

ABSTRACT OF CAPSTONE

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The Graduate School

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June 30, 2021

GUIDING BEHAVIORS WITH STEP-BY-STEP INSTRUCTIONS:
A RESOURCE FOR ALL CLASSROOMS

Abstract of Capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
Ernst and Sara Lane Volgenau College of Education
At Morehead State University

By

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Nicholasville, Kentucky

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Morehead, Kentucky

June 30, 2021

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GUIDING BEHAVIORS WITH STEP-BY-STEP INSTRUCTIONS:
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Demonstrating proactive approaches is one of the preventive measures utilized to decrease the problem behaviors in schools (MacSuga-Gage et al., 2015; Partin et al., 2009). Focusing efforts on halting negative classroom behaviors before escalations occur instead of managing the fallout from emergencies created by problem behaviors is one way that experts encourage teachers to rationally plan their management strategies (Harn et al., 2015; Shukla-Mehta & Albin, 2003).

Using technology to aid in managing student behaviors allows teachers to spend less time giving negative consequences and more time building engagement, as it frees up the instructional time wasted with arguments over student behaviors. (Wade et al., 2013). Schuck et al. (2016) found that efforts to manage behaviors through the use of mobile apps on various devices are adding value to the educational impact students are receiving.

A proposed guidebook that focuses on allowing teachers an independent resource for managing classroom behaviors, gives a new method of approach to the multi-tiered strategies most are already used to relying on. Being able to access clear and concise directions for managing negative classroom behaviors may halt the loss of instructional time spent addressing these issues.

KEYWORDS: Behavior, student, technology, resource, step-by-step guide

Candidate Signature

Date

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A RESOURCE FOR ALL CLASSROOMS

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DEDICATION

To my husband (Brant): I love you and appreciate the dedication you made to standing beside me on this crazy ride called life. We did it...finally! Thank you for being there over the years when I needed to focus and meet deadlines.

To my children (Keeley, Delaney, and Avery): Reach for the stars, dream the biggest dreams, and never let anyone tell you that you are not capable or will not accomplish something. You can and will do great things when you put your mind to it and put in the effort. You are my heart. This achievement is for you! I found my reason and drive to succeed when I became your mother. I hope I have shown you that not only in my words but in my actions. I will always encourage your dreams while also reminding you that it may be hard. I love you all and you are my reason for breathing.

To my parents (Connie and Jerry): Thank you for raising me to be strong, independent, and goal focused. You have supported me more than I deserve. I hope I have made you proud! I am one of the luckiest people in the world to have you as my parents. I love you both.

To my bonus parents (Teresa and David): Thank you for always building me up and encouraging me. You have always had faith in me or at least never told me otherwise.

To family and friends: Thank you for the endless support and encouraging words you have provided. This accomplishment would not have been possible without any of you. I am grateful.

To my "BIG" cohort: Without the friendships and guidance this would not have been possible. I feel so fortunate to have had the opportunity to learn parallel to all of you and I thank you for all the support, cheering, consoling, and encouragement given throughout these arduous years, especially the last few months leading up to our name changes. The bi-weekly WebEx meetings have been a highlight of the endeavor. I cannot wait to see how we all change the world in our own ways because we will definitely make a difference!

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To Dr. Justice: Thank you for the time and effort you put into revising and guiding me through this journey. I am appreciative for the opportunity to be a part of this program and I am thankful that you (and others) gave me a chance to prove to myself and others along the way that goals can always be accomplished if you have the fortitude.

To my committee members: Thank you for taking the time to dedicate yourselves to this endeavor for me. I recognize that your time is valuable, and I appreciate your willingness to be present and accepting of my work.

To my beta-testers and editors: Thank you so much for allowing me the time and energy it takes to devote to this project. I appreciate your willingness and support in this endeavor and through your commitment, I have found success I never expected to have. I hope you all know that I chose you for your knowledge, compassion, and honesty.

To my Savior: Daily prayer and conversations in my head have helped to keep me sane and for that I praise God.

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Executive Summary

What is the Core of the Capstone?

This capstone project proposed a guidebook focusing on consistent ways to address common problem behaviors in a step-by-step manual for the classroom setting. This interactive guidebook allows teachers the ability to receive directions for addressing all behaviors that deter instruction and guides the implementation of responses to these classroom behaviors to aid in changing the overall learning environment.

Teachers are able to use this guidebook to identify any common problem behaviors on a whole class, group, or individual basis and use step-by-step instruction for addressing and replacing the behavior. The teacher uses the guidebook to follow instructions in identifying why the student may be refusing to complete the work, address the behavior, then change the behavior through added supports or other methods already being used in conjunction with the school's Response to Intervention (RTI) program.

For example, a teacher is struggling with several students refusing to complete in class work in the fifteen-minute time frame allotted. Prior to this instruction, the teacher is unaware of any academic or behavior deficits and has started instruction on a new concept. As the teacher recognizes several students not completing the work, then the teacher searches the guidebook, finding the steps listed under the specific behavior tab. The teacher can open the tab labeled "refusal to

work” and see how to proceed. If the teacher finds no response to the beginning interventions, he or she can proceed through multiple steps to get the intended outcome.

Who is the capstone meant to impact?

This capstone project impacted the students, teachers, and other stakeholders of West Jessamine Middle School and with the partial introduction through Professional Development Training and Beta-testing, has proven that this guidebook is beneficial to share with other school systems and the education system in the state of Kentucky, and possibly become more widespread throughout larger populations across the United States.

The proposed guidebook offers teachers the opportunity to manage negative behaviors without seeking out additional resources or utilizing planning periods in research. When applying this to different scenarios, teachers have the chance to independently use the guidebook to determine how best to address students as they behave negatively in the classroom. Using the step-by-step instructions gives teachers clear and concise language that can be repeated to ensure all students get specific, clear expectations.

Administration was impacted by fewer negative interactions revolving around classroom behaviors, and instead, were able to focus on more positive aspects of student and faculty interactions.

The research for this project impacted the teachers who worked closely with these at-risk students, building strategies to facilitate learning and encourage success for all students while placing an emphasis on clear and consistent responses. This impact allowed teachers to spend more time on providing classroom instruction and less time on addressing classroom behaviors over the course of this project. The intent, overtime with implementation, of this project is to decrease teacher turnover in connection with burnout rates.

This improved the learning environment for all students by focusing on behaviors before they were out of hand. Working closely with their classroom teachers, the students were introduced to more effective ways of dealing with their behavioral responses in negative situations through the use of the guidebook. This allowed students to recognize their behaviors and become self-regulators, controlling their actions and reactions in times of stress and discomfort in various situations. Others impacted include the students whose behaviors influence their learning environment.

Lastly, this capstone impacted the remaining stakeholders including, but not limited to, parents, guardians, and community leaders who have noticed a change in their student's behaviors with this guidebook. Overall, this capstone project is intended to benefit all stakeholders involved in a child's education. As the behavioral changes become positive and interrupted instructional time decreases, all stakeholders should be impacted by the change in the classroom and home environments. These changes should correlate to all manners of the students' lives and therefore, to the

faculty and staff, parents and guardians, and the community leaders who are involved in the child's life.

