Whole Class Reward Systems and Their Effect on Student Behavior

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Background Information

Teaching Context:

I am currently teaching in a self-contained fourth grade classroom. My classroom contains twenty-two students, nine girls and thirteen boys. The majority of students in my classroom are easy to get along with and eager to please. I am pleased with the way my students interact with their classmates, and me as well. During the beginning of the year, we worked together to create a positive learning environment. We spent the first two weeks engaged in multiple community building activities to help build these important relationships within our classroom. Students were given the opportunity to work with their classmates, sharing information about themselves and learning about each other’s interests and families.

During the beginning half of the year, I experienced minimal behavioral issues with the class as a whole; I did at this time, notice some standout behaviors. I had one or two students who had adopted the role of “class clown;” these students were viewed as social leaders by their peers, and often interrupted their classmates with inappropriate jokes or comments. This type of behavior created distractions for the entire class. I had several other students who, although they were not disrupting the class, were unable to remain on task. These students were unable to pay attention during discussions, read alouds, presentations, or remain on task while at their desks. While on the carpet, these students would often stare in the opposite direction, play with their shoe laces or hair, or completely tune out. These students never had trouble finding something to fiddle with in their desk, even after I had removed all of their little trinkets. During the beginning of the year, these standout behaviors were only evident among certain individuals.

Among these same students, I noticed academic difficulties; within my classroom, there is a large range of academic abilities within my classroom. Students at the lower end of this spectrum are typically the students who display behavior issues, or who are unable to stay focused. I noticed this correlation between behavior and academic performance early in the year; however, I only noticed these behaviors among a hand full of students.
What Led to This Particular Inquiry and Why Is It Important?

Following Winter Break, I began to notice a change in my classroom. The handful of students I had noticed with behavior issues had grown into a large majority of students within my classroom. My mentor and I both began to notice problems with attitude, behavior, and performance. My mentor, an experienced teacher of fourteen years, explained that during the second half of the year in fourth grade she always notices a change in attitude; students begin to display a more negative attitude towards their classmates and teachers. Girls in my class begin acting “cliquish” and boys were treating each other disrespectfully in order to ‘show off’ for their friends.

During the first few weeks following break, my mentor held a class meeting with my students. As a whole, they discussed issues dealing with attitude, and how these issues could be dealt with as class. Students in the class, as well as my mentor, offered different solutions for this problem. Aside from this class discussion, my mentor spoke with a few standout students individually to address this issue. I began to notice an improvement in attitudes after the issue was out in the open.

Although the students’ attitudes began to improve, there were still noticeable problems in areas of behavior. When the time came for me to select an inquiry focus, I decided to focus on a classroom management issue, since at the time, the issue was a problem for me. I begin to brainstorm ideas that could help modify the class behavior as a whole, rather than simply addressing individual students. This particular inquiry was of specific interest to me, since next year, as a first year teacher, I believe it is important to know and understand multiple ways of classroom management. As I began to research classroom management as a whole, I came across the suggestion for whole group reward systems. My focus then became identifying the effect of the reward systems on the behavior of the entire class.

Literature/Experts Dealing with this Topic:

When I first began researching the topic of reward systems, many systems I found involved individual rewards. One particular article, “Using Awards,” by Carolyn Rutter, discusses some of the negative aspects of using individual rewards, such as
certificates, to motivate students. Many teachers find these certificates useful in motivating children to reach specific goals. But, “just how useful as a motivator for student behavior are certificates? A quick scan of pedagogy available at various educational sites on the web would suggest that in themselves, not much” (Rutter, 1). Rutter explains that although students’ self esteem can be greatly boosted by the reward of a certificate, there could be devastating effects to a student who is unable to meet the requirements to earn a certificate.

Listed in this article, is a set of key characteristics for successful reward systems. Rutter discusses the importance of setting clear criterion for receiving a reward. She explains that students should be included in this process so they fully understand the process involved. In order for a teacher to create a management system that will be successful in their classroom, the teacher must be completely aware of every child’s personality, academic abilities, and behavior traits. Once the management system is implemented, students need to continually receive feedback, and as a class the system should be reviewed.

Rutter also included a list of things that certificates will not accomplish. Certificates can not make up for a boring curriculum or have a value higher than what the child sees. Most importantly, certificates and rewards can not make a child behave all the time.

Along with the consistency of including children and keeping them aware of the progress of the reward system, it is important to remain consistent with goals. In her article, Rutter lists various behaviors and times of the day when students’ progress can be checked. These included: “morning/middle/afternoon session organization, homework done, manners, kindness, on-task behavior, effort, performance, discussion contributions, and cooperation” (Rutter, 4). Rutter explains how she discussed targeted behaviors each week with students, which would then remain standard throughout the year. This allowed her to choose a specific problem behavior each week. Since she rewarded students individually, this allowed her to showcase different students each week based on individual students’ strengths. She also suggested incorporating an individual token reward system to benefit the whole class by allowing individual students to choose to use their tokens to purchase whole class rewards.
I believe many of her suggestions can be used with a whole class reward system. For example, it is important to remain consistent with goals at all grade levels and in all types of reward systems. This allows students to recognize the validity of the system. It is also important to involve students in the choice of rewards to ensure that they will be motivated by the set rewards.

Although most of Rutter’s research did not address whole class reward systems, I did find other articles dealing with this subject matter. However, many of these articles discussed whole group reward systems that were implemented in a primary classroom; again, I see no reason why this information can not be carried over into an intermediate grade level.

An article posted on BusyTeachersCafe.com gave a specific set-up for a whole class reward system, based on a plan in The Teacher’s Mailbox Magazine. The goal for the class was to earn points through good behavior. These points would then be rewarded using an ice cream cone illustration. A point system and representations was suggested: cone = five points, scoop 1 = ten points, scoop 2= fifteen points, fudge = twenty points, cherry = twenty-five points, spoon = thirty points. Using this system, every time the students earned five points, a different piece of the cone would be added.

Two important suggestions, for any grade level, were included with this plan. It is important to keep the goals short-term, so students are able to see immediate results from their behavior, and to only work towards the full cone for a short amount of time. This plan included small rewards that built up to a large reward when students completed the cone: five points = story of their choice, ten points = free time, fifteen points = snack, twenty points = no homework, twenty-five points = movie, and thirty points = pizza party. This plan allows students to remain “motivated throughout the contest [as] they learn to work towards the bigger goal at the end of the contest!” (BusyTeachersCafe.com)

Although this plan was implemented in a primary classroom, the short-term goals are important to keep in mind when implementing a reward system at all grade levels. Again, having short-term goals and reward systems allows students to recognize the
validity of the system. If it takes students several weeks to meet their first goal, they will become easily discouraged.

