“Attention Getting Strategies”:

If You Can Hear My Voice Clap Once

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**Description of Teaching Context**

I am an intern in a fourth grade classroom at Boalsburg Elementary in State College Area School District. There are twenty-four students, twelve of which are boys and twelve are girls. My mentor and I agree that these students are dynamic, enjoyable, work well together and are kind to each other.

The students represent a diverse group of learners. Out of our twenty-four students, one student has a full time paraprofessional and an Instructional Education Plan, stating that he has Downs syndrome; therefore he spends considerable time out of the classroom, receiving individual services. In addition one student has a part time paraprofessional who assists in the classroom with reading comprehension. Five students participate in Title 1 reading program, and four students participate in Title 1 math. Six of the students participate in math enrichment once a week.

While serious behavior concerns are rare, some students present behavior challenges. Three students demonstrate antagonizing and disruptive qualities and two of these students see the counselor for social skills. Twelve of the twenty-four students are high achievers in math, writing and reading, based on daily in class assessment as well as district wide assessment each quarter. There are twelve students in our class that also lead the class socially who influence others as positive role models. Our students can be overly chatty and disruptive during work time and when transitioning from one activity to another, therefore, my mentor and I are becoming increasingly interested in finding effective ways of getting students’ attention during transitions and work time.

Throughout the school year, our students have become more comfortable with the class, one another, and their teachers. As a result, our students often speak out during
instruction, chat with one another during transition times, and have a hard time keeping the volume level down during group work. Because I am teaching more lessons now, I have found that I am repeating myself and giving directions louder and more frequently that I would like to be, which has not been effective in gaining the students’ attention or redirecting the behavior in the classroom.

In order to solve these problems in a more friendly and effective way, I am first gathered student and teacher opinion about effective transitions. I then implemented three of these strategies in my classroom to see if there is an easier and more effective way to get students’ attention and silence their chatting when needed. Therefore, I conducted this research to find effective ways of getting students’ attention during transitions and work time. (See Appendix A for full version of Inquiry Brief)

**Wonderings and Questions**

**Main Wondering**

*Which strategies can I use to effectively get students’ attention when they are talking out of turn, talking during transitions and work time?*

Over the course of my inquiry, my wondering changed a small amount. I ended up using the strategies to get students’ attention to call them back to me to receive new directions during a lesson more often than in any other setting. The strategies did not work as well when students were simply talking out of turn and the strategies themselves did not physically move students to transition.

**Sub Wonderings**

- What effective strategies do students suggest for work time and transitions?
- What effective strategies do teachers suggest for work time and transitions?
• What strategies are most effective when students are working during Social Studies and Science?

• What strategies are most effective when students are transitioning from one activity to another?

• What strategies are ineffective in gaining students’ attention throughout the school day?

As my inquiry progressed I found that some of my sub wonderings were too specific. As I taught more subjects to the students in the classroom I thought of more opportunities to use these attention-getting strategies. I started teaching math in the second week of my inquiry data collection and strategy implementation. At that time I realized that this was a perfect opportunity for me to use my strategies because students are allowed a lot of group discussion time. I used the strategies to get their attention back to me in order to give more instructions or a new direction.

Data Collection

Clear Description of Data Collection

I collected many different types of data in order to find out what kinds of attention-getting strategies work to get students’ attention when they are off task, working in groups, or transitioning between lessons. I collected data before, during and after the implementation of three attention-getting strategies.

BEFORE

Prior to implementing my inquiry, I designed and implemented a verbal discussion with students during morning meeting time and asked students what we could
do about the problem we were having with talking while the teacher is talking or trying to get students attention. I gave students a few examples of attention-getting strategies and then I allowed students to run the discussion while I recorded. The purpose of this data collection was for me to see what kinds of strategies students could think of to control the classroom and to see which strategies were of interest to the students and what might “get their attention.” (Appendix B: Discussion Poster 1)

DURING

The majority of data was collected during the implementation of my inquiry. For three consecutive weeks I implemented three different attention-getting strategies with students during different times of the day. I collected most of my data through my observations of the effectiveness of the strategies. Observations of these strategies by my mentor teacher and Professional Development Associate (PDA) were another large part of my data collection during the implementation of my inquiry. I took notes about what was going on in the classroom after I implemented a strategy, and took careful notice as to what students were doing after they responded to the strategy. My mentor and PDA took observations of students after strategies were implemented as well to see whether students were paying attention to me.

