

Janelle Mayes-Henry
December 2015
CEP 802

Distracted Rosie Design Project

Case Summary

Rosie comes into the class every morning, quiet and in her own world. She turns her homework in, eats breakfast, and then looks over the pictures in a book quietly until class is ready to begin. Kindergarten begins the same everyday. First, is the morning meeting where the calendar and weather is discussed, next the alphabet is reviewed, and then the class counts up to a random number picked by the teacher. Rosie, however, has already begun to drift off into her own little world. During morning meeting, instead of reviewing the alphabet, she looks out the window and starts to hum or sing out loud. While the class counts up to a randomly picked number, she stares at the number board in silence. As the teacher responsible for her learning, I call for Rosie to pay attention constantly, but it's to no use. Rosie does what Rosie wants to do, which is not pay attention. We move from the floor back to our seats in order to start the first assignment/activity of the day. As I am explaining the directions, once again, Rosie is not paying attention. This time I am a little bothered and decide to put Rosie on the spot. I ask Rosie, "What did I just say the directions were?" Rosie stares at me with a blank stare and shrugs her shoulders. I let out a sigh and say, "Rosie how can you know what to do if you don't pay attention?" Rosie just looks away for a second and then tries her best to pay attention since the whole class was staring at her. I explain the directions to the assignment again and then tell the students to begin. I walk around the room to monitor the progress of the students. Everyone is working, except of course, Rosie. Rosie watches the others begin and then stares at

her own paper. She doesn't start like everyone else, in fact, she decides to hum. I noticed the others at her table begin to look her way and I assume they are distracted at this point. "Rosie, how come you haven't got anything on your paper?" Rosie says, "I don't know what to do?" I ask, "Well how come you didn't ask for help?" Rosie just shrugs her shoulders and stares at me with that blank stare again. I tell her to get started and walk away. I make my rounds around the room and make a note to observe Rosie during the process. I look Rosie's way only to notice that she is copying the student's answers that sit next to her. "Class, do we copy anyone's work?" "No", the class yells. "If they are wrong, then we would be wrong too", they mimic my exact voice so well that I just smile. Rosie knew that little speech was her cue and stops copying the other students work. She stops work altogether and starts to talk to her classmates instead. A few minutes later, the time is up, it is time for me to check the students work and allow them to put it in the cubby. Rosie stands in line with her paper, half done with only the answers she copied from someone else. I mention to her mother when she was dismissed the issues of her not pay attention, the humming and singing, and the talking instead of completing class work. Her mother tells me that she is bored. So there we have it. Rosie would rather sing, talk, and play rather than do her school work. She is bored and does not want to the assignments unless they are interesting to her. Well in Kindergarten all the assignments have some fun built in. So now it's my challenge to see how I can capture Rosie's attention and keep it so that she can be engaged and learn all the academic skills there is for me to offer her in order for her to move onto first grade the following year. Rosie's distractions during class are putting her behind. She doesn't recognize her letters, the sounds they make or her numbers. It's time to Rosie back on track.

Motivational Assessment

The Learner: “Rosie” is a 5-year-old Kindergartener in an inner city Charter School. She always turns in her homework assignments on time, completed, and correct. In class though, her attention span is a short. While instruction is going on, Rosie likes to hum or sing. She also likes to fidget and play with her shoes or find something on the floor to hold in her hands. I noticed she also likes to play with her earrings to the point where the backs fall out of one of the ears and the remaining earring must go in her book bag for safe keeping. Rosie is quiet and withdrawn from instruction. While instructions are given she stares off into another part of the room. When it is time to get started on an assignment, Rosie does not know what to do and will sit there and remain inattentive. It seems as if Rosie goes off into her own little world. I try to call her name a few times and call for her to pay attention. I stand next to her for an extra amount of time when circulating the room just to keep encouraging her to keep up the good work and finish the assignment. When my paraprofessional is in the room Rosie is able to get more one-on-one instruction from my assistant who is able to keep her on task with constant direction. During discussions before, during, and after reading a story, Rosie will participate, but that’s the only time she seems engaged. When asked how come she doesn’t pay attention, she gives a blank stare and waits for some direction on what to do or say next.