This Capstone and its Related Strategies

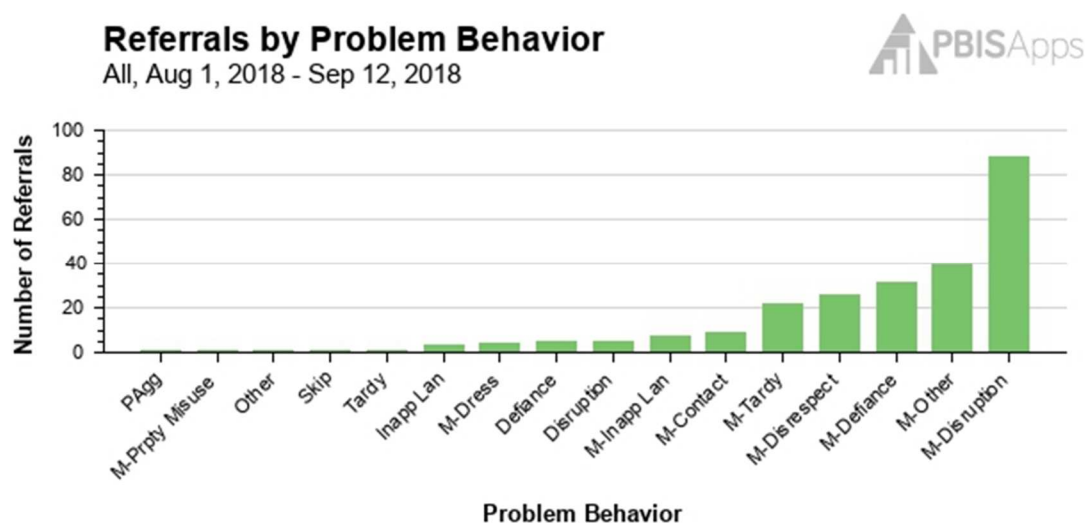
To create this guidebook, the author began with common classroom behaviors that were identified as part of the Positive Behavior Intervention Supports (PBIS) data from West Jessamine Middle School (WJMS) beginning with the 2018-2019 school year through the 2019-2020. PBIS emphasizes the management of challenging behaviors through a proactive approach. These proactive approaches include the changing of environments by using replacement behaviors, and implementing consistent, positive consequences to reduce the target behaviors (Chitiyo & Wheeler, 2009). The goal of this capstone at the local level is to meet the objective of providing RTI support as part of the PBIS model implemented at WJMS (Parker et al., 2019).

The common behaviors used in the guidebook were selected based on frequent referrals. The referrals were written by teachers based on their individual experiences in the classrooms. The researcher examined the most frequent behaviors occurring based on number of occurrence per student and overall occurrence in comparison to all behaviors as reported through Office Discipline Referrals (ODR's) and suspensions. Also, data was compiled (See Figure 1) so that the most common behavioral issues could be visualized and targeted as the guidebook was developed to determine the most frequent re-occurring behaviors on a monthly basis from August

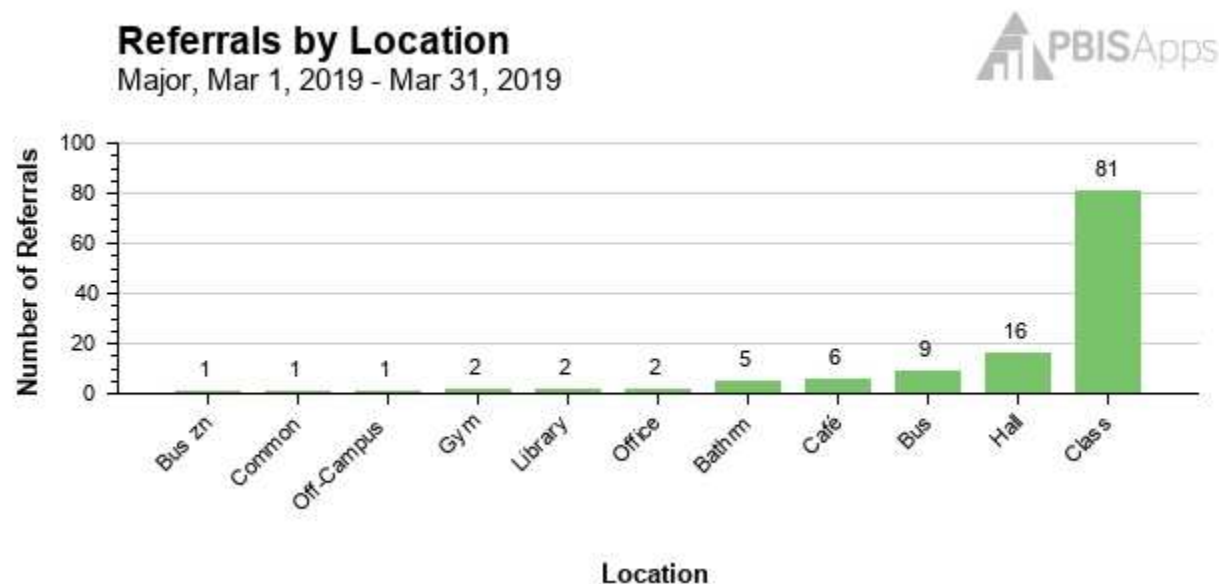
2018 through May 2019 and August 2019 through March 2020. Using figures such as the one below, allowed the researcher to document how often each behavior category was occurring as well as other pertinent information including location and time of day of the behaviors.

Figure 1.

Referrals by Problem Behavior



Using this data (See Figure 2), the researcher then compiled a list of the top ten occurring behaviors in the common areas of WJMS, which limited the behaviors to classrooms, bathrooms, hallways, and the cafeteria. Identifying the areas of common behaviors allowed the researcher to then narrow down the focus to the top five behaviors that occur most frequently and impact overall student performance.

Figure 2.

The data was analyzed, and the major classroom behaviors were identified that negatively impacted the learning environment for students. The behaviors chosen for this guidebook were reviewed and categorized based on the frequency of occurrence and severity of the behavior. A list of behavior categories and subset behaviors were created and documented in Google Drive from these data-driven figures. A tab was created for each behavior category to make navigation easy for users. A “start here” tab was created to assist teachers in determining which behavior tab to begin with. As a teacher looks at the definitions and examples for each behavior category within the “start here” tab, they can better determine which tab to choose to address the problem behavior in their classroom. The tabs allow teachers to identify the behavior category they are struggling with, by clicking on the tab, which

will take them directly to step-by-step directions on how to address and manage the behavior. Each step of the instruction begins with the least restrictive and progress to the most restrictive (Krach, 2017).

What this means is the beginning step should be the least restrictive and should always be used first to manage behaviors; therefore, it will always be listed as the beginning step in the guidebook (Murray et al., 2018). As the steps progress, the setting may change and awareness by others may occur.

As this guidebook was created, it became evident that many of the step-by-step instructions were re-occurring in diction due to the need for consistent and concise instructions. Additionally, many of the behaviors have repetitive characteristics throughout the guidebook, thus justifying addressing and managing each behavior in a like manner (Keller-Bell & Short, 2019). The goal is to offer a resource for teachers in times of classroom crisis with behavior management strategies.

Literature Review

Behavior management is an essential component that every classroom teacher needs to be equipped to use. Emerging research suggests that teachers can impact the social standing in their classrooms through effective management strategies, directly altering how students behave and interact in their classrooms (Farmer et al., 2006; Helton & Alber-Morgan, 2020). With many schools being staffed with dynamic educators, it is imperative to have an individualistic approach. Scaffolding practices allow for more support in terms of academic and behavioral procedures (Pas et al.,

2015). Many districts implement school-wide expectations because of a rising need for these essential practices to be ongoing with the students' educational growth. As students' progress through each academic year, only slight consideration may be given in the selection of such programs (Macsuga-Gage et al., 2015; McCurdy et al., 2007).

