Jaguars, Barracudas, Monkeys, and Parrots
Managing and Motivating Kindergartners through Teamwork

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Inquiry Conference
April 28, 2007
Abstract

“How can I take a management strategy from my elementary school past and implement it in my elementary school present?” A huge part of a teacher's success in kindergarten is found in the ability to effectively manage a classroom. After hearing several occurrences of students giving each other “kind reminders” on how to follow the rules, I decided to implement a management strategy based on an idea from my own experience as a second grader and modify it to suit a kindergarten classroom environment, emphasizing teamwork and cooperation. My goal was to give the kindergartners more responsibility in helping to maintain their peers' good behavior while decreasing misbehavior.
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I conducted this inquiry experience as an intern in one of three self-contained full-day kindergarten classrooms at Gray’s Woods Elementary School. Gray’s Woods was built four years ago, and is located in a fairly affluent section of the State College Area School District. The school serves approximately 425 students. There are twenty-two students in my heterogeneous class, eleven boys and eleven girls, all of whom come from a similar middle- to upper-middle-class socioeconomic background. There is no noticeable racial diversity in our classroom—all twenty-two students can be classified as Caucasian. The students, however, have very different family situations, living with one or both parents (or, as it is in one case, grandparents). Some of the students are going through recent parental divorces and spend time with the guidance counselor in a “Changing Families” group that supports children of recently divorced parents, allowing them to spend time with students from similar situations.

The Gray’s Woods community is supportive and devoted to the success of its students. We have a highly active PTO (Parent-Teacher Organization) that devises creative events that encourages both student and parent participation. There is consistent communication between the organization and the classroom teachers in the school. As for my classroom in particular, parents come in to volunteer on a regular basis. In a five-day school week, we can expect parent volunteers to come in on three to four occasions for about two hours at a time. One classroom mother handles this complex volunteer schedule, and other volunteers who come to visit the classroom are given tasks to complete, asked to run a specific activity (painting, for example), or asked to supervise an independent center. About sixteen of the children in the classroom have had a parent come in at least once throughout the school year, and several parents volunteer multiple times per month.

When it comes to the students as learners, there is a wide range of ability in this kindergarten classroom. There are children who require teacher intervention and monitoring during several activities—including kidwriting, guided reading, and math centers. Two of our students receive specialized, out-of-class reading instruction. There are also students who are so independent that the teacher seeks out extension activities to challenge them academically.

The students in my classroom have different levels of behavior: some students are always well-behaved in large- and small-group settings, always listening and fully attending, while others have misbehaviors that they contend with on a daily basis in order to attend well to instruction and class discussions. These
misbehaviors include calling out, talking to neighbors, touching neighbors, fidgeting on the rug, etc. Despite this list, no misbehaviors are severe or frequent enough as to require any special behavior plans for students this year.

The children delight in being able to help each other. If anything pleases them more than being selected to come to the board to pick out a sight word from a morning letter, for example, it is being selected as the friend who helps a struggling classmate who is already standing in front of the board and in need of assistance. Other students spend their morning work time standing at the morning question board, ensuring that their friends in the class can read and understand the question they are being asked that day. These kindergartners are also known to give “kind reminders” to their friends to keep them on track. There are no students who are targeted by others as needing help; on the contrary, it is as though each student has an equal opportunity to both help and receive help from others. This willingness to help was most recently seen through the desires of almost every student to be the one responsible for helping a new student become familiar with the routines of our classroom.

Rationale

When I was in second grade, my teacher divided our class into four rows. Throughout the week, each row was able to earn points in a variety of behavior-related and academic-related areas. At the end of the week, the points were tallied and the row that won was given “gold bars” that could be used to purchase items at the class store. The central element of this competitive system was a “smiley face” that was drawn on the board every morning and assigned a point value. Throughout the day, the teacher could add students’ names to the face. If at any point during the day an entire row’s names were placed into the face, the row would receive the face’s point value for the day added to their row total. This aspect of the routine was maintained throughout the entire school year. It had always fascinated me; in fact, in a “When I grow up…” class book, I illustrated a picture of myself as a teacher standing in front of a chalkboard with a smiley face emblazoned on it in white, asking students if they wanted homework passes or gold bars. That image has always been in the back of my mind, and I knew I wanted to implement this in my future classroom.

Although I currently teach in a kindergarten classroom, I began my PDS experience in third grade. Once I had heard that I was going to be teaching third grade, I immediately began to think about how I could use this system for my inquiry. As the year progressed, I discovered that, due to my third grade mentor’s pregnancy, I would be spending the majority of my inquiry time in a kindergarten classroom, I had second thoughts about my inquiry topic. Was it really appropriate, I thought, to try to carry out an inquiry that seemed beyond the level of developmental appropriateness for kindergartners? After much thought, I began to wonder if it would be possible to put at least some of the most important elements of the system (the smiley face especially) into practice in my
kindergarten classroom. The kindergartners in my classroom, as a whole, behave themselves. Like any other group of five- and six-year-olds, though, they have been known to have days when they misbehave. I noticed on several occasions that some students would give their classmates reminders about the rules. I began thinking about how the students could keep each other “in line,” as far as behavior, if they knew that they were on a team working toward a common goal—a goal they could only reach if all of the students in that team behaved politely and appropriately throughout the day.

This is a management strategy I had always wanted to apply, making this inquiry important for my future teaching. Being able to explore the different aspects of this strategy beyond simple competition is an opportunity that I would not have been able to experience in my own classroom, especially if were teaching alone. Furthermore, I was intrigued to see how kindergarten students reacted to this sort of set-up. The fact that I was in second grade when I first experienced this strategy had made me think that it could not be attempted in a classroom with younger students. Kindergarten is such a pivotal time for social development in children, and it is a time of “immense social interest” that I wondered how they would come out of this experience (Wood, 1997). Would it change the classroom climate in any way? Would it affect the behavior of the students I planned to observe?

Wonderings

My main inquiry question began as a rather broad one, but after speaking with the guidance counselor at my school, she recommended that I pare it down. “The more specific an inquiry question,” she told me, “the easier it is to focus on answering it,” instead of getting bogged down with changes and new ideas I might have had along the way (Kelly, personal interview). Thus, my main question became—How will using a management strategy in which students are motivated by working together in teams affect the behavior of kindergartners of varying social and behavioral levels?

My sub-questions are as follows:

✓ How can misbehavior be prevented in kindergartners?

✓ What types of motivators are effective for kindergartners? What is effective for this particular kindergarten class?

✓ Can a group contingency affect the egocentric behavior that is developmentally average for kindergarten students? What is average kindergarten behavior?

✓ In what other ways will working in teams affect the environment of the classroom community?
How might I downplay any notions of competition, emphasizing that this inquiry is more about the teams working together within themselves than working against other teams?

How will the classroom teacher maintain this management tool at times when I am out of the room?

Will the age of a student and his or her development affect how well he or she responds to the system?

How will this management strategy affect a new student to the classroom?

Inquiry vs. Project

My desire has always been to keep this undertaking a true inquiry. The inquiry itself has been centered on my evolving wonderings from the start, beginning with the thought of “How can I take this management style from my elementary school past and implement it in my elementary school present?” As my thoughts (and classroom time) shifted from third grade to kindergarten, I began to develop more complex wonderings, including “How will I be able to apply this management style to kindergarten to make it developmentally appropriate for these students but still keep it effective?” As the time to kick off the inquiry approached, I took into account even more wonderings about the best way to present this new management style to my students. I sought out the best paths to take for collecting meaningful data, as well as analyzing it in a way that shows to readers what I have learned from this inquiry experience. I realize that there are many pitfalls that this inquiry could have fallen into that would classify it as a project, but I intercepted each one before it ever became an issue. In incapable hands, this inquiry could turn into nothing but a classroom management improvement plan; however, I am genuinely interested in seeing what the effects are on the behavior of my kindergartners under a system that has never really been attempted in a kindergarten class before, for one reason or another. I anxiously anticipated exploring the frontier of kindergarten social and behavioral development.

Literature and Experts

Group-Oriented Contingencies

After reading some research on the topic of competition in the classroom, I found that my second grade teacher’s system was not entirely original; it was at least loosely based on the “Good Behavior Game,” a group-oriented contingency plan that originated in the 1960s. A group-oriented contingency is a plan in which “a specific behavior (or behaviors) is required of a group of students and the presentation, or loss, of a reinforcer is based on the performance of an individual
within the group, a subset of the group, or the group as a whole” (Tankersley, 1995). Group-oriented contingencies have been proven to be just as effective in shaping student behavior as individual behavior plans. Furthermore, a group-oriented contingency is more practical than individual behavior plans, as “individualized contingencies may not be feasible for teachers to manage simultaneously” (Tingstrom, Sterling-Turner, & Wilczynski, 2006). This information solidified the fact that I should be implementing a group-oriented contingency in order to see the effect it had on my students’ behaviors.

The research I conducted proved particularly appealing as I discovered that “group-oriented contingencies capitalize on the influence of peers. Peers, rather than teachers, are the primary change agents” (Tankersley, 1995). By setting up a group-oriented contingency similar to the one I had been exposed to, I could see how each student’s peers would influence his or her behaviors and actions.

