CLASSROOM PREVENTION PROGRAM MANUAL

Lisa Werthamer, M.S.W., Sc.D.

Jean E. Cooper, M.Ed.

Judith Lombardi, A.C.S.W.

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THE BALTIMORE CITY PUBLIC SCHOOLS
AND
THE JOHNS HOPKINS PREVENTION CENTER

CLASSROOM PREVENTION PROGRAM

Design and Evaluation:	*Lisa Werthamer-Larson, M.S.W, Sc.D.*
	Jean E. Cooper, M.Ed.
Behavioral Consultant:	*Judith Lombardi, A.C.S.W.*
Psychoeducational Assessment Consultant:	*Melinda Stein, Ph.D.*
Public Health Student Interns:	*Amanda Kim, Jin Park, My Banh*
Dunbar High School Student Interns:	*Adam Pinkney, Jajuan Benson*
Minority Fellows:	*Kenya Brown, Tanya Robinson*
Graduate Intern:	*Leslie Slaby*

Classroom Prevention Program Manual

DEVELOPMENTAL MODEL UNDERLYING THE CLASSROOM PREVENTION PROGRAM

<u>EARLY ELEMENTARY CHARACTERISTICS</u>

READING ACHIEVEMENT
MATHEMATICS ACHIEVEMENT

AGGRESSIVE BEHAVIOR
SOCIAL WITHDRAWAL
ATTENTION PROBLEMS

*<u>MAJOR ADOLESCENT PUBLIC HEALTH
PROBLEMS</u>*

VIOLENCE
DRUG USE
SCHOOL DROPOUT

DEVELOPMENTALLY-LINKED PREVENTION

CLASSROOM PREVENTION PROGRAM

I.   CURRICULAR COMPONENT TO PROMOTE READING AND MATHEMATICS ACHIEVEMENT
II. BEHAVIORAL COMPONENT TO PROMOTE POSITIVE BEHAVIOR AND PROBLEM-SOLVING SKILLS
III. SPECIAL NEEDS COMPONENT TO BACK-UP UNIVERSAL STRATEGIES

EARLY ELEMENTARY CHARACTERISTICS

READING ACHIEVEMENT
MATHEMATICS ACHIEVEMENT

AGGRESSIVE BEHAVIOR
SOCIAL WITHDRAWAL
ATTENTION PROBLEMS

MAJOR ADOLESCENT PUBLIC HEALTH PROBLEMS

VIOLENCE
DRUG USE
SCHOOL DROPOUT

CRITICAL QUESTIONS

∗ *WHY SHOULD WE DEVELOP A <u>CLASSROOM PROGRAM</u>?*

CLASSROOMS ARE IMPORTANT SITES OF CHILD SOCIALIZATION
WE KNOW THAT TEACHER-DIRECTED STRATEGIES ARE EFFECTIVE
WE HAVE THE OPPORTUNITY TO PREVENT RATHER THAN TREAT PROBLEMS

∗ *WHAT ARE THE <u>CRITICAL COMPONENTS</u> OF A CLASSROOM PROGRAM?*

CIRRICULAR COMPONENT
BEHAVIORAL COMPONENT
SPECIAL NEEDS COMPONENT

∗ *WHAT ARE THE <u>GUIDELINES</u> FOR DEVELOPING A CLASSROOM PROGRAM?*

BUILD ON MASTERY LEARNING AND GOOD BEHAVIOR GAME PROGRAMS
NEST PROGRAM INTO CURRENT BCPS CURRICULUM
TEACHER + CLASSROOM MATERIALS + RESOURCE TEACHER
TEACHER PARTNERSHIP

CLASSROOM PREVENTION PROGRAM: CURRICULAR COMPONENT

INTERACTIVE READ ALOUDS: INCREASING LISTENING AND COMPREHENSION SKILLS

READERS THEATRE AND JOURNAL WRITING: INCREASING COMPOSITION SKILLS

CRITIQUE OF THE WEEK: INCREASING CRITICAL THINKING SKILLS

MIMOSA: INCREASING MATHEMATICS SKILLS

CRITICAL QUESTIONS

THE CLASSROOM BEHAVIOR GAME: PROMOTING POSITIVE BEHAVIOR

WEEKLY CLASSROOM MEETING: PROMOTING GROUP PROBLEM-SOLVING

CRITICAL QUESTIONS

∗ *BACK-UP CURRICULAR STRATEGIES*

   ALTERNATIVE CURRICULAR STRATEGIES
   INDIVIDUALIZED TUTORING

∗ *BACK-UP BEHAVIORAL STRATEGIES*

   INDIVIDUAL REINFORCMENT AS PART OF THE CLASSROOM BEHAVIOR GAME
   A CONTINUUM OF INDIVIDUALIZED BEHAVIOR MANAGEMENT STRATEGIES

1.

4 THE CLASSROOM RESOURCE TEACHER

The Classroom Prevention Program provides a Resource Teacher to each classroom. This professional former or retired teacher works within the classroom two hours per day. He/she provides support and assistance to the classroom teacher in the implementation of the classroom program.

POSITION: Classroom Prevention Program Resource Teacher
PROGRAM: Baltimore City Public Schools/Hopkins University Prevention Program
          ROLE:

The Prevention Program Resource Teacher works in collaboration with the Classroom teacher to support the assessment, curricular, and behavior management components of the classroom intervention. This person will work as a peer teacher in a first grade classroom for two hours each school day. This position is responsible for functions related to individual and small group instruction and tutoring; the implementation of back-up strategies for curriculum and behavior management; assessment and instructional planning; and the support to and assistance in the monitoring of classroom innovations. This position is supervised by the Coordinator of Classroom Prevention Programs collaboratively with the designated school site principal.

MINIMUM QUALIFICATIONS:

BS/MS in Education; previous successful teaching experience in elementary school or primary education. Resourceful self-starters preferred. Must be a team player with strong interpersonal skills and a sense of humor. Availability for two hours daily Monday-Friday for classroom scheduling, knowledge and strengths in 1st grade curriculum, behavior, early learning instruction and reinforcement required.
This part-time position with the Baltimore City Public Schools offers specialized orientation training, a professional stipend, and tremendous opportunity to participate in innovative educational programming. For individuals with competency, creativity, and an interest in continued work with children.

DUTIES AND RESPONSIBILITIES:

STUDENT ASSESSMENT

- Administers the Classroom Prevention Program psychoeducational group screen and submits data to the Prevention Program;
- Prepares and organizes student portfolios for the class;
- Records and submits academic progress to the students' assessment portfolio and contributes to the assessment of student curricular and behavioral problems;
- Periodically meets with students to discuss developmental progress in writing and reading , using portfolio assessment;

CLASSROOM CURRICULUM PLANNING AND INSTRUCTION

- Meets weekly for classroom planning purposes with the classroom teacher;
- Prepares and collects instructional materials for Critique of the Week and other aspects of the classroom curricular program;
- Provides individual instruction and tutoring in the areas of reading, language and mathematics to students, as assigned;
- Assists in the provision and implementation of cooperative learning instruction and collaborative learning strategies in the areas of reading, language, and mathematics;
- Assists in the development of curricular and instructional materials for the classroom program, as assigned;
- Assists and conducts class meetings with the regular classroom teacher weekly; supervises students in the implementation of class meeting actions;

CLASSROOM BEHAVIOR MANAGEMENT

- Assists in the implementation of the Class Behavior Game;
- Implements the Classroom Prevention Program's eight behavioral management strategies when working with small groups and individual students;
- Provides individual student behavioral counseling, intervention, and appropriate follow-up 9for students assigned); monitors and collects data related to individual behavioral management programs for children not performing adequately in the Class Behavior Game;

PREVENTION PROGRAM TRAINING & MONITORING

- Assists in the planning and implementation of family/parent events for the classroom;
- Participates in staff development activities for Classroom Prevention Program staff, as scheduled;
- Submits Classroom Program report forms, student progress summaries, and other documentation related to classroom interventions, as assigned.

2.0 TRAINING and TECHNICAL ASSISTANCE PROCCEDURES

2.1 Training

2.2 Monthly Group Meetings

2.3 Intervention Monitoring

2.3.1 Setting up the Classroom

2.3.2 Classroom Visit Observation

2.3.3 Classroom Visit Record Review

CLASSROOM PREVENTION PROGRAM
Resource Teacher Training Plan

Resource Teachers will receive twenty (20) hours of orientation training prior to beginning their assignments in the Classroom Prevention Program classrooms. This training plan will include a one-hour introduction to the Prevention Program; ten hours of specialized training in curricular enhancements and behavior management; and nine hours of on-site classroom orientation at their assigned schools. Following the completion of orientation training, resource teachers will begin working ten hours per week in their assigned classrooms.

ORIENTATION TRAINING PLAN

Friday, January 14, 1994:
- Ĩ   An Overview of the Classroom Program
- ĨI   Curricular Enhancements
- IĨĨ   The Role of the Resource teacher
- IṼ   Portfolio Assessment Workshop

Tuesday, January 18, 1994:
- Ĩ   The Behavior Continuum
- ĨI   The Class Behavior Game
- IĨĨ   The Class Meeting
- IṼ   Behavioral Continuum Strategies

Wednesday, January 19, 1994 – Friday, January 21, 1994:

Resource Teachers will work three hours per day during the completion of their orientation training week. On-site orientation to assigned classrooms will include (1) an introduction to school sit, students, school staff, and classroom volunteers; (2) getting familiar with curricular programming, instructional scheduling, curricular/instructional materials, student learning groups, and other areas related to the implementation of the classroom program via observation and direct activities; (3) determining the resource teacher work schedule with the classroom teacher; and (4) a review of direct assignments within the classroom.

Resource teachers will continue their orientation to the classroom program throughout Quarter II via direct participation an assigned tasks within their classrooms.

2.2 Monthly Group Meetings

The Classroom Prevention Program classroom teachers and staff meet once monthly to discuss, plan, and review all aspects of the classroom program. Technical assistance and support are provided, and monthly implementation data is collected. The group determines the meeting site, often rotating meeting locations at participating schools.

The group meets on the first Tuesday of each month from 3:30 – 5:00 p.m., unless the group changes the meeting schedule. Teachers are paid a meeting stipend of $60 for their participation in the after-school meeting. The 1993 – 1994 schedule of meeting is as follows:

DATE	LOCATION
November 02, 1993	Callaway Elementary School
December 07, 1993	Delta Community Center
January 11, 1994*	Prevention Research Center
February 15, 1994*	Hilton Elementary School
March 08, 1994*	Hilton Elementary School
April 12, 1994	To be determined
May 03, 1994	To be determined
June 07, 1994	To be determined

* first Tuesday dates changed by the group due to school closings; etc.

SUBMIT THESE FORMS AT EACH MONTHLY MEETING
- *CBG Monthly Data Form – 1 per class*
- *CBG Booklets – 1 per child bi-monthly (Sept/Oct; Nov/Dec; Jan/Feb; Mar/Apr; May/June)*
- *COTW Worksheets – 4 weekly forms x each child*

Submit/share Updates/orders for these at each Monthly Meeting:
- *CBG Rewards ($40 per classroom)*
- *COTW Extender materials ($25 per classroom)*
- *Implementation ideas/suggestions*

TEACHER		SCHGRSEC:	MONTH:	
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA
WEEKLY TEAM AND REWARD				
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA
WEEKLY TEAM AND REWARD				
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA
WEEKLY TEAM AND REWARD				
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA

ACTIVITY DURING GAME= READING, LANGUAGE, MATH, SOCIAL LIVING, LUNCH, TRANSITIONS, EVENTS
REACTION TO REWARD= 1 (VERY DISSATISFIED) TO 5 (VERY SATISFIED)

CLASSROOM PREVENTION PROGRAM
Technical Assistance Log
Part I: Setting Up the Classroom

To be completed during the first classroom visit by a member of the Classroom Prevention Program Team. The team member will observe the start-up activities for each component of the Classroom Prevention Program. A check in the right hand column indicates that the component was implemented. The team member will review this technical assistance log with the teacher and provide support as needed.