Multi-Tiered Behavioral Approach

Farmer and colleagues (2006) found through existing research that although responding to problem behaviors in an effective manner tends to mitigate further problems, teachers' responses can increase negative behaviors due to questionable strategies that can escalate problem behaviors already posing an issue in the classroom.

Disruptive behavior that causes an interruption to academic learning fosters a negative learning environment. This halts needed instruction and discourages peer interactions that are not conducive to the classroom setting (Pas et al., 2015). Chitiyo and Wheeler (2009) indicate that a proactive measure for eliminating behaviors is the use of PBIS. PBIS consists of three overlapping components that build onto each other as the need for more focused supports are determined on an individual basis for each student (Hutchings et al., 2013).

Rising evidence suggests that teachers can impact the overall academic success in their classrooms through effective behavior management strategies,

directly altering how students behave and interact in their classrooms (Farmer et al., 2006).

Many educators and schools are using proactive strategies of addressing behaviors before an escalation period to encompass the school community as a whole, instead of waiting for negative behaviors to arise, and then addressing them effectively. This more proactive approach combined with teachers seeking out new tools to be implemented in their classrooms allows educators to pre-emptively address problems before they get too far out of hand and require punitive actions (MacSuga-Gage et al., 2015). However, the largest effect on the schools seems to be the absence of support in attempting to resolve independent behavior issues.

Establishing clear and concise expectations and guidelines within the school building while leaving the individual and group behavior management up to the individual teachers, allows teachers to focus on specific rules and expectations to meet the needs of their classrooms; creating less of a reactive environment (Calderella et al., 2015; Helton & Alber-Morgan, 2020, Lane et al., 2009; Robacker, 2016).

Existing programs such as PBIS are put into practice to allow for tiered methods of support as a schoolwide intervention. These targeted supports allow for evidence-based practices to take place at a primary, secondary and tertiary level (Keller-Bell & Short, 2019; Swain-Bradway et al., 2015). PBIS practices that are implemented can provide benefits including, but not limited to, a safe place to learn, reinforcement and monitoring of behavioral expectations, and teaching of explicit skills (Parker et al., 2019; Robacker, 2016).

The strategies and tools widely distributed have been designed by established teachers who have experience with difficult students, monitoring, and data collection. Resources such as The Social Powers Model, encourages students to excel through positive relationship building and enables teachers to clarify behaviors using four specific types of social powers, allowing a refocus on positive responses (Alderman & Green, 2011).

Focused Behavior Strategies

Another strategy that can be implemented are different forms of praise, either loudly or privately, this acknowledges the positive behaviors of students and can impact the overall classroom behaviors (Blaze et al., 2014; Murray et al., 2018). Praise statements by teachers during instruction have been found to decrease problem behaviors while also increasing appropriate replacement behaviors (Mrachko et al., 2017; Murray et al., 2018).

Many practicing teachers have refined their skills to serve a diverse population of students. These teachers are the same ones who are often less willing to try newer methods, even with the different generations of students who enter their classrooms. Everyone has beliefs and values that influence decisions and judgments, which can cause biases in the management process of negative behaviors (Gage & McDaniel, 2012; Wolff et al., 2016). Lewis et al. (2017) have found that when educators set students up for success, their success is often overlooked in the process.

Holistic Student Support

Many professionals begin their teaching careers without a clear plan for how they will structure their classroom behavior management. With the increase in diversity among today's student population, teachers are faced with the challenging task of providing support for the incoming generations and their cultural differences (Hester, 2003; Losen et al., 2015). Unfortunately, students receiving special education services, especially those with behavioral problems, are at a greater risk for failing in the educational system (White et al., 2018; Wills et al., 2009). Rumberger and Losen (2016) found that the graduation rate dropped by 23% from previous years for 10th graders who had experienced suspensions, either in or out of school. Students who have shown behavioral aggression as early as the first grade are documented to have continual behavior problems through their middle school years, if not properly managed in the classroom setting (Kellam et al., 1994). Not only does it take meeting the physical necessities of students but it also takes having knowledge of their developmental capacities to generate a satisfying classroom environment for all involved (Warner & Lynch, 2003). Due to the lack of training for educators and the needs of students in today's classroom, many students may not possess the ability to problem solve through difficult tasks that require additional or prior knowledge and experience. These are the same students that may not perform at the same rate as their peers in social settings, be constructive participants in communication, or have appropriate and meaningful interactions with others (Gable et al., 2003).

Many preservice teachers begin their careers unprepared for the daunting task of addressing disruptive behaviors. While some teachers may recognize that they are

not well qualified for their role in managing the fluctuating needs of their students, such as mental health services and needed extra supports, others continue to be unaware of this helplessness which compounds the problem in their classrooms and prevents positive action to change the issues (Allday, 2018). Even with successful classroom management strategies in some schools, research has found that the gap between behaviors and academic success still exists and the children who are falling behind are struggling to meet goals, while simultaneously, the teachers are also struggling to find resources and support systems (Freeman et al., 2013; Riden, 2018).

Much of the current research focuses on providing the right strategies or steps in preventing behaviors proactively in the classroom (Pas et al., 2015). Having clear methods for identifying and addressing academic, behavioral, and emotional needs across all areas for students gives schools a better opportunity for addressing and meeting problematic behaviors effectively while lowering the chance of long-term effects that can impact the student (Elliot et al., 2007; Walker et al., 2010; Wolff et al., 2016). Frequently, inappropriate classroom behaviors exist due to other underlying issues that teachers are not aware of or able to recognize and address in an appropriate manner conducive to the learning environment.

Recent research points to the benefit of having school counselors, or psychologists, present and involved with students who exhibit behavioral issues, as a resource, to not only assist with mental health, but also to support the students' emotionally and socially (DeJager et al., 2020; Ross et al., 2002). Teacher capabilities

are limited when students demonstrate off-task behaviors such as defiance and disruption, and consequently it can block teachers from creating a safe, learning environment, especially when students show dangerous or violent behaviors (Crone & Homer, 2003; DeJager et al., 2020). Recent research supports teachers' need to further implement strategies and build teacher-student relationships. When teachers can meet the emotional and social needs of their students, they can change the effects that peer influence may have on negative behaviors in the classroom (Müller et al., 2018; Pas et al., 2015).

Evidence-Based Strategies

One of the more well-known strategies commonly used to prevent problem behaviors are token economies that allow students to work individually or as a group to earn rewards for appropriate classroom behaviors. Token economy systems in which students earn and lose points have been noted as highly popular among grade levels not only in measuring but also managing behaviors in the classroom (Coehlo et al., 2015). These token economies co-exist with classroom rules and expectations for the student. Token economies can range from the simple posted rules to complex organizers that are interactive for students to have more accountability. Creating accountability for students through group incentives in the classroom is one of the more common evidence-based strategies for behavior management (Radley et al., 2016; Simonsen et al., 2008). Additionally, token economies have been shown to be a

helpful resource to boost students' participation and improve classroom behaviors overall (Doll et al., 2013; Higgins et al., 2001; Krach, 2017).