There are many articles, which list examples of whole class reward systems, however there is also a great deal of psychological research that depicts the negative side of reward systems. Lucinda M. Wilson and Deborah A. Corpus are coauthors of one such article. They use the psychological work of Skinner, Glasser, Bandura, and other well-known psychologists to discuss negative effects of reward systems when used to motivate children.

This article examines the difference between intrinsic rewards and extrinsic rewards, such as pizza parties, ice cream, and free time. One problem with extrinsic rewards is the fact that “the individual, [not the teacher], makes the determination if the goal is worth the effort” (Wilson & Corpus 1). Therefore, “offering ice cream coupons or pizza may motivate a few students for the short term, however the research is overwhelmingly convincing that extrinsic rewards do not have a positive long term effect” (Wilson & Corpus 2). Many studies including whole group reward systems caused a decrease in students’ motivation after they reached their goal; which suggests that the behavior will only be present when the reward is simultaneously present. “Offering rewards in advance of action as incentives leads students to believe that they are engaged in the rewarded behaviors only to earn the rewards, [which causes] students to focus on the reward” not the goal behavior (Wilson & Corpus 3).

Although there is a significant amount of research explaining the negative effects of reward systems once the reward system has been removed, I was unable to find detailed explanations of the reward systems that were actually used in these studies. There was no research available on the amount of time rewards were present, whether students were involved in the system, or whether the rewards were ever reintroduced after being absent for a period of time.

Wonderings and Questions:

After gaining research on this topic, my plan was to use this inquiry project to examine the effects of a whole group reward system on student behavior in my fourth grade classroom. Based on the research I reviewed, I was specifically interested in the
longevity of these effects, and whether they would be present in situations where the
reward was absent.

As I began my project, new wonderings began to emerge. I began to wonder
whether a difference would be noticeable depending on whether I chose the reward, or
students had the opportunity to do this. I also wondered whether students recognized
the same behaviors as problematic behaviors that my mentor and I did.

Inquiry Plan

Carrying Out the Inquiry Plan & Collecting and Analyzing Data

From the beginning, I knew I wanted my students to be completely involved in all
aspects of my inquiry project. However, before I introduced my inquiry plan to my
students, I needed to begin by collecting data. This allowed me to analyze student
behavior before they were aware of my observations. In order to do this, I created a set
of behaviors which my mentor, my PDA, and I would look for during different lessons
and times throughout the day. I then created a list of definitions for these behaviors.
These definitions ensured that everyone who would be observing my students for these
behaviors would be using the same guidelines to determine whether the student would
fall into a particular category. (See Appendix A)

Once the definitions had been established, I created a chart to be used during
observations. The x axis listed all of the observable behaviors and the y axis listed all of
my students’ names. During each lesson that a chart was used, the type of the lesson,
the teacher, the time of day, and the date were written at the bottom of the chart.
Throughout the lesson, the observer would simply place a slash in a student’s row and
in the column of the observed behavior. (See Appendix B)

In order to analyze this data, I totaled the number of slashes in each column.
This allowed me to observe many things. By totaling the number of slashes in each
column I was able to identify the category of behavior which the majority of my students
received marks during observation. Also by totaling the columns, I was able to look for
any connections between behaviors and time of day, behaviors and type of lesson, and
behaviors and teacher of the lesson. By making these connections, I was able to step
back and analyze the style of teaching that could possibly be causing these problematic behaviors, rather than immediately blaming the student. (See Appendices C1 and C2)

I also analyzed individual student performance by totaling the number of slashes in each row. This created a total number of slashes in all behavior categories that a particular student received during a particular lesson. These numbers could then be compared with charts from other lessons in order to look for patterns of reoccurring, problematic behavior among individual students. By comparing the charts from different lessons I was able to identify whether the problem behaviors in my class were a result of all twenty-two students, or only a handful of students. (See Appendices C1 and C2)

In order to address one of my wonderings dealing with behavior in environments where the reward was absent, I created a survey for teachers who interacted with my students outside of my classroom. These surveys were given to the physical education instructor, the art instructor, the music instructor, the librarian, and two fourth grade teachers who have several of my students for math. Questions on these surveys required teachers to report how many times they believed the targeted behaviors occurred in their classrooms, or how many students they believed would fall into the particular categories. There was also additional space provided where teachers could write their comments on my students’ behavior as a whole. (See Appendix D)

In order to analyze these surveys I labeled each survey with the top one or two most recognized behavior problems in that classroom, based on the teacher’s response. I was then able to compare the results from all of the surveys to look for patterns in behaviors among the different classrooms. (See Appendix E1)

After receiving completed surveys from all teachers, I was ready to involve my students in my inquiry project. Before having a class discussion about inquiry, and about my specific project, I wanted to survey my students for their thoughts on their behavior before they were aware of the project. I passed out surveys to students and explained to students that they did not need to put their name on the survey, but I would appreciate their honesty in answering the survey’s questions. I assured students that the surveys would in no way be used to calculate their grades, and were simply for my own benefit as a student.
The surveys students received were similar in style to the surveys given to teachers. Students were asked to report their beliefs on their behavior in my classroom. The majority of questions asked students to circle how many times they believed they would exhibit a particular behavior during one day, however, there was additional space left for students to share any other thoughts they had on behavior. (See Appendix F)

In order to analyze these surveys, small numbers were written on the corner of the surveys which allowed me to match surveys with students. I was then able to compare each child’s observed behaviors from my collection charts with the child’s self-evaluation from their survey. This allowed me to make comparisons between these two sets of data and observe whether the two sets of data matched each other. (See Appendices G1 and G2)

After this initial collection of data, I was ready to fully discuss inquiry with my students. A class discussion was held in order to address the inquiry project within our classroom. To begin, I first introduced the topic of inquiry, my role as an intern in the professional development school, and the task of completing an inquiry project. I then explained my inquiry to students. I explained to students that my inquiry project was aimed at studying different problem behaviors that I had noticed within our classroom. I asked for student volunteers to list some of the behaviors which they think I may be targeting; this was easier for students since they had just recently completed the survey. We created a list on the board of the target behaviors on which I collected data: speaking out against the teacher, speaking out against other students, inattentiveness during instruction, disruption during instruction, need for repeated directions, and off task behavior during independent work time. After listing these behaviors, we talked a little about each behavior and what each behavior represents.

Based on the analysis of my data from my charts and teacher surveys, I identified three areas which I believed to be the most problematic within our classroom. I explained my data collection to students and listed the three problematic areas: speaking out against the teacher, disruptions or talking during instruction or transitions, and inattentiveness during instruction.

