher. Most studies defined classroom management as many components leading to a successful learning environment, with behavior management serving as one of those components (Jones, K., Jones, & Vermete, 2013; Wong, H., Wong, Rogers, & Brooks, 2012). However, others still view classroom management as a means to simply manage behaviors with the idea that less disruptive behaviors will induce a proper learning environment (Ediger, 2013; Johansen, Little, & Akin-Little, 2013; Gage & McDaniel, 2012). Contrary to either of these frameworks, the teacher demonstrated a very high tolerance to internal disruptions of both teaching and student learning. Internal disruptions were defined as disruptions within the confines of the classroom, to include student behavior. Ironically, this revelation contradicted the teacher's views on disruptions as students' disruptive behaviors were predominantly ignored, with the exception of one student. One student, referred to from this point forward as Student A, preoccupied the teacher's attention to such a high degree during all means of collecting data that this researcher believed was at the detriment of the goal of learning for all students. When students attempted to enlist the teacher for help in stopping any students' disturbances so they could focus on the task of learning, the students were either ignored or were chastised by the teacher. The disruptions continued and learning was interrupted.

Discussion of the Perceptions of Behaviors

The observations of the classroom were quite revealing in how the teacher and students fit into the classroom dynamics, especially the connection between the perceptions of behaviors reported in the interviews and the reality witnessed first-hand. The behaviors the teacher described in the interviews as disruptive were observed in varying degrees of disruption. The

findings of this study corroborated the inclusion of these behaviors; however, there was some disagreement as to the nature of the disruptions. Perceptions not in dispute included the general amiable nature of the students toward each other. Although there were two incidents of bullying observed, there were no indications these behaviors included a history. Even though the teacher was observed looking in the direction of the disruptive behaviors and other students reacted with surprise and chatter, there was conclusive evidence indicating the teacher witnessed either event. Other connections included the behaviors of Student A, the inattentiveness of the general student population, and a description and ranking of disruptive behaviors of the students. While these were connections, a non-alignment existed between perception and observation. All students with I.E.P.s and those without I.E.P.s were observed demonstrating disruptive behavior. Student A was one of four with special needs; nevertheless, most of the time the teacher identified student A only with disruptive behavior. One other student with a behavior disorder and two students with learning disabilities were not perceived by the teacher as having disruptive behavior because their weaknesses were considered academic. The teacher claimed that one of the three students was quite capable of the work yet shared, "His difficulty is that he just doesn't want to do it; and he, he isn't going to do it…it is very hard for him to complete anything." Albeit the teacher's perception, recent studies have found that reciprocity exists between learning disorders and emotional behavioral disorders (Hazel, 2010; Kwon, Kim, & Sheridan, 2012; Lane, Barton-Arwood, Nelson, & Wehby, 2008). This suggests that the teacher's knowledge of disability categories and specific knowledge of behavioral and learning disorders is limited. Even when internal disruptions were at its worst only Student A's behavior seemed to make an impact on the teacher as an event to be handled hastily. Oddly enough, the teacher's perception

from the interviews portrayed this student's behavior as all-encompassing in that when his disruptive behavior occurred, all teaching and learning stopped.

To the contrary, observations recorded the disruptive behaviors from other students, which were mostly ignored by the teacher, to be the greatest hindrance to the goal of learning. The disruptive behavior of inattentiveness' was demonstrated repeatedly, although other behaviors were by far more dominant. The teacher described and ranked her perception of the worst behaviors affecting the classroom in the findings of Chapter IV yet, when observed, the behaviors described matched comments concerning Student A and not necessarily just the behaviors observed by other students. This was evident even from the exit interview's most prominent teacher perceived behavior, "student having outbursts when things don't go his [*his*] way."

Throughout this study, it was evident that the types of disruptive behaviors as well as the frequency of those behaviors were not the prevailing focus for the teacher concerning the classroom. Two of the most frequent and disruptive behaviors during the observation periods each day were talking and students being out of their seat without permission. However, the teacher denied in the initial interview that either of these behaviors were a concern. The teacher's initial interview perception conveyed that students being "distracted" [inattentive] was the most disruptive element preventing learning, however, this perception changed in the exit interview to "student having outburst when things don't go his [*his*]*way*." This was referencing Student A, whom the teacher was mostly preoccupied with and not the disruptive behavior of talking. Moreover, the rest of the ranked behaviors described below paralleled remarks she made concerning this one student, suggesting the teacher's ranked behaviors for all students was more of a perspective of the behaviors of Student A. It most certainly would not have been this

researcher's ranking of observed behaviors given the evidence reported in the findings section, nor would this researcher have ranked Student A's behaviors in this manner, albeit this was her perspective.