TEACHER:	
SCH/GR/SEC:	DATE:

COMPONENT	CHECK IF IMPLEMENTED
MIMOSA	
Moving Into Math Teacher Resource Package	
Moving Into Math Deluxe Classroom Set (core books, big books, cassettes, Letters Home, instructional aids)	
Manipulatives	
Daily graph display	
READ ALOUD	
The New Read Aloud handbook, Jim Trelease	
Classroom Library	
READERS' THEATRE	
Now Presenting: Classic Tales for Readers' Theatre	
Stage are provided	
Props and costumes	
Marquee poster	
WRITER'S WORKSHOP	
The Art of Teaching Writing, Lucy McCormick Calkins	
Writing folder for each child	
Elements of Writing chart displayed	
JOURNAL WRITING	
The Art of Teaching Writing, Lucy McCormick Calkins	
Multicultural Crayons	
Student journals made	
PORTFOLIO ASSESSMENT	
The Portfolio Assessment Manual, grades 1-1 to 3-3, Silver-Burdett Ginn	
Student portfolios	
Student involvement in choosing the area to track progress	
Student involvement in choosing data to be collected	
CRITIQUE OF THE WEEK	
COTW Manual	
Dimensions of Thinking, Robert Marzano et al.	
Strategies for Thinking, Teacher's Guide	
COTW bulletin board displayed	
Thinking strategies map displayed	
Readiness lessons for COTW	
Extender activities for first month of COTW ($50/cr)	

CLASSROOM MEETING	
Classroom Meeting Manual	
Talking suggestion box (tape recorder and tapes)	
Meeting time posted	
Readiness lessons for Classroom Meeting	

COMPONENT	
CLASS BEHAVIOR GAME	
CBG Manual	
CBG rules posted	
CBG team names/member names listed on chalkboard	
Timer	
CBG scoreboard	
CBG booklets	
Stamper and stamp pad	
Magnetic letters	
Tangible rewards for first month ($40/cr)	
INDIVIDUAL BEHAVIOR STRATEGIES	
Individual Behavior Management Strategies Manual	
Behavioral Wheel displayed on teacher's desk	
Time-out square	
Time-out square timer	
"Get it Together" space	
INDIVIDUAL LEARNING STRATEGIES	
Psychoeducational Assessment Manual	
Resource teacher administers psychoedcational screen in February	

Technical Assistance Plan

Setting Up Objective   **Plan for Achieving Objective**

CLASSROOM PREVENTION PROGRAM
Technical Assistance Log
Part II: Classroom Visit Observation

To be completed during the first classroom visit by a member of the Classroom Prevention Program Team. The team member will observe each component of the Classroom Prevention Program. A check in the right hand column indicates that the component was implemented. The team member will review this technical assistance log with the teacher and provide support as needed.

TEACHER: SCH/GR/SEC:	DATE:

COMPONENT	CHECK IF IMPLEMENTED
MIMOSA	
Unit (write in)	
Manipulatives used	
Graphing activities used	
Activity-based learning groups	
READ ALOUD	
Read aloud (write in whether teacher-led or student-led)	
READERS' THEATRE	
Script chart/individual scripts displayed	
Characters assigned (write in whether student actors or puppets)	
Props and costumes used	
WRITER'S WORKSHOP	
Planned daily writing time	
3-5 minutes mini-lesson	
20-30 minute writing time	
Writing process focus (write in rehearsal, drafting, revision, editing)	
"Author's chair"/ "Writer's Circle"/ Read-Aloud Time	
JOURNAL WRITING	
Daily journal time established	
Whole class journal writing activity	
Individual journal writing time	
"Author's chair"/ "Writer's Circle"/ Read-Aloud Time	
CRITIQUE OF THE WEEK	
COTW topic posted	
KWL activity/chart	
Literature connection	
Vocabulary review	
COTW discussion	
Core skills stated in discussion	
Higher-order questioning by teacher in discussion	
Reinforcement of core skills used in discussion	
Identify COTW extenders based on discussion	
CLASSROOM MEETING	
Agenda posted	
Class meeting symbol or motto displayed/song sung at start of meeting	
Compliments and announcements	
Identify problem	
Recall rules	
Generate options	
Group similar options together	

Discuss advantages and disadvantages of options	
Combine and compromise	
Summary	
Closing	

COMPONENT	
CLASS BEHAVIOR GAME	
Rules stated in the morning and afternoon	
Announce start of game	
Announce daily reward	
Set timer	
State misbehavior	
Identify child misbehaving in neutral tone	
Put check mark next to child's team name on chalkboard	
Praise behaving teams	
CBG booklets stamped	
Team leader puts star on scoreboard	
Team leader gives out daily reward immediately (tangible if the game is new)	
Teacher reviews weekly scores to date and reminds about weekly reward	
INDIVIDUAL BEHAVIOR STRATEGIES	
Uses strategies to prevent behavior escalation	
Uses strategies to return towards comfort zone when behavior escalated	
Use correct level of intensity of intervention for behavior	
Resource teacher working with small groups of children, according to plan	
Resource teacher working individually with students, according to plan	
INDIVIDUAL LEARNING STRATEGIES	
Resource teacher working with small groups of children, according to plan	
Resource teacher working individually with students, according to plan	

Technical Assistance Plan

Objective   **Plan for Achieving Objective**

CLASSROOM PREVENTION PROGRAM
Technical Assistance Log
Part III: Classroom Visit Record Review

To be completed during the first classroom visit by a member of the Classroom Prevention Program Team. The team member will review teacher records and student folders for each component of the Classroom Prevention Program. A check in the right hand column indicates that the record was complete. The team member will review this technical assistance log with the teacher and provide support as needed.

TEACHER: SCH/GR/SEC:	DATE:

COMPONENT	CHECK IF IMPLEMENTED
MIMOSA	
Teacher: Lesson plans	
Students: Graded assignments	
READ ALOUD/READERS' THEATRE	
Teacher: Lesson plans	
Students: Graded assignments	
WRITER'S WORKSHOP/JOURNAL WRITING	
Teacher: Lesson plans	
Students: Writing folders	
Students: Learning logs	
Students: Reports of writing conferences	
Students: Student journals	
PORTFOLIO ASSESSMENT	
Student portfolios	
Student involvement in choosing the area to track progress	
Student involvement in choosing data to be collected	
Multidimensional assessment of reading or writing	
Shared responsibility between teacher and student for documentation	
Peer conferences	
CRITIQUE OF THE WEEK	
Teacher: Lesson plans	
Students: Monthly COTW forms	
CLASSROOM MEETING	
Teacher: Meeting Log	

COMPONENT	
CLASS BEHAVIOR GAME	
Teacher: Team form	
Teacher: Class list	
Teacher: Monthly CBG form	
Students: CBG Booklets	
INDIVIDUAL BEHAVIOR STRATEGIES/ INDIVIDUAL LEARNING STRATEGIES	
Teacher/Resource Teacher: Individual Plan	
Teacher/Resource Teacher: Progress Notes	

Technical Assistance Plan

<u>**Objective**</u>   <u>**Plan for Achieving Objective**</u>

3.0 CLASSROOM RESOURCES

3.0 CLASSROOM RESOURCES
3.1   Setting up the Classroom

Teacher Resources:

*The Art of Teaching Writing
Lucy McCormick-Caulkins
Heinemann, per Intac, Inc.
1110 Fidler Lane
Silver Spring, MD 20910
Hiram Graham, Educ. Consultant
301-589-5460 or 495-0254; FAX: 301-589-4241

*The New Read Aloud Handbook
Jim Trelease
Encore Books, Lombard & Calvert Sts.
410-539-4421; Don, manager/ P.O.#
($8.98)

*Dimensions of Thinking: A Framework for Curriculum and Instruction
Robert Marzano et al
ASCD Stock No. 611-87040
703-549-9110
Customer Service

*Now Presenting, Readers' Theatre
Readers Theatre
Addison wesley
Henry Anglin, Representative
301-390-9218

*Breakthroughs, Strategies for Thinking
Teacher Editions for Grade 1 (2 units)

*Instructional Reference Guide
(brief descriptions of techniques and strategies used in the program)

*Poster Package (pkg. of 8)
(Strategies poster; graphic organizers)

*Beginning Breakthroughs, teacher's reference guide
Zaner-Bloser, Inc.
Harold Parker, Sales Representative
410-643-7644

Portfolio Assessment Teacher Handbook
(Grades 1-3) ISBN (0-) 663-54624-9
Silver Burdett Ginn

Instructional Resources:

*MIMOSA
<u>Moving into Math</u>
Deluxe Classroom Set
(based on 24 per class; additional student material per class size)

*Maintaining Concepts & Skills

*Math Manipulatives
(from list of Grade 1 manipulatives developed by Jean Cooper & Dr. Honi Bamberger)

Ed Gregory, Sales Representative
212-831-1688
155 East 91st St., 9A, NYC, New York 10128

*Audio-cassette Recorder and blank tapes for "The Talking Suggestion Box Classroom Meeting"
CHASELLE, Inc.
9654 Gerwig Lane
Columbia, MD 21046-1503
Orders: 1-800-242-7355; FAX: 410-381-5407

Portfolio Assessment
12" x 18" are folios
CHASELLE, p. 516

Critique of the Week
Materials/extender
Supplies - $25 per month

*CHASELLE Storybook Rule (for student journals)
18" x 12" sz; 6 lines w/ picture space

Classroom Libraries
Silver Burdett Ginn
James Gagnon, Sales Consultant
1908 Tupelo Place
Crofton, MD 21114
410-793-0349

CLASSROOM PREVENTION PROGRAMS
Classroom Resources

QTY	ITEM	CR Component Use
1	Hamilton LC-90 Cassette Recorder/Player	MIMOSA/Class Mtg. Talking Sugg. Box Read Aloud Groups
1	Hamilton Deluxe Listening Center (set of 8 headphones for use with LC-90)	MIMOSA/Class Mtg.; Collabor. Groups; COTW Extenders Read Aloud groups
1	Marker Board Easel (dry erase board; extends 42"-72" for tabletop or floor use; chart rings for charts or writing pads; with a handy marker tray which may be used to display Big Books)	COTW/MIMOSA/Class Mtg.; General; COTW
1	Pocket Chart	COTW/Reading/Class Meeting
1	Tracing Letters Set –4"	COTW/bulletins
3	Bradley First Time Pencils w/eraser (doz.)	COTW clipboards
1	Berol Giant Pencil Sharpener (accepts primary size pencils)	General use
1	Scissor Rack	COTW; general use
30	ACME Clip Point 241C Scissor	COTW; general use
1	Colored Masking Tape	Time Out square
1	Elmers Glue All (case of 48)	COTW; general use
1	Paste/Glue Spreaders (box of 1000)	COTW; general use
2	Plasti-Tak (hanging adhesive)	COTW; general use
1	Primary Chart Pad (100 sheets; SW rule)	COTW/Class Mtg./reading
1	Primary Chart Pad (100 sheets; LW rule)	COTW/Class Mtg./reading
1	Construction Paper (Asst. 24" x 36")	COTW; journal covers; bulletins
1	Railroad Board (Assorted; 24" x 36")	COTW paddles; clip-boards; bulletins
1	Dixon Erasable Markers w/ Eraser	COTW; Class Mtg.
1	Happy Faces Stamp Set (set of 6 w/ pad)	Behavior Game Booklets
1	Sentence Strips (rainbow asst.)	COTW; Class Mtg./Reading/Math
1	Sentence Strips (manila)	Same as above
1	Storybook Rule (12" x 18" w/ art space)	Writing journals
2	Mechanical Timer	Time Out Square (1) Behavior Game
1	Combination Magnetic/Flannel Board	Behavior Game Scoreboard
1	Static Image Sheets	Behavior Game; MIMOSA Math/COTW
2	Magnetic Letters (upper case set of 48)	Behavior Game
1	Magnetic Numbers	Behavior Game
1	Rhythm Band Set (for 250	CR Meeting; Creative Thinking; Stress Management
1	Bostich 515 Stapler	COTW; General Use
1	Standard Staples (1000 ct.)	General Use
2	Washable Markers (set of 10 asst.)	COTW/MIMOSA/All

5	Cassette Tapes (60-min)	COTW; The Talking Suggestion Box/Class Mtg.; Read Loud
5	Cassette Tapes (30-min)	

CLASSROOM PROGRAMS MATH MANIPULATIVES*

1	Multilink Cubes (1000 ct. tub)
4	Wooden Pattern Blocks (1000)
1	Geoband Set (800 asst.)
1	GeoBoard Set (15)
10	Pattern Block Mirror (group work)
1	Original Judy Clock Class Set (24 student; 1 large)
1	Mini-Judy Clocks set (addt'l 12 student)
1	Extra clock bases for student clocks
1	Clock Faces Set (analog; digital w/terms)
1	Classroom Cash Set (Coins and paper currency)
1	Link n' Learn Class Pack (1000)
1	Primary Rocker Balance
1	Geometric Solids Set (12)
1	Transparent Counters
5	Plain 1" Wooden Cubes (1000)
1	Overhead Pattern Blocks
1	Transparent Geo Board
*	Manipulatives set recommended by Dr. Honi Bamberger

3.2 Monthly Resources
- Bi-monthly CBG booklets
- Class Behavior Game rewards ($40.00 per CR)
- Class Behavior Game *Monthly Data Form*
- Critique of the Week worksheets
- Critique of the Week extender material (425.00 per CR)
- Monthly "Excellence in Education" Awards (awarded to classroom teachers for exceptional implementation of Classroom Prevention Program components. Teachers receive a certificate and a $10.00 cash award.)