The Good Behavior Game is one research-based method that has been proven to positively impact the behaviors seen in the classroom, while also allowing peer influence to impact behaviors (Flower et al., 2014). It encourages students to work as a group to earn tokens distributed throughout the day. The competitive nature of the system, paired with group incentivizing allows students to work together and rely on each other. This program provides the theoretical basis for the creation of the guidebook for this capstone. Having knowledge that interactive systems are effective in altering negative classroom behaviors were part of the driving force to create a resource for teachers to use in conjunction with other resources already in place. The guidebook offers teachers accessibility of resources previously needed by seeking out strategies from colleagues or the internet. It gives teachers freedom to repeatedly visit for new insights or suggestions.

Several applications also exist that offer a mix of tracking and communicating students' actions across different platforms for parents, guardians, and administration to be informed regularly. ClassDojo is an application which can be found free online and downloaded to mobile devices, and offers the use of digital badges and points as a token economy system at the individual level (Homer et al., 2018). This type of program also offers a communication component that allows teachers to interact with parents in a standardized format while communicating student progress in behaviors

and academics in multiple classes for multiple students. These strategies showcase a wide range of resources, highlighting the planned success of this guidebook as a useful tool in conjunction with other resources already being implemented in classrooms.

As similar programs have become popular among the classroom setting, there is building evidence that this guidebook will also serve as an important resource in redirecting the behavior issues that are creating hindrances in the classroom environment. Allowing teachers a readily available manual utilizing technology they are already accustomed to using would give them a convenient resource to be accessed as situations arise in the classroom.

Blending Technology and Classroom Management

Technology is already utilized in the classroom and it is beneficial in providing the tools students need to grow behaviorally and academically while creating active engagement (Mertala, 2019; Wade et al., 2013; Warden et al., 2016). A promising alternative to meet the students where they are is with the use of mobile devices and applications, as most students have them readily available (Schuck et al., 2016). Research shows that providing apps to aid in work completion or student motivation has considerable benefits to the student and can be seen throughout the use of this guidebook as student behavior decreases and instructional time is increased. (Bakker et al., 2018). Blending technology into the classroom seamlessly depends on several factors including the users (i.e., students and teachers) and

acceptance of technology as an alternative to traditional teaching in which instruction is delivered through textbooks and chapter readings (Gu et al., 2013; Parker, 2019). Since technology is widely used and understood by students, these learning modalities are extremely useful in the classroom setting (Bruhn et al., 2015).

In today's schools, several forms of technology are in use and improve overall student performance when utilized to their full potential (Anderson & Jiang, 2020; Mertala, 2019; Wade et al., 2013). These resources help students in regulating their social and emotional responses during the school day and allow parents and guardians to be aware of on-going situations throughout the day (Feuerborn & Tyre, 2016; Harn et al., 2015). However, a guidebook focusing on clear and concise ways to address problem behaviors in a step by step manual is nowhere to be found based on this author's research. Therefore, a resource for teachers to access independently in moments of need would be beneficial for all stakeholders being impacted.

Responding to Problem Behaviors

This guidebook would function with current programs in place, including but not limited to, PBIS practices to offer an extra measure of support and will also be user friendly to allow less technologically advanced users ease of use.

This guidebook is a supportive tool meant to be used in conjunction with a developed school-wide behavior program. The guidebook builds off the tiers used in PBIS practices and enhances the support provided, specifically in tier II and tier III to the 25% of students who have recurring behavioral problems, which negatively

impact their ability to be successful in a standard classroom setting (Chitiyo & Wheeler, 2009).

PBIS consists of three overlapping components that build onto each other as the need for more focused support is determined on an individual basis for each student. These components are split into tiers consisting of tier I, universal supports, tier II, group supports, and tier III, individual supports (Keller-Bell & Short, 2019; Hutchings et al., 2013). All tiers are fluid in terms of allowing a student's success to be determined by the directionality of success. If a student begins in tier I and moves into tier II, they have the opportunity to move back to tier I with success, or to tier III for more individualized supports, as needed. The determination of which tier a student may be part of is decided by several factors including behavioral or academic failures as seen by Office Discipline Referrals or grades. All students begin receiving services at tier I, and when success is not met in this universal stage, then teachers may begin the referral for tier II supports. These supports can fall under interventions in which the student may be removed from the universal setting and given more support in a smaller setting or be designated to specific classes that home in on the needed skills set within a group. If students are not successful in tier II group support, they may proceed to tier III, which is for individual needs.

However, Albrecht (2008) explains;

“The time-away intervention model targets students in conflict with teachers or other students. The model features a three-step intervention process: (a)

time out, (b) redirection, (c) conflict resolution. Schools that implement time away have documented an effective skill-building strategy for preventing the need for tertiary-level restrictive programming for students with emerging behavior problems” (p. 49).

This guidebook shares similarities with the time-away intervention in the sense that both resources provide methods for redirecting behaviors and then resolving the conflict. This redirection and conflict resolution strategy is common among many behavior programs utilized in classroom settings (Allday, 2018). The guidebook mentioned in the paper is meant to be used in conjunction with a multi-tiered method of approach in addressing problem behaviors and focuses on the whole student rather than only intervention models.

Diffusion of Innovations

Based on Everett Rogers’ Diffusion of Innovations (Rogers, 1995) the five characteristics being met by this guidebook are relative advantage, compatibility, complexity, trialability, and observability. These characteristics are broken down into individual parts to cover the existing research as follows.

This guidebook is not intended to replace any current practices in place, rather the intention is for this guidebook to be supplemental to the ongoing PBIS practices in place. Offering this guidebook as an extra resource may in turn help educators and students recognize that having a more proactive approach in the classroom setting can alter the work and learning environment. Education requires a constant flow of

information and new ideas. This guidebook is meant to be consulted when a new strategy would be a beneficial addition to the PBIS program. Ash and D'Auria (2013) acknowledged that relative advantage can remove some of the pressure on the adopter as the innovation can make the use or function easier.

Relative Advantage. As for this capstone, the relative advantage of implementing a behavior guidebook is to help streamline monitoring by allowing teachers to use technologies they already are administering in the classrooms. The idea of this guidebook is to make coaching and behavior strategies more easily accessible in time sensitive scenarios. One of the issues that arose was the cost for the use of this guidebook. Currently, some teachers do not see the benefit of applying a product to mimic what is already being done in the schools. Since some teachers are equally unwilling to implement PBIS, they may also be resistant to another resource they perceive as similar.

Compatibility. As this capstone relates to introducing a behavior guidebook informed by PBIS practices, the author was concerned with compatibility and the cluster of technology is that it does not correlate with the whole system so much as one specific part. To integrate this capstone into the whole of PBIS practices would be a do-able process but the author's thoughts are to establish the practice of using this guidebook with frequently identified problem behaviors and identify weak points or needed modifications before expanding it to the general population of students.

The researcher worries about compatibility in terms of identifying the product appropriately because as Ash and D'Auria point out, the naming of an innovation can either carry a load of meaning or not have any connection at all. In terms of how to identify the product, key words would benefit the user but there may be limitations in deciding on a descriptive name that justifies the user interest.

The goal in this capstone is very straightforward and self-explanatory; however, this researcher has been using this current method of behavior tracking for three years and has seen the benefit of this method in a familiar educational setting. For someone with no knowledge of this proposed guidebook, there can be complexity in its use and as Ash and D'Auria state, "few will voluntarily embrace change that makes their lives more difficult" (p 53). However, as the beta-testing proved, this guidebook is simple in navigating and using to effectively encourage behavioral changes.

