

Intervention for Distractible and Hyperactive Students:

Increasing On Task Behavior for Greg

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**Problem Identification**

Greg is a first grade boy in my class who exhibits the challenging behaviors of hyperactivity and distractibility. Greg is a very active, social student, who shows distractibility and hyperactivity during every academic subject, at any time in the day, and in any type of group setting. Academically he is below grade level in reading, writing, and math. I believe that his academic concerns are not all due to intelligence, but are due to his hyperactivity and distractibility. Greg's parents are concerned with the toll his hyperactiveness and distractibility are taking on his academics.

Greg seems to always be full of energy and is always on the move. He is constantly moving around on the floor, in his chair, touching or playing with things around him including the book easel, things in his desk, his clothing etc. He is frequently talking to others, playing with them, and distracting himself and others from their work. He shows this behavior when he is sitting right next to me, if he sits far away, in whole group lessons, in his desk, and during any type of independent work time. Greg is not impulsive in an aggressive way, but his ability to self regulate and self monitor his behavior is a deficit. When working independently he is often daydreaming or watching other people or things in the room. He needs frequent reminders, often does not complete tasks, and does not attend to tasks since he is usually focusing on things other than what is being taught. Greg feels bad when his behaviors need correcting. He has expressed that things "just happen" and he doesn't know why, showing that Greg is not aware of his off task behaviors

My initial professional stance when working with Greg had some strengths and weaknesses. I realized that it is important to remember that Greg as a child and his behaviors are not one in the same. He is not trying misbehave sometimes he simply can not help it. This is the

“Realistic Perception of Self and Student” as Brophy discussed in *Teaching Problem Students* (Brophy, 1996). Greg is not trying to break the rules, but his on the move or impulsive nature prevents them at time from following all rules. Greg does not “ignore me” as much as he is just focused on something else. Maintaining the understanding that he is not trying to misbehave is important in staying in an effective stance when working with Greg. He is hyperactive and distractible not a trouble making student.

When working with Greg I found that initially I would try to teach him about what he was doing wrong and how to fix it. It is important to not punish him, but to help him to learn what he did wrong, and how he can change his behavior next time. Brophy writes that when giving guidelines it is important to, “first, always give the reasons for the guideline in addition to the guideline itself... Second, when correcting misbehavior, emphasize the desired behavior” (Brophy, 1996, pg.17). Although I try my best to stay in this stance and remember this with Greg, I get very frustrated with having to stop teaching and redirect his behavior constantly. I usually begin my redirections this way and then as I get frustrated with repeating myself, they get less direct.

Brophy also discusses the idea of “social attractiveness”, which is the idea that you should be liked by your students. This is an area of strength for me because Greg really likes me as a teacher and would spend his whole recess talking with me if I didn’t encourage him to run around and talk to his peers. This is especially important when working with Greg because without this all day he will just hear, sit down, do your work, pay attention, stop touching people, why did you do that etc, and then think that I did not like him as a student. At times he gets in trouble and his impulsivity causes him to not even know why. The fact that Greg likes me and he knows that I like him, allows Greg to know that I am trying to help and that I am not just there

to punish him. With Greg this is an area of strength for me. Greg knows that I accept him as a student, but I will not accept his behavior in the classroom. This also includes the idea of acceptance of the individual.

I believe that it is my job not only to teach academics, but also to teach students to be a student. For students that are distractible or hyperactive, this means to teach them to self-monitor their behaviors and to learn strategies to change them. This is an area in which I was not being very effective with socializing Greg and I hope to improve through this intervention. I am aware that Greg does not always know that he is off task. Brophy (1996) wrote about the idea that self-monitoring is important for students to realize what behaviors they are actually doing, and that the primary challenge is consistency and persistence (pg. 291). As the study began, I was not doing a very good job of teaching Greg to self-monitor and this is an area that I need to improve in my stance as an educator.