The first strategy I implemented with my students was a clapping pattern that they would repeat and then give their full attention to me. I took careful notice during the week to see if students were paying attention and if they were participating in the clapping pattern. After the week was over, I discussed with students how they thought the strategy worked for our class and what they thought could have gone better. I asked for suggestions from students for how I could improve the strategy implementation as well as
how students could improve strategy performance. I recorded student ideas and then introduced students to the next strategy that would be implemented. (Appendix B: Discussion Poster 2; Appendix C)

The second attention-getting strategy I implemented with the students was a chant. I would say for example, “When I say ‘look’, you say ‘at you’, ‘look’, ‘at you’, ‘look at you’.” We practiced this strategy in a whole group setting during morning meeting and then I used it in the classroom during class time when needed. After I implemented the strategy and my mentor, my advisor, and myself had observed it for a week, I talked to students about how it went, recorded their responses and implemented the next strategy. (Appendix B: Discussion Poster 3; Appendix C)

The third strategy I used was a suggestion from the students in one of our debriefing sessions. I made up rhythm strategies that involved snapping, clapping, and stomping to gain students’ attention when needed. Once again I implemented the strategy for one week and observed how students reacted to the strategy. Not only how they repeated the pattern, but also what they did after they repeated the pattern. I looked to see if students were looking at me, if they were still working on things, or if they were off task and talking to neighbors or group members. At the end of the week we talked about this last and final strategy and I recorded student responses. (Appendix B: Discussion Poster 4; Appendix C)

Throughout the duration of inquiry, my mentor, as well as my PDA and I recorded student attention and participation as well as student opinion about strategy effectiveness. Initially I had hoped to videotape the implementation of the three strategies successively throughout the week but this proved to be an unattainable goal in my
classroom. I chose to collect this data to see how students were paying attention and which strategy worked best to gain student attention in this classroom setting.

**AFTER**

After the implementation of my inquiry, I had one last discussion with students where we reviewed what we had done during the past three weeks. I reminded students of the three attention-getting strategies and we talked about the progress of each once again.

To end my data collection, I created a survey for students to fill out about the inquiry process and the strategy effectiveness. I explained each question and asked them to take their time, be honest and give their own answers. I asked students how they thought the strategies worked and how the strategies did not work. I asked students to write about what they could have done to make the strategies more effective as well as what I could have done to gain student attention. I also gave students the opportunity to select two yes or no answers. I asked students whether they thought they paid attention quicker and better before the strategies were implemented or afterward. I also asked students if they would like to continue to use strategies in our classroom community. If students answered yes to this answer, I allowed them to write suggestions for strategies for the remainder of the year. (Appendix D)

I also talked to my PDA and mentor about the inquiry process and how they thought it went as far as student attention before and after implementation. I asked about both my implementation strategies and student compliance.

I collected data after my inquiry in order to rate the success of the attention-getting strategies based on the opinions of my students, mentor, PDA and myself. I was
interested to see what the classroom community thought was effective and ineffective as well as suggestions to change these strategies or get rid of these strategies in the future.

Data Analysis

Steps Taken to Analyze the Data

While collecting data for my inquiry I was careful to collect and plan items that would help me answer my Main Wondering as well as my Sub Wonderings. There were two specific outcomes I was concerned with. First I wanted to see if students were responding to the strategy by participating and then most importantly, paying attention to the teacher who implemented the strategy. Second, I wanted to see if students were enjoying these strategies and if they understood why we were completing these tasks. I was interested to see if students thought there was a positive outcome from these strategies and if they thought the implementation was positively affecting our classroom environment.