Trialability. Making this product and piloting its use within a few collaborative classrooms allowed the researcher the ability to modify needed changes, reconfirming that trialability was high within the targeted school. This researcher thinks trialability was an integral part of the capstone project and recognized needed changes as situations occurred during the beta-testing. Having the opportunity to test out the responsiveness and change in communication methods allowed this author to identify any other weak points in the system.

Observability. This guidebook, although only partially implemented at WJMS through Professional Development (P.D.) training and Beta-testing, has already made an impact in the classrooms in which beta-testers used it in correlation with existing PBIS practices. During this P.D., the researcher introduced this guidebook to sixteen participants and shared the overall goal of this proposed capstone and a snapshot of the step-by-step directions. The observability in the beta-testing classrooms shows that productive use of this guidebook has decreased problem behavior and allowed for more instructional time. As this guidebook becomes more widespread within WJMS and other schools, the impact of it could alter how problem behaviors are addressed school-wide and in individual classrooms.

Overall, this capstone proposal for a behavior guidebook has a high probability of diffusion based on the issues with the current program and the outcry of teachers to make resources available and to show communication efforts. There is anticipation towards the use of this proposed capstone due to the restraints in the district, as classroom management focuses have been stagnate with the use of programs and resources that were created over 20 years ago and continue to be re-introduced as new methods of approach . These methods are outdated and limiting in the secondary levels of education but the school system still reverts back to tried and true plans of action without considering the diverse changes to the population and other factors such as technologies. To incorporate an easier method of identifying and

addressing behaviors and creating a quicker means of communication, this proposed capstone addressed this area of focus.

Capstone Timeline

To begin this project, data was collected based on the 2018 through 2020 PBIS meetings held monthly to determine what problem behaviors were most prevalent in the classroom setting. During the collection of this data, the researcher participated in monthly PBIS meetings and attended weekly behavior meetings to work collaboratively with the administration and teachers who experienced the behaviors within their classrooms. The data was used to determine the most frequent behaviors re-occurring month-to-month from August 2018 through May 2019 and August 2019 through March 2020.

The data was reviewed and the most prevalent behaviors were determined and documented as behavior categories. Through documentation, the researcher identified what problem behaviors were taking place based on Office Discipline Referrals, minor infractions, and administrative documentation that were all shared during these behavior meetings. These behaviors were then categorized into specific areas of focus.

This capstone project was introduced through P.D. and beta-testing by Brittany M. Grose, Special Education Teacher at WJMS over the course of a three month period coinciding with the 2020-2021 school year. This project was used in conjunction with the PBIS this school has in place. The culminating project has been

created using the technology platform Google Drive. The documents have been created under Google Sheets and tabbed so that each problem behavior can be identified independently with the step-by-step instructions included in addressing the issues within the classroom setting. A “start here” tab helps teacher in quickly navigating based on definitions and examples of the commonly identified problem behaviors.

This researcher used beta-testing during the fulfillment of this project. One sixth grade math teacher, one sixth grade special education teacher, one seventh grade science teacher, one seventh grade special education teacher, one eighth grade English teacher, and one paraprofessional working with the tier III behavior students were committed to participating in the beta-testing. These educators were chosen based on the variety of their teaching styles, the knowledge base they had with their respective student population, and their willingness to implement new practices within their classrooms.

During this beta-testing, the researcher worked closely with these educators, meeting individually every week to discuss behavior documentation and the use of the guidebook. These participants also attended the P.D. that introduced this project and received individual training from the researcher in the use of the proposed guidebook. During these discussions, some of the focus questions included were as follows:

- Are the step-by-step directions being used exclusively during behavior incidents? Have you noticed any changes in behaviors since using this guidebook?
- If so, what changes have been noticed?
- Is this guidebook effective in helping to have clear and consistent expectations in your classroom?
- Are there changes to the step-by-step directions that you would make?

Changes were made to this guidebook over the course of three months during implementation to create the step-by-step directions for these common behaviors.

Over this period, specific behavior scenarios were also identified that were not originally noticed in the classroom, which helped in solidifying the behavior categories and topics that have been added to the guidebook.

Feedback from the P.D. included the following information:

Table 1.

Professional Development Feedback from Participants about Behavior Guidebook

Your behavior steps seem really beneficial, I would love to see more.	This would be amazing for new teachers.	I would definitely like to use this.
You always bring new insight into the session. Also had an experience happen today and did what you had said pretty much.	Great tips and reminders to stay calm and handle things methodically.	I use these methods in my class now b/c I have had many of your PD sessions and you taught me this!
I love getting advice from	I love having a set of	Insightful and

other teachers on tried and true methods, so to get them individually without having to go bother someone would be great.	responses for each infraction. That takes away my response because of a bad day or mood.	informative. This is a great resource to have in my middle school classroom, especially for those tier II and III kiddos.
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Intended Impact of the Capstone

The intentions of this capstone are numerous. First, it is intended as a resource for all stakeholders to work together in aiding to decrease problem classroom behaviors and increase instructional time. Upon full implementation, this capstone project is meant to impact the teachers and staff who work closely with these at-risk students, building strategies to facilitate learning and encourage success for all students. This impact should allow teachers to spend more time on providing classroom instruction and less time on addressing classroom behaviors. This can also assist educators in evaluating scenarios where they need to be more understanding and possibly open-minded about classroom situations and where they need more supports due to the diverse needs of the student population. Additionally, this impact should help mitigate the teacher burnout rate many schools experience with faculty turnover as well. Garcia and Weiss (2019) reported that over 13% of the public school systems teachers are leaving their place of employment or leaving teaching altogether.

With full implementation of this project, it is designed to be used in conjunction with a school-wide behavior program such as PBIS to ensure that

teachers are using consistent and concise strategies to deter problem behaviors. This project is also intended to be used as a resource for new teachers as a practical example of responses to situations that they may not have addressed in their college courses. In full implementation, this guidebook could serve as a tool in every classroom so that students recognize and receive common directions that are clear no matter which classroom setting they are in. This guidebook is meant to replace individual classroom behavior management strategies, and instead offer teachers resources that are tried and true and consistent in all rooms so that student behaviors vary as drastically depending on the teaching style and methods seen daily.

Lastly, this capstone should impact the remaining stakeholders including parents and guardians, and community leaders through improvement in their students' behaviors. Some of the benefits should involve how these parties encounter and respond to students and educators with the assistance of this resource. As behaviors are addressed in a consistent and clear manner, less time should be spent on reactive situations and instead, parental confidence in the teachers and learning environment should increase, while administrators can also work diligently towards other important objectives in the school setting.

Administration may experience fewer negative interactions involving classroom behaviors and instead will be able to change their focus to more positive aspects of student and faculty interactions. As the behaviors begin to change and become positive and interrupted instructional time decreases, all stakeholders should be impacted by the change classroom and home environments as these changes may

correlate to all manners of the students' lives and therefore, to the faculty and staff and parents involved.

Limitations of the Study

Limitations of this study included the number of classrooms, breadth of implementation, and the best method for implementation.

Partially implementing this guidebook was simple; however, the expectation to see major changes in the behavior across one school setting was not as impactful. The beta-testing data showed a 5% decrease in re-occurring student behaviors over the three-month period. The data also showed a decrease in the number of students with behaviors based on ODR's. Although the guidebook made a difference in the behaviors of the classroom at WJMS, overall the impact was affected by other factors outside of the researcher's control. It is speculated that if this guidebook were consulted across several schools during a concurring period, the impacts would be more widely recognizable.