With Greg my biggest challenges to teaching are when he is distracting others while working, his inability to focus while working independently, and his hyperactiveness in group lessons. I also find myself constantly frustrated and slipping away from an effective stance, when I have to give repeated reminders to Greg everyday, all day. When others are working independently and I am working with a small group, Greg needs constant reminders to stay on task and requires a great deal of one-on-one attention. This takes away from my ability to work with the group in front of me, and the time Greg actually spends improving on his academics. My biggest challenge is to remember my job is socialization and to help Greg self monitor and not to get frustrated when doing so.

### **Understanding the Problem**

During informal observations of Greg I noticed that in whole group lessons I was constantly stopping to redirect Greg to sit down, stop talking, put his shirt on the right way, not to play with the markers, and multiple other things. Greg was always very apologetic when being redirected, however, a few seconds later he just appears to not be able to help himself from fidgeting with something again. During independent work Greg was often talking to others, getting up to get a new sharp pencil, going to the bathroom, playing with objects in his desk, falling out of his chair, and daydreaming. During these observations I noticed that Greg's behaviors are at all points in the day and all day long.

In order to collect more specific and formal data, I chose to collect data during one particular subject in the day, writing. Greg is a capable writer and he struggles with writing not due to intelligence, but due to distractability and hyperactiveness. This will eliminate the factor that the work would be too difficult for him, which might be causing these behaviors. I observed Greg during writing time, during whole group lessons and independent work time. My desired behavior is on task behavior. This means looking at the teacher during a lesson, looking at materials during a lesson, sitting still, or looking at and working on an assignment. Since Greg exhibits distractibility and hyperactiveness often, I chose to look for times when he was showing the desired behavior. For a ten minute time period, I tracked the desired behavior in one-minute intervals and charted if Greg was showing the desired behavior. I also noted what was going on when Greg was or was not on task. I did two observations in each learning setting, whole group and independent work. (see Appendix A)

When analyzing the data, I totaled up the time Greg spent on task for whole group lessons by combining both observations. Greg was on task in terms of distractibility 3/20

minutes, or 15% of the time, and on task for hyperactivity 5/20 minutes, or 25% of the time.

During independent work time Greg was on task in terms of distractibility 5/20 minutes, or 25% of the time, and for hyperactivity he was on task 5/20 minutes, 25% of the time. On average Greg displayed on task behaviors 8/40 minutes of writing, which is only 20% of the time overall (see Appendix A).

Greg's on task behavior in terms of distractibility and hyperactiveness do tend to be directly related to each other. There are times when Greg is simply distracted on its own causing off task behavior, however, it is most likely that Greg's is distracted and hyperactive at the same time. Does the distractibility lead to hyperactiveness, fidgeting, playing with things, etc, or is it the other way around? Brophy wrote, "It has long been known that attentional distractibility and motoric hyperactivity often go together, but opinions about the nature of this relationship have waxed and waned" (Brophy, 1996, pg.265). There was not a distinct difference between his ability to show on task behaviors during whole group or independent work time.

In the classroom environment there were few distinguishing factors between Greg's on task and off task behaviors. When he was talking he was not talking with specific students or focused on anything in particular. It appears that he would talk to or fidget with what was in immediate proximity to him. For Greg, the on task behaviors occurred most frequently after prompts to be on task. Also, they had a tendency to occur in the beginning of the observation period. They are least frequent from the middle to the end of the lesson or work time.

During independent work time I noticed that when Greg showed more on task behavior when it was quiet in the room. When there were others talking, even including myself working with other students, he was less likely to be on task. Greg was more on task when I was near him during independent work time or working with him one on one. Another time that he is

likely to show on task behavior is directly after being prompted individually or as a whole group prompt to remember to work. Greg does better with redirections that provide specific desired behaviors. For example, saying “get to work” does not usually result in on task behaviors, however, saying “Gavin pencil on your paper and write one sentence” usually does more frequently result in on task behavior. Greg also showed more on task behavior at the beginning of independent writing time, after I checked with him individually what he was going to write about, immediately following this I noted two minutes of on task behavior.

Since Greg’s environment did not drastically change his distractibility or hyperactivity in any way, I knew the plan for intervention needed to focus on learning to self-monitor and learn what on task behavior is. I also knew that checking in with Greg would be important when he began his independent work. One other factor that will be important is to give Greg some type of reminder system to get back on task since he is showing that he is most on task right after a redirection or reminder. All of these factors will need to be considered in Greg’s interventions.