To start, I had a discussion with students about the strategies and implementation we would be participating in as a class. I explained to students that because we have a problem in the classroom with listening to directions and giving attention to the teacher, we are going to try some new things to help with this problem. I asked students for their opinions on strategies that would work for our class. We talked about why we needed these strategies in our classroom and when they would be needed throughout our school day. I took notes during these meetings and let students see the notes on a poster on the wall while they came up with ideas. Students came up with the three attention-getting strategies that I utilized throughout my inquiry. During these meetings I noticed that students were excited to try something new and some students were really thinking about
why we need these strategies in our classroom and how they can help our class work more effectively.

After looking at observations from before I started the inquiry, I realized I needed a new way to gain student attention. One observation by my mentor stated that I had said the word “quiet” 54 times in 20 minutes during a morning meeting. Seeing this data made me realize that this strategy was ineffective for this classroom and I needed a new strategy to introduce to the students to better manage the classroom.

To analyze the data from the implementation of the three strategies, I looked carefully at the observations my mentor and PDA took while in the classroom observing my strategies in action. When they were looking directly at my strategy effectiveness, I was able to see when students were participating, how many were participating, and how many students were looking at me for the next direction and paying attention.

Even when my mentor and PDA were not looking directly at the strategies, their observations and the data they collected was still useful. I was able to see when students were and were not paying attention and what strategies I was using during these times. I was also able to see missed opportunities for times I should have used a strategy and did not.

I also looked at my own observations and reflections of lessons focusing specifically on student attention. I was able to see which students were and were not paying attention and if these students were the same students that were or were not paying attention in my mentor and PDA’s notes as well. I was able to see recurring themes in both my implementation and student response based on specific students.
During the three weeks of three different strategies, I also analyzed whether or not students were enjoying the strategies through a group-based discussion. I was looking for students to tell me whether or not they thought the strategies were effective and whether or not they were fun. Students were open and honest and while there were different viewpoints, many students shared the same ideas with one another and affirmed this with head nods and raised hands. Through questioning and student response I was able to see if students were understanding and enjoying the purpose of the strategy implementation.

Finally, I analyzed the student surveys at the end of my inquiry. I asked students for one-word answers as well as long opinion answers. To analyze the surveys I tallied student’s one-word responses to see what percent of students said yes and what percent of students said no. I analyzed which strategy students preferred as well as if they would like to continue these strategies. I looked at whether or not students thought the classroom was more effective before or after the strategy implementation as well. I then looked at long responses and categorized them into like areas and found what percent of students agreed with one another about improvements in the strategies and ideas for new strategies.

**Explanation of Findings**

After analyzing my collected data, in the methods outlined in the Data Analysis section, I was able to identify patterns in teacher and student behavior to make three strong claims regarding gaining student attention in the classroom through the use of attention-getting strategies.

**Claim #1:** When implementing strategies, teacher follow through, wait time and volume are imperative to the success of an effective attention-getting strategy.
In reading over my mentor’s and PDA’s observations and suggestions, I realized there were some things I could do to make the attention-getting strategies more effective and less chaotic in my classroom.

In order to successfully implement the strategies, I need to follow through by repeating the strategy if students did not hear it, did not choose to participate, or are still talking or looking at something other than me. In order for the strategy to work, I need to make sure I give students enough opportunities to participate and pay attention by following through.

A strategy I used to follow through was to wait in silence and look around the room to see which students were looking back at me and which students were looking at the work on their desk, a student next to them, or talking to a student in proximity. By waiting in silence, I was able to see which students were already paying attention and how many students attention I needed to gain through either follow through, repetition, or silence.

Volume is another part of the strategy that needed improvement to have success. If students did not hear the strategy the first time or the second time many students whose attention I previously had was lost when chaos ensued in the classroom while they were supposed to be participating in the strategy. On the Student Survey I asked for student feedback on ways I could improve the strategies the number one answer was to be louder.

Knowing what works for the students in my fourth grade classroom was important in effectively gaining their attention. Following through and waiting were necessary so that the directions I give do not go to waste. I need to make sure that all students are paying attention. Volume is necessary to quickly and effectively gain the attention of the
students. Using all three of these improvements helped to make the strategies more successful and enjoyable for students and myself.

Claim #2: Using the same strategy for the entire week becomes repetitive and ineffective as students become uninterested and bored.