3.3 End of Year Resources
- Spring Class Fieldtrip: funding for bus transportation and admission is provided to each class for a spring trip related to an area of learning.
- Culminating Event-each class is provided $75.00 to plan a class culmination of their choice.

4.0 MIMOSA MATHEMATCIS
4.1 Implementing New NCTM Mathematics Standards
4.2 MIMOSA _Moving Into Math_ Program
See MIMOSA Teacher Resource Manual

5.0 CRITIQUE OF THE WEEK (COTW)

5.1 Introduction
5.2 State of Development
5.3 COTW Performance Objectives
5.4 Unit Themes for COTW
5.5 Implementing the COTW

CRITIQUE OF THE WEEK (COTW)
A GUIDED-THINKING INSTRUCTIONAL MODULE
FOR THE PRIMARY CLASSROOM

Teachers' Manual
School Year 1993-1994

The Prevention Program
4940 Eastern Avenue
Baltimore, Maryland 21224
(410) 550-3444

CRITIQUE OF THE WEEK (COTW)

*The **Critique of the Week** was developed to support the instruction and reinforcement of thinking skills and processes with early learners.*

> ### What is Critique of the Week?
> - A supplement to the classroom curriculum
> - A directed thinking activity to help students learn strategies for analyzing information from the real world
> - A weekly whole class activity
> - An opportunity for students to think, to share thinking, and to reflect on their thinking
> - A practice for extending and refining knowledge

Critique of the Week uses the context of images, sources of information, and resources from children's daily life experience to teach the examination of the content, to look at the way children think, and to teach children to formulate their own position with a system of value and reasoning.

> PRIMARY OBJECTIVES
> - To develop critical thinking processes using information, messages, and images portrayed in everyday life
> - To support instruction that is developmentally appropriate in recognizing and responding to the characteristics of children
> - To reinforce skills that will enable children to (1) seek accuracy and clarity of information; (2) analyze and be open-minded to diverse perspectives; and (3) identify and support a position.

*With the **Critique of the Week**, students will begin to view their world as an important source of lifelong learning and begin to think skillfully and critically. Long-range expectations include the improvement of language skills, student listening and verbal expression, ability to question information for clarity and accuracy, an acceptance of divergent viewpoints, and the ability to think about how one thinks relative to the bridging of acquired and new areas of knowledge and learning.*

LEARNING IMPACTS?

- Helps students to transfer their use of thinking skills throughout the content areas of knowledge and learning
- Helps develop verbal language and expressive language skills
- Provides a natural way for students to extend and refine their knowledge about various real world topics
- Teaches early learner to question and analyze information received in their daily living
- Helps students construct and support their position on real world topics
- Assists in the development of decision-making skills

5.0 CRITIQUE OF THE WEEK
5.1 INTRODUCTION

CRITIQUE OF THE WEEK (COTW)
An Instructional Model for Teaching Thinking

The ultimate goal of education is for students to become self-directed and independent learners and thinkers with the ability to continue lifelong learning beyond their school years. The Baltimore City Public Schools/Johns Hopkins University Prevention Program supports a curriculum that emphasizes opportunities for students to think, share thinking, and to reflect on their thinking. The Baltimore City Public Schools' current comprehensive curriculum for first graders incorporates an integrated approach to the teaching of thinking skills and processes throughout the curriculum's areas of learning. Teachers are encouraged to implement lessons and instructional activities that emphasize the "core thinking skills" that grew out of the research and theory-based framework on metacognition and learning, Dimensions of Thinking: A Framework for Curriculum and Instruction (Marzano, Brandt, Hughes, Jones, Presseisen, Rankin, and Suhor 1988). In 1988, the Association for Supervision and Curriculum Development (ASCD) published the framework which challenged traditional and instructional methods and purposes, and provided a curriculum and instructional framework for the teaching of strategic thinking skills. This model was intended to affect the theory of instruction. The Baltimore City Public Schools' curriculum for first graders also accents the importance of metacognition (thinking about thinking), the promotion of student-student critiques of each other's thinking, and the reinforcement of thinking skills and processes instruction over the course of a schoolyear. Teachers are encouraged to develop an instructional program that will provide students with a repertoire of cognitive and metacognitive skills and strategies to be used for lifelong learning. Additionally, the BCPS curriculum supports the explicit teaching of higher-level attitudes, perceptions and mental habits. In order to achieve these educational outcomes, teachers must create a learning environment where a comprehensive approach to instruction includes both student- and teacher- directed learning strategies. The Prevention Program's Classroom Intervention is intended to influence the practice of teaching and instruction.

The Classroom Intervention includes components designed to help teachers actualize these goals, to support instruction that is developmentally appropriate, and to recognize and respond to the characteristics of children as individuals. Previous research has identified and described basic types of learning (Piaget, 1971; Rumelhart and Norman, 1981) in similar ways as assimilation (where information is integrated into one's existing knowledge base); accommodation (where existing foundations of knowledge are changed); and restructuring (which involves the reorganizing of information so that it produces new insights and can be used in new situations). Robert Marzano defines restructuring in his "Extending and Refining Knowledge" dimension of learning as the "aspect of learning that involves examining what is known at a deeper, more analytical level".

In his Dimensions of Learning model, Marzano presents eight "core" thinking skills with activities to elicit analytical or higher level thinking skills with activities to elicit analytical or higher level thinking in children. Defined as "well-structured activities that elicit specific types of analytical thinking from students and guide them through the execution of that thinking", directed thinking activities 9Marzano, 1992) focus on the integration of critical thinking processes into the students' everyday formulation of ideas and knowledge of diverse subjects and content. The Critique of the Week is such an activity and was developed to support the

teacher's instruction of thinking skills and the reinforcement of thinking processes throughout the first grade curriculum.

PILOTING THE CRITIQUE OF THE WEEK COMPONENT OF THE CLASSROOM PROGRAM
May 1993

The piloting of the Critique of the Week, a critical thinking activity component of the Classroom Intervention in three first grade classrooms during the Spring of 1993 was conducted from may 26-28, 1993. The pilot of the critical thinking component was to determine and test several questions key to the successful implementation of the Critique of the week (COTW) module by first grade classroom teachers: (1) to determine whether teachers could effectively implement COTW after the PRC training; and (2) to determine what COTW extenders had the most impact, least teacher burden and expense. Participating teachers completed a three-hour pilot teacher training session at the Prevention Research Center on May 21, 1993 from 3:00-6:00 p.m.. Each teacher was provided the pilot model for Critique of the Week, a teaching practice and discussion guide, implementation materials, and student worksheets as part of their pilot teacher training. Suggested teaching strategies and materials for extending COTW were also provided to the teachers. As a culmination of the training, each teacher was interviewed via telephone contact and provided feedback on four questions: (1) what about the COTW worked for the teacher?; (2) what about the COTW did not work for the teacher?; (3) what did or did not work for the first grade students?; and (4) what improvements or suggestions for change/further development do you have? Student and teacher interviews were used to assess the impact of the COTW, impact of COTW extenders, and use of COTW.

The Critique of the Week was developed to support the instruction of thinking skills and processes with early learners. As originally developed, the Critique of the Week is a directed-thinking activity specifically conceived to help students learn strategies for analyzing perspectives. It uses the context of images and resources from the students' daily life to teach them to examine the content, to look at the way they think, and to formulate their own position with a system of value and reasoning. The Critique of the Week (COTW) is modeled as a supplementary curricular component of the Baltimore City Public Schools/Hopkins Prevention Program's Classroom Intervention. Its primary objective is the development and learning of higher order thinking processes using information, messages and images portrayed in the students' everyday life experience. It is a means for encouraging children to take an active interest in their community and their world at large. As a weekly activity, the COTW will enable teachers to present timely and natural events for whole class discussion. Teachers will be trained to present topics that children are likely to hear about, read about or deal with in the daily life experience to stimulate and practice thinking processes as outlined in Robert Marzano's Dimensions of Thinking: A Framework for Curriculum and Instruction (ASCD, 1988). Using the core cognitive skills considered the "building blocks" of thinking, the classroom teacher will use COTW activities to present and reinforce the learning of these skills and thinking processes within the first grade classroom.

TEACHING MODEL FOR CRITIQUE OF THE WEEK PILOT

The goal of the Critique of the Week teaching model is to present the topic "What is a Family?" through a definition and photographs in order to have students analyze the accuracy of the information based on what they hear and see.

Objective:
Given a written definition and photographs of "family", students will analyze the accuraccy of the stated definition based on their real world experiences and on the visual information presented in the photographs.

Preparation:
1. Introduce the concept of Critique of the Week to the class and announce that there will be a sample activity later in the week. Give the day and time.
2. Construct the COTW bulletin for "What is a Family?"
3. Write the definition used for this COTW on a sentence strip for display.
4. Ask students to bring one family photograph to class for the COTW
5. Have students help to construct "opinion paddles" (yellow posterboard) for the COTW activity during an art period. Also, make "question paddles" showing a question mark on both sides (blue posterboard).
6. Make word cards for these words: mind, think, critique, question, study, accuracy, agree, and disagree

What Will We Do?

I.   SET UP – Have the children sit in an area near the COTW bulletin.
II.   TEACHER PRESENTATION OF THE COTW TOPIC – The teacher presents the COTW topic "What is a Family?".

        "Today we're going to practice a sample Critique of the Week activity. Let's read our COTW topic together. (The teacher points to the "What is a Family?" heading displayed on the bulletin as the class reads aloud)

For our COTW, we're going to explore information about families. How will we get our information? Look at this chart. Today we will get our information through (1) sight and (2) hearing. (the teacher places the word cards on the bulletin)

How do we study information? We study information with our <u>mind</u> because we use our mind to <u>think</u> about the information that we receive in our world. Today we will use our minds to question or study some information about families. That's what "critique" means; "to question". (the teacher displays these word cards on the bulletin)

"Critique of the Week" means that each week there is something to question or to think about . We will learn skills that will help us to question and study information. When we get new information, we think about it and then we decide if we "agree" or "disagree" with that information (display these words). In our COTW, we will use our opinion paddles to tell if we agree or disagree. If someone is not sure about what they think, they can hold up a question paddle to show that they have questions or need more information."

III. TEACHER PRESENTATION OF THE WRITTEN DEFINITION OF "FAMILY" (the teacher guides the students through a formal definition taken from the BCPS Curriculum for 1st grade, 1992)
1. "Who knows a meaning for the word "family"? Let's list some of your ideas on the board." (the teacher writes a list of student responses on the chalkboard or chart)
2. Display the written definition of the word "family" on the COTW bulletin. Explain that this definition was taken from one of the Social Studies units from earlier in the school year.

"In our COTW activity today, we are going to "question" the accuracy of the information given in this definition of "family". "Accuracy" means the correctness, exactness, or the truthfulness of something (display the word card for "accuracy").
Let's read our written definition for "family" (the teacher points to each word during a group reading of the definition).
Today, we want to question if this meaning is correct based on the information that we get from the real world in which we live.
How many of you "agree" wit this definition of family? How many "disagree"? (students show their opinion paddles).
Look at your COTW worksheet. Find the second box – what do you think? Mark your worksheet with the plus sign if you agree with the definition; write the minus sign if you disagree; write the pound sign if you have questions or are not sure.
How many of you question this definition? (these students show their question paddles) Let's get some more information about the meaning of "family" from our real world photographs. At the end of our COTW, we'll check to see how many of you changed your mind after our discussion."

IV. CLASS PRESENTATION OF FAMILY PHOTOGRAPHS – The teacher allows each student to display his/her family photo on the COTW bulletin board.
"Each of you who has a family photograph will come up to display your photo on the COTW board. (As the children are called, the teacher gives each a piece of putty for the back of their photo. The child places the photo on the COTW board)
Now, let's look at this new information." (The teacher guides the students through an ecploration of the information presented in the family photographs)

V. DETERMINING THE ACCURACY OF THE INFORMATION – The teacher guides the students through the COTW segment through questioning, using the following guide:
   1. What exactly do you see?
   2. What are the details?
   3. How can we put those details together?
   4. What does the information tell you?
   5. What questions do you have about the information? (clarity)
   6. How can you get more information? (clarity)

VI. SUMMARY – After the COTW photograph segment, the teacher asks the students if anyone has changed their original position about the written definition of family. The students mark their worksheets with either a YES or NO in Box 3 of the worksheet chart.
1. The teacher asks those students who have changed their minds to give reasons why they made the change:
   "What are the reasons why you have changed your position?"
   "What new information helped to make the information more clear for you?"