Group-oriented contingencies themselves come in three forms: independent, dependent, and interdependent (qtd. in Tingstrom, Sterling-Turner, & Wilczynski, 2006). Independent group contingencies involve a goal that is similar for all students (such as achieving a particular grade on an exam), but only the satisfactory performance of each individual student is necessary to receive the reinforcement. Dependent group contingencies, on the other hand, place the burden of the reward for the entire class on a small amount of students (Tingstrom, Sterling-Turner, & Wilczynski, 2006). Most researchers I have read agree on these two types of group contingencies, but opinions diverge when speaking about the third type: interdependent group contingencies. Tankersley defines interdependent contingencies as requiring “all members of the group [to] receive reinforcement if all of the individuals within the group, or if the performance of the group as a whole, meets criterion” (1995). Tingstrom et. al., on the other hand, writes, “some individual students may not meet the criterion, [but] all students are provided access to the reinforcement as long as the group meets the criterion” (2006).

The Good Behavior Game (or GBG) is itself an interdependent group contingency. Tingstrom et. al., describes the original study as follows:

“[A] fourth-grade class was divided into two teams. The class was informed that they would play a game in which team members would earn marks (which were prominently displayed on the blackboard) against their team for talking out or being out of seat. The team with the fewest marks, or both teams if neither team received more than 5 marks, would win the game and receive special privileges” (2006).

**Inquiry Connections**

With all of this in mind, I needed to decide in which direction my inquiry was going to go. By loosely basing my own inquiry management plan on my second grade teacher’s system, which itself was loosely based on a form of the Good
Behavior Game. I had already made the choice that I would be using an
interdependent form of group contingency. I had problems with aspects of the
GBG that I knew I would not be able to apply to my own inquiry, mostly because
the primary participants in GBG studies have been students in first through sixth
grades, not kindergarten (Tingstrom, Sterling-Turner, & Wilczynski, 2006).

My largest complaint against the GBG was that the original GBG, as well as
several reincarnations throughout the last thirty years, targeted reducing negative
behavior as the central focus of the game. By only targeting negative behavior,
the GBG follows the Tingstrom et. al., definition of an interdependent
contingency, in that it is entirely possible for some students on a team to
misbehave, but the entire team would still receive the reinforcement. I wanted to
see if my students’ misbehavior was reduced, but only as a side effect of the
reinforcement and maintenance of good behavior. Along those lines, my inquiry
plan followed the Tankersley definition of interdependent contingency by
requiring all students on a team to behave appropriately before any student from
that team receive any type of official reinforcement (“official” meaning the
reinforcement offered by the inquiry management plan, not everyday classroom
reinforcement like verbal praise, etc.).
Inquiry Plan

The mechanics and operation of the inquiry itself evolved almost as rapidly as my wonderings. The central concept, keeping my second grade experience in mind, would be the smiley face posted on the board in the front of the room (Appendix A). Each student’s name would be written on a color-coded magnet—corresponding with their team color—and placed on the board outside of the smiley. After a discussion with my mentor, I decided that good listening, paying attention, and following directions would get a student’s name placed inside the smiley face. Of course, an instance where a student is behaving exceptionally well or goes out of his way to help someone else would be another valid reason to have his name put inside. Only extreme cases of misbehavior or outward defiance would warrant a student’s removal from inside the smiley, should their name happen to already be there. When a full team had their name inside, they would earn one star for that day. I felt that needing to earn eight stars to win the “special reward” was an acceptable number: this would give the team an opportunity to accumulate eight stars within two school weeks should the names all be in the smiley face every day.

The reward that I decided upon would be game time with me; I was sure the students would be excited to have this special opportunity, knowing both that they enjoy spending time with me and that they enjoy any activity that allows them to be separated from the whole class. My task, then, was to find a game that was age-appropriate, accommodated players up to six children, and was most of all cooperative. The last thing I wanted after having students work together to achieve their reward was a game that required them to compete against each other! After searching the local parent-teacher store during spring break, I selected Cariboo by Cranium as the game we would play. The game fit all of my criteria and was also educational, as students are asked to use their skills in color recognition, one-to-one correspondence, and beginning letter sound fluency in order to play.

With those decisions made, I knew the next step I needed to take was to break the twenty-two students into teams. Four teams seemed like a workable amount, and much more manageable, in my opinion, than the GBG, which usually asks that students be split into two teams (Tankersley, 1995). This meant that two teams would have six students while the other two teams would have five. As far as distributing the students among the teams, I wanted each team to have an equal chance of getting all of their names placed in the smiley, so I sorted the students by behavior and assigned them to teams accordingly. Each team contained one of our four most behaviorally challenged students, as well as a
number of students who behave appropriately on a regular basis. The remainder of the roster came from students that I felt were in the “middle of the road” in regards to behavior: they behave most of the time, but they may need a fair number of reminders to keep them on track. The team names—Red Jaguars, Blue Barracudas, Green Monkeys, and Purple Parrots—came from Legends of the Hidden Temple: a game show on the Nickelodeon network that I had grown up watching.

I was interested in seeing how each of the twenty-two students in my class would respond to the plan, but I knew there could be no way that I would be able to handle observing that many students. After discussing this issue with my mentor, PDA, and the guidance counselor, I concluded that eight students would be a fair number of students to observe. When selecting the students to observe, I knew I wanted students from different teams (I predicted each team combination would have its own dynamic) and from different behavioral levels (I wanted to see how this inquiry would affect students who regularly behave or who frequently misbehave):

**Allie** (*all student names have been changed*) is a student I placed on the Green Monkeys. She was targeted because I felt that she is a strong student academically and for the most part behaviorally, but she has a hard time taking turns. She has been known to have issues with fairness, thinking that every student should be given a turn for every activity. Furthermore, she is one of the first to speak up if she feels she has been slighted in this area in any way. Allie is 5 years, 11 months old.

My second student, **Ben**, is one of the most vocal. He often calls out in large group instruction and, if he is not calling out, he is either singing or making other noises in the middle of the rug. Ben has been known to become involved in altercations with some other students. He also has some issues with changes in classroom routine. I wondered if placing him with some of our best-behaved students on the Red Jaguars would help him strive to improve his behavior. Ben is 5 years, 9 months old.

**Brian** is the best behaved of the students I placed on the Purple Parrots. He is often quiet in school, but vocal on the playground. I wondered if working in a team would enable him to assert himself more in the classroom when it came to reminding his teammates that they needed to think about following the rules. He is 6 years, 2 months old.

**Eddie** is the second of the three students from the Purple Parrots that I chose to observe. He is a shy boy coming from a complicated family situation, which I believe has had a strong impact on his behavior. He is not very trusting of adults or classmates and, as a result, sometimes has difficulty following directions or working with others. He gets flustered easily and either lashes out or shuts down, especially during times when
Ben bullies or strong-arms him a little. Eddie is 6 years, 6 months old.

Emily, one of the Blue Barracudas, is the second youngest student in our class, at 5 years, 8 months old. She is a typical five-year-old, with many ideas but a short attention span. Her most frequent behavioral issue is talking with friends on the rug during group instruction. She has some problems following directions, but not as a result of being defiant or disobedient. She is usually just not paying attention.

Mark, on the other hand, is the oldest student in our class: 6 years, 8 months. He often takes on the role of reminding all students in our class of the rules and becomes frustrated when they don’t follow them. This can sometimes lead to him getting very upset. I wondered if his behavior would make him a positive role model for the other Green Monkeys.

Melissa is the third Purple Parrot I observed. She is 5 years, 10 months old, going on sixteen, due mostly to the fact that her older sister is about that age. Melissa is very aggressive at times with the other students and tries to endear herself to others by telling fibs, whether it be that her mother had a new baby, or that she was run over by a car when she was younger! It was my goal that she would work together with her team and start to build some positive relationships with her peers.

Troy is a Blue Barracuda. He is the second oldest student in our class, at 6 years, 7 months, and a natural leader. He is an average student behaviorally; he usually behaves, but when he misbehaves he often gets his friends involved in his misbehaviors, as well. I wanted to focus his energies in a good direction, leading the other Barracudas all the way to eight stars.

On March 20th, I introduced the plan to the students. The excitement was buzzing as they entered the room to find the smiley and name magnets added to the white board. Students were commenting on seeing their names on different colored magnets. The students wear nametags every day, so I had the nametags they wear for March (and April) strung with colored yarn that corresponded to the color of their team. The buzz grew even more intense as I asked the students to locate and sit with the others whose nametag yarn color matched their own.

The students were silent and wide-eyed as I explained the different aspects of the system to them. Each team cheered as I announced their team name, and the class erupted when they found they would win a “special prize” if their team received eight points. When I asked for questions, the students began to ask about “bad” behaviors. The teacher had to reassure them that no one in our class is “bad,” but some students might sometimes forget the rules and need to be reminded.
Once the system was put into place, I was surprised to realize that I had a difficult time deciding who would be the first child to have their name placed in the smiley. Even after I placed that first name in (one student was listening exceptionally well to directions despite his classmates’ distractions), I continued to struggle with discerning what was an appropriate time to put others’ names in the smiley without being too obtrusive to the flow of the schedule.

Towards the end of the first day, I was happy to see how they had caught onto the program in one particular instance. My mentor and I had split the class into teams for math centers to give them a little time to acclimate themselves to their team dynamic (we were not doing curriculum math content that required them to be broken up into their regular groups). While meeting with the Green Monkeys, I was impressed with their behavior: students were saying “please” and “thank you” to each other while sharing materials at a rate far beyond what I had ever heard before. Mark volunteered to help a student (with whom he does not usually associate) find her missing crayon box. These events, compounded with the team’s overall focus on their work with limited distractions, were combination enough for me to place all six of their names in the smiley and thus earn the Green Monkeys the first star. They were overjoyed, which sparked some students to respond, “That’s not good sportsmanship.” When math centers were over, I gathered the students on the rug to explain to them what had happened in centers. I told the entire class what the Monkeys had done to earn the first star and that it’s all right for them to be happy that they have a star.