The method of partial implementation was limited in this study, due in part to the SARS-COVID-19 virus and following CDC and state standard guidelines. Many students who previously exhibited negative behaviors in the classroom setting received instruction via an alternative method, which kept problem behaviors from occurring. This impact on the implementation required a more thorough examination of problem behaviors as they occurred via alternative methods and required the researcher to re-evaluate how behavior is not only addressed but also how to use wording that proves effective in a variety of instructional formats.

The verbiage used in this project was a challenge due to reliability because the researcher wanted to make this project universal for all age groups while also addressing a variety of behavior issues among different age groups. The need for consistency drove this research and therefore, verbiage was chosen based on that same need.

Reflections

As this researcher reflected on this project, it proved to be a labor of love and devotion that required the past three years of life, this author realized that this project has meaning far beyond the scope of expectations. The hope for this project was to not only serve the students who are struggling behaviorally but also to offer even a minor reprieve to the teachers who feel overworked and lacking the resources to make their job more manageable. This guidebook is intended to be used by all teachers; those confident in their behavior management strategies, those that recognize they can do it but are not completely confident, and those just starting out that have no real idea what to expect in their new classrooms. This guidebook is meant to be the hope and light for all classrooms who have wanted to make a positive change for the student body.

Reflecting back to the beginning of the project, it was transformed beyond the initial brainstorming into a tangible product that is beginning to make a positive difference. This author would like to see this project be implemented by the teachers who choose to use it but to also be a resource for new teachers in need of accessible

resources. This author also recognizes that there is more growth that could be made in this project and has hope it can be continuously refined.

The changes that slowly took place in this project are a true reflection and culmination of the three years of work that have put into this endeavor. It has been strenuous, stressful, and so very rewarding to watch something that was thought up on paper become a reality.

This project has led this author to be more confident in their abilities as an educator. Hopefully, this project will relieve some of the stress that comes along with being a teacher in a world where behavior outweighs academics at times and we all do whatever we think is best to support our students through tragedies and hardships whose scope and depth we cannot always fathom. This project has brought value given hope that it will continue to add value to others as well.

Capstone Project

To allow for interactive capabilities, this capstone project is being created using Google Sheets as Google Drive is the chosen platform used in Jessamine County Schools. This project will be laid out so that when the user first opens the screen, they will have a welcome page detailing how to effectively use the guidebook via a YouTube tutorial. Evidence of this tutorial is available at <https://youtu.be/6pw6N8hQzU0>. Users will be told how to identify the problem behavior they are seeking assistance with by using the tabs on the bottom of the Google Sheet. Also, a “start here” tab was created to provide definitions and examples of a common problem for each tab. This step helps to mitigate issues with choosing which tab to

begin with when a teacher has limited time to search for resources. Each tab will be specific to one category of problem behaviors. When opening the tab identified with a specific behavior, the user will be taken to a Google Sheet and will be offered an outline of instructions for subcategories of several common classroom behaviors. The user only needs to follow those instructions beginning with the first step can come and go to the different behavior tabs as needed.

Outline of guidebook tabs:

- ❖ Welcome!
- ❖ Start Here
- ❖ Defiance/Non-compliance
 - work refusal
 - lack of work completion
 - non-response to prompting/ignoring directions
- ❖ Disruption
 - out of area
 - calling out/making noise
 - tantrums/outbursts
- ❖ Disrespect
 - argumentative
 - name calling/profanity
- ❖ Technology abuse
 - damaging property

- inappropriate/not approved material

Welcome! First and foremost, thank you for taking the time to visit this guidebook. Below you will find a YouTube video tutorial on how to use this guidebook effectively. Please do not hesitate in using the “Behavior Suggestions Requests” tab to input any behavior problems you would appreciate assistance with. I am happy to help address any issues you experience. Brittany M. Grose

Guidebook Tutorial:

<https://youtu.be/6pw6N8hQzU0>

Start Here...

What does this all mean? How should you know which tab to choose? Determine the best course of action based on the definitions of behaviors and personal examples.

Defiance/ non-compliance: Behaviors that are openly challenging or resistive. Non-compliance also adds a layer of getting out of a task through excuses or manipulation.

Example: A student is asked to work independently for 10 minutes on a reading task. This student may be defiant/non-compliant by calling out to the teacher and asking repeatedly why they must complete this assignment. They may then add more difficulty to this situation by stating reasons they should not have to do this specific assignment, such as another teacher already had them complete it, or they did something similar yesterday, or they are exempt because they do not understand what they are doing. All of this may be very vocal and disruptive.

Disruption: Disturbances which interrupt an event or activity.

Example: A student may repeatedly call out without raising their hand and asking to go to the restroom. They may continue calling out but escalating their behavior with every call out. The first call out may be asking to use the restroom, then as they do not get the expected response, they call out again asking why they cannot go to the restroom. As they do not get the answer they want, they may call out again that it is not fair to not allow them to go to the restroom, then they may call out that they plan on walking out. All of this after the beginning call out is disruptive to the flow of instruction.

Disrespect: A lack of respect or courtesy, often known as rude behavior.
Example: A student may tell a teacher “no” when asked to put their supplies away.
Technology misuse: The use of technology that is excessive or problematic to the user.
Example: A student may continually be visiting websites that are not an approved part of the current instruction. Or a student may physically pick the keys off of a laptop and replace them in other locations to change the look of the laptop.

Defiance/non-compliance	Work refusal: Inability due to disability or other hindrance
Step-by-step directions	
	<i>If the issue of work refusal is an inability for this student due to a disability or other hindrance, you should work with the case manager and special education teachers to ensure all supports are in place to address student behavior and plan. This may include getting the psychologists and school counselors involved depending on the underlying root of the problem.</i>
	1. Follow the plan in place for the student that should have been created by the team listed above. This student may have a behavior plan in place.
	2. If following the plan is not effective then reconvene with the team to make plans for more effective supports that are individualized to the student

Defiance/non-compliance	Work Refusal: Has ability but unwilling
Step-by-step directions	

	<p>1. Quietly address the student to determine why they are refusing to work. Students either want to avoid a task or are seeking to gain something (such as attention or praise). Depending on the response, determines how you can address the behavior.</p>
	<p>2. *If the student says they are tired, not feeling well, worried about something, or any response along those lines- this can usually all be addressed the same way. Reiterate the directions and expectations then allow the student a break after the task is completed. Verbalize the plan for a break, including the timeframe of the break, then allow the student time to process, start, and finish the task. The break can be anywhere from 3 minutes to 10 minutes to allow them to regroup and transition into the next activity.</p>
	<p>2. *If the student says they do not know how, they just do not want to, or they give no reason- you can address the behavior in this manner. Reiterate the expectations and if possible give the student an option between 2-3 tasks to complete. If you cannot give those options, attempt to break the assignment into parts.</p>
	<p>3. If the behavior is not corrected, during a break in instruction or at a time that you can address the student without drawing attention, quietly address the student directly about expectations. Possibly use a reward chart and frequent positive praise. At this point, students should have a warning that if behavior persists, they will need to process through the behavior using a think sheet with the teacher during a designated time. This think sheet should take place after class or during independent work. This should be considered warning #2.</p>
	<p>4. With continued behavior, students will be given a think sheet to reflect on behavior. Together, the teacher and student should designate a time to discuss the think sheet and make a plan for the next class. This time should be immediate to the behavior if the student is calm. Leave the</p>

	conversation with clear plans and concise expectations for the following meeting.
	5. If a student refuses to complete a think sheet or behavior escalates, the student can go to another room with a trusted teacher. During this time, the teacher host can discuss the behavior with the student then mediate between student and teacher.