2.   After a brief discussion, the teacher summarized what new knowledge was obtained through this COTW activity. Review the student's original listing of characteristics of a family. Have the students summarize what was learned from the COTW activity

3. Praise the students for doing a good job of questioning the COTW information:

> "I liked the way that each of you participated in this COTW activity."
>
> "Each of you did a great job of helping to question the definition of family that we have studied."
>
> "Today, you have all helped us to expand our learning about families. Thank you for sharing your family photographs and for using your minds to question things about "What is a Family?". We have learned so much from each other this morning."

VII. TEACHER/STUDENT FEEDBACK TO THE PREVENTION RESEARCH PROGRAM – A 30-minute follow-up meeting will be scheduled with participating teachers and students to review their ideas to improve the Critique of the Week module.

Structured telephone interviews and open-ended discussions will be used to debrief students and teachers after the COTW classroom observation and after the one-week follow-up use of COTW extenders.

A. STUDENT INTERVIEW:

1. What do you think about the Critique of the Week?
2. How did the COTW help you to think about the topic?
3. What do/can you do if you disagree with information that you receive?
4. Were any of the COTW vocabulary words too difficult?
5. How many thought that the COTW was too long?
6. What are your suggestions for improving the COTW?

B. TEACHER TELEPHONE INTERVIEW:

1. What about the COTW worked for you as a teacher?
2. What didn't work for you?
3. What suggestions/recommendations do you have for the improvement or further development of the COTW?
4. What improvements can be made to the COTW teacher training?

PILOT TEACHER TRAINING PLAN

Teacher training for teachers participating in the Critique of the Week (COTW) pilot was conducted on May 21, 1993. Three teachers participated: (1) Mamie Hightower, Maree Garnett Farring Elementary School; (2) Kathi Karlin, Cross Country Elementary School; and (3) Martha Pierce, Liberty Elementary School.

Teacher training for the COTW pilot was designed to provide the teachers with an experience that would simulate the processes and conventions that they would use in their classroom implementation of the directed-thinking activity. The pilot training was scheduled as an after-school, three-hour session where teachers received both didactic and experimental instruction in structuring and facilitating the COTW model.

The teacher training began with an overview presentation and discussion of the goals and specific components of the Baltimore City Public Schools/Hopkins Prevention Program Classroom Intervention. Teachers were then introduced to the concept of Critique of the Week as a critical thinking activity via an overview explanation of its development as a supplementary curricular component, and the trainer's presentation of a COTW topic that was developmentally-appropriate for the adults. In order that the teachers would fully understand and internalize the concepts of the COTW, the trainer directed a critical thinking activity with the teachers using a current television ad from the Maryland State Department of Health and Mental Hygiene's $3 million anti-cancer campaign: "You Promised…". This public service ad portrays the consequences that may occur upon the death of women who fail to get mammograms for the early detection of breast cancer. The trainer facilitated the teachers' critical analysis of the ad using a series of probe questions intended to focus the participants' thinking to specific dimensions of the ad's message and influence (see: "Teachers' Responses to COTW Pilot Training Critique").

In the second stage of the teacher training, teachers were presented with information, materials, and teacher discussion guides for the COTW pilot "What is a Family?". The three teachers expressed enthusiasm for the directed thinking idea and discussed questions related to the implementation in their classrooms. Resources and ideas for extenders for the COTW pilot were also reviewed and discussed. Three childrens' books selected as read-aloud extenders for the COTW pilot were reviewed and discussed. The teachers were pleased with the selection because the titles were new ones and covered different types of families. They expressed that these would expand their students knowledge of family.

During this part of the training, instructions for the preparation and construction of materials needed for the pilot were discussed. The pilot teachers decided to make the following adjustments to the activity:

1. For children unable to obtain a photograph of their family, the teachers would permit these children to use magazines to select a picture of a family;
2. The teachers suggested using symbols for "I agree" and "I disagree" on the opinion paddles due to the vocabulary levels of the first graders. It was agreed that a "smiley face" would signify "I agree" and a "frowny face" would signify "I disagree" for the pilot activity. Teachers discussed other options: a) the use of "thumbs up" and "thumbs down" pictures; b) the use of "yes" and "no", and c) the use of the words;
3. Item #6 under "Preparation" would be eliminated for the pilot in order to shorten the length;

The symbol of the Wise Owl was presented as the universal symbol for Critique of the Week to be used in the classroom to depict or designate COTW work areas, bulletins, charts, worksheets, or other materials.

Each teacher was given a picture of the Wise Owl. The teachers liked this choice of symbol and discussed ways to introduce it to their students.

A review and discussion of the COTW discussion guide followed and teachers gave positive feedback on the content and sequence of the lesson, the proposed facilitation script, and the use of questioning to focus the student's thinking on the COTW topic. Teachers expressed that the pilot topic was a good one because of the learning units on family that were already covered in the first grade curriculum this year. Teachers were encouraged to incorporate the use of prediction, elaboration, fact-finding, and comparisons-differences/similarities conventions in their delivery of the COTW pilot.

At the end of the training session, each teacher scheduled a classroom observation visit for the Prevention Program and a time for the student interviews. Classroom materials and supplies for the pilot were distributed and packaged for delivery to the schools.

IMPLEMENTATION OF THE PILOT

This section will discuss the implementation of the COTW pilot in each of the three participating classrooms. It will look at the areas of strength and weakness evidenced in the piloting of the COTW model in the first grade classrooms. The plan to address the weakness as well as to respond to the teachers' recommendations for improvement to the Critique of the Week is also discussed.

Piloting the Critique of the Week at Farring Elementary School

Mamie Hightower, first grade teacher, Farring Elementary School, implemented the Critique of the Week pilot model to her class of thirty-two (32) students on May 26, 1993.

Mrs. Hightower had set up an area of her classroom for the implementation of the Critique of the Week pilot. The focal point of this area was a large, bright, and colorful COTW bulletin (with a large Wise Owl picture and the heading "Critique of the Week" in large letters) on which the COTW topic question and definition was posted. This teacher had organized the area with everything needed for the pilot activity. In this area, she had posted the lesson objective on a chart; posted a chart for student responses; displayed a collage of multicultural families; displayed COTW word cards (facing away until time for use in the lesson); displayed the COTW read-aloud books along the chalkboard's ledge; and organized all COTW teacher/student materials on a desk adjacent to the bulletin. This area was colorful, inviting and well organized.

Mrs. Hightower called her students to sit on the floor in this area by cueing them with musical tones from the classroom piano. Using lower register notes for the boys and upper register notes for the girls, she played a musical scale to signal her permission for their movement to the area. (It was apparent that this was a regular classroom management practice for movement within the classroom. The students rose from their seats, pushed them under desks, and moved to sit on the floor orderly and quietly.) as each group reached the area, Mrs. Hightower provided positive verbal reinforcers to the students, individually and collectively, for the manner in which they cooperated with her instructions (e.g., "I like the way that the boys moved quietly to the front of the room."; "Thank you, Carla, for showing everyone how to sit with their bottoms on the floor."; or "I like the way that Brian is waiting quietly.") Throughout the activity, this teacher used positive praise and verbal reinforcers as consistent feedback to the students.

In preparation for the activity, Mrs. Hightower used two read-aloud books as a connection to the COTW topic. She used A Forever Family, one of the pilot extender resources, and My Family, Your Family, another title. She referenced a reading that occurred earlier in the school week during the COTW introduction.

Mrs. Hightower had prepared all of the materials required for the COTW pilot model: opinion paddles, question paddles, vocabulary cards, definition on sentence strip, and COTW bulletin. In addition to these, she had organized a desk with student materials to be handed out during the activity. Teacher materials were also close at hand throughout the activity.

Teacher additions to the required materials were: small chalkboards & book surfaces for student writing; a collage of family pictures; a book used prior to the activity as a literature connection (My Family, Your Family); and teacher-made charts for listing student responses and posting the lesson objective.

This teacher began her COTW activity by reading the lesson objective from the chart posted on the chalkboard. She had used the 2 days prior to the observation as an opportunity to introduce the concept of "Critique of the Week" and its vocabulary. The teacher referenced these lessons as she facilitated the students' recall and review of the COTW information. On the bulletin, the teacher had taken a passage from the COTW pilot manual and reproduced it with blanks for the vocabulary words to be used. As she reviewed the information with the students, she turned the vocab cards face-up and placed them on the appropriate line of the passage chart. At the conclusion of the introductory segment, the teacher asaked the students to read the sentences and the completed passage in order to reinforce the COTW information, both visually and auditorily. These students demonstrated excellent recall and reading of the vocabulary and passage.

Next, the teacher distributed student materials to the students, asking that the materials be placed on the floor in front of each student. Student helpers were asked to assist in handing out the COTW materials.

Mrs. Hightower listed student responses to the question "What is a Family?" on a chart at the front of the room. A few students gave definitions of family, however, many of the students responded by giving the names of various family members: e.g., "a mother, a brother, and a daughter"; "a father, a mother, and two sisters"; "a mother, a brother, an uncle, and a sister".

This teacher implemented the COTW model effectively, according to the guide. The actual lesson exceeded the proposed time of 30 minutes (actual length was 50 minutes). These students readily accepted the COTW process and responded with high-order answers and questions to the teacher's facilitation of the COTW probe questions. Although a high level of participation was evident from a core group of students throughout the lesson, there was also evidence of increased fidgiting and reduced attention with a number of students who were unable to focus their listening and attending after thirty minutes had passed. On a whole, the children were able to remain involved throughout and demonstrated high-order questioning in asking for more information to elaborate the information presented. For example, several questions posed by the students included: "I wonder how adopted children feel about their parents?" and "How does someone adopt a child?". Several students were able to answer their classmates questions about the adoption process, and one child in the class openly disclosed that she was an adopted child.

This class was capable of formulating their own definition of "family" based on their COTW experience and attempted to justify their disagreement with the definition presented in the model. Some of their responses were:

"…some of the people in my community feel like my family…"

"Seeing the family pictures made me feel like we (our class) are a family…"

"We're all family, brothers and sisters in God…"

"…the photographs made me see that families are all different sizes and types."

At the end of the activity, the students were able to summarize their learning from the COTW lesson and were actively continuing to talk about the family photographs after returning to their desks.

The students responded that they thought the COTW was fun and helped them to think about how to define family. They expressed that the COTW had helped them to think when they shared pictures of their families and through the questions that they talked about. In response to questioning on "what do/can you do when you disagree with information that you receive?", most students responded that they would ask questions; others responded that they could ask the teacher; some responded that they'd ask the other person why they thought what they thought.

Over half of the class responded that they thought the lesson was too long to sit on the floor. No one offered suggestions for other improvements.

Piloting the Critique of the Week at Liberty Elementary School

Martha Pierce, first grade teacher, Liberty Elementary School, implemented the Critique of the Week pilot model to her class of 24 students on May 27, 1993.

Mrs. Pierce designated the front of her classroom as the Critique of the Week area. There, she has constructed a large colorful bulletin with the COTW wise owl symbol and heading. COTW vocabulary word cards were displayed on the chalkboard and the books selected as COTW extenders were also displayed. Teacher and student materials were assembled nearby on a table. The students were seated in two rows of student chairs facing the COTW learning area. Mrs. Pierce had constructed lapboards from blue posterboard for her students. A classroom volunteer distributed all of the required COTW student materials, placing materials under each child's chair, as Mrs. Pierce lead the group in a poem reading, as a warm-up activity.

Mrs. Pierces selected "Whales" by Mary Ann Hoberman as a literature connection to the COTW topic. She had underlined words related to the COTW family topic and emphasized these during the read-aloud:

Whales
By Mary Ann Hoberman

A whale is stout about the middle,
He is stout about the ends,
And so is all his family,
And so are all his friends.

He's pleased that he's enormous,
He's happy that he weighs tons,
And so are all his <u>daughters</u>,
And so are all his <u>sons</u>.

He eats when he is hungry,
Each kink of food he wants,
And so do all his <u>uncles</u>,
And so do all his <u>aunts</u>.

He doesn't mind the blubber,
He doesn't mind the creases,
And neither do his <u>nephews</u>,
And neither do his <u>nieces</u>.