1. Student having outbursts when things don't go his [*his*] way.
2. Students making noises, speaking out in class.
3. Students talking to other students when they are not supposed to.
4. Students refusing to do work.
5. Students not staying on task.

Using the frequency of the behaviors observed the following is this researcher's ranking of disruptive behaviors:

1. Talking
2. Out of Seat
3. Inattentive
4. Distracted Others
5. Desk/Sitting properly

Discussion of the Impact of the Behaviors

The impact of disruptive behavior on a classroom can have dire consequences on many levels for the classroom, the students, and the teacher. Research in the literature suggested that a classroom with higher frequency of disruptive behavior results in less opportunity for positive academic and social development to occur (Bur, 2010 & Kwon, Kim; Sheridan, 2012). In this study, there were no instruments for measuring the impact of student behavior as this is a descriptive study. As such, it is this researcher's interpretations from events observed that were described here. These descriptions include: student behavior, student learning, student safety,

respect, and responsibility. While this study persisted in the behaviors of the student occupants of the classroom, the impact of teacher behavior was addressed in the next section on teacher strategies.

Each observation's frequency of disruptive behaviors was extremely high for any classroom's accounting. Talking out of turn was not a simple singular behavior; no; on many occasions it was part of a process of disruptive behaviors. For instance, each day, guided reading was scheduled for three groups, one at a time. Those students not in a group were left with instructions yet, most of the students chose to leave their seat to either wander around or speak to other students. Often, this behavior led to the distraction of other students from accomplishing their task. In all instances though, learning was interrupted. In the first observation, students occupying desks in a group interrupted teaching and learning when they chose to carry on a conversation during the entire lesson. The comments from the teacher regarding the behavior were not a direct communication but rather the vague remarks, "We're talkative today" and "Why is that table talking?" This researcher witnessed several instances of students "rolling their eyes" directly at the teacher and then continued talking despite the subtle warning. While the behavior of talking was disruptive and disrespectful to the entire class, the act of "eye rolling" demonstrated disrespect to the teacher and a lack of responsibility for the students' actions that could serve as an example to other students for future disruptive behavior in the classroom. In another example, students were expected to follow the procedure of convening for guided reading; however, several students from each of the three groups chose to procrastinate their attendance by as much as 10 minutes each observed day, which affectively causing a standstill in learning. This behavior impacted the scheduled curriculum for the remainder of each morning. Students' disruptive behavior in the classroom rarely affects a minimal of victims

but rather affects the entire classroom. "Just as ripples spread out when a single pebble is dropped into water, the actions of individuals can have far-reaching effects" (Dalai Lama, nd).

Even when learning was not an issue, student behavior was very disruptive and very unsafe. During all five observations, unsafe behaviors were demonstrated when lining up to go to the bathroom. During days 1, 4, and 5 students were observed racing (running) to get in line. During days 2 and 3, students were observed climbing over desks while racing to get in line. Students in each of these events risked hurting themselves and others. As there were no consequences for their behavior, this researcher believed this increased the risk for further behavior of this type.

While impact was not directly one of the questions of this study it did share reciprocity in connection with teachers' perception of student behaviors and strategies teachers use. As previously stated, impact was not measured in this study, nonetheless, the description of the affects that disruptive student behavior has on the classroom was essential to conveying the more complete nature of the environment.

Discussion of the Teacher Strategies

One of the research questions sought to describe strategies a teacher used to maintain and quell students' disruptive behaviors in the classroom. In the effort to collect this data, questions were posed to the teacher in the initial interview and then re-examined in the exit interview. In order to find a foundation that might give clarity to the strategies the teacher in this study implemented for the disruptive behaviors in the classroom, questions that involved her first years teaching and experiences with classroom management, which included discipline, were asked. Interestingly, there were events in her first year teaching that she confessed led to her leaving the profession for seven years. On one occasion, a student stomped her toes. On another occasion, a

student chose to stab her in her hand with a pencil. She related how resolute she was for the principal to not remedy the situation with corporal punishment for concern that it would teach him the wrong message. Still, she remembered how the incident made her wary of future retaliation saying, "But I never really gave him a chance if I thought he was kind of you know– didn't want to be stabbed again." She told her parents at the time that, "I don't want anything to do with teaching." At the time, this researcher wondered how this might have affected the teacher's decisions regarding her interaction with her present students. Eventually, with much coaxing from her parents, she attempted the profession again. After she communicated her attainment of her Master's level in teaching she stated, "I've got a chance to see what people did because there's so many different types of management and I learned my management skills from teachers that I subbed for."