### **Plan Development and Implementation**

My goal of this intervention is for Greg to show more on task behavior and in doing so I will be reducing off task behaviors. William Jenson and Kenton Reavis, in their chapter on self recording in *BEST Practices: Behavioral and educational strategies for teacher* defined on task behaviors as, “keeping one’s eyes focused on either appropriate work materials or a teacher who is giving instructions” (Jenson & Reavis, 1996 a, pg. 110). Right now Greg is only showing on task behavior during whole group lessons 3/20 minutes, 15% of the time. In terms of independent work time Greg is showing on task behaviors 5/20 minutes. This is slightly higher at 25% of the time. However, this is very low according to the independent work time in writing

that he needs in order to become a better writer. Although he shows on task behavior 15%-25% of the time the amount of work he does in that time varies.

Realistically, I know Greg will not show on task behaviors 100% of the time. This would be an unrealistic expectation for a first grade student. However, I would like to see Greg show on task behaviors during whole group and independent work time at least 75% of the time. This would be 7 ½ minutes of a 10-minute lesson or 15 minutes of a 20 minute independent work time. This rate of on task behavior will allow Greg to get the optimal learning he needs in class and practice when working independently.

In order to increase on task behavior, I will use the intervention of self-monitoring through self-recording. My rationale for choosing this strategy is that, as Brophy wrote, "...many children with attention deficits are not very aware of the degree to which they tune out from lessons or assignments, so that simply increasing their awareness may increase their attentiveness and productivity" (Brophy, 1996, pg. 299-300). Self-monitoring works because it draws the students attention to their off task behaviors. Jensen and Reavis discuss the idea of reactive effect when people look at us we stop what we are doing. They wrote, "When we collect data on ourselves, our unconscious pattern of behaviors is interrupted and our behaviors is temporarily changed" (Jensen & Reavis, 1996 a, pg. 110). For these reasons, this is an appropriate intervention for Greg since he is unaware of his off task behavior.

Greg wants to do well in school, he gets frustrated with his own behaviors, and he wants to find a way to improve his own behavior. Brophy writes that, "most of the things that teachers can do to develop self-regulation in their students involve modeling and instruction rather than, or at least in addition to, propounding and enforcing rules" (Brophy, 1996, pg. 14). Since Greg does not really notice the extent of his off task behaviors, bringing it to his attention is the first



step in changing his behavior. Jenson and Reavis also wrote, (self-recording) “provides a window of opportunity to change a behavior that may be difficult to change through contingencies such as rewards and adverse consequences” (Jenson & Reavis, 1996 a, pg. 110). This is the case with off task behaviors with Greg because consequences are not enough to change a behavior that he is not aware of. Awareness is the first step and then change can happen.

My plan for this intervention will be to give Greg a timer set to go off every minute. When the timer goes off Greg will mark if he was on task and listening to lesson, or during independent work time, if he was on task and writing. Jenson and Reavis note that, “the more obtrusive the recording method, then the more reactive are the self recording procedures” (Jenson & Reavis, 1996 a, pg. 111). Since this is the case I will have Greg use color coded tokens, cups, and a timer. Greg will use the green and red tokens to mark on task and off task behaviors. If he is showing on task behavior when the timer goes off he will get a green token and if he is not he will get a red token. Each time the timer goes off for the duration of the lesson or work time, Greg will put the appropriate token in the appropriate cup. At the end of writing time lessons and independent work I will look at the number of tokens Greg has of each color. We will put them in a stackable pile so that Greg can see visually the time he was on task versus the time he was off task by counting the tokens in each pile.