After the behaviors had been discussed, we then began to talk more about the purpose of my inquiry project; whether or not a whole class reward system could benefit
our class’s behavior. I explained to students that we would be using a system that would involve some type of container that would be filled with an object whenever positive behavior was observed. Since I wanted students to feel like they were a part of this project, I allowed students to lists ideas for a container and an object to fill it with. Students suggested things such as beakers, bottles, cans, crows, flasks, jugs, mason jars, pickle jars, piggy banks, pitchers, pots, urns, vases, vats, and vessels for containers, and jellybeans, pebbles, marbles, beans, and buttons as items to fill the containers. Following a class vote, we decided to call our reward system, “Beaker of Beans.” (See Appendix H)

After a title was chosen, we still needed to decide on a reward that students would be working towards. I wanted to allow students to choose this as well. Four or five students suggested different items to be used for a reward; most items were small types of candy. I told students I would decide what reward we would work towards based on these suggestions.

The next week, we began our reward system. A class meeting was held at the beginning of the first day. I explained to students that our first targeted behavior would be transitions. As a class, we talked about characteristics of good and bad transitions. We discussed the importance of quick, quiet transitions in order to get ready for the next activity or move to a new location. I explained to students that I would monitor transitions throughout the day and for each good transition, they would receive beans, however for each bad transition beans could be taken away.

For the first three days of inquiry, we focused solely on transitions. In order to keep a record of student behavior, I wrote down each time I would observe students during transitions. Each one of these times provided students with the possibility of earning beans. Next to each of these times, based on student performance, I would place one of three marks. A √+ represented a positive transition, or a met goal, a √ does not represent a met goal, but is not necessarily indicative of a poor transition, and a √- represented a negative transition. Students would earn beans whenever they received a √+ and lose beans when the received a √-; a √ had no effect on their beans.
Besides keeping track of how many times students received their reward per day, I also recorded a small amount of notes for each day. These notes serve as an additional source explaining why they did or did not reach their goal.

During the first three days, I gave students reminders for their goal. Many students would also act as peer leaders by encouraging their classmates to work hard in order to earn beans. After the first three days, I did not remind students of transitions as much.

The fourth day was also the start of a new week. We started the week with a class discussion, and the addition of a new goal. Again, based on my analysis of teacher surveys and my observations, I chose another problematic behavior for students to target. During the second week, in addition to transitions, students also had the goal of being less disruptive. As a group, we discussed what exactly it means to be disruptive and what could be done to prevent disruptive behavior. We discussed that talking, playing with pens or toys, humming, and tapping are types of disruption, and it is not fair to classmates or myself. In addition to discussing what was meant by disruption, we discussed how this would affect our “Beaker of Beans.” Students quickly recognized that although they would have more opportunities to earn beans, they could also lose more beans by not meeting these two goals. During this second week, I offered reminders dealing with disruptions before instructional time or independent work time.

In order to record students’ progress towards meeting their goals, I continued with the same note taking system, utilizing √-'s, √''s, and √+’s. Each day I would also record a quick reflection on student behavior and progress. We continued to work towards these two goals during week two. At the end of week two, students met their goal, and filled their beaker. On Friday, all students were sent home with a bag of gummy candy, a suggestion of some of the students.

When Monday came, it was time to begin working towards a new goal. Many students in the class had already approached me with the idea of a pajama party; the idea stemmed from a second grade intern’s inquiry project. There was a unanimous vote in my classroom to work towards a pajama party. As we began working towards
our new reward, we also chose a different beaker. This beaker was larger than other
beaker and would require more beans to reach the goal. (See Appendix H)

A new week signified the need for a new goal. However, rather than add a new
category, we elaborated on disruptiveness. A major behavior problem I had noticed in
my classroom was speaking out during instruction. My students and I discussed how
speaking out could be considered a form of disruption. In order to help students
remember their goals, we created a spot on the white board where our goals stayed.
(See Appendix I) For the third week, I added speaking out under the category of
disruptions. At the beginning of the fourth week, we added another goal, students
needed to work on being attentive during instructional times, rather than daydreaming or
playing with items in their desks.

Mirroring the beginning of all the other weeks, the fifth week also brought a new
good. My mentor had mentioned to me that she had noticed a problem with arguing
against the teacher, a problem she begins to notice near the end of every year. She
had planned a discussion with the students to address the issue, and I incorporated it
into my inquiry project by making ‘not arguing’ our goal for the fifth week.

During the third, fourth, and fifth week I continued to use my √ system to record
whether students were meeting their goals in each category. Each day I would write
down all the opportunities students had to earn beans, I would then place the
appropriate √ under each goal column that was observed during that specific time
period.

At the end of the fifth week, students met their goal for a class pajama party, and
it was time for me to analyze my check sheets. In order to analyze this data, I totaled
each column in the form of a fraction. The denominator symbolized the amount of times
students were the given the opportunity to earn beans for that particular goal. The
numerator symbolized the amount of times students actually met their goal and earned
beans. (See Appendices J1, J2, and J3)

After totaling all columns for all dates, March 16, 2005 – April 15, 2005, I
converted all of the fractions into percentages. Each percentage represents the percent
of rewards, for a particular goal, that students received on that particular day. (See
Appendix K) These dates, goals, and percentages were the entered into a spread
sheet (See Appendix L) in order to create line graph which displayed the change in percentages for each goal over the span of the five weeks. (See Appendix M) The line graph allowed me to compare results for different goals over different periods of time as they begin to overlap other goals.

As I was in the process of analyzing my personal notes, I also gave the initial teacher surveys to the teachers who interact with my students. These teachers for specials and other math classes were the same teachers who received the surveys before I introduced the reward system in my classroom. The reward system, although used for transitions to and from their classrooms, was not present in their rooms. Unfortunately, at this time I have only received one of these surveys back. I used this survey to compare numbers and comments from the original survey which was completed nearly two months prior. (See Appendix E2)

What I Have Learned

Claims and Evidence:

After reviewing all of my notes, data, and surveys, I feel confident in making several claims dealing with my students’ reactions to a whole class reward system and its effect on their behavior as a whole. There are several other pieces which I think I know about my students, but am lacking a significant amount of clear evidence to support these ideas.

Claim I: With my group of twenty-two students, within the context of my classroom, a whole class reward system does not improve student behavior.