While planning for the implementation of my inquiry to support my main wondering, I decided to use one attention-getting strategy per week in my fourth grade classroom. I decided it was necessary in order to see whether students were learning the strategy, and to see if it was effective after it was learned.

Once the first strategy week was over, I asked students for their feedback on the strategy and how they think it went. We discussed some ideas for how both students and myself could make strategies more effective and we discussed opinions on the implementation of the strategies as a whole. One student responded, “I would like this better if Miss McCormick switched the strategy up because we get tired of doing the same ones over and over and we stop paying attention to them.” Students nodded their heads as this student spoke, and it became apparent to me that students were bored and uninterested in the strategy when it was used repetitively and consistently as the only attention-getting strategy in the classroom. (See Appendix B for class discussion posters).

Claim #3: Though students may repeat the strategy and participate in strategy implementation, attention may not be received.

During the inquiry process, I became focused on student participation in repeating the strategies. I soon realized that there was more to gaining student attention than simply participation in the clapping, chanting or rhythm. Many times I would clap, chant or
perform a rhythm and then have the students repeat it. If the repeated clap, chant or rhythm was loud I would assume that all students were paying attention and ready for the next direction.

I soon realized from the notes of my PDA and mentor that this was not the case and I started to look around the room silently for students to be paying attention, which to me is signified by them looking at me and waiting quietly for my next direction or instruction. (See Appendix C for mentor and PDA notes).

Through this discovery I also realized that it is okay to implement the strategy again if students did not participate or pay attention the first time and that wait time afterwards is appropriate and necessary in gaining student attention through the strategies. When I discovered that I needed to change my implementation strategies from my mentor and PDA’s observations, I realized that I should probably share these realizations with students to make sure they understood why we do these strategies. I needed to let them know that attention is expected after they clap, chant, or rhythm back to me.

When the inquiry process was over I gave students a written survey to fill out and had them write about what worked, what did not work and what could have been done better for the attention-getting strategies. One student wrote responding to the question of what did not work by saying, “Sometimes we clapped but kept talking or working and did not look up or listen so I think these things don’t really work that well.” I could see from this that students understood that they should be paying attention but I needed to make sure that I had all students’ attention. (See Appendix D for Student Survey).
Making sure that I follow through and wait for all students’ attention helped to make the strategies more effective in gaining student attention in the classroom throughout my inquiry process.

**Reflections and Implications for Future Practice**

In conducting this inquiry I have learned many valuable lessons about gaining student attention using attention-getting strategies, as well as lessons that will help me in all areas of teaching. I first learned about how to effectively conduct an attention-getting strategy. I learned that students like to have variety in the strategies and do not like to do the same strategy for the entire week. I also learned that students like a challenge and would like to perform harder patterns. After conducting the inquiry I asked students to write down some strategies they would like to use in our classroom and many students wanted to see movement or dancing. I would like to try out some movement or dance strategies in the future and see if they are effective in our classroom.

In the future I would also like to videotape the succession of new strategies being implemented in our classroom so that I can go back and observe both my actions and student actions. It would also be interesting to show students what happened and how our class improved as we practiced and understood the purpose of the strategies as well.

I will continue to use these strategies as well as other strategies in this classroom throughout the year and in my future classrooms, as I feel they are effective in bringing the attention from group work, individual work, and discussion back to the teacher.

This inquiry also made me think of a new inquiry or wondering I have. Now that I have tried out strategies to gain student attention for a short amount of time, in order to give them a direction or instruction, I wonder if I could test strategies to gain student
attention for prolonged periods of instruction. This seems to be another struggle in our classroom and I would be interested to see if there are certain hooks, chants, or movement exercises that could be beneficial in gaining student attention for prolonged amounts of time in our classroom.

Appendix

Appendix A: Full Version of Inquiry Brief

Ann McCormick

Inquiry Brief

Context

I am an intern in a fourth grade classroom at Boalsburg Elementary in State College Area School District. There are twenty-four students, twelve of which are boys and twelve are girls. My mentor and I agree that these students are dynamic, enjoyable, work well together and are kind to each other.