To begin this intervention I will need to follow a few steps as outlined in the chapter “Self Recording to Enhance Performance” in *BEST Practices* by Jenson and Reavis (1996 a). First, I will talk about self-monitoring with Greg and explain the behaviors desired and problem behaviors. I will explain to him the problems that his off task behaviors cause for himself and others and ask for his ideas and help to solve this problem. Then, I will specifically define the

behaviors that I wish to see, on task behavior. I will explicitly model for him what I mean by showing him the desired behaviors. I will show him and have him practice what it means to look at the speaker or listen or to stay on task and work on writing. McIntyre (1989) discusses going into specifics about leaning forward, sitting with legs folded, thinking about statements made, answering questions in your mind during the lesson etc (McIntyre, 1989). The next step will be to teach Greg explicitly how to use the self-monitoring tools and tokens. In the beginning of the process I will need to remind him each time the timer goes off what to do. I will explain to Greg that we will be working on this during writing each day, both group lessons, and independent work time.

It will be important to have a strong home school connection to communicate with Greg's parents about his behaviors in the classroom. I will do this through homenotes. Jenson and Reavis in the chapter "Homenotes to improve motivation" from *BEST practices* wrote, "a homenote system is simply a not, periodically completed by a teacher, that assesses academic and behavioral progress" (Jenson & Reavis, 1996 b, pg .29). I will be looking for the same behaviors that Greg is self-monitoring for. Those things will be the hyperactive component, and the distractible component of on task behaviors, staying seated or still to work or listen, and the actual task of listening to a lesson or completing work. I will translate the red and green tokens Greg gets in each lesson, whole group and independent, into a chart for his parents. I will simply show Greg earned 2 green tokens and 5 red tokens. They will be aware of the self-monitoring and they will know that this means in a 7 minute lesson Greg was on task 2 minutes and off task 5 minutes. I will do this on one piece of paper for the week. The paper will go home each night so his parents can see it nightly and also see progress or trends throughout the week.

After meeting with Greg and his parents about the intervention and homenote system appropriate contingencies were put in place. We all agreed that there should be positive rewards for showing on task behaviors, and negative ones for showing off task behaviors. We felt that a negative consequence should be the natural consequence of having to finish work. Since Greg is a hyperactive child it would have negative impacts on his other subjects if he has to lose all free time completing his work at recess. Therefore, with his parents support we are going to implement a system at home to make up for off task time in class. To do this we will use the homenote system and a type of at home token system.

As reported in the homenote Greg's parents will be aware of how many red and green tokens he earns each day during writing. For a negative consequence, for every red token Greg will work on writing that time at home each night. So if Greg has 5 red tokens, he will spend 5 minutes at home working on writing. Greg's parents will monitor this time and ensure that it is on task time, with a timer and token system of their own. Once Greg gets the 5 green tokens at home to make up for the 5 red ones he had in class, he is free to stop writing for the day. The idea is for Greg to experience the natural consequences of having to "make up time wasted". In order to ensure the note goes home and back to school, if Greg does not bring the note back to school signed, he will lose his in school computer time. If he forgets to bring it home he will spend the entire 20 minutes writing as if all 20 minutes was off task behavior.

Since negative consequences also need positive consequences, the reward decided upon is at home computer time. Greg's parents said that he loves the computer, but most importantly that he loves the educational games. They felt that giving Greg time on the computer for his on task time in school would be a good reward. They have set a limit for the computer at 20 minutes. If he has to make up 5 minutes of red tokens and it only takes 5 minutes at home the

remaining time he will get to spend on the computer. Since Greg is using educational sites on the computer his parents see this as a win-win situation, since the reward is helping him learn too.

There are other subtle changes I will be making in my classroom to make sure Greg will be successful. Brophy wrote about proper learning environments for students with hyperactive and distractible behaviors. He writes, “interventions for younger students may have to be more environmentally focused because these students do not yet have the cognitive sophistication needed to benefit from more direct cognitive interventions” (Brophy, 1996, pg. 300). Some of those things included seating the student near your desk or near good role models. Greg already sits both near my desk and near good role models. I will make sure that this stays the case.

Another suggestion of Brophy was to “create a stimuli-reduces study area that they can have access to when they need it” (Brophy, 1996, pg 272). I will create a study carrel for Greg to use when he independently works and that will allow for optimal focus during writing time. Brophy also suggests, “making sure that they understand what to do before releasing them to begin the task” (Brophy, 1996, pg. 272). For Greg during writing this will mean that I check in with him about what he is going to write about before I send him to independent writing. This plan will help him to get right to work writing and not get distracted in the process of thinking and coming up with an idea. These things will all be subtle environmental changes that I will do in the room in addition to the specific intervention.