Evidence: “The Effects of Reward Systems on Academic Performance,” an article by Lucinda M. Wilson and Deborah A. Corpus fully supports this claim. In their article, Wilson and Corpus explain all of the negative aspects of extrinsic rewards. According to Wilson and Corpus, “[t]he research is overwhelmingly convincing that extrinsic rewards do not have a positive long term effect” (Wilson and Corpus 2). Wilson and Corpus based much of their research on the philosophical work of Alfred Bandura, Deci and Ryan, Cantor, Glasser, and other behaviorist.

The line graph I created based on observed behaviors and percentage of received awards also helps to support this claim. There are four lines on the graph,
symbolizing four different goals for behavior. None of these four lines symbolize any steady improvement in behavior, or even a consistent success rate. (See Appendix M)

My personal notes on students’ behavior each day also help support this claim. “Students still needed reminders, some students remember and yell to other students during transitions” (Lynch 3/18/05). On this day, students’ success rate for transitions was 60%. “I did not give students any reminders for transitions today except for the first introduction/discussion at the beginning of the day” (Lynch 3/21/05). On this day, students’ success rate for transitions was 88%. Although a positive effect was noticeable at first, this success rate did not last. “Really loud/talkative, needed reminders frequently!” (Lynch 4/7/05). On this day, students’ success rate plummeted to 50%. Although there were many highs and lows, the data was not consistent. In all goal areas, there was no suggestion that the reward system was causing a positive, long-term effect. (See Appendices J1, J2, and J3)

Claim II: Every student is motivated differently through various intrinsic and extrinsic rewards. Finding a single, successful reward for my entire class is problematic at the intermediate level.

Evidence: The article by Wilson and Corpus also helps to support this claim. “The individual makes the determination if the goal is worth the effort” (Wilson and Corpus 1). A bag of candy may be worth the world to one child, while another child may simply see it as something they can buy themselves. A reward will not “[h]ave a currency above the value the child himself places on it” (Rutter 2).

I quickly realized this was the case with my students. During the first “Beaker of Beans”, students were not aware of the reward the entire time. Although students had volunteered ideas for rewards, they did not know what the exact reward would be until they received it. During the second “Beaker of Beans”, students all voted on a class pajama party. However, it was evident through their actions that all students were not equally motivated by this reward. The same three or four students would continually remind students to move quickly, stop talking, or pay attention. Many students in the class, although excited at the idea of a pajama party, were unwilling to sacrifice their poor behavior for this reward.
We recently voted on our reward for our third “Beaker of Beans,” which has yet to begin. Students voted on four choices suggested by their classmates. When I announced the winning reward, extra recess time, I received many comments from students. Several students exclaimed, “Yes! I can’t wait! How much longer will we get??” However, other students were disappointed, yelling “Man! That’s not fair! I’d rather have an ice cream party!” I quickly realized that I could not please all twenty-two students, and it would be nearly impossible to have all students in my classroom working equally as hard to achieve the same goal.

Just like my twenty-two students differ in academic ability, personal interests, personality, and other characteristics, they also differ in terms of motivation. Every individual person is motivated by something different, some intrinsically, some extrinsically. To create a realistic, affordable, whole class reward system that is successful in motivating all of my students would be next to impossible.

Claim III: Using a whole class reward system does not improve my students’ behavior in environments where the reward is not present.

Evidence: Just as their article illustrated other negative aspects of whole class reward system, Wilson and Corpus help to support my third claim. “Offering rewards in advance of action as incentives leads students to believe that they engaged in the rewarded behaviors only to earn the rewards. The students’ focus then is on the reward…” (Wilson and Corpus 3). Students will not attempt to perform positive behaviors because they should, but only because they are tempted by some extrinsic reward. Therefore, when the reward is not present, students will perform however they would have before the reward was present.

In my classroom, when I am looking for a specific behavior, I rarely hear students reminding each other to quiet down, or listen. However, anytime when students become aware of my observation, they immediately start whispering to each other, “Beans! Beans! She’s watching… Beans!” Students only think of the reward, not the actual behavior.

In order to collect information on my students’ behavioral performance outside of my classroom, I administered a survey to all teachers who interact with my students. These surveys were given before inquiry began, and again two months later.
Unfortunately, at this time, I have only received one completed post-survey; the art teacher in my building filled out and completed a pre and post survey. On February 11th, 2005 she reported students speaking out 1-2 times per class, both against her and against other students. On April 12th, 2005 she reported students speaking out 3-4 times per class; this shows an increase in students who are speaking out. Inattentiveness among my students during her instruction remained stable throughout the two months. Disruption among my students decreased from three disruptive students per class to two; not a major improvement. The number of students who were off task during independent work time also remained stable throughout the two months. In February, she commented on my students’ transitions by saying, “Quickly and easily BUT often looked at as time to talk,” and in April she said, “Average from classroom to door when leaving SLOW from outside to floor – They come in from outside and are not settled.” Overall, she reported some improvements in noise level and behavior. (See Appendices E1 and E2)

My students enter her classroom directly from the playground; they have recess at 12:40 and art at 1:10. I am left wondering whether a change in weather could account for the increase in problematic behaviors in her class; it is beginning to warm up and students are more excited to go outside. Unfortunately, all of my students’ special classes are in the afternoon, sometime after recess so I would be unable to compare their behavior in another classroom prior to lunch and recess.

However, it is obvious through her comments, that students’ behavior did not improve in this environment where the reward was not present. In some areas, students’ behavior actually worsened, supporting Wilson’s and Corpus’ claim that reward systems could cause negative effects in the long run.

Overall, I believe many of my claims further support the negative results of research on whole class, extrinsic reward systems. I was hoping to disprove some of these theories; however, my data and thoughts do not show any improvement in my students’ behavior. At different levels, many of my students were motivated by the rewards. However, these rewards were not enough to stop students from talking with their friends, stop day dreaming, or stop disrupting their classmates.
In addition to my three claims, there are other ideas I have based on my inquiry project. One of my original wonderings was whether or not students saw their behavior as problematic, as my mentor and I did. I wondered whether students’ surveys would match up with my original observations on their behavior. Although I have no literature to support this idea, based on my own data, I do not believe students are aware of the problem behaviors we note.