You may find him chubby,
You may find him fat,
But he would <u>disagree</u> with you,
He likes himself like that.

After the reading, the teacher asked the students (a) what the poem was about; (b) how the underlined words were related; and (c) asked the students to make general observations about the poem.

Next, Mrs. Pierce introduced the COTW topic "What is a Family?". The teacher asked the students to define "family" in their own words: "a group of people working together"; "a lot of people"; "a group loving one another"; "people in a bunch"; "lives in a home"; "people who visit".

This teacher posted a definition other than that given in the pilot model. She posted a definition taken from the First Grade Dictionary used in her classroom:

"Parents and their children are a family. All the people in a family are relatives."

The class discussed how people in families are related through marriage, birth, or adoption. Two students described adoption in response to another student's question. One child shared that she had been adopted after her mother's death.

Next, the class shared their family photographs. In this class, only four students had pictures of their families. One student brought a magazine picture of a family. Each of these students described the members of their families and were allowed to walk down each row so that the other students could look at the photo. Each photo was posted on the COTW bulletin board. At this point (twenty minutes into the lesson), the students began to get restless and the teacher was finding it difficult to keep their attention focused. Mrs. Pierce used a most effective restructuring strategy in having the class stand up for a group stretch. She used a sing-song rhyme with choreographed movements to give the group an opportunity to positively channel their energies:

Stretch Like A Cat

Stretch like a cat,
(students stretch like a cat)
Wave good-bye to your fat,
(students raise arms to wave good-bye)
All that blubber will go scat,
(students grab waistlines, making pulling and
throw-away motion of removing fat)
When you stretch like a cat.
(students arch backs to stretch like a cat)

S-T-R-E-T-C-H-
(students make long body stretch)
Like a cat.
(arching back and pushing arms outward)
Wave good-bye to your fat,
(making good-bye waves with arms extended)

All that blubber
(pull waistline and shake up and down)
Will go scat!!
(throw-away motion)
When you s-t-r-e-t-c-h
(exaggerated stretching motion)
Like a cat.
(cat stretching movements)

The class performed the stretch standing in front of their seats and returned to sitting afterward. Then, Mrs. Pierce resumed the lesson by having the students summarize what they had learned from the COTW family information. During this discussion, a core group of students remained attentive and responsive, however much of the class was unable to refocus on the COTW activity and teacher behavioral management strategies increased. Mrs. Pierce began listing students names on the board with the indication that she would be talking to these students later. (this was 35 minutes into the COTW).

Mrs. Pierce decided to have the students return to their desks for the completion of the COTW worksheet. Once there, she began to distribute pencils and erasers to the students without pencils, this took up a great deal to time as students became distracted with the large primary pencils and gum erasers that were being handed out. Other students began requesting an eraser because their pencil eraser was work down. An increase of other misbehaviors was evident during this time.

By the time the teacher had gotten back to the COTW worksheet, only a core group of students attended fully. Others were able to complete the worksheet with frequent assistance and guidance from the teacher due to attention/concentration problems. The teacher expressed to the observer that this was a lengthy activity for this class. After the completion of the COTW worksheet, the teacher again summarized the learning from the COTW activity for the students.

The PRC observer interviewed the students about their COTW experience. These students were able to give responses like "…it was fun", or "I liked it.", but when the observer attempted to have the children elaborate their answers, the students were unable to provide reasons for their initial answers. Very few children offered answers to the questions. It was very evident that these students were ready to move on to something else in their schoolday.

Piloting the Critique of the Week at Cross Country Elementary School

Kathi Karilin, first grade teacher, Cross Country Elementary School, implemented the Critique of the Week pilot model to her class of 29 students on May 28, 1993.

Kathi Karlin designated an area in the front of her classroom for the Critique of the Week pilot. There, she had constructed a large COTW bulletin with two large Wise Owls on either side and the heading "CRITIQUE OF THE WEEK" in large colorful letters. Mrs. Karlin distributed the opinion and question paddles to her students while they remained seated at their desks. Then, she called the boys and the girls to sit on the floor at the floor at the front of the room. There she passed out special clipboards that she had constructed with an attached pencil on a string and a clip that held the COTW worksheet. Students placed these in front of them with their paddles.

This teacher explained the COTW activity to the students, explaining that they were helping to develop a program for next year's first graders. This class reviewed the acronym COTW, vocabulary, and the use4 of the worksheet prior to the teacher's introduction of the COTW topic. The students demonstrated excellent reading of the COTW vocabulary and were directed in the use of the COTW paddles by their teacher.

Mrs. Karlin presented the COTW topic and had the studetns write the topic on their worksheets. Then, she listed the student responses to "What is a Family?". This teacher reviewed student knowledge of the purpose for a dictionary and the meaning of the word "definition". The teacher placed the COTW definition on the bulletin for display and reading. After reading the definition, several students raised their question paddles to ask the following questions: (1) "What is adoption?"; (2) "What is marriage?"; (3) "What's 'by birth'?"; and (4) "Why is a family a group?". The teacher allowed other students to answer their peers' questions and only elaborated if required for clarity. She used multicultural references in her answers. The class reviewed the meaning of "accuracy" and gave examples of situations when people must be accurate. Then, the teacher asked the students to indicate whether or not they could agree with the accuracy of their COTW definition. One student disagreed. The students completed Box 2 on their worksheets.

Mrs. Karlin moved to the COTW segment on family photographs. Having collected the photos from her students, she placed each on the bulletin board prior to asking a set of photo probe questions to the class. Exceptional was her ability to guide her students through a focused analysis of each family picture. The class analyzed each photo and discussed the minute details of the pictures to examine the persons, location, time of year, event and possible subjectiveness of each scene. This was especially motivating to the students' discussion. Students were able to identify different types and sizes of families on vacation, at parades, at

weddings, at outdoor barbeques, etc.. The students discussed the members who comprised each family group, the re-read the COTW definition. The teacher facilitated the use of Box 3 of the worksheet. The one student who disagreed initially changed his mind after the photo segment discussion.

Mrs. Karlin had the students summarize their learning from the COTW activity and added closure by recognizing positive learning behaviors demonstrated by the group during the lesson. She ended by having the children raise their hands high for the following: (a) If you are proud of your family picture; (b) If you love your family; (c) If you learned something new in this lesson.

This class' COTW activity took 45 minutes. The students' attention and behavior remained constant throughout the lesson. There were no distractions within the student group and these students appeared highly motivated, even into the student interview segment. The students returned to their desks for the interview and answered questions about the Critique of the Week favorably. The one complaint of the students was that the COTW was too long for having to sit on the floor. These students were able to elaborate their answers to the questions and thought that COTW was a good idea to help students learn and talk about various topics.

STRENGTHS AND RECOMMENDATIONS

Strengths and recommendations for the Critique of the Week teaching model used in the Spring of 1993 pilot were assessed via the direct classroom observations and structured teacher interviews. Each teacher offered specific recommendations for improvement to the Critique of the Week model to be implemented in the Fall of 1993, see Table 1 which summarizes the teachers' feedback to PRC.

INTERVIEW QUESTION	Mamie Hightower	Martha Pierce	Kathi Karlin

| What worked for you and for your students?

What do you consider the strengths of the Critique of the Week? | (1) "COTW was a great idea! The children responded readily to the concept;

(2) The development of vocabulary as used the day prior to the COTW activity was good as a building block for the students was useful;

(3) In using the questioning techniques, some of the students gave unexpected answers. I liked this, as I really underestimated the level of thinking that they would demonstrate with the COTW;

(4) The COTW vocabulary words were all linked and related. This was good for the students as a bridge to new learning.

(5) All day long, after the COTW activity, the students continued to be motivated about the topic and were discussing the meaning of "family", talking about the differences in their families, and reviewing the family photos on the bulletin." | (1) "COTW is a wonderful and stellar idea for first graders! It creates a chance for in-depth discussion of the topic with the students;
(2) The students really demonstrated an appreciation for the topic and what they learned;
(3) I used the poem as a literature warm-up because I use this strategy in mostly all of my introductions to new topics;
(4) The opinion and question paddles were really a good tool for use in a large class croup. I could see them being kept in the students' desks and used as a tool for maintaining classroom order by having the children use them whenever they had a question or to show what they think about other learning;
(5) My students really loved the extenders, especially the book Brown is black is tan. They loved this story and got to talking about various skintones and types of differences in families. The children made drawings of their families and began a discussion about the human body. The kids loved the multicultural crayons, they got all excited about being able to really show the different skin tones of the people in their families. I wasn't you to see the book that they made. It's a class book of families, and all of their pictures and a story about their families are included. My students really got into this COTW process." | (1) "The idea itself was great! I liked that in the children sharing their thinking that there was really no wrong answer. My students really enjoyed it;

(2) The children were able to relate well to the vocabulary when given real-life situations as a way to define and recall the new words. The vocabulary building part of COTW is a very good idea because it gives the children new words to use in their oral expressions, and they learn the words by sight even if they haven't learned the structural or phonetic skill yet. My students didn't have any difficulty with the COTW vocabulary;

(3) COTW really forces the children to think and focus on the topic being discussed. It was a good way for them to share their own life experiences and knowledge, also. Other children learned new things just by sharing the information about their families;

(4) The students enjoyed the activity and the extenders." |

| INTERVIEW QUESTION | Mamie Hightower | Martha Pierce | Kathi Karlin |

What were the limitations of the Critique of the Week? What didn't work? What improvements to COTW do you recommend?	(1) "It was difficult handling all of the materials and the children had to juggle too many materials. This raised the potential for disruption; (2) The length of COTW was too long for holding first graders' attention. The potential for restlessness was increased as the time went on; (3) The teacher having to attend to so many materials to hand out posed management problems."	(1) "The worksheet should be made simpler and shorter with spaces large enough for the student's written responses. Stretch the box length to include complete sentences as written responses. I emphasize whole sentence answers; (2) Delete the word 'undecided'; (3) Keep the length of COTW to 20-25 minutes maximum; (4) The activity itself was too long for these students; I would make it into a three day lesson: Day 1: Warm-up with related poems and vocabulary Day 2: COTW main topic and discussion Day 3: Evaluation- have students complete a self-evaluation of "what I learned"; (5) Use weekly and timely events rather than the class' regular themes from the text/curriculum."	(1) "The paper was to hard. Make the worksheet simpler and use one set of symbols for COTW responses; (2) The COTW was too long. Make it a 20-minute activity. I think that a one-day process would have to be too long, so shorten COTW or extend it into a 3-day process for 20 minute lessons: Day 1: Book/Poem (lead in with literature) Day 2: Present COTW topic and discussion Day 3: Vocabulary and evaluation Have two days for COTW extender activities."

Collectively, the teachers felt that the Critique of the Week was a positive learning experience for their students. All of them expressed the need for the inclusion of higher-order thinking instruction and viewed the Critique of the Week as a way of reinforcing thinking skills. Specific strengths cited were: (1) vocabulary development; (2) questioning techniques; (3) varied sources of information within the COTW lesson; (4) the in-depth discussion of the topic; (5) the opinion and question paddles; (6) real-life linkages to learning; and (7) the use of extender resources and activities.

The recommendations cited by the pilot teachers were unanimous: (1) the length of the COTW lesson; (2) the difficulty (wording) and format of the student worksheet; and (3) the student/teacher handling of multiple materials. Tow of the pilot teachers suggested that the Critique of the Week be expanded into a learning module with a three- day lesson format. Each included a literature connection activity as a COTW warm-up; a separate lesson for an in-depth COTW topic discussion; and a period for vocabulary building and evaluation. The teachers suggested that there be varied extender activities and resources for each topic based on the students motivation and enjoyment of the pilot extenders activities.

During the pilot activity observations, this observer determined that while the teachers did a great job of facilitating the COTW in-depth discussions with their students, a set of probe questions designed to assist the students in elaborating their answers would have been helpful. Such questions could be designed to stimulate and reinforce the use of specific thinking processes.

PLAN TO ADDRESS RECOMMENDATIONS

The piloting of the Critique of the Week activity demonstrated that teachers could effectively implement the COTW after the teacher training provided by the Prevention Program. Individual teacher style and creativity served as enhancers for the pilot implementation. The basic framework of the COTW allowed for the systematic presentation of the COTW topic and the organization of the lesson. Teacher variability was most evident in the development and construction of the COTW materials and preparation for the actual lesson presentation. All of the pilot teachers followed the given format, except for the Liberty Elementary teacher's use of a different definition. Although this definition did not match the one provided in the teacher lesson guide, it did not alter or require modification to the directed-thinking activity itself. The COTW extenders supplied for this pilot had an overwhelmingly positive outcome for the classrooms. Each teacher reported that the extenders served to further motivate student discussion and quest for learning. The books raised new questions for the students to answer and the teachers reported that discussions continued throughout the school week. Teachers were able to implement student-generated extender activities based on the natural expansion of the initial COTW topic information. Students demonstrated the capability of recommending related topics for further discussion and several classes completed special projects as a result of the Critique of the Week activity.