“It doesn’t mean they have to brag, though,” was one student’s response.

“You’re right,” I told her, “but I would hope that all of the rest of you are just as happy when you start earning stars!”

After school that day, my mentor expressed similar difficulties with not knowing when would be an appropriate time to place students’ names inside the smiley, as I gave her just as much power as I had in placing names in and taking them out of the smiley. After our discussion, I ultimately decided that I would target center times, transitions, and Brain Break (our version of quiet time) as the areas for observing good, smiley-worthy student behavior.

For three school days near the beginning of the inquiry, (March 22-23, 26) I was out of the classroom, leaving the maintenance in the hands of my mentor teacher. She was very capable and, when I returned, I found that some teams had earned a few stars and that she had kept up with the filling out of required data for those days. With these early obstacles out of the way, it was only a few days before the management plan became a normal daily part of our classroom routine and, from that point on, the inquiry proceeded smoothly, ending on April 19th.
Data Collection

My biggest challenge in collecting data and subsequently turning that data into evidence was trying to find an effective way to quantify a largely qualitative inquiry. Thankfully, through introspection, as well as discussions with my PDA and mentor, I was able to come up with several collection strategies. It was also recommended that I speak with the school guidance counselor about my inquiry project on the grounds that I should learn from her about how to turn anecdotal observations into concrete evidence for the purposes of analysis. This interview turned out to be incredibly helpful, as she gave me some other ideas for data collection that I had not thought of previously.

Sociogram

Under the advisement of the counselor, I used a modified sociogram to gauge students’ opinions of their teammates both before and after the data collection window, based upon the “three-point” system described in the Johnson et al., article, “Peer Acceptance and Social Adjustment in Preschool and Kindergarten.” A sociogram or sociometric interview is a way to “assess children’s peer relationships,” which I believed would be particularly useful for the purposes of my inquiry (2000).

Before the inquiry began and teams were revealed, I took students out into the hallway one at a time and sat them at a desk in front of one of the sociograms (Appendix B). I asked them to describe what each of the three faces (😊 😊 😕) looked like to them. All of the students responded with something along the lines of “happy,” “okay,” and “sad.” With that in mind, I said to them:

“I am going to ask you a question about four (or five) friends from our class and I want you to think about how well you work with him or her. If you think that when you work together with n., that he or she is always following directions and is almost never silly, I want you to circle the happy face. If you think that n. sometimes follows directions and sometimes they don’t because he or she is being silly, I want you to circle the okay face. If n. almost never follows directions and is usually silly or not being a good listener, I want you to circle the sad face.”

I asked them how they thought about each of their future teammates, often assuring them that nothing they said about another student would ever get back to that student.

I concluded the inquiry by administering a second sociogram. I reminded each student as they visited with me about how the sociogram worked, though since it had only been a few weeks since the first sociogram, a large majority of them were able to recall the initial experience. Many students at first asked if they were going to be asked about different students, but I told them that I wanted to know how they felt they worked with the same students as before. Once I began to ask
them students’ names again, they all noted that they were being asked about their soon-to-be-former teammates.

For this interview, I was interested in seeing the outcome of each students’ experiences with their teammates, so I asked them:

“After having n. on your team, on team name with you, I want you to think about how you work with them now. (Gesturing to the smiley face) Do you think you work well with n. now, (Gesturing to the okay face) do you think you work okay with n. now, (Gesturing to the sad face) or do you think you work not so well with n. now?”

I repeated this question to each student in the class regarding each of his or her teammates.

**Staff Survey**

I wanted more than the opinions of my students and myself as data, so I administered two staff surveys (one before inquiry began and one as soon as it ended) to my mentor, our classroom paraprofessional, and the four specials teachers (Appendix C.1-2). In it, I asked them to rate the eight students I planned to observe on a scale from one to ten in each of seven “Behavioral Skill Areas” (BSAs). The first, **listening and attending**, I defined as the student being an active listener, regularly attending during instruction in large- and small-group settings. I also wanted to see how students **followed directions** the first time, without reminders. **Self-control** is how well a student exhibits active control over his or her own potential misbehaviors, many of which I had already observed (calling out, talking to neighbors, etc.). If a student was **taking turns**, he or she would be observed sharing with others politely, letting other have turns participating in activities, and not objecting when her or she has not been specially selected for an activity or task. I defined **working with others** as working well with all classmates, not just those that a student might consider his or her close friends. Some students had issues respecting each others’ **personal space**, so I wanted to see if that would be effected at all. Finally, I wished to observe students’ skill in **conflict resolution**, which I considered to be a student “using his or her words” when having a minor altercation with another student, instead of going to an adult directly and tattling. Another big part of conflict resolution, I believed, was how well the students avoided conflict in the first place!

I felt that these BSAs covered most, if not all, of what I hoped would be affected and perhaps improve as a result of this inquiry. I filled out these surveys, as well, in order to best see my overall opinion of the students’ behaviors at the beginning and end of the inquiry. I did not receive the first surveys back from the Art or Music teachers, despite multiple follow-ups and distribution of new copies of the survey. Due to this unfortunate circumstance, when the time came to administer the second survey, I did not send copies to those teachers, knowing that their
opinions would not be too helpful with no baseline response to compare them to.

**Daily Observation Sheet**
I used the Daily Observation Sheet (**Appendix D**) to quantify my observations of the eight selected students throughout each day. I decided that I would rate the students each day in all of the seven BSAs so that I might be able to chart their progress and note improvement or lack of improvement throughout the twenty days of the inquiry in a more visual format. I also left a space for comments under each student, to remind myself of anything interesting or exceptional that that student had done on that particular day.

**Team Exit Interviews**
The sociogram is a great tool, in my opinion, for seeing individual students’ opinions of their teammates. However, since this inquiry was about working together as a team, I wanted to see how each team would discuss their progress through the inquiry in front of each other. So, on the last day of the inquiry data collection, I gathered each team out in the hallway and recorded our discussions about the team’s progress. I asked them what they thought they did well as a team and what they could have done better as a team, as well as how they felt when the first team earned eight stars. My role in these exit interviews was only as a facilitator. I was less interested in hearing answers to my questions as I was in seeing how the team felt about how they worked with each other through the previous twenty days (**Appendix E.1-4**).

**Data Analysis**

**Sociogram**
Once the first sociogram was completed, I set to work organizing the responses of the students into charts by team (**Appendix F.1-8AB**). In the chart, a response of ☺ was assigned 3 points, a ☻ was assigned 2 points, and a ☻ was assigned 1 point. I was able to see each of my eight students’ opinions about the other students on his or her team, as well as how each of those students was thought of by his or her teammates. I set each students’ responses in the rows on the chart and the responses each student received from their teammates in the columns.

By averaging the numbers that each student received from his or her teammates, I was able to see in a nutshell where they fit on the scale of 1 to 3.

- **Allie** and **Brian** both received straight 3s from their teammates.
- **Mark** received an average score of 2.6 and **Troy** received an average score of 2.5.

Four out of the eight students had an average score in the 1-to-2 range: **Eddie** (1.8), **Ben** (1.75), **Melissa** (1.6), and **Emily** (1.25).
I was also able to see how each of the eight thought about their teammates.

**Allie** and **Brian** rated their teammates at either a 2 or 3 (Brian gave both Melissa and Eddie 2s).

**Ben** and **Melissa** rated all of their teammates a 3.

**Eddie** gave three of his teammates 3s and the other two 1s (one of whom is Melissa).

**Emily** rated two of her teammates at 3s and the other two at 1s (one of whom is Troy).

**Mark’s** scores for his teammates were spread from 1 to 3.

**Troy** gave two of his teammates 3s, one a 2, and one a 1 (Emily).

After administering the second sociogram, I organized the responses to this sociogram in the same way as the first.

**Staff Survey**

By manipulating the responses of the Staff Survey in a chart, I was able to see a great number of characteristics of each student that I may not have seen without it *(Appendix F.1-8CD).*

I organized each student’s chart by placing each of the seven BSAs at the top of each column and the positions of each of the respondents (Intern, Teacher, Paraprofessional, P.F., and Library) at the beginning of each row. I then looked at the survey that had been returned to me and entered the raw numbers that the staff members assigned each student.

Once all the data had been entered for each of the eight students, I took the average of each column and each row. By averaging each column, I was able to see each student’s average score per BSA on a scale of one to ten; this showed me the BSAs a particular student excelled in or needed work on. By averaging each row, I could see the average score that each respondent assigned to each student. This allowed me to take note of any disparity in marks between the teacher, the paraprofessional, and myself, who each see the students in the same environment for the same amount of time each day. Moreover, I could see how each student was received in the two specials classes and if they behaved well in Phys. Ed., Library, both, or neither.

**Allie’s** baseline overall average was a 7.80. Most of her BSAs were strong, with averages rating from 7.4 to 8.8, excepting taking turns, for which she received an average of 5.4. She seemed to have issues behaving in Phys. Ed., receiving an average of 6.57, but she behaved well
Ben had a baseline overall average of 5.1. His focus BSAs included Self-Control (3.6) and Personal Space (3.8). Strengths included Working with Others (6.8) and Conflict Resolution (7.0). He received similar average scores from me, the Librarian, and the Phys. Ed. teacher (4.71, 4.14, and 4.00, respectively), and a surprisingly high score of 8.00 from the paraprofessional.