Defiance/non-compliance	Lack of work completion
Step-by-step directions	
	1. Quietly address the student to determine why they have not completed assigned work. Students either want to avoid a task or are seeking to gain something (such as attention or praise). Depending on the response, determines how you can address the behavior.
	2. Reiterate the directions and expectations and the importance of work completion. Remind the student verbally that they need to be completing work within the designated time frame. At this point, students should have a warning that if behavior persists, they will need to process through the behavior using a think sheet with the teacher during a designated time. This think sheet should take place after class or during independent work. This should be considered warning #1.

	3. Make a plan with the student to get the work completed during an alternate time. Some options include lunch time where you can work 1:1 with the student, recess or intervention time, or before/after school. When you work with the student, you have the ability to identify the problem whether it be understanding, or something deeper like disabilities. This opportunity also allows you to plan for next steps. While working with the students, you should discuss chunking of work, or modifying assignments or timeframe to complete.
	4. With continued behavior, students will be given a think sheet to reflect on behavior. Together, the teacher and student should designate a time to discuss the think sheet and make a plan for the next class. This time should be immediate to the behavior if the student is calm. Leave the conversation with clear plans and concise expectations for the following meeting.
	5. If a student refuses to complete a think sheet or behavior escalates, the student can go to another room with a trusted teacher. During this time, the teacher host can discuss the behavior with the student then mediate between student and teacher.

Defiance/non-compliance	Ignoring directions
Step-by-step directions	
	1. Quietly address students to determine why they are ignoring directions. Prompt the student to begin the task and allow 1-3 minutes for them to get on task. Students either want to avoid a task or are seeking to gain something (such as attention or praise). Depending on the response, determines how you can address the behavior.

	<p>2. If the student does not correct the behavior or begins the behavior again during the same class period then give a verbal cue and reminder quietly and specifically to that student of class expectations. You may also praise specific students who are on task and completing work at this time, especially if praise is something this student is seeking. If you have expectations posted in the classroom, signal to them for students to observe. This should be consider warning #1.</p>
	<p>3. If the behavior is not corrected, during a break in instruction or at a time that you can address the student without drawing attention, quietly address the student directly about expectations. Make a plan with the student to get the work completed during an alternate time. Some options include lunch time where you can work 1:1 with the student, recess or intervention time, or before/after school. When you work with the student, you have the ability to identify the problem whether it be understanding, or something deeper like disabilities. This opportunity also allows you to plan for next steps. While working with the students, you should discuss chunking of work, or modifying assignments or timeframe to complete. With continued behavior, students will be given a think sheet to reflect on behavior. Together, the teacher and student should designate a time to discuss the think sheet and make a plan for the next class. This time should be immediate to the behavior if the student is calm. Leave the conversation with clear plans and concise expectations for the following meeting.</p>
	<p>4. If the behavior is not corrected, communication home is imperative to plan how to address students with future occurrences of behavior. Share documentation and plan in place for helping students be successful. It is beneficial to have the student make this call and explain their behavior while you are present. You should also speak with the guardian in front of the student so they know your</p>

	intentions for their success have been stated clearly.

Disruption	Calling out/making noises
Step-by-step directions	
	1. While making eye contact with the student, give a non-verbal redirect by using a silencing cue like finger to lips to signal the student to stop making noise/talking. Give the student time to process and correct the behavior (at least 1 full minute before giving another directive).
	2. If the student does not correct the behavior or begins the behavior again during the same class period then give a verbal cue and reminder quietly and specifically to that student of class expectations for calling out/making noises. If you have expectations posted in the classroom, signal to them for students to observe. This should be consider warning #1.
	3. If the behavior is not corrected, during a break in instruction or at a time that you can address the student without drawing attention, quietly address the student directly about expectations. Possibly use a reward chart and frequent positive praise. At this point, students should have a warning that if behavior persists, they will need to process through the behavior using a think sheet with the teacher during a designated time. This think sheet should take place after class or during independent work. This should be considered warning #2.

	4. With continued behavior, students will be given a think sheet to reflect on behavior. Together, the teacher and student should designate a time to discuss the think sheet and make a plan for the next class. This time should be immediate to the behavior if the student is calm. Leave the conversation with clear plans and concise expectations for the following meeting.
	5. If a student refuses to complete the think sheet or behavior escalates, the student can go to another room with a trusted teacher. During this time, the teacher host can discuss the behavior with the student then mediate between student and teacher.

Disruption	Out of area
Step-by-step directions	
	1. While having the student's attention, verbally direct them back to their area by pointing to it while making eye contact with the student. Give the student time to process and correct the behavior (at least 1 full minute before giving another directive).
	2. If the student does not correct the behavior or begins the behavior again during the same class period then give a verbal cue and reminder quietly and specifically to that student of class expectations for staying in designated space. If you have expectations posted in the classroom, signal to them for students to observe.
	3. If the behavior is not corrected, during a break in instruction or at a time that you can address the student, quietly address the student directly about expectations. Discuss building a movement schedule to encourage movement at appropriate times. Possibly use a reward chart and frequent positive praise. At this point, students should have a warning that if behavior persists, they will need to

	process through the behavior using a think sheet with the teacher during a designated time. This think sheet should take place after class or during independent work. This should be considered warning #2.
	4. With continued behavior, students will be given a think sheet to reflect on behavior. Together, the teacher and student should designate a time to discuss the think sheet and make a plan for the next class. This time should be immediate to the behavior if the student is calm. Leave the conversation with clear plans and concise expectations for the following meeting.
	5. If a student refuses to complete a think sheet or behavior escalates, the student can go to another room with a trusted teacher. During this time, the teacher host can discuss the behavior with the student then mediate between student and teacher.

Disruption	Tantrums/Outbursts
Step-by-step directions	
	1. <i>NOTE:</i> This is specific for students who comply with directions during the behavior. Ask the student to step outside the classroom with you. Once they comply, take them to a designated area to calm down. This will usually be another classroom in which the student feels safe but should be in close proximity. This designated area should be pre-arranged between teachers. Allow the student time to de-escalate (1-7 minutes). Frequent checks are required (every 2-3 minutes).

	1. <i>NOTE:</i> This is specific for students who do NOT comply with directions during behavior. Ask the student to step outside the classroom with you. If they do not comply, follow your team/school wide behavioral program which may include calling on your administrative team or behavioral support team for assistance. DO not try to reason or bargain with the student, but continue to speak calmly and repeat the request for stepping outside the classroom.
	2. <i>NOTE:</i> For the rest of this scenario, assume the student was complying with directions. Once the student is calm, discuss triggers for outburst with the student. Ask specific open ended questions to determine what triggered behavior. Provide social/emotional instruction for regulating feelings which may include a think sheet together or another form such as levels of emotions or happy/sad faces.
	3. Work with counselors to make sure social/emotional supports such as counseling are in place.

Disrespect	Argumentative
Step-by-step directions	
	1. Ignore the student comment. Do not make eye contact or respond to statements made. Reiterate the directions clearly.
	2. If the student does not correct the behavior or begins the behavior again during the same class period then give a verbal cue and reminder quietly and specifically to that student of class expectations. Do not address the student comment directly. If you have expectations posted in the classroom, signal to them for students to observe. This should be consider warning #1.