### **Plan Evaluation**

In order to determine the effectiveness of the intervention, I observed Greg two different times after the intervention was introduced. Just as with the initial observations, I implemented the intervention during whole group and independent writing time to determine the effectiveness

of the self-monitoring. I chose a few specific days to collect data, although Greg has been doing the intervention daily in both whole group and independent writing time (see Appendix B and C for data collection). I observed Greg two weeks after the pre observation and then again four weeks later.

Overall, the self-monitoring intervention plan was very effective. Greg is continuing to make progress in his on task behaviors. This is also increasing his academic success and motivation in school. Greg is showing improvements in his on-task behavior from 15%-25% of the time (see Appendix A), to 45%-55% of the time two weeks later (see Appendix B). This is just in one week of awareness and practice and then one week of true implementation. After four weeks Greg showed on task behavior 65%-75% of the time (see Appendix C). The intervention itself and the idea of improving on task behavior is intrinsically motivating to Greg. I believe that the willingness of Greg to want to try the strategy, the thoroughly thought out details in the plan, and the parents at home support, allowed for successful implementation. Without even one of these pieces in place this particular plan would not be as effective as it was with Greg.

One specific change in the behavior that I notice is that Greg is aware of what on task behavior looks like and what off task behavior looks like now. As Jenson and Reavis wrote, “if a student constantly daydreams, talks out, or impulsively disturbs other students, it may be difficult for him/her to change the behavior because it is such an ingrained habit” (Jenson & Reavis, 1996 a, pg 110). This was the case with Greg and the self-monitoring has made it possible for him to see the behaviors as off task. With the addition of the timer that helps him to check in with himself, he is realizing his behaviors. This is a vital first step for him in making improvements in on task behaviors because he can not change what he does not know he is or is not doing. Therefore, this is the most promising sign that the target behavior is changing with the self-

monitoring and will continue to improve. Each time that the timer goes off and Greg is forced to check in with himself about his behaviors he is learning.

This intervention also worked well because when I am busy working with other students the reminder to be on task came every minute from the timer and it is Greg that evaluated his actions not me. This causes him to use a red or green token and the token has become his own reward. He is intrinsically motivated to do better and he is very excited to self-monitor. He reminds me to get the cups and the home notes daily. This is a very good sign because as Jensen and Reavis wrote, "if a child expresses an interest in changing, self recording can be very successful" (Jensen & Reavis, 1996 a, pg. 112). This shows that this intervention will not only change behavior, but it will be lasting changes. Greg also shows that each time he puts a red token in for off task behavior that he is able to turn that around to on task behavior. This is also promising because he knows what he should be doing and how to change it. Greg wants to do well, he is excited about finding a way to help him do that, and he is very intrinsically motivated to succeed.

One other strength of the strategy is that Greg, his parents, and myself are all on the same page. They have worked with me to help support the on task behaviors in school with at home support in writing. This helps because Greg does not always have to use his recess to make up work. I am very thankful that his parents have been having him make up the time missed at home. However, Greg also knows that the writing time is important and he needs to be on task for that time. Since the home notes have begun Greg has been very responsible with bringing them home and back to school. This has been a great source of communication between his parents and myself and has helped us all to understand how things are going in terms of his on-

task behavior. They realize that since writing is a time with both whole group and independent work that this one subject area is pretty representative of the rest of his day.

One problem with this strategy is that Greg does have a hard time distinguishing between “thinking of ideas” and daydreaming. This is also hard for me to monitor and judge because I am not in his mind. I worry that Greg gives himself more green tokens than he should at times due to this. Due to this, Greg might not be fully understanding on task behavior if he is not able to fully distinguish the difference between thinking and daydreaming. In order to fix this problem I will be keeping an eye on Greg for the next week and if he is “thinking” I will ask what idea he got from his thought. After Greg is “thinking” it will be an expectation that in order to consider it thinking he will write at least one idea on a prewriting graphic organizer, or one sentence on a first draft. If he did not write down an idea in one minute of thinking, it will be determined that it was not on task behavior it was daydreaming.