As we spoke during the interviews about strategies the teacher employed in the classroom to counter students' disruptive behaviors, I discovered that she was the architect for the school's "Tiger Plan," which consisted of five classroom rules. This is reported in Chapter IV on the Findings of the Study. These are listed and displayed as the following *tips*:

Tip # 1: Listen the first time.

Tip # 2: Come to class prepared.

Tip # 3: Respect others and their property.

Tip # 4: Talk or leave your seat only with permission.

Tip # 5: Follow all classroom/school/hallway/restroom/electives/cafeteria directions and procedures.

Other than these rules posted in the classroom I did not observe them posted in any other location. This included any of the procedures in any area for the fifth tip. The teacher explained

they were taught beginning the first day of class, however, she said, “This has been a challenging year. We just have not been able to get into a good routine. Part of that is that the students don’t seem to be able to follow our routine.” While the teacher claimed this was because of the constant interruptions, it was observed the lack of prompts for desired pro-social behavior in areas that were pertinent to those rules.

There was also a list of negative consequences if these rules are broken. For each infraction a number was given to the student ranging from 1 for the first offense to 5, which results in the severest of penalties short of suspension or expulsion. During this study, only one instance of a student receiving a number was observed which involved missed homework. In a post observation conversation, I posed questions concerning Parent Notification Letters and conduct grades. No letters were sent home and there was no definitive response for individual points given. In a clarifying question, the teacher remarked that she is so subtle giving numbers so as to not interfere with the lesson being taught. Nonetheless, since it was not apparent during the scheduled observations, none were recorded.

Besides the consequences for breaking the class rules, the teacher shared other strategies that are more discretionary.

1. The library procedure insisted only two students at a time could go, however, she had the students to sign up first. When their name was called and the students do not listen then they lost their turn. She stated this is a lesson in communication.
2. When students received three points as a consequence for breaking class rules, the teacher can suspend up to 30 minutes of outside activities.
3. She explained that when her students get excited about everything from “…the weekend” to events such as a holiday or “…when baseball season starts in spring, you

can forget it," and expectations like homework are not to be expected. "You know they know that as long as they follow the rules basically and that you know they'll be okay," she added.

The library strategy was observed once which included an incident of one student withholding the pass from the student. This was reported as an act of bullying observed during the third observation. Observations were not conducted during outside activities. This inconsistency when administering consequences for disruptive behavior can be very confusing to many students who need a routine. She mirrored this concern of maintaining a routine for the students, which she reports, the lack of a routine affects their behavior. Connecting this to her philosophy, she proposed the routine was offset by constant outside interruptions.

When asked to describe her classroom management philosophy, she was clearly frustrated when describing how she was not allowed to schedule events in her own classroom other than snack time, "…the only thing I get to choose is when I have my snack. So that's management for me." This comment was found to contradict her statement in her response to question 10 of the initial interview when she stated she was able to reschedule curriculum to ensure students visiting resource classes were included in the lessons. It was confusing as to why this strategy was not considered a positive rather than a negative while also attempted to prevent students from falling behind in learning. The teacher stated one of the strategies that were mandated by the school is the use of "grouping." As first reported in the initial interview. "Mr. [Principal] says we must be sitting in groups when he comes in so I have to do that," she stated. In her words from responses to questions 4 and 9 relating to classroom management and discipline, she stated, "I do not like the grouping like this, this is not my idea. It sounds really good on paper but it doesn't work really well with a lot of hyperactive talkative children." She