The majority of my students’ surveys did not reflect the data on my observation charts. For example, student 12 reported never speaking out while another student is talking. However, on February 15\textsuperscript{th}, 2005, during a read aloud lesson, 12 received two marks for speaking out while another student was talking; this was only during one lesson; 12 reported ‘never’ for the whole day. Also on the survey, 12 reported ‘never’ not paying attention, however during this same lesson, 12 received three marks for inattentiveness. (See Appendices C1 & G1)

Student 8’s results were similar. On the survey, 8 reported speaking out while a teacher was teaching, 3-4 times a day. In just one lesson on February 10\textsuperscript{th}, 8 received four marks for speaking out while a teacher was teaching. Also on the survey, 8 admitted to not paying attention four times a day; however in the same lesson 8 received three marks for not being attentive. (See Appendices C2 and G2)

It seems as though students are willing to admit when they believe they fall into a particular behavior category. However, I do not believe that students and teachers view these behaviors in the same way, and I believe this is due in part to the structure of the lesson. In a group setting where a class conversation is occurring, students may need reminded to raise their hands. A weaker student, like student 8, who may not frequently have an answer or comment to share, may get excited when they do. Therefore, they forget to raise their hand, and are simply pleased with the fact that they are able to contribute to the conversation. The thought had never crossed their mind that they are speaking out, however, often as teachers that is all we may see as we are continually encouraging students to raise their hands. Although I have no additional data or literature to support this idea, I strongly believe that students are unaware of the behaviors that we often perceive as negative.
In the *Teaching Context* section of my paper I mentioned a correlation I had noticed between problematic behaviors and students who struggle academically. I continued to notice this relationship throughout my inquiry project. I am not sure why these students seem to be more inattentive and speak out more, however I believe it could be attributed to the fact that they are leaving the classroom. Each day they leave the classroom for a half hour to an hour and a half for instructional support. When they return to the classroom, they find the rest of their classmates involved in an activity. Speaking out may be there way of gaining teacher attention, which they believe they need to fight for as a result of their absence. Their inattentiveness could also be a result of their time with an instructional support teacher. In these support classrooms they receive more one-on-one time with the teacher, and there are less students. The teacher-student ratio in these classrooms does not leave much room for inattentiveness. In the setting of a regular classroom, the teacher-student ratio is higher allowing these students to become easily distracted and inattentive. Although I do not have any solid evidence to support these ideas, these are some thoughts I have based on my observations and data.

**Conclusions and Future Directions**

*Implications for Teaching*

Based on my results, it is highly unlikely that I will choose to implement a whole group reward system into my future classrooms. Part of my educational philosophy addresses the fact that all students are individuals; each student has separate academic needs, abilities, and interests. As a teacher, I have always recognized the importance in catering to all of these individual needs so that all students may excel to their full potential. By implementing a whole class reward system that focuses on the same goal and reward for every student, I am contradicting an important piece of my philosophy.

Just as every child learns differently, and needs different resources in order to learn successfully, each child is motivated differently. There has been a great deal of psychological research in the area of motivational psychology. It is known that individuals of all ages require different tactics, rewards, and methods in order to be
motivated. Therefore, if I plan to treat each student as an individual, this must carry over into areas of motivation.

I can not say that reward systems altogether are a poor method. However, in future attempts to motivate my students, I plan to focus more on the individual and their needs and abilities, and less on the materialistic reward.

However, in alternate environments, I still cannot be sure that the same result would be reached if a whole class reward system was used. My classroom is one particular classroom, and no other class would ever be the same. Children behave differently at different grade levels, in different communities, and with different teachers. One of my wonderings still remaining in this area, is what differences would be noted when a whole class reward system is implemented into a different grade level. For example, would different results be noticeable in a primary classroom?

**Newly Developed Wonderings**

The environment in which the children learn could have a big effect on the results of any behavior management style. Aside from the physical environment, there are many other characteristics which could affect the outcome of this type of reward system. It was not until March when I was actually able to implement the reward system into my classroom. By this time of the year, students have begun gaining excitement for summer. The weather is starting to break, they are spending more time outside, spring sports and extracurricular activities are beginning, and they begin to lose focus on the academic side of school. Spring time in many classrooms represents more talking, more excitement, and teachers struggling to entertain twenty-some restless students. A portion of the lack of success of my reward system could be accredited to the fact that it was springtime by the time my inquiry project was implemented.

After thinking about the possible effects the weather may have caused on my results, I wondered if the same results would have been reached earlier in the year. If I were to have implemented this reward system during the fall would it have been better received? We had a great deal of success with community building activities and building classroom routines during the first few weeks of school. I am left wondering whether this reward system, if implemented during that time, would have been more
successful. Introducing a new routine into a classroom near the end of the school year is a tough task, especially when it deals with behavior management.

In addition to wonderings dealing with time and environment, I have other wonderings that could generalize to many situations. Due to lack of time, I was unable to re-administer the student surveys to my students in order to discover their thoughts on their progress over the past five weeks. I am still planning to do this in order to find out whether they believe their behavior as a whole has improved. I found the discrepancy between my original charts and their original surveys to be interesting, and I wonder whether this discrepancy would still remain. Towards the beginning of my inquiry project, students did not believe they exhibited the behaviors ever, or as often, as they were observed. My main wondering is whether the students feel they have greatly improved after reaching their goal.

This is probably my main concern with rewards systems. It is evident that my students' behavior did not improve through the five weeks of this inquiry project. However, my students did earn two of their rewards by filling two of their beakers. They lost beans along the way, but eventually they were able to successfully fill their beakers in order to earn their reward. I am concerned that students only see the full beaker. In their minds, they recognize that they have earned a bag of candy and a pajama party. However, they do not remember or care that they lost beans on several occasions for not meeting a particular goal.

“Offering rewards in advance of action as incentives leads students to believe that they engaged in the rewarded behaviors only to earn the rewards. The students’ focus then is on the reward…” (Wilson and Corpus 3). Wilson and Corpus were exactly right in the case of my students. They are not concerned with behaving better in the halls, not speaking out in class, or paying attention; they want to know when they are getting their next prize. This worries me because in future situations, they expect a reward in order to do something that they should already be doing. After completing this inquiry project I am now able to recognize these negative effects and how even if positive effects are seen temporarily in the beginning, in the long-term it is the negative ones, which will prevail.
References

http://www.busyteacherscafe.com/classmanage/discipline.htm

Rutter, Carolyn. “Using Awards.”

Appendices

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APPENDIX A

Pre-Survey Data Collection

Before students were given the pre-survey in order to assess their own behavior, we collected data for three days. During these three days, we gathered information during multiple lessons that both Sue and I taught in our room, as well as information from lessons outside of our classroom. The data collected during these three days mirrors the questions asked on the survey.

The purpose of this data collection is to compare survey results with actual data collected. Do these data results match our thoughts on our students’ behavior? Will students’ opinions of their behavior match data from our observations? Are students aware of these behavior issues?

Following is the list of behaviors which were assessed along with definitions. Students were not assessed on their behavior in math/science classes due to schedule conflicts.