	3. If the behavior is not corrected, during a break in instruction or at a time that you can address the student without drawing attention, quietly address the student directly about expectations. At this point, students should have a warning that if behavior persists, they will need to process through the behavior using a think sheet with the teacher during a designated time. This think sheet should take place after class or during independent work. This should be considered warning #2.
	4. With continued behavior, students will be given a think sheet to reflect on behavior. Together, the teacher and student should designate a time to discuss the think sheet and make a plan for the next class. This time should be immediate to the behavior if the student is calm. Leave the conversation with clear plans and concise expectations for the following meeting.
	5. If a student refuses to complete a think sheet or behavior escalates, the student can go to another room with a trusted teacher. During this time, the teacher host can discuss the behavior with the student then mediate between student and teacher.

Disrespect	Name calling/profanity
Step-by-step directions	
	1. Immediate removal from the room would be necessary to address this behavior. I would clarify the student statement by making sure I understood what was said. Then I would address the appropriateness of choosing our words wisely. After addressing the students privately, if it is an isolated incident, I would bring them back into the classroom to resume instruction. There would be a clear warning and expectation for no more inappropriate language.

	2. With continued behavior, students will be given a think sheet to reflect on behavior. At this point, I would also remove the student from the classroom and either take them to a pre-designated area to complete a think sheet or request admin support to take the student.
	3. If a student refuses to complete a think sheet or behavior escalates, call for support from a designated teacher or admin support. The goal is to separate this behavior from your remaining students quickly but with as little disruption as possible. Plan to communicate home or follow school protocol for communication when a student has to be removed from the room. This should be within the same day as behavior occurrence. Possibly request parent conference if warranted.
	4. For behaviors such as this, I would follow up with other teachers, behavior specialists, case managers, counselors, psychologists, and admin support to ensure there are not already established plans in place. Although you should already be aware, it is possible that new plans need to be implemented for this student.

Technology misuse	Damaging property
Step-by-step directions	
	1. Removing the device from the student would be an immediate repercussion. Require the student to watch a video on proper use and treatment for devices, or have them review the expectations that are provided to all students. I would also remind the student that they and their parents have signed a contract in regards to the device and the expectations of treating the device appropriately.

	2. If the behavior continues, work with the school to determine an alternative. This may involve the student/parent being charged to replace the damaged device or the student being given alternative methods of instruction.
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Technology misuse	Inappropriate/not approved material
Step-by-step directions	
	1. Remind the student of device expectations and that the next misuse will result in being banned from some or all inappropriate materials being viewed.
	2. If the behavior continues, students should be banned from using specific sites. As a district, there should be specific plans in place to ensure students are limited access. A conversation should be held with the student and guardian to ensure that everyone involved knows why the student is only given limited use of websites and functions.
	2. If the behavior continues, work with the school to determine an alternative. This may involve the student/parent being charged to replace the damaged device or the student being given alternative methods of instruction.

Behavior Suggestions Request:

Teacher Name/email	Age/grade level of students	Specific behavior issue	Completed?
EX: Brittany Grose/ brittany.grose@jessamine.kyschools.us	14yo/8th grade	PDA- students are constantly wanting to hug each other during transition between classes. Multiple referrals have been made but behavior continues.	Yes- steps written under defiance/non-compliance

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Appendix

A: Slides for P.D. Presentation

Guiding Behaviors and Fostering Learning

Presented by Brittany Grose

About Mrs. Grose

Timeline To Teaching

- I am a graduate of Jessamine County Schools.
- I have a Bachelor's degree from the University of Kentucky in Elementary Education.
- I have a Master's degree in Special Education: LBD from Georgetown College.
- I am currently completing a Doctoral degree in Educational Technology from Morehead State University. I will be Dr. Grose by May 2021!
- I have worked in Jessamine County schools for 9 years.
- This is my 6th year at WMS as a Special Education Teacher but this is my 1st year working exclusively with 8th grade.

Capstone Emphasis

Guiding Behaviors and Fostering Learning

About me

My name is Brittany Grose and I am so excited to present this material today!

I love that these PD's allow us to share information across the district and with other professionals within our school system

I have 3 kids (Keeley, age 13 and an 8th grader, Delaney, age 9 and a 4th grader, and Avery, age 6 and a 1st grader).

What's the purpose of this PD?

1. Identify individual importance for classroom management programs
2. Determine what are inappropriate behaviors to each of you
3. Discover your limits and those of your teaching partners
4. Explore a specific method for managing classroom behaviors
5. Recognize the need for consistent management among partners/grades/schools



Let's begin with a brief google form.

<https://forms.gle/gS2QxbZi4UmVzgn18>

What, if any, classroom behaviors do you see most frequently in your classroom? This can be during in-person learning or our most recent experience with EDL learning.



Students choose an option

Pear Deck Interactive Slide
Do not remove this bar

Breakout rooms....

- Disruption
- Defiance
- Technology misuse
- Disrespect
- Physical contact/aggression

Define and share.

What does it mean to you?

Each teacher, if asked, would describe each of the behaviors in the previous slide differently. How should we set expectations for these behaviors if we do not 100% agree on what the behaviors mean or experience them the same way in each of our classrooms?



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar



Scenario #1: Technology Misuse during EDL

1. You have asked your class of 25 students to keep their cameras on while you teach a lesson for 30 minutes on a Thursday afternoon. You are also monitoring student activity using Dyknow. You notice that three students do not turn the camera on at all throughout the start of your lesson. You know the following information about each student.

Student A- Only attends class once a week usually and has been provided a hotspot from the school. Several reports to CPS have been made this school year due to conditions witnessed during live lessons and home visits, and student was homeless for first semester of school.

Student B- Several virtual parent communications have shown that student has independence in home and does not like to participate in EDL. Student has expressed anger in chats over removal from social situations because of lack of in-person instruction.

Student C- Always participates in class discussions and does exemplary work every time.

Dyknow shows all students are on the google meet.

Let's discuss how to handle this situation for all students...

Scenario #1 response...

1. How would you respond in this situation?

Let's assume that you gave clear and concise instructions and all students know your expectations.

Let's also assume that you know all of these students and communicate home regularly with pluses/deltas.



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

Scenario #2: Disruption during in-person



Scenario #2 response...

Do you agree/disagree with the response of the teacher?



Students choose an option

Pear Deck Interactive Slide
Do not remove this bar

Does consistency matter?

Should schools have one method for behavior response that each teacher can follow?

Do you see different behaviors from some students than other teachers? This could be specific for team teachers or grade levels.

Do some students misbehave in your room only? Or do they always misbehave in another room but never in yours?



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

Does consistency matter?

Should schools have one method for behavior response that each teacher can follow?

Do you see different behaviors from some students than other teachers? This could be specific for team teachers or grade levels.

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Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

Proposal for addressing inappropriate classroom behaviors

Capstone Proposal


https://docs.google.com/presentation/d/1Eb2jczSu4ha5Q-b_PiIDIUK4sW0nqLw1ynfB0QxH1M0/edit#slide=id.g93512ebbd1_0_0

Capstone Proposal Steps

<https://docs.google.com/spreadsheets/d/1aiPXmZWQwgEriJSPlu9zVlkeuVzAGhhuMgRh8KiLfec/edit#gid=0>

Reflect on today's activities:

What information do you think was most useful?	Has your mindset changed?
Do you think you could/would use the proposed method?	What would you do differently?

 Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar

Feedback?!

 Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

VITA

BRITTANY M. GROSE

EDUCATION

December, 2011	Bachelor of Arts University of Kentucky Lexington, Kentucky
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