If I were to implement this plan again I would make one specific change. I would spend more time practicing each part before the intervention. Things like definitions of on task behavior, what it feels like and looks like would be important things to spend more time talking about and practicing. We did this briefly before the intervention because I wanted to get it started, but in the future I would spend more time on this. I think that this would help with the differentiating between daydreaming and thinking an idea that Greg struggles with and other minor times he might put a green token in when it should be a red token. I would also like to video Greg and show him what his off task behavior looks like.

Overall, this strategy is very easy for everyday use. It takes the place of myself constantly reminding Greg and it is helping him work towards independence as a student. It is very easy for Greg to do and it is effectively helping him self-monitor. I would recommend this

to a colleague to try because it is a simply self-monitoring tool that really is easy for even a six year old to use. It gives me more teaching time because Greg is reminded by himself to stay on task or the timer and it is improving his confidence, on task behavior, and academics in school.

### **Professional Stance**

As the implementation of this intervention began my stance has changed from getting frustrated with constant reminders, to constantly teaching Greg. Since the timer going off itself is a reminder to Greg of the necessity of on-task behavior, I find that I am repeating myself less and less. The timer does the trick for me. Also, I find myself letting him fail. It is more effective when Greg has to put a red token in the cup, then it is when I save his from failing with a reminder. He is able to focus more after he realizes that he was not on task, then he can when I tell him that he is off task. The less redirecting I do and the more the timer and Greg do, the more I am able to stay in my effective stance since I am not frustrated with constant reminders to Greg.

This intervention is also building trust between Greg and I. He now sees me as teaching him behaviors as opposed to always correcting it. He also understands more why he was being redirected all the time. Before, he did not have the awareness of his actions to know he was not on task, or even a good definition of that. Now, Greg understands what it means, the benefits of it, what it feels like when he is on task, and the consequences when he is off task. This is helping Greg to feel more comfortable with me and for me to stay in an effective teaching stance and not frustration. Not only was this intervention effective for Greg's self-monitoring and improvement of on task behavior, but it was also effective in helping me learn how to keep an effective stance when working with distractible and hyperactive students.



### Appendix A

Pre Intervention Data Collection:

#### Observation 1 Group Lesson: 2/13/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractable- Desired Behavior Eyes on speaker or materials active listening	√	X	X	X	X	X	X	√	X	X	2
Hyperactive- Desired Behavior Sitting on bottom with hands in lap	√	X	X	X	X	X	X	√	X	X	2

**Notes:** Both times when Greg was sitting with his hands in his lap he was also focusing on the lesson. The second time was after a redirection in which he was reminded to do so. The first instance was when the group was reminded prior to the lesson on the proper way to focus on a lesson. When Greg was showing on task behavior he was interacting in the lesson with comments.

#### Observation 2 Group lesson: 2/14/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractable- Desired Behavior Eyes on speaker or materials active listening	X	X	√	X	X	X	X	X	X	X	1
Hyperactive- Desired Behavior Sitting on bottom with hands in lap	X	X	√	√	√	X	X	X	X	X	3

**Notes:** The times that Greg was sitting but not showing on task behavior he appeared to be day dreaming. He was sitting correctly but his attention was elsewhere. When Greg showed on task behavior he was commenting on the discussion.

#### Observation 3 Independent Work: 2/15/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractable- Desired Behavior Pencil on paper writing words or drawing a picture	X	X	√	X	X	√	√	X	X	X	3
Hyperactive- Desired Behavior Sitting still in chair or standing near desk	X	X	√	X	X	√	√	X	X	X	3

**Notes:** Each time Greg was showing on task behaviors was directly after a prompt to him to focus on working. Interval 8-10 Greg was talking to others around him. Intervals 1-2 Greg was playing with things in his desk.