SO/Teacher- This stands for speaking out (talking without raising a hand or being called on) while the teacher is talking. This student may be humming, singing, or making sounds, not just talking. This could occur in any setting: small group, large group, rug, desks, hallway, other classroom, etc.

SO/Student- This stands for speaking out (talking without raising a hand or being called on) while another student is talking. This student may be humming, singing, or making sounds, not just talking. This could also occur in any setting: small group, large group, rug, desks, other classroom.

Distracted: A student who is distracted appears to be inattentive for any amount of time during a lesson (teacher instruction). This student is not talking or being disruptive to other students, however is not in tune with the teacher. This student could be staring into space, looking around the room, fiddling with a nearby object, head down, or not looking at the teacher. This could occur in any setting: large group, small group, on the rug, at their desks, in another classroom, etc.

Disruptive/Talking- a student who is being disruptive or who is talking to another student during some part of a lesson. This student may still be participating or attentive for the majority of the lesson, however is disruptive to a classmate at some point during teacher instruction. This can occur in any setting: small group, large group, on the rug, at their desks, in another classroom, etc. This may also be disruptive to the teacher. Another sign, is if the teacher needs to stop and reprimand (give a warning, take away an object) a student during teaching, this student has then caused a distraction to the whole class rather than just being distracted. This student may also be humming, patting, singing, tapping, not necessarily just talking directly to another student, anything that causes a disruption.
Students may also be disruptive when asking questions. A student who raises their hand and is called on, but asks an inappropriate question is not a student who is speaking out; they were called on. However, an off task question is an example of disruptiveness.

When students are independently working at their seats, this category also applies. If talking is permitted, then students are permitted to discuss on topic issues. However, students who begin to discuss off topic issues with their classmates are being disruptive/talkative.

**Repeat Directions** - A student who needs directions to be repeated, because they were not listening, immediately following initial direction. A student who does not understand the direction does not fall in this category. This student simply was not listening and does not know what his/her next step should be. This could need to be done right after directions are given, but also during transitions, in the middle of a project, etc. This student may ask the teacher or another student to repeat directions, or try to watch classmates for 5 minutes and figure out what they should be doing. A student who asks a specific question that was obvious during instruction also falls into this category; however not if the question is asked for clarification reasons.

**Off Task** - An off task student was listening to directions when they were given, and are aware of what needs to be done. However, this student has become distracted during independent work and needs to be reminded of what they need to be doing. This student may be talking, humming, staring around the room, etc., but their work is not getting done. This student may just need a small reminder, or may need actual redirection using the assignments directions.
APPENDIX B

BLANK DATA COLLECTION SHEET

<table>
<thead>
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<th></th>
<th>SO/Teacher</th>
<th>SO/Student</th>
<th>Inattentive</th>
<th>Disruptive/Talking</th>
<th>Repeat Direction</th>
<th>Off Task</th>
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Where numbers are listed is actually where student’s names were

Heading of each column is defined in Appendix A
APPENDIX C1

COMPLETED DATA COLLECTION SHEET 2/15/05

Main behavior problem during lesson

Each dash represents observed behavior

Circled numbers represent each student’s total for the lesson

Highlighted student is referenced in paper.
### APPENDIX C2

**COMPLETED DATA COLLECTION SHEET 4/12/05**

<table>
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<th>SO/Teacher</th>
<th>SO/Student</th>
<th>Inattentive</th>
<th>Disruptive/Talking</th>
<th>Repeat Direction</th>
<th>Off Task</th>
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- **Circled numbers** represent class total of specific, observed behavior.
- **Highlighted student** is referenced in paper.
This year, as part of my PDS experience, I am completing a teacher inquiry project. My project is focused on studying the effects of a whole class reward system on student behavior in my classroom. In order for me to collect information on my students’ behavior prior to any interventions, I am asking you to please fill out this survey. Please take a few minutes to answer each question. Thank you so much for your time.

Name: ____________________________ Date: ________________________
Class/Subject Taught: ____________________________________________
Time spent with my students per week: ______________________________
Day and time my students are in your room: __________________________

Please circle one:

While I am teaching, your students speak out without raising their hands ________ during a single class.
Never 1-2 times 3-4 times 5-6 times 7-8 times 9+ times

While other students in your class are talking, your students from this class interrupt without raising their hands ________ during a single class.
Never 1-2 times 3-4 times 5-6 times 7-8 times 9+ times

While I am teaching, there are usually ________ of your students who are inattentive during part of a lesson. (during one class period)
None 1 2 3 4 5+

While I am teaching, there are usually ________ of your students who are talking to each other or disrupting other students during part of the lesson. (during one class period)
None 1 2 3 4 5+

After I have given directions, ________ of your students question my directions. (during one class period)
None 1 2 3 4 5+
While students should be independently working, I need to remind your students to get back on task ________ times during one lesson.

Never  1 time  2 times  3 times  4 times  5+ times

Please describe the average transition with my students: (quick/slow/easy/etc.)
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Have you noticed any improvements in my class’s behavior over the past couple of months? Has my students’ behavior become worse in any areas over the past couple of months?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Once Again,
Thank You for your time!

Jessica Lynch
APPENDIX E1

(page 1)

COMPLETED TEACHER PRE-SURVEY 2/16/05

This year, as part of my PDS experience, I am completing a teacher inquiry project. My project is focused on studying the effects of a whole class reward system on student behavior in my classroom. In order for me to collect information on my students' behavior prior to any interventions, I am asking you to please fill out this survey. Please take a few minutes to answer each question. Thank you so much for your time.

Name: ___________________________ Date: ________________
Class/Subject Taught: ART
Time spent with my students per week: WED - 10:10-1:50
Day and time my students are in your room: WED - 1:10-1:50

Please circle one:

While I am teaching, your students speak out without raising their hands __________ during a single class.
Never 1-2 times 3-4 times 5-6 times 7-8 times 9+ times

While other students in your class are talking, your students from class interrupt without raising their hands __________ during a single class.
Never 1-2 times 3-4 times 5-6 times 7-8 times 9+ times

While I am teaching, there are usually __________ of your students who are inattentive during part of a lesson.
None 1 2 3 4 5+ (during one class period)

While I am teaching, there are usually __________ of your students who are talking to each other or disrupting other students during part of the lesson.
None 1 2 3 4 5+ (during one class period)

After I have given directions, __________ of your students question directions.
1 2 3 4 5+ (during one class period)

Main observed behaviors reported during Art Class

Special Class – Art
Time – Wed.
1:10-1:50
Date of Survey- 2/16/05

Teacher circled observed behaviors. Highlighted answers are referenced in paper.
While students should be independently working, I need to remind your students to get back on task ________ times during one lesson.