went on to say, “We have to seat them in groups this year and some children just cannot control themselves enough to sit that close to someone else.” Other than seating in groups, which was corroborated during the observations, working together in cooperation was not observed. A plethora of studies over the past decades have investigated and uncovered evidence that students who learn to learn cooperatively in the classroom develop greater abilities such as problem solving through sharing, communication skills, peer responsibility, and social development, as well as increased academic performance measured in testing scores (Ahmed, 2010; Gillies & Haynes, 2011; Jones & Sterling, 2011). She stated a preferred strategy she would use rather than groups would be for students to face each other from a distance in short rows of two to three students. This preferred strategy was determined not to be for cooperative learning but for logistical placement in the classroom instead. While she does not subscribe to the research based method of using groups, she stated that she has placed students in groups for science projects, RTI, and even placed students with pro-social behaviors at each group to act as models. Unfortunately, these strategies were not observed during any observation. She also explained that she used peer support for Student A to help when the student begins to exhibit disruptive behavior. This too was not observed. I believe that by teaching and encouraging cooperative learning strategies, students would have been more in tune with learning on a class scale rather than struggling alone. Students may react to other students’ behavior in more positive peer supportive roles to bring learning to the forefront of expectations while building self-efficacy to achieve these expectations.

The teacher participant in this study described her intentions of providing an environment conducive for learning where she could teach her students to be responsible for their own learning and behavior. Observations from this study illustrated a turbulent description of a

classroom more related to a denial of or toleration of disruptive behaviors in order for teaching to continue uninterrupted, while learning took second seat. Learning was disrupted, however, in this study; there was no discernable measure to determine the extent of the non-learning. The teacher's perceptions of the students' behaviors encompassed its effect related to her dynamic with the classroom. Albeit not considered in the questions in this study there was very little attempt to perceive how the students' behavior might affect other students' development. Additional connections and disconnections between the interviews and observations were described in Chapter IV: Findings of the Study.

Limitations

The findings that emerged from this study should be considered with caution within the context of this single case study and the analysis and description of the data. Several limitations should be addressed to include the non-generalizable nature of the study's findings. As classrooms are each as unique and different as a person's fingerprint, each teacher's perception of students' disruptive behavior, the impact of the actual behaviors on the classroom, and the strategies teachers' use for these behaviors may not be generalized. The limitation of a single case study investigating only one classroom, one teacher participant, one body of students, in one demographic environment further limits the generalizability of the data to be analyzed.

The second limitation is in the investigation of a single veteran teacher versus multiple teachers of varying experience and professional development. Research has demonstrated varying degrees of perception and classroom management skills among teachers between pre-service years and retirement (Bauman, & Del Rio, 2006; Collie, Shapka, & Perry, 2012; Nungesser, & Watkins, 2005).

The third limitation was in the design of the methods. The restraint of time given to the observations limited when data could be collected restricting the context of the classroom dynamic to a narrow window. The classroom schedule, reported by the teacher, allowed only one window during the day for a sustained observation of the classroom. Observations in the afternoon would have allowed for confirmation or refutation of the interview data. The number of observations scheduled for collecting data should also be considered a limitation. Increasing the number of observations over a period of months rather than weeks would have allowed me to witness a possible evolution in the teacher's perceptions and strategies for disruptive behaviors.

Implications for Further Studies

There were several implications for further studies from the findings of this study that may help build classrooms with a strong foundation of support and accountability that seeks to prevent dysfunction of the classroom's dynamics. The first implication was that management of the classroom should not be left unchecked to one perception. Studies indicated that high levels of stress caused by disruptive behaviors affected a teacher's self-efficacy and ultimately their effectiveness in the classroom thereby, questioning the accountability of all concerned (Collie, Shapka, & Perry, 2012). Constant conflicts between parents and teachers over perceptions of accountability (Miller, Ferguson, & Moore, 2012) are ever widening, while administrators are not always aware of the situation. Future investigations should explore the effectiveness of a panel of accountability between the teacher, students, parents, and administrators. In recent years, legislation, led by parents and alternative education venues, has mostly sided to label the teacher as the single point of responsibility for learning in the public education classroom. Studies adding more description to the literature when others are accountable may lead to better management of student education.

The second implication was that schools should have support readily available to ensure learning is the priority and disruptive behaviors are not at the forefront to create bias and tension in the classroom. A study is recommended to explore how teachers may support each other using informal and impromptu classroom walk-throughs to observe dynamics and offer suggestions and feedback.

The third implication was that school-wide rules and expectations for the classroom should be foundational in order to translate from classroom to classroom. However, a study is recommended to explore how students, parents, and the teacher could tailor school-wide rules and expectations to conform to their own unique classroom dynamic and examine how this cooperation affects ownership and responsibility of disruptive behaviors.