Brian’s baseline overall average was the highest of the eight, at 8.86. His averages for all seven BSAs ranged from 8.2 to 9.2. His highest score came from the paraprofessional, an almost perfect average of 9.86, and his lowest came from the librarian, a 7.57.

Eddie had a baseline overall average of 5.83. The averages for the seven BSAs don’t show any particular strengths or weaknesses, ranging from 5.2 to 6.4. He seemed to elicit positive responses from the paraprofessional and the Phys. Ed. teacher, 7.71 and 7.00, but not so much from me and my mentor, 4.14 and 4.57.

With a baseline overall average of 4.83, Emily needed to work on strengthening her Self-Control (3.8) and Conflict Resolution (3.8), although none of her scores were particularly noteworthy, only reaching up to 5.4. Four out of the five staff members rated her somewhere between 4.00 and 5.00.

Mark, on the other hand, came in at a baseline overall average of 8.43. His BSA averages ranged from 7.8 to 9.0. He needed to work a little bit on behaving in Library, as he received his lowest average of 7.00 from the Librarian.

Melissa had the lowest baseline overall average of the eight observed students, 4.51. Her biggest focus needed to come in the area of Conflict Resolution (3.8), but none of her scores averaged higher than 5.2. Her lowest score also came from the Librarian, a striking 2.71.

Troy came in at number three out of the eight, with a baseline overall average of 7.74. His BSAs all ranged within one point, 7.4 to 8.4. The opposite of Allie, he behaved in P.F. (8.86), but not so often in Library (6.57).

I organized the charts in the same way for each student after having the staff members complete the second staff survey.
Daily Observation Sheet
Once I had collected and entered each student’s scores in the seven BSAs for the entirety of the inquiry, I decided I would gain the most insight out of the data by formatting it visually on line graphs (Appendix F.1-8E). I created seven graphs for each student, one per BSA, placing the day of inquiry on the x-axis and the score for that particular BSA for that particular day on the y-axis. By looking at these graphs, I was able to see in which BSAs and to what degree each of the eight students had improved over the course of the inquiry.

Team Exit Interviews
I recorded the exit interviews on GarageBand, which made it simple to play back the audio and write the entire set of conversations as transcripts for easier reference (Appendix D.1-4).
III
 Learning from Inquiry

Claims

Claim 1
This management system makes it possible for kindergarten students to experience positive behavioral change.

At times, I was worried that the inquiry was not going to turn out the way I had planned it would. In the middle of the action during the days at school, every time I redirected a student (especially those I was observing), I found myself thinking that this management strategy has no effect on their behavior. I believed there were simply too many random factors affecting these five- and six-year-olds on a daily basis—encompassing everything from changing friendships to the weather outside—that it would be difficult for their behavior to be affected, and hopefully improved, as a result of this management system.

These factors do exist, and it's not uncommon for any kindergartner to have one or several “off days”; however, by looking at the different forms of data I collected from different sources around the school, I was able to see exactly how the eight students had thrived under the system. After entering the data for the second staff survey, I began to pick up on some of the big differences in the overall scores and individual BSA scores. Furthermore, I began to notice how behavioral improvements had occurred for all eight students—not only in our classroom, but extending to the specialist’s classrooms, as well!

Allie’s overall average on the staff surveys rose almost a point from 7.80 to 8.77. Notable BSA improvements included a rise of over a point in Self-Control from 7.4 to 8.6 and a huge jump of three points in her BSA average for Taking Turns, 5.4 to 8.4. Becoming a member of a team really seemed to have a positive effect on Allie, and her protests over not being selected for activities practically disappeared. The Phys. Ed. teacher also noticed this improvement, as her score in that special rose from a 6.57 to a 7.86. Looking at her graphs, I noticed a general improvement in all seven BSAs. For example, her scores for Self-Control during the first half of inquiry included several 6s and 7s. From Day 11 through Day 20, her score for that BSA never dropped below an 8. I found another notable improvement in Conflict Resolution, where her score continually declined through the first 7 days of inquiry from a 9 to a 6. Excepting one incident at Day 12, where she tattled on a student for an indiscretion instead of ignoring the problem (since she was not directly involved) or solving it on her own, her score remained at 9 throughout the second half of inquiry.
Ben experienced his own huge improvements in behavior, as all five staff members rated him higher on the second survey than the first, which helped to increase his overall average from 5.51 over a point to 6.74. His Self-Control score rose from 3.6 to 5.8 and his Personal Space score had a 3-point jump from 3.8 to 6.8. I noticed that he had become much less prone to outbursts or making noise on the rug and that if he ever did, he would cease after just one redirection. His score in Phys. Ed. increased almost a point and his Library score did in fact increase one full point. I could see a general increase in his skill in Following Directions throughout by looking at his line graph, which shows a solid upward climb throughout the twenty days. This steady improvement in Ben’s behavior is one of the reasons that the Red Jaguars was the first team to earn eight stars and receive the reward.

Brian did not have much room to improve from the start of the inquiry, but he found a way to improve anyway, as his overall score rose from 8.86 to 9.11. He received a perfect 10 from the paraprofessional, dual 9.71s from the teacher and I, and slightly increased scores from both specialists. Except for a slight dip on Day 19, when he got into an altercation with another student at recess, his BSA scores for all seven areas nearly always fell solidly in the 8-to-10 range. He was incredible throughout the inquiry at listening, attending, and following directions. Brian was very often the first name to go in the smiley face on any particular day, which continually contributed to the Purple Parrots’ success.

Eddie improved exactly one point in his overall staff survey average, from 5.83 to 6.83. Likewise, all of his BSAs improved, including jumps of over a point in Self-Control (5.2 to 6.6) and Working with Others (6.0 to 7.2). The teacher and I both noticed huge strides in his behavior and our scores for him show that, increasing over two points. Previously a fairly isolated student, Eddie was frequently observed working positively with peers throughout the inquiry, especially with those on his team.

Emily was originally considered to be one of the most difficult students in our class, behaviorally. Much of her misbehavior was a testament to her age (the second youngest of all the students), and I was worried that she would not take well to working on a team. I was mistaken, as I noticed her overall average increased from 4.83 to 5.89. By looking at her BSA graphs, she is still the most volatile of the students behaviorally, prone to having large swings in “on days” and “off days.” Some days she would have to stay in for all of one recess because of issues listening and following directions during the rest of the day; other days she would be attending to instruction one hundred percent of the time. Despite this, her general behavioral improvements did not go unnoticed by the other Blue Barracudas, as her sociogram average jumped more than any of the eight students, from 1.25 to 2.33. Her teammates had really begun to believe that they worked well with her. I believe that Emily still has the most to gain from future experience with her teammates, as their influence seemed to have a great effect on her.
Mark experienced a small gain in average of his own, from 8.43 to 8.71, while his BSA scores stayed in generally the same area, ranging from 8.0 to 9.0. There were a few days during the inquiry where he had some issues attending, as he spent time visiting with friends during large group instruction instead of listening and following directions. Despite this, his daily BSA scores were usually around a 9, and the good influence he had over his teammates as a natural leader in giving kind reminders, helped the Green Monkeys earn eight stars by the end of the inquiry.

Melissa, the student who began the inquiry with the lowest overall score, ended the inquiry by receiving the highest average increase of all eight students, from 4.51 to 5.80. A trend seems to exist in all of her BSA graphs, wherein her scores generally decreased throughout the first ten days of the inquiry, hitting a low point on Day 11 (a day she got in trouble for not only erasing one of the stars off of the white board, but also screaming during the fire drill). Throughout these early days, the Purple Parrots’ star-earning power seemed to stall, and Melissa was often the sole name outside the smiley at the end of the day. After that day, though, her behavior (and likewise, her scores) began to steadily increase through the end of the inquiry. Her successes enabled the Purple Parrots to rally and become the second team to reach eight stars.

Troy’s journey through the inquiry was similar to that of Brian and Matthew. His overall average only increased from 7.74 to 7.97, but it increased nonetheless. His BSA averages also rose slightly, ranging from 7.6 to 8.6 as opposed to previous scores of 7.4 to 8.4. Troy was a strong presence on the Blue Barracudas and, although they only had earned seven stars by the end of the twentieth day of data collection, it was never Troy’s name that sat outside the circle on days they did not receive a star. Furthermore, although data collection ceased, I decided not to stop the management system until the Barracudas earned their final star.

It is natural, of course, for kindergartners to mature throughout the year; many of their misbehaviors will naturally settle out as they reach June. However, to see such a positive, all-encompassing change within the span of one month, only twenty school days, is incredibly impressive. I had hoped that there would be some behavioral improvement as a result of this management plan, but I was open to any change that happened to occur.

Claim 2  
Working in teams allows kindergarten students to develop compassionate and respectful relationships with their classmates.

For quantitative evidence to support this claim, I looked to the responses of the students that came from the second sociogram, to see how the team members felt about how they worked with each other at the close of the inquiry.
Allie and Brian remained at an average of 3, but they were joined this time by Troy, whose average jumped half a point after the twenty days. All of the other six students I observed had an average in the 2-to-3 range this time around. Furthermore, these students had increased averages from the first sociogram, as well: Mark made a slight gain to end at 2.75, Ben gained half a point and finished at 2.25, Eddie rose seven tenths of a point to finish at 2.5, Melissa ended at 2.4 after gaining eight tenths of a point, but the largest rise of all belongs to Emily, who jumped over a full point to finish at an average score of 2.33.