The following objectives will be met in order to address the specific recommendations identified from the Critique of the Week pilot implementation:

1) *The COTW 30-45 minute activity will be revised to create a full thinking instructional module incorporating the pilot teacher recommendations of a two-day lesson format with a "Literature Connection" and the incorporation of strategies to foster student choice in learning (K-W-L strategy) and teaching thinking;*
2) *The COTW student worksheet will be revised into a simpler format using symbols that parallel those reinforced within the actual lesson;*
3) *The COTW student worksheet will be revised into a simpler format that will allow for the review of a full month of COTW activities by the teacher for evaluation purposes (Week 1, Week 2, Week 3, Week 4);*
   UPDATE NOTATION 9/21/93:
   (a) *During Fall Teacher Training for the COTW, teachers requested that the student worksheet be revised to include Box #1 in a format for early learner-friendly writing (i.e., make the writing space longer with three lines for primary writing style). The original worksheet was revised.*
   (b) *Also, one teacher questioned the use of the "happy" and "frowny" faces for "agree" and "disagree", commenting that children might get the message that there is something wrong with disagreeing. It was decided that a new symbol for each be found. Suggestions were "thumbs up" and "thumbs down" symbols. The worksheet will be revised further to include more neutral symbols.*

4) *a means for organizing the COTW student materials will be designed in order that students will be able to manage the materials during the COTW lessons. Teacher Kathi Karlin, Cross Country Elementary School, designed a student clipboard with attached pencil and worksheet space which was further developed by the teachers group to include a back pocket to hold the COTW paddles. Further development will be made based on teacher ideas and suggestions;*
5) *it is recommended that the COTW Teacher Training be designed to provide teachers with the basic framework for teaching the 12 core thinking skills developed by Robert Marzano and that the actual*

implementation of the Critique of the Week module will be focused on reinforcing and practicing these thinking skills in all areas of the curriculum;

6) *specific COTW probe questions will be emphasized in training to guide teachers in their facilitation of the COTW lessons and targeted at the reinforcement of the use and identification of specific thinking processes. Teacher guides from the Zaner-Bloser Strategies for Thinking program will be provised to the teacher for use as a guide to planning their COTW lessons;*

7) *the "Strategic Thinking Skills" concept map developed by Zaner-Bloser for Breakthroughs program will be adapted for use in the teaching of the core thinking skills, as a means of reinforcing the practice and transfer of thinking skills and processes into other areas of learning;*

8) *the Prevention Program will investigate the possibility of having Lisa Werthamer-Larsson and Jean Cooper trained as Trainers of the Dimensions of Thinking, so that classroom intervention teachers will receive the fundamentals of thinking instruction; or a qualified trainer in this area will be hired to conduct teacher training in the Fall;*

9) *COTW themes will be developed to be nested within the current BCPS 1st Grade curriculum in specific units selected by Goldye Sanders, Coordinator, Office of Early Learning Years, Dr. Werthamer-Larsson, and Jean Cooper. Jean Cooper will develop specific COTW topic areas for each curriculum unit selected for the COTW manual;*

Teacher review and feedback of the aforementioned improvements to the Critique of the Week will prove very helpful to the effective and successful implementation of the COTW in the classroom programs.

STATE OF DEVELOPMENT OF CRITIQUE OF THE WEEK

Critique of the Week, a directed thinking instructional activity, was specifically conceived to help students practice strategies for thinking and for analyzing perspectives. The "Critique of the Week" uses the context of images and resources from the students' daily life to teach them to examine the content for clarity, accuracy, the use of influence, and to understand other systems of values and reasoning. Agreement with a differing opinion is not required in analyzing the perspectives of others, on values and beliefs other than their own and the thinking processes involved in formulating and supporting their won opinion as well as in analyzing varying viewpoints.

The Critique of the Week is modeled as a supplementary curricular component of the classroom intervention. A primary objective is the development and reinforcement of critical thinking processes and skills using information, messages, and images portrayed in everyday experiences. Critique of the Week strategies that will deepen their understanding of material from the real world, and is a wonderful way to encourage students to take an active interest in their community and their world at an early age. As a weekly whole class learning method, the COTW activity becomes a time when students can discuss and analyze some of the topics that are natural and current in their world. Several studies have shown that young children function at a higher level that was previously though as long as the content is familiar to them (Marzano). Research challenges the misperception that mental operations such as critical thinking are too abstract for primary children (Brown and Cane, 1987).

In the Critique of the Week component, the activities can focus on a single real-world issue and the teacher can expand the knowledge acquired in the units of learning identified within the regular classroom curriculum. The goal is to use natural resources from the students' world (topics that children are likely to hear about, read about, or deal with in their daily lives) to stimulate interest in and provide a mechanism for practicing and reinforcing the teaching of thinking.

Using Dimensions of Learning theory presented by Robert Marzano in <u>A Different Rind of Classroom</u>, the COTW model reinforces that the learner may "move in and out of levels of thinking within a single activity and that the context in which the thinking processes are developed should be related to real-world problems.". Teachers may choose from a variety of issues and topics to generate student thinking and discussion. Additionally, the teacher will utilize a summary review of the thinking skills and processes used during each COTW lesson as a means for the reinforcement of a) what thinking strategy was used in the COTW; b) when did the class use it?; and c) why the thinking strategy was important? Supplementary curricular materials designed for the teaching and reinforcement of thinking strategies will be utilized to assist the teacher in the teaching and practice of these skills in all areas of learning.

Beginning in October, 7993, COTW readiness and practice lessons will begin, using COTW topics that correlate to the BCPS First Grade Curriculums organization of instructional unit themes for each school quarter. In collaboration with BCPS Early Learning Years Office, specific units from all content areas have been selected for classroom practice of the COTW model. These units are outlined as follows:

QUARTER	LANGUAGE	MATHEMATICS	SOCIAL LIVING	INTERDICIPLINARY UNITS
I	The Best Me I Can Be		The Family: Its Roles And Responsibilities	
II	The Best Me I Can Be (Cont'd)	Constructing Support For COTW With Graphs, Charts, And Other Math Referents*	Tobacco, Alcohol, And Other Drugs	Marvelous Me!
III	Around And About The Neighborhood		Families Living And Working Together	
IV	Doing And Deciding	Personal Finance		Winning With Wellness

*Mathematics and the use of numbers

The Critique of the Week component is structured in two parts:

PART I Analyzing Real-World Issues & Messages

Students use real-world sources to learn thinking skills and strategies, and to identify the use of persuasion in the presentation of public messages, issues and opinion.

PART II   Analyzing Perspectives

Students formulate their own position on a topic and construct support with reasoning and value. Students analyze their own positions as they are triggered by their learning and daily living, and discuss differences in order to analyze divergent opinions on real-world and community issues.

5.3 COTW PERFORMANCE OBJECTIVES

PART I: <u>Analyzing Real-World Issues and Messages</u>

ABILITY TO FORMULATE AND EXPRESS PERSONAL OPINION ON SOCIAL AND COMMUNITY IMAGES, NEWS AND ISSUES:

1. *The student uses a variety of sources including personal experience and various communications media to make judgements about the value of dissimilar evidence.*

2. *Identifies own position on issues based on new information and personal reflection.*

ABILITY FOR COLLABORATIVE AND INTERACTIVE EFFORT IN A GROUP:

1. *Participates and contributes freely to group discussion.*

2. *Accepts group criticism and gives constructive criticism to others.*

3. *Able to share and reflect on one's own thinking and the thinking of others.*

ABILITY TO INCORPORATE SUPPORTIVE EVIDENCE INTO PREVIOUS THINKING AND KNOWLEDGE:

1. *The student evaluates the accuracy of information using printed, audio and visual real-world sources.*

2. *Analyzes the validity of a message based on truth (the accuracy of the premise).*

3. *Analyzes a persuasive argument by looking at the four devices used in the art of persuasion.*

PART II: Analyzing Perspectives

ABILITY TO EXPRESS AND ACCEPT INDIVIDUAL OPINION OF SELF AND OTHERS:

1. *Examines various positions and interests based on personal and community background, experiences, and family.*

2. *Accepts different societal and multicultural positions and beliefs as part of valuing diversity in others.*

3. *Expresses personal opinion on various real-world topics and constructs support for the position taken.*

4. *Supports personal opinion and information with numerical support data from real-world sources (newspapers, magazines, charts, tables, measurement and mathematical referents).*

ABILITY TO STUDY AND QUESTION DIVERGENT OPINION ON REAL-WORLD TOPICS:

1. *Describes positions that are represented by concepts, statements, and visual messages portrayed in media and public communications.*

2. *Describes the reasoning behind a specific position. Uses numbers and mathematical thought as support data for COTS issues (number graphs, charts, calculations, statistics, etc.).*

3. *Articulates opposing opinion and the reasoning behind that position. Uses supportive data, and numerical or math referents.*

4. Identifies the specific ways in which two issues or opinions are alike and different.

INCORPORATING MATHEMATICS AND THE USE OF NUMBERS

The Critique of the Week will incorporate the use of numbers and mathematics into its activities with the purpose of having students learn the involvement of numerical and statistical data in decision-making. Students will use mathematical data to support and illustrate their opinion or position on COTW topics. The Critique of the Week will teach that Class decisions depend on mathematical thought, that people are faced with daily situations that require the use of number sense, and that the ability to analyze data intelligently involves relating mathematical skills to real-world problems and using these skills to solve problems that are of importance to the students and to the world. Higher-order thinking and problem-solving skills require that teachers begin relating mathematics to other subjects and to the learner's real world.

The COTW will reinforce the use of numbers and mathematics into its activities through:

a) Newspaper and magazine sources that provide a thematic basis for the use of graphs, numerical charts, and other uses of numbers to support informational data:

- ∗ *U.S.A. Today*
- ∗ *Weekly Reader*
- ∗ *Time Magazine*
- ∗ *Newsweek*
- ∗ *The Sunpapers*

b) Number graphs constructed by cooperative learning groups to support information.
c) Use of measurement skills to support data.
d) Attention to word problems using the thematic basis for the COTW activity.
e) Attention to the writing and reading of number words in COTW activities.
f) Attention to the use of numerical statistics as supportive data for COTW topics.
g) Use of calculators for simple equations and estimations using rational numbers.

INCORPORATING THINKING PROCESSES AND CORE THINKING SKILLS
The COTW will be used by the classroom teacher to provide an opportunity for students to practice the thinking processes and core thinking strategies learned within the first grade curriculum. Using probing Questions, the teacher guides the students through the execution of strategies for thinking in their Critique of the Week topic.

A thinking process is `'a relatively complex sequence of thinking skills" (Marzano, 1988):
1. **Concept formation:** organizing information about an entity and associating that information with a label (word).
2. **Principle formation:** recognizing a relationship between or among concepts.
3. **Comprehending:** generating meaning or understanding by relating new information to prior knowledge.
4. **Problem solving:** analyzing and resolving a perplexing or difficult situation.
5. **Decision making:** selecting from among alternatives.
6. **Research:** conducting a scientific inquiry.
7. **Composing:** developing a product, which may be written, musical, mechanical, or artistic.
8. **Oral discourse:** talking with other people.

The core thinking skills presented in <u>Dimensions of Thinking</u> were selected as the "building block" operations of thinking because they are grounded "in the research and theoretical literature, and can be taught and reinforced in school" (1988):

FOCUSING SKILLS-- attending to selected pieces of information and ignoring others.
    1. Defining problems: clarifying needs, discrepancies, or puzzling situations.
    2. Setting goals: establishing direction and purpose

INFORMATION GATHERING SKILLS --bringing to consciousness the relevant data needed for cognitive processing.
    3. Observing: obtaining information through one or more menses.
    4. Formulating questions: seeking new information through inquiry.

REMEMBERING SKILLS-- storing and retrieving information.
    5. Encoding: storing information in long-term memory.
    6. Recalling: retrieving information from long-term memory.

ORGANIZING SKILLS-- arranging information so it can be used more effectively.
    7. Comparing: noting similarities and differences between or among entities.
    8. Classifying: grouping and labeling entities on the basis of their attributes.
    9. Ordering: sequencing entities according to a given criterion.
    10. Representing: changing the form but not the substance of information.