Never 1 time 2 times 3 times 4 times 5+ times

(on average)

Please describe the average transition with my students:
(quick/slow/easy/etc.)

quickly & easily, but often stops at any time of task.

Please list any other information dealing with student behavior/performance which you feel is relevant.

Often, students (especially not all of them) will look at each others work and start working. Need fair amount of reminders (1-5) that if they are talking they are also working.

Once Again,
Thank you for your time!
APPENDIX E2

COMPLETED TEACHER POST-SURVEY

This year, as part of my PDS experience, I am completing a teacher inquiry project. My project is focused on studying the effects of a whole class reward system on student behavior in my classroom. In order for me to collect information on my students’ behavior prior to any interventions, I am asking you to please fill out this survey. Please take a few minutes to answer each question. Thank you so much for your time.

Name: __________________________ Date: 4/12/05
Class/Subject Taught: Art
Time spent with my students per week: ________
Day and time my students are in your room: Wed. 1:10-1:50

Please circle one:

While I am teaching, your students speak out without raising their hands _________ during a single class.
Never 1-2 times 3-4 times 5-6 times 7-8 times 9+ times

While other students in your class are talking, your students from this class interrupt without raising their hands _________ during a single class.
Never 1-2 times 3-4 times 5-6 times 7-8 times 9+ times

While I am teaching, there are usually _________ of your students who are inattentive during part of a lesson.
None 1 2 3 4 5+
(during one class period)

While I am teaching, there are usually _________ of your students who are talking to each other or disrupting other students during part of the lesson.
None 1 2 3 4 5+
(during one class period)

After I have given directions, _________ of your students question my directions.
None 1 2 3 4 5+
(during one class period)
While students should be independently working, I need to remind your students to get back on task ___ times during one lesson.

Never 1 time 2 times 3 times 4 times 5+ times

Please describe the average transition with my students:
(quick/slow/easy/etc.)

Average, from class to door when leaving
Slow, from outside to floor - They come in from outside a are not settled.

Have you noticed any improvements in my class's behavior over the past couple of months? Has my students' behavior become worse in any areas over the past couple of months?

They are responding well to the new classroom expectations. They have a 9 rule and they work well together. They are an active task group on the whole.

Some improvements in noise level.

Behavior - some general improvements

Once Again,
Thank you for your time!

Jessica Lynch
APPENDIX F

BLANK STUDENT SURVEY

As part of my job as an intern this year, I will be completing a project. I plan to work on this project from now until the end of the year. You all will be a part of this project, and I will be sharing all of my information with you. Before I do this, however, I would like you to answer a few questions. Please be honest in your responses, they will only be seen and used by me for my project only.

Please circle one:

While Miss Lynch or Mrs. Feldman is teaching, I speak out without raising my hand ________ on an average day.

Never 1-2 times 3-4 times 5-6 times 7-8 times 9+ times

During class time, when another student is talking, I speak out without raising my hand ________ on an average day.

Never 1-2 times 3-4 times 5-6 times 7-8 times 9+times

When I am in another teacher’s class for math, science, music, art, library, gym, or for any other type of instruction, I speak out, when the teacher is talking, without raising my hand ________ during an average class.

Never 1 time 2 times 3 times 4 times 5+ times

While I am in another teacher’s class for math, science, music, art, library, gym, or for any other type of instruction, I speak out, when another student is talking, without raising my hand ________ during an average class period.

Never 1 time 2 times 3 times 4 times 5+times

While Mrs. Feldman or Miss Lynch is teaching, I find myself not paying attention ________ on an average day.

Never 1 time 2 times 3 times 4 times 5+times

When I am in another classroom and another teacher is teaching, I find myself not paying attention ________ during an average class period.

Never 1 time 2 times 3 times 4 times 5+times

While Miss Lynch or Mrs. Feldman is teaching, I talk to other students or disrupt other students ________ on an average day.
When I am in another classroom and another teacher is teaching, I talk to other students or disrupt other students _________ during an average class period.

Never 1 time 2 times 3 times 4 times 5+ times

After Miss Lynch or Mrs. Feldman give a direction, I have to ask for the direction to be repeated ___________ throughout the day, on an average day.

Never 1 time 2 times 3 times 4 times 5+ times

When I am in another classroom and another teacher gives directions, I have to ask for the directions to be repeated ___________ during an average class period.

Never 1 time 2 times 3 times 4 times 5+ times

When I am working on an assignment for Miss Lynch or Mrs. Feldman, I need to be reminded of my task ___________ on an average day.

Never 1 time 2 times 3 times 4 times 5+ times

When I am working on an assignment for another teacher, I need to be reminded of my task ___________ during an average class period.

Never 1 time 2 times 3 times 4 times 5+ times

When we are transitioning as a class from one activity to another

a. I do so quickly by following directions and sitting quietly until further directions are given
b. I do so quickly, but talk to my friends as I am getting ready for the next activity
c. I do so slowly, but usually know what I'm suppose to be doing
d. I do so slowly as I talk to/goof around with my friends
e. I usually need to ask someone what we should be doing because I missed the directions

I had Mrs. Feldman as a teacher last year Yes or No

If there is any other information you want to share you may write it in below or on the back:
APPENDIX G1

COMPLETED STUDENT SURVEY – STUDENT 12

As part of my job as an intern this year, I will be completing a project. I plan to work on this project from now until the end of the year. You all will be a part of this project, and I will be sharing all of my information with you. Before I do this, however, I would like you to answer a few questions. Please be honest in your responses, they will only be seen and used by me for my project only.

Please circle one:

While Miss Lynch or Mrs. Feldman is teaching, I speak out without raising my hand_________ on an average day.

Never □ 1-2 times □ 3-4 times □ 5-6 times □ 7-8 times □ 9+ times

During class time, when another student is talking, I speak out without raising my hand_________ on an average day.

Never □ 1-2 times □ 3-4 times □ 5-6 times □ 7-8 times □ 9+ times

When I am in another teacher’s class for math, science, music, art, library, gym, or for any other type of instruction, I speak out when the teacher is talking, without raising my hand_________ during an average class.

Never □ 1 time □ 2 times □ 3 times □ 4 times □ 5+ times

While I am in another teacher’s class for math, science, music, art, library, gym, or for any other type of instruction, I speak out when the teacher is talking, without raising my hand_________ during an average class period.

Never □ 1 time □ 2 times □ 3 times □ 4 times □ 5+ times

While Mrs. Feldman or Miss Lynch is teaching, I find myself not paying attention_________ on an average day.