Allie believes she still works well with all of her teammates on the Green Monkeys, rating them all 3s, except for Mark, whom she gave a 2. Mark had a similar response, giving all his teammates a rating of 3, except for one student (not Allie). Ben once again gave his teammates 3s across the board. He was joined by Brian, who raised his ratings for both Melissa and Eddie to 3s. Eddie upgraded his ratings for all of his teammates to 3s, including Melissa, to whom he had originally given a 1. Melissa rated all of her teammates 3s except for Eddie, whom she gave a 2. Emily raised her ratings for her teammates. One student, K.F., who she had given a 1 on the first sociogram, she now gave a 2. She also raised her rating for Troy from a 1 to a 3. Finally, Troy’s ratings remained consistent between the two sociograms, except his rating for Emma rose from a 1 to a 2.

What excited me the most about these numbers was seeing how the teams enjoyed working with each other. No student on any team rated another teammate a 1, saying that they don’t work well with them now. I wasn’t expecting all students to think they work fabulously together, but I was still surprised at the effect that working on teams had on these students.

Moving from quantitative to qualitative evidence, I was delighted and genuinely impressed by the responses I received in the team interviews. The kindergartners offered me so much wisdom that did not seem present during the day-to-day of the inquiry. In fact, I had notions throughout the twenty days of data collection that splitting the students into teams did not affect them at all. I was able to see through the exit interviews that I was mistaken: the students were not only aware of the teams, but they were also caring and compassionate toward their teammates.

I knew that kindergartners as a whole “like rules and routines,” and are usually at least somewhat resistant to change (Wood, 1997). However, I was not expecting the students to be as upset as they were when I told them in their exit interviews that the “time for teams” was coming to an end. What I learned from the students as a result of the interviews could be split into four different areas:
Awareness of previous good behavior

Z.F.: I sat on the rug quietly.
R.K.: Listen to what you said or Mrs. Dillon said.
Z.F.: Do good things to other friends in your team.

BEN: Okay, I got straight to the rug when Mrs. Dillon told me to and she put my name right in. I was following directions.

Emily, what did you do to get your name put in the smiley face?
EMILY: Because I was a good listener. And I helped Melissa... I was a good friend.
N.S.: I was talking in a nice way.
TROY: Not talking when you were talking or Mrs. Dillon was talking or other people were talking.
N.S.: When someone gets hurt, we help each other.
K.F.: Whenever someone’s sad we cheer them up.
EMILY: We helped each other.
C.S.: We got in by speaking nice to each other.
C.M.: And we were being very nice to each other.
MELISSA: That’s how we got in the smiley face.
EDDIE: Well... I don't know. I was listening to the rules and being quiet.
MELISSA: I was sitting on the rug quietly and waiting for teachers to give us directions.
C.M.: I was listening and being quiet, too.
A.W.: I listened at Morning Work.
BRIAN: I waited for teachers on the rug.

What have all of you done to get your names put in the smiley face?
S.C.: We listened.
ALLIE: We shared what we were playing with.
MARK: We listened to other people when they’re talking.
ALLIE: Um... well... none of us ever really said bad words to each other.
P.M.: I think we got in the smiley face because we were paying attention and because everyone was good and...
ALLIE: You’re not saying that other teams were like, not paying attention.
P.M.: No.
ALLIE: They were...

Awareness of how they could improve

Is there anything you think you could have done better?
Z.F.: We could have said nice words.
R.K.: We could sort of... do things that Mrs. Dillon tells us to do.

What do you think you could have done as a team to get to eight stars faster, before Red did?
K.G.: Help each other and when Mrs. Dillon asks us to do something, we do it!
K.F.: I would help people if they were sad.
N.S.: Help each other and don’t talk when Mrs. Dillon’s talking or you’re talking.
EMILY: Be good... been good listeners.
TROY: Make people happy. Say “please” and “thank you” more.

What do you think you could have done to get eight stars before Red did?
C.S.: By caring more for each other.
C.M.: Being nice to each other more often.
MELISSA: Being kind to each other. Giving kind reminders – please don’t hit, don’t practice.

Compassion and respect for teammates
R.K.: We sort of learned about other people.
BEN: I liked that we helped each other.

EMILY: We love blue the most because we love to care about each other. We like seeing each other and spending time with each other.
N.S.: I don’t want to give up the team!
K.G.: Me neither!
TROY: I don’t want to give up my friends!
You’ll all still be friends.

C.M.: I’m glad that we won... everybody was working together. That’s why I like this team.

ALLIE: I liked being on the team because, and I’m not saying I don’t like the other people that are in different groups, but it’s just I like all these people it gives me a chance to get to know them more.
That’s good.
P.M.: Aw, Mr. Vosseler’s crying.
I’m not crying. Mark?
MARK: I like being on the team because everyone shares and tries their best.
S.C.: I liked being on a team together because we worked together.
P.M.: Well, I’m really sad... I want to have a team.

Compassion and respect for other teams
How did you feel when you got to eight stars first?
M.B.: Really good.
B.P.: Really sad, because other teams didn’t get the stars.
Z.F.: Except for the Purple Parrots.
BEN: I was really, really sad because the Blue Barracudas were really falling behind.
But were you not happy at all?
BEN: I’m kinda happy because we got to see the prize!
M.B.: I felt sad because my best friend didn’t win.
R.K.: It’s not winning, it’s working together.
How did you feel when the Red Jaguars got to eight stars first?

K.G.: I felt sad because we weren’t finished yet.

K.F.: I felt happy for them because they were really good and that made them earn their stars.

N.S.: Sad and I’m sad because they got eight before us and we didn’t finish yet.

TROY: Happy, I like when everyone gets something.

EMILY: It made me feel good when Red gotted [sic] eight stars because I really like it because when they get the prize… that means that everyone gets the prize!

C.S.: Everyone’s caring about each other. The whole classroom! Not just the Purple Parrots, but the Blue Barracudas, Red Jaguars, and the Green Monkeys.

You’re right!

MELISSA: Even if we’re being nice to our team… even we can be nice to the other teams.

EDDIE: You can still go in the smiley face for being nice to them, too. You can help your team by getting in the smiley face because you did something nice for other people.

How did you feel when Red was the first team to get to eight stars?

S.M.: I felt happy for them, because everyone is going to get a prize.

F.F.: Kind of sad.

Why did you feel sad?

F.F.: Because they got there and they wouldn’t tell us the prize, but I felt like… well… like I felt happy for them, but I wished that we got in first.

S.C.: Yeah, like we lost.

ALLIE: Nobody lost.

I believe the most important evidence of this claim can be found in this last section of quotes, showing how compassionate each team was toward the other teams. Although most of the discussion that this theme came from was regarding how the students felt when the Red Jaguars were the first team to earn eight stars, I was really interested to see that all students shared these feelings. Each team, as a separate entity, really felt something for all of the other teams—the other students in their class. This was certainly an unexpected effect that I had not predicted would result from this inquiry.

Claim 3
It is possible for kindergartners to break out of developmentally characteristic egocentric behavior patterns through this particular management system.

“Five year olds are not selfish, but are at the center of their own universe and often find it hard to see the world from any other point of view” (Wood, 1997). This quote is one idea I had in mind as I began this inquiry. Could this management system enable these kindergarten students to break out of their normal behavior?
Occurrences of the students reminding their teammates to try to get their names placed in the smiley face were few and far between throughout the twenty days of the inquiry. In fact, after the first several days, I noticed that it was never occurring, and I knew they were capable of doing it, so I sat the students down and had a small meeting with them, modeling between the teacher and myself suggestions for reminding teammates to watch their behavior. After that meeting, which occurred at about the seventh day of the inquiry, there were several glimpses that some students were really starting to see that by giving kind reminders to their teammates, they would be more successful at getting their entire teams’ names place in the smiley face. Perhaps some of it has to do with age, as Wood says, “Six [year-olds] can begin to see another’s point of view” (1997). Many of the students may have been naturally maturing throughout the latter stages of the inquiry, enabling them to see what was necessary for their team to earn stars.

One Purple Parrot even recounted a story during the exit interview of reminding a teammate to pay attention to rules: “We could all sit by each other, and one time when Melissa wasn’t in the smiley and I was, I was sitting next to her and I was telling her what to do so that she would get in the smiley.” Brian also noted in the same team interview that one of the ways that he could have helped the Purple Parrots to be even more successful would be to “Give my team kind reminders so that their name gets in the smiley.”

Furthermore, Allie was known to “make the rounds” of the other Green Monkeys at certain points during the day, making simple comments like, “Mark, please try to get your name in the smiley face.” The students at the receiving end of these comments never felt upset or discouraged that someone was reminding them to watch themselves. On the contrary, many of them got excited, seeing it as a challenge to themselves to ensure that they got their name placed in the smiley face, consequently helping their team to victory.

Claim 4
The teacher has an important role in making this management system effective for all kindergarten students.

Although the purpose of an interdependent group-oriented contingency—and of this management system in particular—is to have peers take charge of keeping specific students’ behavior in check, this is not to say that teachers don’t have an effect on shaping the outcome. As a matter of fact, the teacher can have a great effect on the day-to-day operation of the management system itself. Verbally praising students, loud enough for all students to hear, while placing their names in the smiley face (“I love the way that Brian is sitting and waiting for directions.” “I can tell that Emily is listening.”) is one of the most efficient ways I have seen to quickly silence a kindergarten classroom.

One of the premier examples of teacher-influenced improvement that sticks out
in my mind came about between the first and second days of the inquiry. Ben’s first day under the management plan was without a doubt his worst. He acted out, called out, was off-task, and misbehaved practically the entire day. The next day, in kidwriting, I spoke to him frankly right at the beginning, saying, “Ben, I really want to see your name in the smiley face at the end of kidwriting today. So, if you can get right down to work, not visit with your friends, and do the best job you can, you can be sure that you’ll see your name in the smiley face, too.” The improvement in his work habits between the two days was extraordinary, and he never had a day like that first one again.