A fourth implication was that perceptions and strategies concerning disruptive behaviors in the classroom vary from one setting to another. A study is recommended to examine the description of the reciprocity between teachers' perceptions of students' disruptive behaviors, the impact of disruptive behaviors on the classroom, and teachers' strategies to create and re-establish an effective learning environment when disruptive behavior occurs using a multi-case study to include classrooms in rural, suburban, and urban settings. Additionally, the differences in attitudes and perspectives of the local population to include parents may offer an insight of more depth adding a richer description to the existing literature.

Lastly, a fifth implication was in the genesis of the study. This study was restricted to begin weeks after the first day of school. A study is recommended to examine the dynamics of the classroom community's interaction to include the raw unchallenged behaviors prior to the introduction of school and classroom policies. The evolution of teacher experience with

emergent perceptions and developing classroom management would enlighten stakeholders and future research to the progression of challenges in building a functional classroom community.

Conclusions

The following are behaviors ranked by the teacher from greatest impact to least impact on the classroom dynamics using a Likert scale from 1 being greatest to 5 being the least greatest (Woltz, Gardner, Kircher, & Burrow-Sanchez, 2012).:

1. Student having outbursts when things don't go his way.
2. Students making noises, speaking out in class.
3. Students talking to other students when they are not supposed to.
4. Students refusing to do work.
5. Students not staying on task.

In designing the accounts of these observations, this researcher sought to meld a qualitative representation with a quantitative frequency of observed events for a richer, more meaningful description. Disclaimer: At no time does this researcher make assumptions that the participating teacher is aware of all incidents in the classroom.

One of the problems in education that has gripped this nation is the future of this nation in the hands of students who are not even meeting the minimal standards of learning. It has become a common practice among interested parties to ensure no blame settles where responsibility is practiced like an R.S.V.P. that can be accepted or not. Responsibility for teaching affectively requires a responsible and accountable reciprocity of all involved in the students' education, including the students themselves. Yet, while parents can ensure their children attend school,the teacher prepares and delivers an effective lesson, and the administrators ensure this happens, there are other variables such as students' disruptive

behaviors that will disable the classroom. The already dismal findings of the 2011 national averages for fourth grade reading proficiency at 34% and mathematics averages for fourth grade proficiency at 40% (National Report Card, 2011) will continue to get worse.

This researcher sought to conduct a single case study of an elementary grade classroom to examine the lens the teacher looks through each day and the dynamics of the citizens to garner an in-depth description that would answer the two questions posed:

1. How do teachers describe behaviors that are disruptive to teaching and learning in their classroom?
2. What strategies do teachers employ to create and re-establish an effective learning environment when disruptive behavior occurs?

In keeping with the foundations of this study, it stands to be repeated that one truth introduced at the onset of which this study may stand on is that there is not just one way to describe a classroom's condition as each classroom is inherently different from the next. However, during this investigation, additional truths have emerged that will not only reinforce much of the existing literature but have also played a part in the future of this research as well.

The literature referenced in this study is an eclectic body of data involving classrooms, management, perceptions from multiple viewpoints, behaviors and its impact, and as many strategies as there are students who give reasons to develop them. While the researchers in these studies have stood on the back of those before them, this researcher is now at the top of this metaphorical hill. Early theorists like Dewey, Kounin, and Adler understood the need to consider the future needs of the classroom and its citizens as the jumping off point when designing their frameworks, which was greatly considered as more description of classroom dynamics were exposed.

Much of the findings discussed as description of these classrooms and its citizens offered a clear window from which to construct, focus, and fine tune this study's attention. As data was collected, analyzed, and described some assertions have been made as the product of this study. The first assertion is that a classroom without effective classroom management becomes a breeding ground for disruptive behaviors which may create barriers to teaching and learning. One study in the Introduction compared and contrasted teachers with effective classroom management and teachers with ineffective classroom management (Mcready & Soloway, 2010; Ratcliff, et al, 2010). While the teacher who participated in this study was very knowledgable in her claims of her classroom management reported in the interviews and comments, these claims were mostly not observed during the observations. Nonetheless, as many pre-service teachers enter the profession without professional development in classroom management, this study suggests that teachers build the foundation of their management skills through on-going professional development thropughout their career (Reglin, Akpo-Sanni, Losike-Sedimo,2012). As part of classroom management, teachers must be acutely aware of the logistics of the classroom in order to orchestrate desired elements such as pro-social behaviors, room arrangement, and sound procedures for student movement in order to build a successful community of learning. An effective classroom management is inevitably one of the sign posts leading to an enriched academic and social experience for the students and teacher (Larrivee, 1999, p. 35).