The students represent a diverse group of learners. Out of our twenty-four students, one student has a full time paraprofessional and an Instructional Education Plan, stating that he has Down syndrome; therefore he spends considerable time out of the classroom, receiving individual services. In addition one student has a part time paraprofessional who assists in the classroom with reading comprehension. Five students participate in Title 1 reading program, and four students participate in Title 1 math. Six of the students participate in math enrichment once a week.

While serious behavior concerns are rare, some students present behavior challenges. Three students demonstrate antagonizing and disruptive qualities and
two of these students see the counselor for social skills. Twelve of the twenty-four students are high achievers in math, writing and reading, based on daily in class assessment as well as district wide assessment each quarter. There are twelve students in our class that also lead the class socially who influence others as positive role models. Our students can be overly chatty and disruptive during work time and when transitioning from one activity to another, therefore, my mentor and I are becoming increasingly interested in finding effective ways of getting students’ attention during transitions and work time.

**Rationale**

Throughout the school year students have become more comfortable with our class, one another, and their teachers. As a result, our students often speak out during instruction, chat with one another during transition times, and have a hard time keeping the volume level down during group work. Because I am teaching more lessons now I have found that I am repeating myself and giving directions louder and more frequently that I would like to be, which has not been effective in gaining the students’ attention or redirecting the behavior in the classroom.

In order to solve these problems in a more friendly and effective way, I am first going to gather student and teacher opinions about effective transitions. I am then going to implement three of these strategies in my classroom to see if there is an easier and more effective way to get students’ attention and silence their chatting when needed. Therefore, I am conducting this research in hopes of finding effective ways of getting students’ attention during transitions and work time.

**Wonderings**
Which transitions can I use to effectively get students’ attention when they are talking out of turn, talking during transitions and work time?

**Sub Wonderings**

- What effective strategies do students suggest for work time and transitions?
- What effective strategies do teachers suggest for work time and transitions?
- What strategies are most effective when students are working during Social Studies and Science?
- What strategies are most effective when students are transitioning from one activity to another?

**Data-Collection Ideas**

- Individual interviews with 3 intermediate teachers
- Group interviews with 24 fourth grade students once a week
- Video documentation and analysis for strategy #1 during transitions and Science and Social Studies
- Video documentation and analysis for strategy #2 during transitions and Science and Social Studies
- Video documentation and analysis for strategy #3 during transitions and Science and Social Studies

**Projected Timeline**

**February 16-20**

- Interview with Karen Styers and Scott Fritz
- Further research about attention getting strategies
- Discussion with mentor teacher about observations and strategy implementation

**February 23-27**

- Mentor observing me teaching and noting which attention getting strategies I use naturally when teaching
- Observe mentors natural choice of attention getting strategies
- Interview students in a whole group setting for strategies they would like to try
- Analyze interview/observation data

**February 28**

- Inquiry brief final draft due

**March 2-6**

- Discuss in whole group strategy implementation and expectations these strategies bring about
- Implement first strategy (rhythmic clapping) during Social Studies, Science and transition time
- Observe student behavior during Social Studies, Science and transition time
- Video during Social Studies, Science and transition time to document behavior and strategy effectiveness
- Analyze video/observation data
March 16-20
- Implement second strategy (TBA) during Social Studies, Science and transition time
- Observe student behavior during Social Studies, Science and transition times
- Video during Social Studies, Science and transition time to document behavior and strategy effectiveness
- Analyze video/ observation data

March 23-27
- Implement third strategy (TBA) during Social Studies, Science, and transition time
- Observe student behavior during Social Studies, Science and transition time
- Video during Social Studies, Science and transition time to document behavior and strategy effectiveness
- Analyze video/ observation data

March 30- April 3
- Analyze video, interview, observation data and begin the writing process

April 6-10
- Finish writing the inquiry report

April 11
- Rough Draft Due

April 13
- Revise and Perfect Inquiry Report

April 22

- Final Draft Due

April 25

- Presentation of Inquiry Projects

Annotated Bibliography


A student who completed this report last year as her inquiry project has a very similar wondering to my own. She was interested in having more instructional time in the classroom by cutting down on transition time. Her findings are interesting and useful to me as I am beginning my data collection. I will also look into her sources and strategies implemented in order to find something that works for me as a teacher and the classroom students I am with this year.