Learning Activity: On this particular day the students were learning how to recognize and find the capital letter G in the midst of other alphabet letters. The activity calls for students to pick one crayon color and color all the capital G’s they could find on the paper with that same color. Afterwards, students were to pick a different crayon color and color all the lowercase g’s with that same new color. Following the G scavenger hunt, students were to trace

the capital and lowercase Gg's at the bottom of the paper as well as practice writing their own capital and lowercase Gg's on the lines provided. During this activity, Rosie is once again distracted. As students begin to color all the capital letter G's, Rosie is staring off to another part of the room. She is humming and playing with her earrings. I asked her to move her chair and paper to the table with my Parapro in order to see if we could keep her on task with close supervision. As soon as she sits down, she looks at her own paper and does not get started. My Parapro tells her to focus and get started and with that she looks at the person paper next to her and starts to copy what they have done. She is redirected to not look at anyone's else's paper but her own. I come over to ask her if she knew what the letter G looked like and she said no. I told her how we had just went over the letter G right before the assignment and that it is written at the top of her paper as well. She nods her head when asked does she know what to do now and then proceeds to color one letter G. She stops, looks around, and starts to talk to others around her until the Parapro catches her. My Parapro then makes her finish her work after everyone else is done. Rosie is now missing the instructions for the next assignment that is being described and handed out.

Learning Setting: There are 25 students in my classroom. In the classroom, we have 6 student half-moon tables where they are 3 to 4 learners at a table. There is one round table where my Paraprofessional sits with 3 students who need a little more guided instruction, supervision, and encouragement. Students are able to rotate between 9-11 labs or learning centers daily as apart of our new literacy program called Success For All (SFA). Students can choose which learning center (or lab) they will engage in for that day and must stay there for 20-30 minutes. There is a media lab, art lab, dramatic play/kitchen lab, math lab, science lab,

blocks lab, writing lab, library lab, literacy lab, and a sand/water lab. The SFA program is pretty structured but still allows the children to: have free choice when choosing labs, encourages engagement in the lessons through partner challenges and brain breaks, as well as includes rhyming techniques and games. I use my personal laptop and projector to show the corresponding PowerPoints that were created through SFA for each day in the unit we are visiting at that time. School is from 8 am to 3:30 pm, with a nap time, special, lunch and recess at a specified time.

Motivation Analysis:

Preconditions: Students were taught to trace the alphabet the week before but now they are learning to trace, write, and recognize each letter shape and sound separately instead of on a sheet with the other 25 letters.

How I motivate learning: I use verbal praise, table points, as well as class points. I allow the students to watch a movie on Fridays if they were good and earned enough Kinderoo Pocket points by the end of the week. (Kinderoo is the Kangaroo puppet that collects pocket points in her pouch whenever the class is on task, engaged, learning, completing assignments, and being good). The students love the Kinderoo pocket points!!! As a result of an agreed upon amount of pocket points, the class will receive a special gift or reward.

Already in Place: Task, Recognition, and Grouping

Need to Work on: Authority, Recognition, Evaluation, and Time

Task: I would say that I fall under both the traditional and TARGET Framework when comes to the Task framework. Although my students are exposed to the same material, our

Success For All (SFA) literacy program was created to incorporate a Kindergartener's frame of mind, their interests, their skill level, and experiences they have at their current age. SFA gears the lessons that are relevant and meaningful to the students. Students are also allowed to have free choice when choosing their learning labs everyday.

Authority: I fall under the traditional framework. I must admit that it is hard for me as a teacher to "let go" and let the students learn things on their own. I like to explain a specific way for the students to complete an activity and expect them to complete it the same way I modeled it. The students do not get a choice in what they learn or how they are to learn it. All assignments are to be completed the same way and completely done before moving on to the next activity. I created the rules of the classroom, the expectations, and the learning environment. As you can see, I use the word "I" a lot. The students rarely get a say so, unless it is choosing a learning lab as I mentioned earlier.

Recognition: I always make sure to publicly announce those that are always on task and completes in class assignments. If I see a student on task, you would hear me say their name and point out the behavior they displayed that I liked. If the student was not on task, I would also announce their name and say what I wanted and expected them to do in order to be considered on task. I award table points to the quietest table or the table who stays on task the most. I also award class points if the whole class does an excellent job completing an activity together, correctly, or in a timely manner. I need to work on specifically giving praise privately and not in front of the whole class all the time. I also don't need to publicly humiliate the students who are not on task and should instead talk to them privately about what is expected on them and how they can stay on task and complete the activity successfully. Maybe I could

give certificates to everyone at the end of the week and naming some of the positive things they've done instead of focusing on what students didn't do so well.