ANALYZING SKILLS-- clarifying existing information by examining parts and relationships.
    11. Identifying attributes and components: determining characteristics or parts of something.
    12. Identifying relationships and patterns: recognizing ways elements are related.
    13. Identifying main ideas: identifying the central element; for example, the hierarchy of key ideas in a message or line of reasoning.
    14. Identifying errors: recognizing logical fallacies and other mistakes and, where possible, correcting them.

GENERATING SKILLS-- producing new information, meaning, or ideas.
      15. Inferring: going beyond available information to identify what reasonably may be true.
      16. Predicting: anticipating next events, or the outcome of a situation.
      17. Elaborating: explaining by adding details, examples, or other relevant information.

INTEGRATING SKILLS-- connecting and combining information.
      18. Summarizing: combining information efficiently into a cohesive statement.
      19. Restructuring: changing existing knowledge structures to incorporate new information.

EVALUATING SKILLS-- assessing the reasonableness and quality of ideas.
      20. Establishing criteria: setting standards for making judgements.
      21. Verifying: confirming the accuracy of claims.

(Appendix B. Summary Outline of Dimensions of Thinking: A Framework for Curriculum and Instruction)

5.4 UNIT THEMES FOR CRITIQUE OF THE WEEK

Critique of the Week uses any number of sources of information to generate ideas for the COTW lesson themes. The primary unit themes have been developed in collaboration with the BCPS Coordinator of the Office of Early Learning Years to be incorporated into the regular content area units presented in the BCPS Curriculum for First Grade. It is important that topics and issues raised in the COTW discussions are developmentally appropriate for early learners. There will be natural extenders to the COTW themes as an outcome of the child-directed discussions that occur within the COTW activity. Children will raise and pose questions relative to their investigation of new information required to clarify and extend their knowledge. Classroom teachers are encouraged to use the COTW method as a routine classroom opportunity for children to explore, examine or study areas of learning.

A secondary objective of cots is to expose children to alternative and divergent perspectives. It is important that information which represents an opposing viewpoint be presented and discussed in COTW activities. Differing opinions about the primary topics will encourage children to formulate their own positions and teach them to construct support and reasoning for their choices.

In implementing the COTW classroom teachers will be encouraged to create a classroom environment that offers student choices in learning new things. Varying activities, materials, and resources will be available in order to promote student-generated choices within the learning environment. Classroom program teacher training will include ideas on HOW teachers can give students opportunities for choice.
In implementing the Critique of the Week, teachers will present two COTW topics for each unit identified from the First Grade curriculum. Topic #1 will be a topic/lesson that all intervention teachers will be required to implement. Topic #2 will build upon the initial lesson and teachers will choose this topic as an outcome of the children's discussion, questions, or remarks.
The monthly monitoring meeting will include a discussion of how teachers are implementing the COTW with opportunities for teachers to share the- process for formulating their COTW #2 topic. The Prevention Program will videotape COTW in classrooms for demonstration and coaching purposes.

CRITIQUE OF THE WEEK TOPICS
FOR FIRST GRADE CURRICULUM UNITS

LANGUAGE ARTS	THE BEST ME I CAN BE
	Focuses on the process, attitude and problems encountered when growing up to be the beat person one can be. Teaches children greater self-esteem and respect for others. Emphasizes how to like yourself and to respect others.
	COTW Topic #l - Being Responsible "You are responsible for the kind of person you are and how you live your life."
	Students critique the above message while exploring ways in which parsons are responsible for their own feelings and actions. Children discuss "responsibility" and the ways that one demonstrates self-responsibility.
	COTW Topic #2 - You Have Choices
	"You can choose how you will face life's problems."
	Students discuss this statement and the issue of "choice".

SOCIAL LIVING	**THE FAMILY: ITS ROLES AND RESPONSIBILITIES (SS)
	Students define, examine and compare the characteristics, roles and responsibilities of families today with those of the peat. This unit focuses on building student appreciation for the diversity of family types and the child 's own family.
	COTW Topic 1 - What is a Family? Students critique a written definition for family and examine photographs of classmates families in order to verify the definition 's accuracy and to compare and summarize their knowledge from real life experiences.
	COTW Topic 2 - Family Traditions Students examine the various multicultural family traditions that are represented in their own familiar. They explore heritage and compare their family life with that of their forebearers. Children involve their own family members in constructing a family tree.

QUARTER II

LANGUAGE ARTS	**THE BEST ME I CAN BE (cont'd)** Focuses on the process, attitude and problems encountered when growing up to be the best person one can be. Teaches children greater self-esteem and respect for others. Emphasizes how to like yourself and to respect others. **COTW Topic: "Everyone has the right to fail or make mistakes everyday."** Children explore the meaning of **"rights"** and discuss the statement above in terms of real life experiences, feelings, and thoughts on self esteem. The class constructs a list of classroom rights that focus on personal choice and feeling Class about oneself.

| SOCIAL LIVING | **TOBACCO, ALCOHOL, AND OTHER DRUGS (H)** This unit focuses on behaviors that affect total wellness, habits and practices that harm and interfere with the body 'e functions. Awareness training and the teaching of decision-making and problem solving are key objectives of this unit.

COTW Topic 1: SMOKE-FREE ENVIRONMENTS- WHAT DO YOU THINK?

Children discuss the establishment of smoke-free environments and their purpose. Children list public places within the city that have implemented smoke-free policies and discuss their positions on this topic giving supportive reasoning

COTW TOPIC 2: "WHAT DO I DO OR SAY TO KEEP SAFE IN THE FACE OF DANGER?"

Children discuss the story of Johnny, a six-year old boy who is approached to hold drugs in his neighborhood by older boys. These boys will pay Johnny $25.00 for the three hours he holds their bag after school in the playground. Johnny 's family could use the money to buy food for him and his 3 little sisters, and Johnny wants to play the videogame at the corner store. Johnny knows that holding the drugs would put him in danger, but he wants to help out at home. Johnny tries to make a difficult decision. What do you do in the face of a drug environment?

Children discuss the situation and develop a list of resistance behaviors and responses to help avoid the dangers of a drug environment. |

| INTERDISCIPLINARY UNITS | <u>MARVELOUS ME!</u> This unit focuses on the uniqueness of the child as an individual, and as a member of the classroom, school and community.

COTW Topic #l: "There is nobody else like me in the whole world. I am not you, I'm different from you."

Children explore their own uniqueness and difference from others by discussing their own interests, talents and hobbies.

COTW Topic #2: "Real Life Role Models" |

	Charles Barkley says "I am not a role-model." Through a discussion and exploration of what Charles Barkley, the NBA star means in a statement, children discuss who their real life role models are and what makes a person a role model.

QUARTER III

LANGUAGE	**Around and About the Neighborhood**
	
	This unit explores where and how we live, nearby and faraway, as well as familiar and unfamiliar. Children explore the commonalities of diverse neighborhoods and peoples. Children also explore community responsibility and the specialness of community service.
	
	    TOPIC #1 - Baltimore: A Rainbow of Neighborhoods
	        Children explore the diversity of Baltimore 'a neighborhoods and discuss the various kinds of peoples who live here. They study the differences and commonalities of their city neighbors.
	
	    TOPIC #2 - Hunger and Homelesssness: Am *I My* Brothers' Keeper?
	        Children talk about the issues related to hunger and homelessness in their community, the nation and in other countries. They explore possible solutions to the problems that they identify as reasons for hunger and homelessness.
	
	    Topic #3 - Trash: Where does it come from and What are we going to do about it?
	        Children explore the problem of too much trash in their neighborhood, the city, and the world. They are asked to think about possible solutions for cleaning up trash on land, in the waters, around the school, and in their neighborhoods.

QUARTER IV

LANGUAGE	Doing and Deciding
	Focus: Children of diverse cultures and populations growing up and making decisions.
	    TOPIC #l - Who Decides What I Wear and Why?
	        Children discuss the dress codes for different aspects of their lives: home, play, school, special times, etc. They explore how and why a person's dress can effect how

	they are viewed by others; also identify problems related to what a person wears and offer solutions. TOPIC #2 - Life Changes When You Grow Up: How? Children explore the changes that occur as they grow up and older. They talk about their own growing up and what has changed since they were younger. Each child shares a story about growing up from a family member (parent, grandparent, uncle, aunt, etc.). They compare similarities and differences amongst their families.

MATHEMATICS	**<u>Personal Finance</u>**
	This unit focuses on consumer skills. Children are given opportunities to practice real-life math skills.
	
	    TOPIC #1 - How Far Does $1.00 Go In Today's World?
	        Children talk about the value of a dollar in today's world. What can be bought with $1.00 today? The teacher shares what values the U.S. dollar has in other countries and how the value in America has changed over the years (what you used to be able to buy for $1.00 compared to today's world).
	
	    TOPIC #2 - How Can We Save Money At the Market?
	        Children explore the use of coupons for saving money at the market.
	        The class is allowed to work in their collaborative learning groups to construct a shopping list for the number of items that $5.00 can buy. They compare lists and which groups were able to buy the moat items and save the moat money. (Use market advertisements and coupon supplements from the newspaper).

INTERDISCIPLINARY UNITS	**<u>Winning with Wellness</u>**
	This unit is designed to help students create strategies for life-long personal habits of sound physical, mental, social, emotional, intellectual and spiritual health.
	    TOPIC #1 - The Need To Belong and Feel "ONE" With Others
	        The class explores why people have a need to belong and feel a part with others. They discuss positive and negative ways that people can become a part of a group. They may talk about how one's dress and way of behaving helps us feel like those we want to belong with. They may explore groups in their community that offer positive ways of

	belonging.
	TOPIC #2 - Are You Ever Too Old For A Hug? The children explore the need for "Class touch" by all human beings. They talk about trust and what happens and how they feel when they get a Class hug from someone. The collaborative groups make a listing of times when people need a Class hug to make them feel better and share their lists with the whole class.

5.5 IMPLEMENTING THE CRITIQUE OF THE WEEK
A Two-Day Lesson Plan with Extenders

The Critique of the Week is structured for primary classrooms in a two-lesson module with extender activities throughout the duration of the learning week. However,THE CLASSROOM TEACHER IS GIVEN THE OPTION OF IMPLEMENTING THE MODEL IN EITHER A ONE-DAY OR THE TWO-DAY LESSON MODEL, and DEPENDING ON THE COTW TOPIC AND THE PRESENTATION PLANNED, THE TEACHER MAY BE ABLE TO ACCOMODATE THE SEGMENTS INTO ONE DAY.

The following describes for the teacher the plan for implementing the Critique of the Week teaching model. Teachers are reminded that the COTW is designed to provide children with an opportunity for talking and sharing their thoughts about real world subjects of interest to children. From the primary COTW discussion, the teacher will be able to guide the children through the formulation of key questions to be answered about the topic. It is important that the children raise these questions and also develop their own methods for collecting additional data on the COTW topic. This fosters both student-choice and task value in their learning.

Teachers will guide the children through a K-W-L activity, a teaching thinking strategy, in order to facilitate questions for planning extender activities and to stimulate ideas for what the class wants to learn about the Critique of the Week topic. The K-W-L strategy is a thinking/reasoning activity that identifies prior to reading or learning what students think they know and what they want to know about a topic. It is used to increase student engagement in and understanding of material they read or research. It is a simple strategy for making and confirming inferences about what is presented in reading or discussion of new data.

Teachers are also encouraged to use graphic organizers to clarify main parts of the COTW topic and to record and organize details related to the main topic. Children can also learn relationships of ideas related to the COTW topic through the use of graphic organizers.

DAY 1

On the first day of the critique of the Week activity, the teacher prepares the class by introducing the COTW topic and previewing with the class the focus of the content. The following segments are presented on Day 1:

(1) PRESENTATION OF TOPIC and LITERATURE CONNECTION

Have the class read the COTW topic from the bulletin display. Allow time for immediate responses to this week's topic, and record some of these on a COTW chart.

Present a poem or read-aloud story that represents the content of the topic's focus. Have the children look and listen for specific words that are related to the COTW topic. The literature connection is meant to stimulate student ideas about the topic, as well as to integrate language arts into the COTW module. Teachers may use student writing as a motivator, and utilize other creative ways to stimulate student thought about the topic (use of plush animals, puppets, video- or audio-tapes, news articles, etc.). Teachers will use higher order question probes to facilitate the class' thinking about the COTW topic.

During this segment, the teacher asks the students to recall prior knowledge about the topic. Students also predict what they might learn from this week's Critique of the Week.