Never □ 1 time □ 2 times □ 3 times □ 4 times □ 5+ times

When I am in another classroom and another teacher is teaching, I find myself not paying attention_________ during an average class period.

Never □ 1 time □ 2 times □ 3 times □ 4 times □ 5+ times

While Miss Lynch or Mrs. Feldman is teaching, I talk to other students or disrupt other students_________ on an average day.

Never □ 1 time □ 2 times □ 3 times □ 4 times □ 5+ times

Numbers were written after students completed surveys.

Students circled answers to report their beliefs on their behavior. Highlighted answers are mentioned in inquiry paper.
APPENDIX G2

COMPLETED STUDENT SURVEY – SURVEY 8

Student 8

As part of my job as an intern this year, I will be completing a project. I plan to work on this project from now until the end of the year. You all will be a part of this project, and I will be sharing all of my information with you. Before I do this, however, I would like you to answer a few questions. Please be honest in your responses, they will only be seen and used by me for my project only.

Please circle one:

While Miss Lynch or Mrs. Feldman is teaching, I speak out without raising my hand_______ on an average day.

Never 1-2 times 3-4 times 5-6 times 7-8 times 9+ times

During class time, when another student is talking, I speak out without raising my hand _______ on an average day.

Never 1-2 times 3-4 times 5-6 times 7-8 times 9+ times

When I am in another teacher’s class for math, science, music, art, library, gym, or for any other type of instruction, I speak out, when the teacher is talking, without raising my hand _______ during an average class.

Never 1 time 2 times 3 times 4 times 5+ times

While I am in another teacher’s class for math, science, music, art, library, gym, or for any other type of instruction, I speak out, when another student is talking, without raising my hand _______ during an average class period.

Never 1 time 2 times 3 times 4 times 5+ times

While Mrs. Feldman or Miss Lynch is teaching, I find myself not paying attention _______ on an average day.

Never 1 time 2 times 3 times 4 times 5+ times

When I am in another classroom and another teacher is teaching, I find myself not paying attention _______ during an average class period.

Never 1 time 2 times 3 times 4 times 5+ times

While Miss Lynch or Mrs. Feldman is teaching, I talk to other students or disrupt other students _______ on an average day.

Never 1 time 2 times 3 times 4 times 5+ times
PICTURES OF BEAKERS

1.

**BEAKER 1**
This was the first beaker used for our “Beaker of Beans.” This beaker was the smallest of all beakers used. This allowed students to quickly meet their goal in order to recognize the validity of the reward system.

2.

**BEAKER 2**
This beaker is larger than Beaker 1, and therefore requires more beans to fill. However, students also had more targeted behaviors during this time period, which gave them more opportunities to earn beans.
3.

**BEAKER 3**

This is our third Beaker, which we have not yet begun to fill. This beaker is the largest of three beakers. However, more targeted behaviors have been added and will continue to be added. This gives students more opportunities to fill their beaker with beans by meeting these goals.
This list of targeted behaviors remained on the white board in the front of the classroom. Its purpose was to remind students of behaviors I would be observing. When students had quick transitions, no disruptions, and good attention, they were given beans.
APPENDIX J1

PERSONAL NOTETAKING SHEET 3/18/05

Date

Times when behaviors were observed.

Check system symbolizing whether or not students met their goal.

Fraction of met goals for day

Additional notes, highlighted because of use in paper.

- Students still needed reminders, some students remember and tell other students during transitions.
APPENDIX J2

PERSONAL NOTETAKING SHEET 3/21/05

Date: 3/21/05

Behaviors Observed:
- Transitions
- Disruptions

Times behaviors were observed:
- Before math
- Coming back
gang job rug for reading
- During reading
transitions during reading
- During reading to rug for news
time up for lunch
- Before science
during science
to gym

Whether students received beans:
- Yes
- No

Fraction of met goals for each observed behavior:
- Transitions: 7 out of 8
- Disruptions: 4 out of 5

Additional notes on behavior:
- I didn’t give students any reminders for transitions today, except for the first introduction/discussion at the beginning of the day.
- I didn’t do a good job of reminding students to help at the end of each period. I will.
APPENDIX J3

PERSONAL NOTETAKING SHEET 4/07/05

Date: 4-7-05

Observed Behaviors:

- morning work
- line up to comp lab
- computer lab
- coming back
- calendar to seats
- read aloud to math
- back from math
generation
- lunch
- after lunch - recess
- back from recess
- reading

Fraction received beans:

\[ \frac{4}{8} \quad \frac{5}{6} \quad \frac{3}{5} \]

Additional Notes:

- really loud/talkative
- need reminders frequently!
APPENDIX K

CALCULATED PERCENTAGES OF GOALS MET EACH DAY

<table>
<thead>
<tr>
<th>Transitions</th>
<th>Droop</th>
<th>Still</th>
<th>Arg</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/16</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/17</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/21</td>
<td>35%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>3/22</td>
<td>38%</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>3/23</td>
<td>33%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>3/24</td>
<td>50%</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>79%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>3/26</td>
<td>49%</td>
<td>50%</td>
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</tr>
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<td>75%</td>
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<td>100%</td>
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<td>4/1</td>
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<td>75%</td>
<td>100%</td>
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<tr>
<td>4/2</td>
<td>45%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>4/4</td>
<td>50%</td>
<td>83%</td>
<td>60%</td>
</tr>
<tr>
<td>4/5</td>
<td>38%</td>
<td>60%</td>
<td>100%</td>
</tr>
<tr>
<td>4/6</td>
<td>100%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>4/8</td>
<td>57%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>4/10</td>
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<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4/12</td>
<td>100%</td>
<td>80%</td>
<td>75%</td>
</tr>
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</table>

Fractions of beans received for each behavior on each day were converted into percentages.
## APPENDIX L

### SPREADSHEET OF PERCENTAGES

<table>
<thead>
<tr>
<th>Date</th>
<th>Transitions</th>
<th>Disruptions</th>
<th>Inattentiveness</th>
<th>Arguments</th>
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<tbody>
<tr>
<td>3/16/05</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/17/05</td>
<td>43%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/18/05</td>
<td>60%</td>
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<td></td>
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<tr>
<td>3/21/05</td>
<td>88% 25%</td>
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<td></td>
</tr>
<tr>
<td>3/22/05</td>
<td>38% 66%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3/23/05</td>
<td>33% 57%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/24/05</td>
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</table>

Calculated percentages of beans received each day for each behavior were then entered into a spreadsheet.
Spreadsheet was used to make a graph to show the relationship between the different behaviors.