Grouping: I always encourage interaction among classmates using Think-Pair-Share activities where students think about a topic first, pair up with a partner, then share their ideas and answers with their table partners and myself, their teacher. If we are reading a story, I group my students together with different learning levels to allow them to encourage each other to talk, using full sentences, during the lesson/discussion. For the Authority framework, I need to make sure that the students have more of a say as to how they would like to complete assignments and giving them a choice as to which assignments they would like to complete for the day in order to meet the learning target of the units.

Evaluation: All students take the same evaluations. For example, for math, all the students take the same math assessment. If there are students who does better on the test by taking it alone or in a smaller group, I pull those students during nap time, lab time, or recess and will administer the test then. When I first starting administering the sight word spelling test, I would allow struggling students to spell the words out loud instead of writing them down on paper. One then I need to work on for the Evaluation framework is that I need to have conferences with each student to point out the good things about their work and to encourage them to always try and to do their best. If there is something they can improve on, I can also mention that as well as give them tips on how to successfully succeed in that area.

Time: Students are expected to complete the same activity within a specified time. Certain times I have moved on to the next activity even though there were one or two students who were not done. I would either send those students to my Parapro or make them finish it at

another time or even send it home to be completed. For the Time framework, I need to allow more time for the assignments for those that need it, especially students like Rosie. Maybe introducing transition activities that'll secretly be the excuse for extending the time between class assignments. I could also give more of a range of activities and allow them to have free choice as long as she meets the target or objective for the day/week/unit. Choosing assignments that are appropriate to complete within a small time will help as well. Maybe my assignments are too much for some students to complete in the time that I give them.

Conclusion: Table points motivate Rosie to pay attention a little longer than usual. I noticed she likes to play, and engage in learning when there is one-on-one teacher-student contact. I believe these efforts are ok sometimes but both her and I can improve on making learning more enjoyable for her. Maybe I could change her seat and her activities. I could also give her more praise and encouragement when completing assignments. Maybe I can make her the class captain where she can walk around to make sure everyone is on task. That way she knows the activity, what is required to complete the activity, and she can see how students are completing the activity. When she goes back to her seat, she would be able to complete the activity on her own, after seeing how others tackled the task. Another thing I could do, is to create a new learning target for her that she could achieve during the assignment. That way she can see that progress is being made and she would be praised. Also, I could give her parents a parent survey and ask questions about what motivates her, grabs her attention, or helps her to learn or engage in activities at home. I think Rosie lacks the motivation to learn because she is not interested in what we are doing at that time. Maybe she is bored. I don't think it's because she doesn't know the work, but I believe it's the work is uninteresting and not what she wants

to do at that time. She would rather play, sing, or talk. If she could pay attention during the instructions, I think that Rosie would be able to understand the assignment and then all we would have to do is get her to stay on task throughout the activity.

Proposed Motivational Intervention

Rosie's inattentiveness during instruction intervenes with her ability to complete daily classwork and activities in a timely manner or at all. I would like to introduce goal setting in order to help Rosie's motivation problem. "The existence of a goal indicates that the person has made a commitment to achieve some state or outcome, that progress in doing so can be monitored and assessed, and that the person can use resulting feedback to make any needed adjustments in the strategies used to pursue the goal" (Wentzel and Brophy, 2014, p. 17). My goals for Rosie is to help her to become intrinsically motivated to complete her classwork and activities. I also want to increase her attention and engagement during instruction and tasks beyond 80%.

I would like to Increase the Value of the Tasks Required for Success by:

- Providing an explanation on why it is important to complete daily activities in the classroom and how active participation leads to the acquisition of skills that can be used later on in life beyond the school context.
- Setting task goals to complete throughout each activity.
- Providing hands-on activities that initiate excitement, interest, and active participation.
- Providing tasks that includes Rosie's personal interests.
- Allowing choice so that Rosie is able to choose how she will succeed in completing the task.

By increasing the value in the way Rosie looks at her school work, I can avoid the inattentiveness that seems to capture her about 75% of the time when the class is engaged in learning activities. I read that, "People do not willingly invest effort in activities that they do not

enjoy and that do not lead to valued outcomes, even if they know that they can perform successfully” (Stipek, 2002, p. 142).

One way to incorporate all these new strategies is to revise the Target Framework Model.

Target Framework Model Revised

Task: Before, I had mentioned that all students were exposed to the same assignments. In order to address her inattention issues, I would like to allow Rosie to have shortened assignments to increase attentiveness and engagement throughout instruction/activities.