Bailey, Becky A. (2003). *There’s got to be a better way: Discipline that works for parents and teachers*. Oviedo, FL: Loving Guidance, Inc.

This book emphasizes the idea of guiding students in a more friendly loving way rather than scaring children into behaving. This book talks in depth about limit setting, goal making, and consequences related to behavior management strategies. This book also overviews appropriate language to manage students in an accepting way rather than yelling or ordering. This book will help my inquiry because it can help me to get away from yelling and barking and more towards soft-spoken effective transitional attention getters to better the overall atmosphere and learning environment in my classroom.


This book presents a different idea than I initially had about students calling out in-group discussion. The book asks the teachers to examine themselves and see if their
“classroom talk” is the source of the problem. This book explains some of the factors that are involved when creating an effective classroom. I will particularly use the section that talks about student-teacher relationships and how these can make or break a classroom. This will help me in my inquiry because through my project I want to gain a relationship with my students that is both friendly and effective and this book give useful tips in creating this.


In this book there is a lengthy section about how to manage the classroom using quick, attention getting strategies. The book talks about ways teachers should talk and gesture in order to get their point across effectively through these transitions. This book can help me to have both verbal and non-verbal cues within my strategies in order to implement these strategies in the most valuable way for the students. Throughout my inquiry I am trying to better myself as a teacher and these skills the book overviews will be useful to me both in my inquiry and in the future.


This book explains that students need to reflect and analyze themselves and their behavior in order to change their disruptive qualities in the classroom. Students need to think about why these actions are wrong and how they affect themselves and others in the classroom. In the book a smiley face survey is suggested but throughout my inquiry I will be holding discussion meetings where students can analyze themselves and the whole classes performance based on the different attention getting strategies implemented.


This website tells real life classroom stories about effective strategies used in bettering the classroom environment by using loving and accepting strategies and friendly language with students when implementing discipline and management strategies. This site can help me think of ideas to use in my classroom so that I can see how it worked in one classroom already so that I can test it and see if this is something I can use as part of my teaching practice.

This article gives an overview of thirty different first-year teachers classroom punishment involved with management strategies and talks in detail about relevance strategies and on task activity. I can use this article to come up with ideas on how to make my strategies relevant to the students in my class. I can also use this article in my inquiry to learn from others mistakes so that I can understand which strategies did not work and why.


This article shares ideas to use in the classroom to create an effective and fun transition time lining up students. It lists ideas to use with the class in order to keep them attentive and on task while lining up to better use the instructional time in the classroom. Lining up poses many problems for me in my classroom and this is a time in which I would like to do less yelling and make it a more effective and fun experience in the classroom.


I will be conducting an interview with Karen Styers, a fifth grade classroom teacher at Boalsburg Elementary, who in my opinion has a very controlled and friendly classroom environment. I will be asking Mrs. Styers for some ideas on which strategies to implement and some correct “classroom talk” from my standpoint as a teacher.

This book is a guide to understanding students in the classroom ages 4-14. The book overviews students physical, social, emotional, cognitive and language characteristics to help the teacher gain an overall view of the students in their class based on their developmental stage determined by their age. This book has useful strategies to use for instruction and management and will help me in my inquiry to understand the students in the class so that I can pick strategies that will be developmentally appropriate for them.

Appendix B: Class Meeting/ Discussion Posters

Discussion Poster 1: Ideas for Strategies to use in our classroom
- Give us a prize when ever we stop talking when asked
- Clap and we will clap back
- Sing a song and we finish it
- When you say hey we say hey until we are all looking
- 1,2,3 eyes on me...1,2 eyes on you
- Clap, snap and stomp and we will do it back
- Use a whistle
- Ring a Bell
- Turn out the lights and we all get quiet

Discussion Poster 2: Follow up from Strategy 1: Clapping Patterns

How do you think the Clapping Pattern Strategy went?
- Sometimes we were still talking when you were talking
- We could not hear the claps
- We got bored of the same thing all week
- Use harder clapping patterns so that we have to think more about it
- It worked well because you did not have to yell