The second assertion is that there must be consistency in the management of disruptive behaviors. This data analyzed suggested that if the perspective of the behavior is not disruptive to teaching it may not be considered disruptive to learning. This proposal parallels how observations of disruptive behaviors were mostly ignored, the teacher often chastising students

voicing their own perspective of the behaviors impact. Teachers must consider the perspective of their charges as well as their own to illuminate where disruptive elements are lurking and how to dispatch affective strategies for positive cognitive and social development. This includes the teacher allowing past experiences to dictate present challenges, which could cause an imbalance of control in the classroom. An example might be interpreted from the teacher's perspective of one student's behavior becoming all-consuming and interfering with other students' learning and well-being.

The third assertion suggests that there is a wide gap between the students' disruptive behaviors and affective strategies tailored by interested stakeholders concerned with the students' education. Parents understand their children best; however, teachers are left to discover strategies that work for each student in the classroom, and often without the parents' and administrative support. Teachers must have a solid foundation of support and resources without the feeling their classroom is an island. Students must understand that there is reciprocity of support between their parents or guardians, their teacher, their administrators, and themselves, and each are equally responsible and accountable.

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Appendix A

Informed Consent from the School

[redacted] Elementary School

[redacted]

[redacted]

[redacted]

BUILDING THE FUTURE, ONE STUDENT AT A TIME.

The vision of [redacted] Elementary School is maximizing student potential to develop productive, ethical, and successful citizens.

July 25, 2013

Institutional Review Board
c/o Office of Human Subjects Research
307 Samford Hall
Auburn University, AL 36849

Dear IRB Members,

Upon receiving permission from [redacted] School System's Superintendent [redacted] to conduct the reviewed proposed study, "Building Blocks of a Functional Classroom Community: A Case Study of the Challenges to Construct a Successful Environment of Learning," presented by Mr. Knott, a doctoral student at Auburn University, I have granted permission for the study to be conducted and data to be collected at [redacted] Elementary School in the [redacted] City School system in [redacted].

The purpose of the study is to investigate challenges to the classroom dynamics of building a functional environment for teaching and learning. The primary activity will be interviews with a teacher and observations of the classroom management strategies used by the teacher. A meeting will be scheduled at a time convenient for the interested teacher to discuss arrangement of the interviews and observations.

I understand that observations will be conducted during normal classroom instruction and will be no less than 4 and no more than 6 scheduled visits. Each observation will last no more than three hours per event.

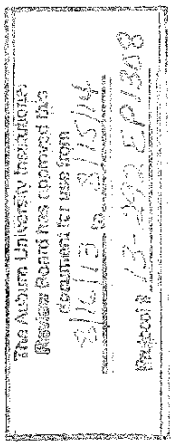
If the IRB has any concerns about the permission being granted by this letter, please contact me at [redacted].

Sincerely,

[redacted]

AUBURN
UNIVERSITY

COLLEGE OF EDUCATION
CURRICULUM AND TEACHING



(NOTE: DO NOT SIGN THIS DOCUMENT UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)

INFORMED CONSENT
for a Research Study entitled
"Building Blocks of a Functional Classroom Community: A Case Study of the Challenges to Construct a Successful Environment of Learning."

You are invited to participate in a research study to investigate the dynamics in the classroom environment involved in teaching and learning and the challenges to these processes. The study is being conducted by Steven Knott, a doctoral student in elementary education in the Department of Curriculum and Teaching at Auburn University, under the direction of Theresa Mccormick, Ph.D. in the Auburn University Department of Curriculum and Teaching. You were selected as a possible participant because you are a pre-k through 6th grade teacher and are age 19 or older.

If you decide to participate in this research study, you will be asked to:
1. schedule a discussion to arrange days and times for initial and exit interviews and observations.
2. participate in an initial interview
3. participate in observations of the classroom dynamics
4. participate in an exit interview

The risks associated with participating in this study are confidentiality and privacy. To minimize these risks you will be provided with a pseudonym and all records pertaining to this project will be stored in a secure safe. There will be no interference or interruption to any academic or non-academic schedule or activity.