Conclusions and Implications for Future Teaching

I had my fair share of difficulty executing this inquiry, and I believe that a large portion of that difficulty was due to the fact that I bogged myself down in data collection. However, if it were not for all the data I collected, I don’t think I ever would have known exactly how the inquiry affected my students. I think that I proved to myself that this system is not only suitable for kindergarten students, but it also has incredible potential to increase the good behavior and decrease the misbehavior of all different types of students. After spending so much time concerning myself with academics in the day-to-day activities of the classroom, I appreciated how this inquiry enabled me to really get to know multiple social aspects of kindergarten and kindergarten students.

Many factors—including developmental readiness, emotions, special events, certain times of the year, weather, inter-student relations, etc.—can change the climate in a kindergarten classroom dramatically and become more important to manage than behavioral expectations. It’s important to deal with these factors as they come along throughout the course of the year, but it is just as important to know that individual students may run into behavioral roadblocks, but that their progress towards good behavior won’t be stopped for long. All of the students—I would even go so far as to include those that I did not specifically observe—were positively affected by working in teams. Kindergarten is a time for immense social development and asking the students to take more responsibility for their own behavior allowed them all to take great strides in improving our classroom climate.

I believe I will take what I learned from this inquiry and put it into play in my future classroom, whatever the grade. In fact, it will be a challenge for me as a teacher to be able to successfully apply this management system to whatever grade I find myself teaching. Having already modified the inquiry from second grade to kindergarten, I am confident that no grade would be too much a challenge that its students would not be receptive to some sort of modification of this system. I am grateful to my second grade teacher for introducing it to me fifteen years ago, and I look forward to perhaps someday passing it on to one of my own students.
Further Wonderings

What aspects of this system, if any, could be modified to make this system more successful for kindergarten?

How would this system, which is sometimes difficult to maintain in a kindergarten classroom environment, operate differently in older grades’ classrooms, which are generally more structured on a day-to-day basis?

Knowing the average attention span of kindergarten students, how many stars should I give to each team in order for them to receive the reward? Would the students have responded even better to the plan if a team received the reward before Day 16? If so, when might a good time to reveal it have been?

What other types of reinforcers would be effective tools to use for kindergarteners? For older students?
Works Cited


Appendix A

Photographs

The smiley face as it appeared on the white board at the beginning of every day.
The smiley face at the end of the day with the teams’ star totals underneath.
Appendix B

Sample Sociogram
Appendix C.1

Letters Accompanying Staff Surveys

Staff Survey #1
Mrs. Bruce,

For my inquiry project this year, I am going to be taking a look at the social behavior of the kindergartners in Room 26 and seeing how being placed in teams can have an effect on the way they behave both in and out of the classroom. I would like to find how implementing a new management strategy could reduce bad behavior and maintain good behavior in the students. During the inquiry itself, I am going to be focusing on a particular group of students of varying levels of behavior to observe. I would like your help in collecting some of my data, to see if any behavior modification made in the classroom extends to your class, as well. If you could assist me in filling out this short survey that asks just a few questions about what you’ve noticed about these particular students' behaviors, I would greatly appreciate it. Please just place the completed survey in Mrs. Dillon’s mailbox (26). If you could get it to me by the end of this week, that would be wonderful!

And if you have any questions, please feel free to contact me.

Thank you!

Zach Vosseler
Kindergarten Intern
zev11@scasd.org

Staff Survey #2
Mr. Lloyd,

Attached you will find the follow-up survey for my inquiry project. We have been trying hard in our classroom to work on these different skill areas! If you could fill this out and return it to me via the Room 26 mailbox by this Friday, April 20, I would really appreciate it.

And, again, if you have any questions, please feel free to contact me.

Thank you!

Zach Vosseler
Kindergarten Intern
Appendix C.2

Sample Staff Survey

Gray's Woods Staff Survey #2
April 16, 2007

Name: Shari Dillon  Position: Teacher

Please rate each of the following skill statements for each student using a scale of 1 (completely disagree with the statement) to 10 (completely agree with the statement).

Listening and Attending
The student is an active listener and regularly attends during instruction in a large- or small-group setting.

Listening and Attending
10 10 8 7 5 8 8 9

Following Directions
The student follows directions the first time they are given and without reminders.

Following Directions
10 10 8 7 5 10 7 10

Self-Control
The student exhibits active control over his or her own potential misbehaviors (acting out, calling out, talking, touching neighbors, etc.).

Self-Control
9 10 8 8 0 1 0 6 9
**Taking Turns**
The student shares with others and is polite, lets others have turns participating in activities, and does not object when he or she has not been specially selected for an activity or task.

![Graph 1](image)

**Working with Others**
The student works well with all classmates, not just those that might be considered his or her close friends.

![Graph 2](image)

**Personal Space**
The student respects other students' personal space.

![Graph 3](image)

**Conflict Resolution**
The student "uses his or her words" when having a minor altercation with another student, as opposed to going to an adult directly and tattling.

![Graph 4](image)
## Appendix D

### Sample Daily Observation Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eddie</td>
<td>4/1/2001</td>
<td>Eddie finished his work and left the room.</td>
</tr>
<tr>
<td>Ben</td>
<td>4/2/2001</td>
<td>Ben had a good day and completed his tasks.</td>
</tr>
<tr>
<td>Brian</td>
<td>4/3/2001</td>
<td>Brian was quiet and focused on his work.</td>
</tr>
<tr>
<td>Allie</td>
<td>4/4/2001</td>
<td>Allie appeared to be feeling unwell and was less energetic.</td>
</tr>
<tr>
<td>Mark</td>
<td>4/5/2001</td>
<td>Mark was having difficulty with his work.</td>
</tr>
<tr>
<td>Emily</td>
<td>4/6/2001</td>
<td>Emily was very happy and was enjoying herself.</td>
</tr>
</tbody>
</table>

### Parrots

- LA: Javelin
- SC: Javelin
- TT: Javelin

### Monkeys

- LA: Javelin
- SC: Javelin
- TT: Javelin

### Baracudas

- LA: Javelin
- SC: Javelin
- TT: Javelin
Appendix E.1

Team Exit Interview Transcript
Red Jaguars

My first question is, because soon we won’t be four teams anymore…

M.B.: Aw, man!

We will not be Red Jaguars, Purple Parrots, Blue Barracudas, and Green Monkeys anymore, we will be one classroom…

Z.F.: The teddy bears.

M.B.: Why are we going to quit being teams?

It’s just time for a change.

BEN: You mean we’re going to change to different teams?

I don’t think we’re going to have teams anymore at all.

R.K.: We’ll have one huge team.

Z.F.: Like we used to do.

The question I have is, how did you like being on a team with each other?

Z.F.: Good.

BEN: Yeah, great!

R.K.: Sort of because we were working harder, technically, as a team… Than if you were working by yourself?


M.B.: We got lots and lots and lots and lots of stars.

Z.F.: We helped people.

R.K.: We sort of learned about other people.

BEN: I liked that we helped each other.

R.K.: And we said good words… sometimes.

B.P.: We got lots of stars.

So what did you all do to earn those lots and lots of stars? What did you do to help your team get 9 stars so far?

M.B.: We’re really good.

What did you do that was really good?

M.B.: Like… I don’t know.

BEN: You gotta really think.
You don’t know what you did any day to get those nine…

**M.B.**: We were good listeners.

*Good listeners! I knew you’d be able to remember something.*

**Z.F.**: I sat on the rug quietly.

**R.K.**: Listen to what you said or Mrs. Dillon said.

**Z.F.**: Do good things to other friends in your team.

**BEN**: Okay, I got straight to the rug when Mrs. Dillon told me to and she put my name right in. I was following directions.

**B.P.**: I helped people.

*On just your team or on other teams?*

**B.P.**: All teams!

*How did you feel when you got to eight stars first?*

**M.B.**: Really good.

**B.P.**: Really sad, because other teams didn’t get the stars.

**Z.F.**: Except for the Purple Parrots.

**BEN**: I was really, really sad because the Blue Barracudas were really falling behind.

*But were you not happy at all?*

**BEN**: I’m kinda happy because we got to see the prize!

**R.K.**: Yeah!

**B.P.**: You told P.M. the surprise.

**R.K.**: No.

*I heard there have been some words spread about what the prize might be.*

**BEN**: I didn’t tell anyone how to play the game, I just told them it’s a game, but I didn’t tell them what it’s called.

**M.B.**: Ben!

*I said it was okay to say it was a game.*

**R.K.**: Yeah, you said don’t describe it.

**Z.F.**: I don’t even know its name.

**BEN**: Yeah don’t say the word, but I forget the word and the name.

**R.K.**: It’s *Cariboo*.

**BEN**: I can’t believe those Green Monkeys got the first star, but then they fall behind and they only have six stars. I can’t believe it!

**M.B.**: I felt sad because my best friend didn’t win.
BEN: Yeah, Emily—she’s on the same team, Blue Barracudas.
RYAN: It’s not winning, it’s working together.
BEN: She was sad because her best friend was on Blue Barracudas.
Z.F.: I felt really, really, really, really, really, really, really, really, really, really, really, really, really, really, really, really, really, really, really, really, really, really, really, really, really, really happy!
*Is there anything you think you could have done better?*
Z.F.: We could have said nice words.
R.K.: We could sort of… do things that Mrs. Dillon tells us to do.
BEN: Um…
Nothing? You think you did pretty good?
BEN: Yeah.
You all think you were a pretty good team together?
ALL 5: Yeah!
You wouldn’t want to switch to any other team?
ALL 5: No!
Appendix E.2

Team Exit Interview Transcript
Blue Barracudas

I just wanted to talk to you, because pretty soon we’re not going to have teams, we’re going to go back to being one team as a class, so I wanted us to talk about the teams before we don’t have them anymore! Did you like being a team together?