What can we do next time to make the clapping strategy better?
- Louder claps
- We could stop talking when we hear the claps and clap with you
- We shouldn’t do silly clap patterns that aren’t the ones you did
- Make sure everyone has stopped talking before we start something new
- Do the strategy again to make sure everyone heard it

Discussion Poster 3: Chanting Follow Up

How do you think the Chanting Strategy went?
- I think it was okay but a little boring
- It was hard to hear you sometimes
- It was fun when the chants were funny but sometimes people got too noisy and goofy with chanting them back
- Some people chanted the wrong thing back to try to be funny
- It was fun in the beginning but towards the end it was boring

What can we do next time to make the chanting strategy better?
- We could make sure everyone is serious and uses the right chant
- Louder chants but no yelling
- Fun chants like “When I say lunch you say yummy!”

Discussion Poster 4: Rhythm Strategy Follow Up

How do you think the Rhythm Strategy went?
- It was okay, I think we could have done it more
- Sometimes the stomps were hard to hear
- I can't snap so it was frustrating for me
- When everyone heard the rhythm it went well but sometimes you couldn't hear what we were supposed to do and it turned into jumble

**What can we do next time to make the rhythm strategy better?**

- We could make up rhythms at the beginning of the week for different things we are supposed to be doing so that when we hear the rhythm we know what we are supposed to do
- We could practice the rhythms in the beginning of the week so that everyone is better at them.

**Appendix C: PDA/ Mentor Observations**

**PDA NOTES**

3/16

- Nice attention getters – they responded, but immediately afterward began talking and not paying attention while you talked – be sure they know that responding means they should give you their attention until you are finished. If they don’t do this, stop and wait for them

3/27

- Lots of noise and moving around when you began writing work time – be sure you have their attention the entire time you’re giving directions – stop if you need to

4/1

- Transitioning from the test to the game, you waited until they were quiet and looking – GOOD!

**MENTOR NOTES**

3/14
- Clap Pattern:” Quiet all the way down to library” “Let’s try to be quiet in the halls”

“Trouble with that yesterday” “If I hear talking I will stop”

- Lots of talk! Try just doing the clap pattern, make a quiet sign and start walking. The longer you take to get moving the more chance they have to start talking.

- Also if wait time is needed take the time to wait in silence but talking about it is not necessary.

3/20

- Chanting Pattern: Students were often chanting back appropriately but would then begin talking right away and would not wait for your instruction. Make sure students know what is expected of them with these strategies

4/2

- Rhythm Strategy: Students repeated the strategy and you waited for their response, and then were silent and students got the point that they should be looking at you and waiting for the next direction. Great Job!

Appendix D: Student Survey

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Student Survey

Do you think our class paid attention better after we started the attention getting strategies? Yes or No?

Which strategy do you think was most effective in getting students attention?
- Clapping
- Chanting (When I say .... You say.....)
- Rhythm (snap, clap, stomp)

What do you think Miss McCormick could have done to make the strategy more effective?

What do you think students could have done to make the strategy more effective?

Do you want to continue using these strategies in our classroom for the rest of the year? Yes or No? Why?

Do you have any suggestions or comments for new strategies to use in the classroom for the rest of the year?
  - Funner strategies
  - 123 eyes on me, 12 eyes on you
  - Whistle
  - Dancing
  - Finish the pattern that you start
  - Singing
  - Give a prize

**Charted Data of Student Responses**

Did Students pay attention better after we implemented attention getting strategies?

- 5
- 95
Which attention getting strategy was your favorite?

- Clapping: 65
- Rhythm: 21
- Chanting: 14

What could the teacher have done to make the strategies more effective?

- Louder: 67
- Made the strategies more fun: 22
- Give a prize when done right: 7
- Used different strategies during the week: 4
What could students do to make the strategies more effective?

- Not talk afterwards: 50
- Look at the teacher: 25
- Listen: 17
- Follow directions: 8

Should we continue using these strategies in our classroom in the future?

- Yes: 90
- No: 10