If you participate in this study, you can expect to discover a deeper understanding into the dynamics of teaching and learning between you and your students. You may also discover patterns in strategies that are implemented that may also be used to better serve the classroom citizens in becoming even better citizens for themselves and each other. I cannot promise you that you will receive any or all of the benefits described.

Participant's initials [redacted]

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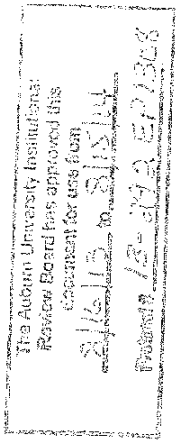
If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Education, or Curriculum and Teaching.

Your privacy will be protected. Any information obtained in connection with this study will remain confidential. Information obtained through your participation may be used to fulfill a requirement of a doctoral dissertation which includes presentations to my dissertation committee. It may also be used for conferences, presentations, and publication in a professional journal.



If you have questions about this study, *please ask them now or* contact Steven Knott at knottsc@auburn.edu or Theresa McCormick, Ph.D. at mccortm@auburn.edu. A copy of this document will be given to you to keep.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

[redacted] 9/4/13 Steven E. Knott 9/4/13

Participant's signature Date Investigator obtaining consent Date

[redacted] Steven E. Knott

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Appendix B

Initial Protocol Interview Questions

The following initial interview questions are tentative and subject to addition, deletion, and/or edit:

1. Why have you selected teaching as a profession?

F: How long have you been an educator?

F: What grade levels have you taught and how many years of experience in each?

2. What are your career goals, short term and long term?

3. Describe the fears and concerns you faced as you began your first year teaching.

F: How did these fears evolve beyond the first year?

F: Describe your perceptions of disruptive behaviors you have experienced in the classroom.

F: Describe your experiences that have influenced your perception of disruptive behaviors in the classroom.

4. Describe your classroom management philosophy.

F: Describe factors that have influenced your preparation in the development of your classroom philosophy.

Follow-up if not answered: Describe your: Formal education prep, school influence, personal influence, and professional development prep.

F: What experiences have you had that contributed to the evolution of your philosophy?

F: What classroom strategies have proven effective?

5. How does your classroom management address prevention of possible behavior challenges stemming from special needs?

6. Describe the resources developed and offered in your school environment that contributes to your classroom management.

F: Describe any curriculum content and instructional strategies that may have been implemented to encourage positive dynamics between citizens of the community.

F: Describe your method for the arrangement of the classroom's features of the physical environment (i.e., furniture, space, literature, etc.).

7. What rules/expectations do you have for your classroom?

F: Describe your method in the development of the classroom rules/expectations.

F: Describe your method of introducing your students to these rules/expectations.

8. Describe your philosophy regarding discipline.

F: What are your strategies to counter discipline problems (challenging behaviors)?

9. Describe the various types of disruptive behaviors you encounter from individual students and the classroom's dynamics (i.e., being distracted, physically aggressive, etc.).

Focus for detail: How does the teacher rate these disruptive behavior types from least to greatest? Does the teacher describe one behavior type in more detail, number of occurrences, comparisons to other behaviors, etc? If not, ask as a follow-up.

10. Describe challenges that affected the flow of teaching and learning in the classroom.

Focus for detail: This pertains to teaching and learning only. Realistically, not all time in the classroom is devoted to academics.

Exit Protocol Interview Questions

The following exit interview questions include possible and actual scenarios and are tentative and subject to addition, deletion, and/or edit:

1. Since our initial interview describe any challenges to your ability to manage the classroom arising from student behavior?

F: How did you respond?

F: Reflecting on your philosophy of classroom management and discipline, how well does that parallel to your response to the challenge/s?

2. Of the behaviors (challenges) experienced during the observations, what are your top five challenging behavior types as they affected your teaching and the students' learning?

F: What are some examples of those behavior types?

F: How would you rate them from most to least disruptive?

F: Describe your method of ordering those behavior types. (Why does one behavior type rank higher or lower on your personal disruptive behavior scale?)

3. You mentioned in the initial interview that one strategy you used was to move students who paid attention next to those who do not in hopes of modeling correct behavior. How has this affected both the non-attentive student and the role model?

4. You mentioned you have a student who, at times, will listen to his peers before listening to you. Describe his behavior when he does this.