ALL: Yes!

What did you like?

K.G.: We like to hang out with each other.

K.F.: I like to help my friends on my team.

N.S.: Say… because then we got a star.

But what did you like about being on your team?

N.S.: Because we get to sit beside each other.

T.B.: We’re good friends.

EMILY: We love blue the most because we love to care about each other. We like seeing each other and spending time with each other.

K.G.: We talk nicely together.

So what did you do, each of you to get your names in the smiley face? How many stars do you have now?

ALL 5: Seven.

K.F.: One more and we get the prize.

Which means that all of you had to have your names in the smiley face at least 7 times, so Emily what did you do to get your name put in the smiley face?

EMILY: Because I was a good listener. And I helped Melissa… I was a good friend.

TROY: I used good words. Words! I said “good morning” to my friends.

N.S.: I said “good morning” to my friends, and when Mrs. Dillon was talking I didn’t talk.

How about when I was talking?

N.S.: I didn’t talk.

K.F.: I said “good morning” to them.

N.S.: Not me, but Troy didn’t say good morning to me.

TROY: I did.

TROY: When?


TROY: When?

K.G.?

K.G.: I helped Emily when she spilled the markers on the floor.

All right, so those are all good things, but you three in the middle—K.F., N.S., and Troy—you said you said “good morning” and that’s why you got in the smiley face. Any of the days when your name got in the smiley face, did you say “good morning” and then me or Mrs. Dillon said, “I loved the way you said ‘good morning,’ I’m going to put your name in the smiley face”?

TROY: No.

Saying “good morning” is a nice thing to do to friends, but it’s not why you ever got in the smiley face, so can you remember what you were doing… any day?

N.S.: I was talking in a nice way.

TROY: Not talking when you were talking or Mrs. Dillon was talking or other people were talking.

N.S.: When someone gets hurt, we help each other.

K.F.: Whenever someone’s sad we cheer them up.

EMILY: We helped each other.

How did you feel when the Red Jaguars got to eight stars first?

K.G.: I felt sad because we weren’t finished yet.

K.F.: I felt happy for them because they were really good and that made them earn their stars.

N.S.: Sad and I’m said because they got eight before us and we didn’t finish yet.

TROY: Happy, I like when everyone gets something.

EMILY: I felt good because they were lucky and I always care for lucky people.

Were they lucky?

TROY: Yeah, cause they won.

Did they do it because they were lucky or why do you think that they got there first?

EMILY: Because they were being good, but M.B. said they can’t help it!

They couldn’t help being good?

EMILY: Yeah, they can’t help it. That’s what she said.

N.S.: I’m the only one that’s in the smiley face that’s on my team.
Today?

**N.S.**: Yeah.

**TROY**: Yeah, but we’re not done yet today.

**EMILY**: It made me feel good when Red gotted [sic] eight stars because I really like it because when they get the prize… that means that everyone gets the prize!

*What do you think you could have done as a team to get to eight stars faster, before Red did?*

**K.G.**: Help each other and when Mrs. Dillon asks us to do something, we do it!

**K.F.**: I would help people if they were sad.

**N.S.**: Help each other and don’t talk when Mrs. Dillon’s talking or you’re talking.

**EMILY**: Be good… been good listeners.

**TROY**: Make people happy. Say “please” and “thank you” more.

**N.S.**: I don’t want to give up the team!

**K.G.**: Me neither!

**TROY**: I don’t want to give up my friends!

*You’ll all still be friends. So you think you’ve done a good job together as a team?*

**EMILY**: Yeah.
Appendix E.3

Team Exit Interview Transcript
Purple Parrots

I just wanted us to have a little talk about our teams because it's going to be coming to be time soon we won't be doing it anymore, we'll all be one class again. Before we do that, I wanted to talk to you about how you liked being a team together. What you liked about it, what you didn’t like, about being on Purple Parrots with each other.

C.S.: We all like each other so we’re all friends and we try to get in the smiley face.

C.M.: We try to do our best so we can all get our names in the face.

MELISSA: What if we get all of our names in the smiley face at the same time?
You already did. You know what happens!

CAMERON: We all get a point.

How many do you have now?

ALL: 8!

So what did you like about being on this team?

EDDIE: Because we win the star.

MELISSA: Because we can get a prize when we get eight stars.
That’s the only reason you like being on this team? You don’t like any of these people, you just like getting stars?

MELISSA: Well, I do like everyone on this team.

C.M.: I’m glad that we win, everybody was working together, that’s why I like this team.

A.W.? What did you like?

A.W.: Um… pretty much everything.

How about one thing? What’s one thing you liked?

A.W.: We all worked together.

BRIAN: I liked the prize. I liked being nice.

C.S.: Everyone’s caring about each other. The whole classroom! Not just the Purple Parrots, but the Blue Barracudas, Red Jaguars, and the Green Monkeys.

You’re right!

MELISSA: Even if we’re being nice to our team… even we can be nice to the other teams.
EDDIE: You can still go in the smiley face for being nice to them, too. You can help your team by getting in the smiley face because you didn't something nice for other people.

C.M.: Except you don’t say “hi” to strangers.  

So I know that you got your eighth star yesterday, so we had some fun this morning, but to get those eight stars, you had to get your name in the smiley face eight times. So think about what you did to get your names in the smiley face.

C.S.: We got in by speaking nice to each other.

C.M.: And we were being very nice to each other.

MELISSA: That’s how we got in the smiley face.

EDDIE: Well… I don’t know. I was listening to the rules and being quiet.

MELISSA: I was sitting on the rug quietly and waiting for teachers to give us directions.

C.M.: I was listening and being quiet, too.

A.W.: I listened at Morning Work.

BRIAN: I waited for teachers on the rug.

C.S.: Sometimes we all get grumpy, of course, and sometimes we get grumpy at school and sometimes I say I get grumpy. And one time I said, when I want to go in the kitchen and there are other people in there and I want to go in and another person wants to go in… say it was Brian… and he wanted to go in and I wanted to go in, and I would say, “Go ahead, Brian.”

MELISSA: I was being kind to Brian and we’re on the same team and I helped him.

I know you got eight stars yesterday, but you were not the first, you were the second. So how did you feel when Red got their eight stars first?

C.S.: I felt sad and because I have friends on Red Jaguars I felt sort of happy.

BRIAN: Happy since they got eight stars.

A.W.: Happy because my friends got it first, but I felt a little sad because Ben told me about the surprise and that made me sad.

C.M.: I felt sad and a little bit happy, because they got it first and we got it second and when we were second I was happy.

MELISSA: I’m happy for the Red Jaguars to get it first, because M.B.’s team got it first and she’s my best friend!

EDDIE: I felt happy for them. Some of my friends are on that team and I was happy for them because they got eight stars and their friends were on it.

What do you think you could have done to get eight stars before Red did?

C.S.: By caring more for each other.
C.M.: Being nice to each other more often.
MELISSA: Being kind to each other. Giving kind reminders – please don’t hit, don’t practice.
C.S.: We could all sit by each other, and one time when Melissa wasn’t in the smiley and I was, I was sitting next to her and I was telling her what to do so that she would get in the smiley.
A.W.: I could’ve been the nicest of all.
C.M.: Everybody could do a better job, and think about being good in front of everybody.
MELISSA: To be kind to each other, because that’s how we got in the smiley face anyway.
EDDIE: We could listen better. And be quiet better.
BRIAN: I would give my team kind reminders so that their name gets in the smiley.
Appendix E.4

Team Exit Interview Transcript
Green Monkeys

The question I'm going to ask you, because our team time is almost over, and there will soon be no more teams…

F.F.: But, will we get to… will we all get the prize before its done?

Yes. What I want to know is how you liked being on a team with each other.

MARK: Sometimes I have my rock buddy and she would be my rock buddy because she was mine, but she was on my team.

What did others of you like about being a team together?

S.M.: Because Allie is my rock buddy.

She would have been your rock buddy anyways. So what did you like about being a part of the green team?

S.M.: I like the green team because of how we get in the smiley and get points.

ALLIE: I liked being on the team because, and I'm not saying I don't like the other people that are in different groups, but it's just I like all these people it gives me a chance to get to know them more.

That's good.

P.M.: Aw, Mr. Vosseler’s crying.

I'm not crying. Mark?

MARK: I like being on the team because everyone shares and tries their best.

S.C.: I liked being on a team together because we worked together.

P.M.: I like green because everyone is nice to me and I like being on it because I have F.F. on my team and everyone that I like. Everyone that is like my favorite friend, and when they tell me stories, they make sure I listen.

F.F.: I like being on the team because all of them are nice to me.

P.M.: I like the green team because they're all nice to each other and they're just so happy that they get a star and they never, ever say, “Ha, ha, we got a point, you didn’t.” And I liked the green team because everyone was nice to each other and the green team never fought [sic] with other teams. And when the Red team got the eight first we never, ever pouted or said, “No fair!” and then never, ever had a tantrum... or hit.

What have all of you done to get your names put in the smiley face?

S.C.: We listened.

ALLIE: We shared what we were playing with.
MARK: We listened to other people when they’re talking.