Authority: In the beginning, I mentioned that all students had to complete the assignments the way I modeled it to them. The students had no choice in what assignments were given nor did they come up with the rules or expectations for them to follow. In terms of letting go of having most of the authority it would be beneficial to allow Rosie to choose which activities she would like to complete in order to reach the target objective for each task.

Recognition: Before I would publicly recognize students that were on task and completing activities on time. I would also publicly shame those students that were off task. In order to increase Rosie’s positive affirmation of herself, I would like to publicly recognize Rosie for her efforts to stay on-task, rather than just focusing on the academics of the activity.

Grouping: My grouping methods are still the same. Students are still group by level when completing certain activities. Students are still using the think-pair-share partnerships, as well as grouping themselves when choosing what learning lab to complete for the day.

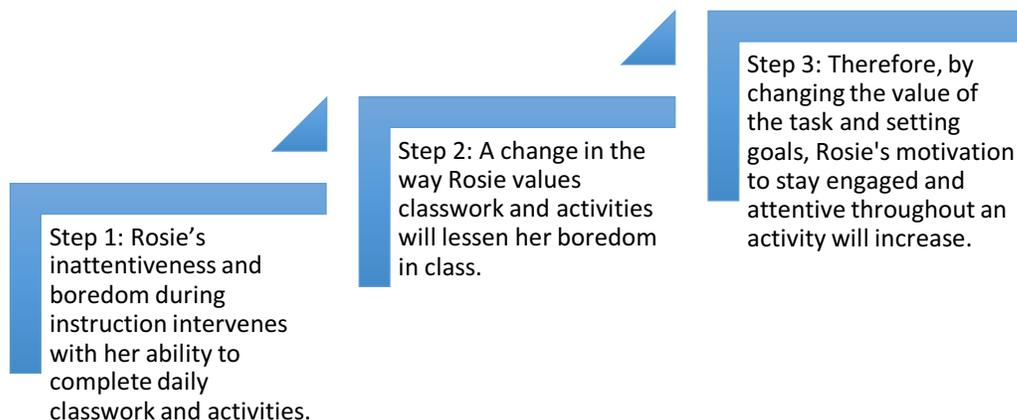
Evaluation: I started out evaluating the students the same way by giving them the assessments. Now, I would like to evaluate Rosie by her individual efforts. I want to set goals for

Rosie to complete throughout each task and allow her to check off the goals she completed so that she can see the progress she's making.

Time: Before, I only allowed a certain amount of time to complete an activity. Students that weren't finish had to complete the unfinished work during nap time, recess, or at home. In allowing Rosie to be successful, I will allow more time for each activity.

Rationale

I want to think of Rosie's progression as a step up approach. The first step would mention her inattentiveness. The second step would mention the correlation between values and completing activities. The third step would mention the positive relationship between increase in value of how Rosie sees the assignments and goal setting will ultimately increase Rosie's engagement of completing the assignments. "Students are more likely to have learning goals when they are doing a task that they find intrinsically interesting, because they have internalized values related to the task, or because they see some utility in the skill that the task us designed to teach" (Stipek, 2002, p. 161).



Expected Outcomes/Results/Conclusion

Unfortunately, Rosie changed schools in the middle of the semester, therefore, I was not able to gauge how my efforts might have positively affected her learning. However, I still implemented and changed my instruction based off of the TARGET model to address the needs of my students as learners and for myself, the teacher, in how I teach. I did notice that my students overall are more engaged when I allowed more free choice. Also, by allowing more time for activities to be completed, more students are showing success and motivation to reach the lesson target for the day/activity. I will make sure to publically praise efforts for staying on-task, rather than focusing on those that always paid attention and volunteered.

In conclusion, I would like to continue to increase the value of the skills being learned for the whole class. I want to be able to find other ways to improve the Target Model for other struggling students in the classroom that struggle with things beyond boredom and inattentiveness, such as, self-efficacy, learned-helplessness, and attribution failure. By setting class goals at the beginning of the day and checking off completed goals, we would be able to celebrate our successes which will in turn increase the drive and motivation to want to learn that are expressed through positive daily outcomes. One last thing I need to do is collect data on assessments to see how increased intrinsic motivation leads to increased involvement and learning in class which in turns leads to higher scores at the end of each unit.

References

Stipek, D. (2002). *Motivation to Learn: Integrating Theory and Practice* (4th ed.). Boston, Massachusetts: Allyn and Bacon.

Wentzel, K., & Brophy, J. (2014). *Motivating Students to Learn* (Fourth ed.). New York, New York: Routledge.