#### Observation 4 Independent Work: 2/16/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractable- Desired Behavior Pencil on paper writing words or drawing a picture	√	√	X	X	X	X	X	X	X	X	2
Hyperactive- Desired Behavior Sitting still in chair or standing near desk	√	√	X	X	X	X	X	X	X	X	2

**Notes:** Greg was reminded prior to working of appropriate behaviors. He told me his idea prior to writing it and the interval began right after this. He began to show on task behaviors immediately, however, during interval 3 Greg got up and was getting a pencil. Interval 4 he stopped to talk to a friend on his way back to his seat. Interval 5-7 he

was playing with things in his desk (crayons, glue sticks, the desk itself). Intervals 8-10 he started to work and then was moving around on his chair and focusing on other things (nothing specific to note it was not an object or person).

### Appendix B

#### Post Intervention Data- Observations after 2 weeks of intervention

##### Intervention Observation 1 Group Lesson: 2/27/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractible- Desired Behavior Eyes on speaker or materials active listening	√	√	√	x	x	x	x	√	x	x	4
Hyperactive- Desired Behavior Sitting on bottom with hands in lap	√	√	√	x	x	x	x	√	√	x	5

**Notes:** Greg was focused on the lesson. He focuses initially. I wonder if the reminder of focusing through the tokens and timer is a good cue for him? He drifts off in the middle and was daydreaming. I had to remind him that he was not focusing just because he was sitting still and it was a "red chip".

##### Intervention Observation 2 Group Lesson: 2/29/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractible- Desired Behavior Eyes on speaker or materials active listening	√	x	x	√	√	√	√	x	x	x	5
Hyperactive- Desired Behavior Sitting on bottom with hands in lap	√	x	√	√	√	√	√	x	x	x	6

**Notes:** Greg was daydreaming when observed in 2 and 3. He marked this with a red chip yet had a hard time getting back to on-task behavior. After a reminder of on-task behavior Greg was able to show on task behavior from 4-7, but then lost focus again towards the end of the lesson

##### Intervention Observation 3 Independent Work: 2/27/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractible- Desired Behavior Eyes on speaker or materials active listening	√	√	x	√	x	√	x	√	x	x	5
Hyperactive- Desired Behavior Sitting on bottom with hands in lap	√	√	x	√	x	√	√	√	√	x	7

**Notes:** Greg seems to focus more after a off task red token was put in the cup. Greg's off task behaviors are more daydreaming now then talking to others.

##### Intervention Observation 4 Independent Work: 2/29/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractible- Desired Behavior Eyes on speaker or materials active listening	x	x	x	√	x	√	x	√	x	√	4
Hyperactive- Desired Behavior Sitting on bottom with hands in lap	x	x	x	√	x	√	x	√	x	√	4

**Notes:** Greg seems to focus more directly after a reminder with a red chip of not being on task. He was off task to begin with and then from minutes 3-10 each time he had to put a red chip in he got on task right before.

### Appendix C

Post Intervention Data- Observations after 4 weeks of intervention

These observations were strictly for final data no anecdotal notes were recorded.

#### Intervention Observation 1 Group Lesson: 3/12/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractable- Desired Behavior Eyes on speaker or materials active listening	√	√	x	√	√	x	√	√	√	x	7
Hyperactive- Desired Behavior Sitting on bottom with hands in lap	√	√	x	√	√	x	√	√	x	x	6

#### Intervention Observation 2 Group Lesson: 3/13/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractable- Desired Behavior Eyes on speaker or materials active listening	x	x	√	√	√	√	√	√	√	x	7
Hyperactive- Desired Behavior Sitting on bottom with hands in lap	√	x	√	√	√	√	√	√	√	x	8

#### Intervention Observation 3 Independent Work: 3/12/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractable- Desired Behavior Eyes on speaker or materials active listening	√	x	x	√	√	√	x	√	x	√	6
Hyperactive- Desired Behavior Sitting on bottom with hands in lap	√	x	x	√	√	√	√	√	√	√	8

#### Intervention Observation 4 Independent Work: 3/13/12

1 minute total observation time 10 minutes	1	2	3	4	5	6	7	8	9	10	Total Times Behavior occurred (√'s)
Distractable- Desired Behavior Eyes on speaker or materials active listening	√	√	√	√	x	√	√	√	x	x	7
Hyperactive- Desired Behavior Sitting on bottom with hands in lap	√	√	√	√	x	√	√	√	x	x	7

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