F: You reflected during the interview on strategies, stating that you would ask yourself, "What can I do? And "How can I do this better?" Describe strategies you have implemented to help this student listen to you better and any progression to success or non-success.

5. While you discussed teaching communication skills to your students, you mentioned using Response To Intervention (RTI) in 30 minute blocks.

a. Please describe the general student behavior and requirements needed to receive this support.

b. Please describe the general support you provide during this time. Please do not focus on a single student.

6. You described a reinforcement system to dissuade student's disruptive behaviors and also a number system where students would be given points for disruptive behaviors. When giving points, you had mentioned the need to be discretionary when needed. On one occasion, four students were to get points for not handing in homework. I noticed this was immediate. I did

not observe the implementation of points at other times during the observation. How were points given for disruptive behaviors during the observation time?

7. How do you know when students understand the consequences of their disruptive behavior(s) to include the student's behavior after a punishment has been administered?

F: Please describe examples.

8. I observed many students exhibiting pro-social behaviors. You previously explained a system of reinforcement to dissuade disruptive behaviors and continue pro-social behaviors. How are the students made aware that their positive efforts are a positive influence on the classroom dynamics?

09. What is your overall impression of your experience with this project?

10. Do you have any questions or concerns for me regarding this project?

Data Recording Instrument

Ethnographic Note-taking in Classroom Observation of Dynamic Engagement

Categories of Behaviors	Frequency of Occurrence					Teacher Response Codes (Teacher Response on this checklist)		
(A) Disobedience								
1) Does not follow verbal or written direction								
2) Breaks rule								
(a.) class								
8. Talking								
9. Out of seat								
10. Unprepared								
11. Does not listen first time								
12. Respect others								
13. Respect other's property								
14. Follow all procedures								
• Lining up								
• Desk /Sitting properly								
3) Refuses to communicate								
(B) Disrespectfulness								
1) Argues								
(a.) teacher								
(b.) students								
2) Lack of courtesy								
(a.) interrupts								
4. Teacher								
5. Student								
(b.) fail to take turn								
(c.) fail to use courtesy language								
(d.) ignores								
5. Teacher								
6. Student								
3)Non-verbal								
(a.) rolls eyes								
(b.) sneers								
(c.) mumbles								
(d.) disdain look								
4) Superior attitude								
(C) Distractedness								
1) Inattentive or easily distracted								
2) Distracted others								
3 Attention seeking from								
(a.) teacher								
(b.) students								
4) Can't concentrate, can't pay attention for length of time								
5) Fails to finish things he/she starts								
6) Withdrawn								
7) Whining								
8) Tantrum								
9) Wise crack or clowning around								
(D) Aggressiveness								
1) Doesn't get along well with								
(a.) teacher								
(b.) other students								
2) Teases								
3) Bullying								
(a.) physical								
(b.) verbal								
(c.) both								
4) Destroys property								

(a.) own									
(b.) others (See A2a6)									
(c.) school									
5) Threatens									
(a.) teacher									
(b.) students									
6) Physical Attacks									
(a.) teacher									
(b.) students									
7) Verbal attack									
(a.) teacher									
(b.) students									
8) Tattling									
(E) Delinquency									
1) Lying									
2) Cheating									
(a.) self									
(b.) helping others cheat									
3) Swearing or obscene language									
4) Truancy, skips school (refer to teacher)									

(F) Teacher Response Legend (Strategy)	
1. Discipline	
a.) Verbal	(f.) Dignity not maintained
(b.) Non-verbal	(g.) Goal / short term
(c.) Policy maintained	(h.) Goal / long term
(d.) Policy not maintained	(NR) No Response
(e.) Dignity maintained	

Analysis Instrument

Table 9: Connections between Pre- and Initial Interviews and Daily Observation

Connections			
Source	Teacher's Perception of classroom reality	Source	Observations and other corroborating sources

Table 10: Disconnections between Pre- and Initial Interviews and Daily Observations

Disconnections			
Source	Teacher's Perception of classroom reality	Source	Observations and other corroborating sources

Table 11: Connections between Exit Interview and Daily Observations

Connections			
Source	Teacher's Perception of classroom reality	Source	Observations and other corroborating sources

Table 12: Disconnections between Exit Interview and Daily Observations

Disonnections			
Source	Teacher's Perception of classroom reality	Source	Observations and other corroborating sources