P.M.: Um, well, I let Emily in front of me when... well, like, last Gym day I let her in front of me and I let her be in front of me because I wanted to be the last in line.

And you got in the smiley face for doing that?

P.M.: Well... it’s just something nice I did.

F.F.: I gave P.M. a reminder when she was screaming.

S.M.: Once... when... I don’t remember what I did.

Ever? The whole times you had teams you can’t remember one thing you did?

S.M.: I asked people to try to get in the smiley. And we worked together.

S.C.: You... give kind reminders.

F.F.: Because we were nice to each other.

ALLIE: Um... well... none of us ever really said bad words to each other.

P.M.: I think we got in the smiley face because we were paying attention and because everyone was good and...

ALLIE: You’re not saying that other teams were like, not paying attention.

P.M.: No.

ALLIE: They were...

We’re just talking about why green got in.

P.M.: Well, I’m really sad... I want to have a team.

How did you feel when Red was the first team to get to eight stars?

S.M.: I felt happy for them, because everyone is going to get a prize.

F.F.: Kind of sad.

Why did you feel sad?

F.F.: Because we got there and they wouldn’t tell us the prize, but I felt like... well... like I felt happy for them, but I wished that we got in first.

P.M.: Well, one of the red persons said, “Hey, you didn’t win in first place...”

S.M.: It’s not winning, it’s just getting points.

If you got the prize first, would you want to ruin it for the other teams?

ALL 6: No.

ALLIE: I felt happy for them, but I did feel a little sad that our team didn’t get it first.

S.C.: Yeah, like we lost.

ALLIE: Nobody lost.
P.M.: Um, well... what was your question?

*How did you feel when Red was the first team to get to eight stars?*

P.M.: Saaaad.

*Why did you feel sad?*

P.M.: Boo-hoo.

ALLIE: Why did you feel sad, P.M.?

P.M.: Because the Red team got there first.

MARK: I felt good for them because they worked hard and because they got there first.

S.C.: I felt happy because they didn’t rub it in our face.

*Now, we were just talking about how Red got eight stars first, but what could you have done to get to eight stars first, before Red did?*

S.C.: We could listen every day.

ALLIE: You could’ve… um… be quiet every day when other people were talking.

MARK: I can remember from a long time ago, the first time when we just started to be on teams, we all got a star. On the first day.

*You were the first ones to get it on the first day, you’re right, but what could you have done better?*

P.M.: Well, instead of yelling... is it supposed to be for class or for the Y or something?

*No, just in class.*

P.M.: Because we all work together and no one ever said, “Hey, you’re not on the green team and you...!” Well, I like being on a team because then you don’t say mean things to your friends. I know why we’re doing this because some people were being bad, really bad...

ALLIE: Not bad.

S.M.: I could’ve tried to give everybody kind reminders.

*We wanted everyone to be able to give kind reminders. It’s a lot easier to give kind reminders to a small amount of people than to the whole class. That’s why we got put into teams.*
**Appendix F.1**

### F.1A Green Monkeys Sociogram #1

Allie’s opinions of her teammates are along the highlighted row. Teammates’ opinions of Allie are along the highlighted column.

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<tr>
<th></th>
<th>S.M.</th>
<th>P.M.</th>
<th>Mark</th>
<th>Allie</th>
<th>S.C.</th>
<th>F.F.</th>
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### F.1B Green Monkeys Sociogram #2

Allie’s responses about her teammates are along the highlighted row. Teammates’ opinions about Allie are along the highlighted column.

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### F.1C Staff Survey #1

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*Overall Average: 7.80*
### F.1D Staff Survey #2

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**Overall Average**

### F.1E Daily Observation of Behavioral Skill Areas

#### Listening and Attending

![Graph of Listening and Attending](image)

#### Following Directions

![Graph of Following Directions](image)

#### Self-Control

![Graph of Self-Control](image)

#### Taking Turns

![Graph of Taking Turns](image)
Working with Others

Personal Space

Conflict Resolution
Appendix F.2

F.2A Red Jaguars Sociogram #1
Ben’s opinions of his teammates are along the highlighted row. Teammates’ opinions of Ben are along the highlighted column.

<table>
<thead>
<tr>
<th></th>
<th>Ben</th>
<th>M.B.</th>
<th>R.K.</th>
<th>Z.F.</th>
<th>B.P.</th>
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<td>Z.F.</td>
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<td>B.P.</td>
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F.2B Red Jaguars Sociogram #2
Ben’s opinions of his teammates are along the highlighted row. Teammates’ opinions of Ben are along the highlighted column.

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<th>R.K.</th>
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F.2C Staff Survey #1

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### F.2E  Daily Observation of Behavioral Skill Areas

#### Listening and Attending

![Listening and Attending Chart](chart.png)

#### Following Directions

![Following Directions Chart](chart.png)

#### Self-Control

![Self-Control Chart](chart.png)

#### Taking Turns

![Taking Turns Chart](chart.png)
Appendix F.3

Brian
Purple Parrots

F.3A Purple Parrots Sociogram #1
Brian's opinions of his teammates are along the highlighted row.
Teammates' opinions of Brian are along the highlighted column.

<table>
<thead>
<tr>
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<th>Melissa</th>
<th>C.M.</th>
<th>A.W.</th>
<th>C.S.</th>
<th>Brian</th>
<th>Eddie</th>
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F.3B Purple Parrots Sociogram #2
Brian's opinions of his teammates are along the highlighted row.
Teammates' opinions of Brian are along the highlighted column.

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F.3C Staff Survey #1

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<th>Working with Others</th>
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Overall Average
### F.3D Staff Survey #2

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**Overall Average**

### F.3E Daily Observation of Behavioral Skill Areas

Brian was absent on Day 10.

**Listening and Attending**

![Graph showing Listening and Attending scores over 20 days]

**Following Directions**

![Graph showing Following Directions scores over 20 days]

**Self-Control**

![Graph showing Self-Control scores over 20 days]

**Taking Turns**

![Graph showing Taking Turns scores over 20 days]
### F.4A Purple Parrots Sociogram #1

Eddie’s opinions of his teammates are along the highlighted row.
Teammates’ opinions of Eddie are along the highlighted column.

<table>
<thead>
<tr>
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<th>Melissa</th>
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<th>A.W.</th>
<th>C.S.</th>
<th>Brian</th>
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### F.4B Purple Parrots Sociogram #2

Eddie's opinions of his teammates are along the highlighted row.
Teammates’ opinions of Eddie are along the highlighted column.

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Average 6.6 7.0 6.6 6.6 7.2 7.0 6.8 6.83

F.4E  Daily Observation of Behavioral Skill Areas

Eddie was absent on Day 19.

Listening and Attending

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Working with Others

Personal Space

Conflict Resolution
Appendix F.5

F.5A Blue Barracudas Sociogram #1
Emily’s opinions of her teammates are along the highlighted row.
Teammates’ opinions of Emily are along the highlighted column.

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F.5B Blue Barracudas Sociogram #2
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Teammates’ opinions of Emily are along the highlighted column.

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Overall Average

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**Average**

**Overall Average**

## F.5E Daily Observation of Behavioral Skill Areas

### Listening and Attending

![Graph showing the daily observation of listening and attending skills](image)

### Following Directions

![Graph showing the daily observation of following directions](image)

### Self-Control

![Graph showing the daily observation of self-control](image)

### Taking Turns

![Graph showing the daily observation of taking turns](image)
Working with Others

Personal Space

Conflict Resolution
Appendix F.6

Mark
Green Monkeys

F.6A Green Monkeys Sociogram #1
Mark’s opinions of his teammates are along the highlighted row.
Teammates’ opinions of Mark are along the highlighted column.

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Teammates’ opinions of Mark are along the highlighted column.

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### F.6E Daily Observation of Behavioral Skill Areas

#### Listening and Attending

![Graph of Listening and Attending]

#### Following Directions

![Graph of Following Directions]

#### Self-Control

![Graph of Self-Control]

#### Taking Turns

![Graph of Taking Turns]
Working with Others

Personal Space

Conflict Resolution
Appendix F.7

**F.7A Purple Parrots Sociogram #1**

*Melissa’s opinions of her teammates are along the highlighted row. Teammates’ opinions of Melissa are along the highlighted column.*

<table>
<thead>
<tr>
<th></th>
<th>C.M.</th>
<th>A.W.</th>
<th>C.S.</th>
<th>Brian</th>
<th>Eddie</th>
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**F.7B Purple Parrots Sociogram #2**

*Melissa’s opinions of her teammates are along the highlighted row. Teammates’ opinions of Melissa are along the highlighted column.*

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**F.7C Staff Survey #1**

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F.7E  Daily Observation of Behavioral Skill Areas

Listening and Attending

Following Directions

Self-Control

Taking Turns
Appendix F.8

Troy
Blue Barracudas

F.8A  Blue Barracudas Sociogram #1
Troy’s opinions of his teammates are along the highlighted row. Teammates’ opinions of Troy are along the highlighted column.

<table>
<thead>
<tr>
<th></th>
<th>K.F.</th>
<th>Emily</th>
<th>Troy</th>
<th>K.G.</th>
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F.8B  Blue Barracudas Sociogram #2
Troy’s opinions of his teammates are along the highlighted row. Teammates’ opinions of Troy are along the highlighted column.

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Overall Average
**F.8D  Staff Survey #2**

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**F.8E  Daily Observation of Behavioral Skill Areas**

Troy was absent on Day 8.

**Listening and Attending**

**Following Directions**

**Self-Control**

**Taking Turns**
Working with Others

Personal Space

Conflict Resolution