(2) VOCABULARY

VOCABULARY PREVIEW:

The teacher presents vocabulary related to the Critique of the need topic. The class previews words that may be new to thee as part of their preparation and preview of the topic. The goal of this vocabulary segment is to familiarize the children with the vocabulary that may be presented as a part of the COTW data. Word cards and

definitions are displayed for visual reinforcement on the COTW bulletin, on a chart, or using some other method for posting new information within the classroom.

The teacher can orally and visually reinforce these new words throughout the Critique of the Week period. Special contests to reward children who use the new words during the week can help to reinforce a new expressive vocabulary for early learners. For example, each child can keep track of the number of times within the week that he/she uses one or more of the new words in school, at home, or in the community and share with the class during the culminating activity. Bach child can become a "Ford Master" for using a now word at least five times. A "free and cheap" reward can be the wearing of a paper button with the number of times used written on it (this process also reinforce counting skills with the children).

(3) GOAL BETTING:
The teacher conducts a K-W-L strategy with the whole class, listing student responses on a transparency or chart for review at the conclusion of the COTW period (at that time, the students will add new data about "What they Learned" from the COTW activity and determine the accuracy of data listed in the first column prior to the COTW period. The class can cross out any statement from the first column they found were not true and rewrite the correct data in their last column).
Students write three things they want to learn in this week's Critique of the Week. This strategy can be used as a collaborative learning team strategy for each group to complete independently, then share with the class; or the teacher can guide the whole class through the first two columns of the K-W-L strategy. These questions will be used to plan for collaborative learning or individual COTW extender projects and activities.

DAY 2

(I) PRESENTATION OF THE TOPIC
On the second day of the COTW module, the teacher presents the week's topic (the class completes Box #1 on the COTW worksheet) and reviews with the class "What They Want To Know" from the previous day's preview of the topic. The class then begins its discussion of the COTW topic by having each child hare their thoughts about the topic.

(2) INCORPORATING CORE THINKING SKILLS
The teacher presents specific core thinking skills to be used with the COTW (display these terms on the COTW bulletin), and guides the students with probe questions designed to emphasize the use of the core thinking skills. At the end of the COTW, the class and teacher summarize what the class has learned from one another and from the information presented in the Critique of the Week.
Teachers use their Breakthroughs Teacher Guides to plan the format and probe questions for the Critique of the Week topic selected. Optional whole class and small group activities are designed to reinforce the core thinking skills and thinking processes as part of the COTW activity. The teacher guides the students through "Thinking About Thinking" activities using the Thinking Strategies Concept Map or the What, When, and Why strategy:

WHAT, WHEN, AND WHY?
(I) **What thinking strategy did I use?**
(2) **When did I use it?**
(3) **Why is this thinking strategy important?**

(3) CRITIQUE OF THE WEEK DISCUSSION

The teacher guides and facilitates the class' discussion of the COTW topic by asking students to share what they think and know about the topic.

After the discussion, the teacher asks the students to state whether they "agree" or "disagree" with the COTW question or topic. Students complete Box #2 of their worksheets.

The teacher reinforces that the class has begun to collect data from real life experiences about the COTW topic. Teachers may plan other methods for data collection to augment the students' real-life information while emphasizing that we use all of our senses to gather information about things (sight, hearing, smell, touch and taste).

If the teacher introduces additional information about the topic for discussion, students are asked whether or not they changed their minds about the topic given the new data. Students complete Box #3 of the COTW worksheet.

(4) PRESENTATION OF EXTENDER ACTIVITIES

PLANNING THE USE OF EXTENDERS:

Critique of the Week extender activities will be designed to provide students with ways to integrate the COTW material, thinking processes, and strategies through application to related real-life problems or questions, using a variety of modalities and activities.

A discussion of the Extenders for the week's COTW is shared with the class and their ideas for possible extender activities to be implemented throughout the remainder of the school week are listed. Students are asked to choose at least two of the extenders activities to participate in with small collaborative groups. Another option is for the class to work on a culminating project together.

At the end of the week, the whole class shares their extender experiences and outcomes with one another to culminate the week's Critique of the Week.

On the final day of the week, the teacher reviews the class's K-W-L chart with the students to determine what questions about the Critique of the Week topic were answered during the COTW and use of the extender activities. Questions that were not answered are topics for future research and can be followed up in special projects or in collaborative group work throughout the month.

The class will also complete the last column of the K-W-L chart to list any new facts or information learned during the Critique of the Week activity.

The teacher leads the class in a discussion of the entire KW-L chart and what knowledge they gained as a result of the COTW activities and use of the K-W-L strategy.

The teacher uses the Thinking Strategies Concept Map with the class to determine and review core thinking skills that were used during the COTW activity or during their extender projects and activities.

Extender activities and projects may include some of the following:

- Journal writing

- Scrapbook construction
- Artwork or drawings
- Read-Aloud activities
- Reader's Theatre
- Construction of models or dioramas
- Composing a song, story, etc.
- Inviting a guest to speak to the class
- Sustained silent reading activities

Homework assignments may be created from COTW questions and the teacher is encouraged to utilize activities that invite parent and family involvement in learning about the Critique of the Week topic. Shared experiences, interviews of family members, invitations to grandparents, and other family members will enhance the class' learning and create opportunities for students to explore other perspectives and ways to gain knowledge about the topic through the real-life experience of others.

Classroom Resources for Critique of the Week

<u>*Dimensions of Thinking. A Framework for Curriculum and Instruction,*</u>
Robert Marzano et al
ASCD, 1988

<u>*Breakthroughs. Strategies for Thinking*</u>*,*
Zaner-Bloser, Inc.:

<u>*Beginning Breakthroughs*</u> *(1)*
Teacher Edition for Grade 1 (2)
Instructional Reference Guide (1)
Poster Package (strategies poster; graphic organizer charts) (1)

Critique of the Week Supplies - $25. 00 monthly per classroom (for presentation and extender materials)

6.0 LANGUAGE ARTS' ENHANCEMENTS

6.1 Classroom Library
See Silver Burdett Ginn Theme Book Library - Grade I
See Silver Burdett Ginn Big Book Selection

6.2 Read Aloud
See The New Read Aloud Handbook, Jim Trelease

6.3 Readers' Sheathe
See Classic Tales for Readers' Theatre, Manual

6.4 Writing Process
See The Art of Teaching Writing, Lucy Calkins
Portfolio Assessment Manual

7. 0 OVERVIEW OF THE BEHA VIOR CONTINUUM

7.1 A Framework for Prevention and Intervention
7.2 Exercises with the Behavior Continuum
7.3 Group Prevention/Intervention Strategies
7.4 Individual Prevention/Intervention Strategies

A Behavior Continuum Framework, Prevention/Intervention Strategies and Characteristics of an Effective Change Agent

Judith Lombardi
Lisa Werthamer-Larsson
Jean E. Cooper

October, 1993

Department of Mental Hygiene
School of Hygiene and Public Health
The Johns Hopkins University

THE BEHAVIOR CONTINUUM

7.1 A Framework for Prevention and Intervention

The Behavior Continuum is a contemporary framework for responding to <u>individuals</u> and <u>groups</u> that focuses on the escalation and desescalation of behavior from a inclusive continuum perspective with four distinct zones:

* **Comfort**
* **Discomfort**
* **Disruption**
* **Disorder/Chaos**

The Behavior Continuum suggests <u>group</u> and <u>individual</u> prevention/intervention techniques that are more likely to produce the desired growth and change. It is designed to enable teachers and students-to recognize and utilize the power that each of us possesses to activate change in ourselves while influencing change in others.

The Behavior Continuum introduces a global approach to language, thought and actions that teachers, paraprofessionals and students can understand, implement and share when working together. The continuum allows classroom teachers to distinguish behaviors along the behavior continuum and respond with <u>group</u> and <u>individual</u> prevention and intervention strategies.

There are several assumptions to the Behavior Continuum model.

Some are:

* The <u>equilibrium</u> of the classroom includes behaviors that fall within all zones of behavior while homeostasis (comfort zone behaviors) is the norm and desired state.
* There is an <u>internal</u> (action within the self) and <u>external</u> (action in the environment = behavior) process to the continuum.
* Learning often occurs during escalation and may be influenced by the Change Agent.
* Follow-up and consolidation of the escalative experience is imperative for the transfer of learning (actual change in behavior) to occur.
* Each individual has an internal locus of control that is a matter of awareness.
* Each individual given a framework and awareness of certain skills can be an effective Change Agent.

Characteristics of an Effective Change Agent that allow the individual to practice the "appropriate" response in a moment. They are:

1 (first order)

- **Observer = Awareness** of **one's observations.** All homo sapiens are observing all the time, however have not recognized this ability. Observing means the individual Change Agent is aware of his/her observing of others and their environment.

2 (second order)

- **Observer = (recursive) Looking at looking, thinking about thinking, observing our observing.** Second order observing is the awareness of observing oneself. The individual Change Agent is aware and able to distinguish their behavior in relation to self, others and his/her environment while observing his/ her observations.
- **Legitimize = "The biology of love". (It doesn't mean what you think it means!)** To respect and consider the other's emotioning while interacting. (emotioning = integration of thoughts and feelings)
- **Access Information** = The Change Agent is able to call to mind any useful information and or data (e.g. the behavioral continuum) and use what is relevant to the moment.
- **Access Intuition** = The change will allow his/her natural sense of knowing to surface. One is able to feel the connectedness with other homo sapiens and thus able to say and do the "right" thing in the moment.
- **Integrate information, observations 1st and 2nd order, and intuition.** The Change Agent at the moment is able to put many of these characteristics together and respond.
- **Response** = Language (words) and languaging (physical communication (body language and facial expressions) and verbal tone) to the speaker in relation to what they have communicated in One moment.

A Formula for an Effective Change Agent

Languaging

Legitimization 1st order observing

OBSERVER

Integration 2nd order observing

Information   Intuition

Integration
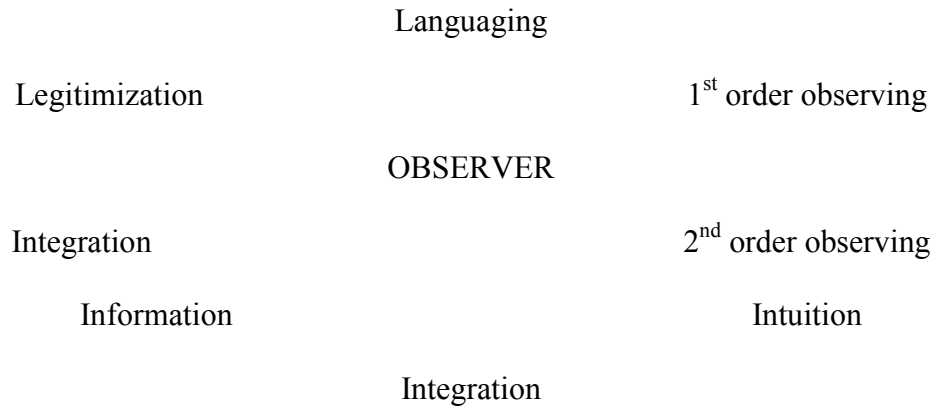
* Based on a dynamic view of process and time.

7.2 Exercises with the Behavior Continuum

The continuum approach to looking at behaviors in the Classroom Prevention/Intervention continuum includes (1) the Class Behavior Game (CBG); (2) the use of the Classroom Meeting (CM) and (3) the Behavioral Strategies within the Behavior Continuum perspective.

Exercise:

Part 1.

- Break into small groups of three
- List possible classroom behaviors according to the four zones
- List responses to behaviors in each zone
- Each group constructs a Behavior Continuum wheel

Part 2.

- Meet as a large group and each small group present wheels, and
- Discuss similarities, differences, agreements and disagreements
- Review, model, discuss, and critique each prevention and intervention strategy.

Part 3.

- The large group designs a consensus Behavior Continuum Wheel.

Individual Prevention/Intervention Strategies along the continuum:
    The group will explore possible prevention/intervention strategies for each zone of the continuum, using the "List of Class Behaviors".

Possible Responses of the Change Agent:

Comfort Zone: prevention (of escalation) strategies:

_____
_____
_____
_____

Discomfort Zone:

_____
_____
_____
_____

Disruptive Zone:

_____
_____
_____
_____

Disorder/Chaos Zone:

_____
_____
_____
_____

LIST OF CLASS BEHAVIORS

COMFORT ZONE:
- Remains seated
- Completes assignments
- Follows directions
- Asks permission
- Stays on task
- Treats others with courtesy
- Handles frustration, (e.g. asks for help)
- Shares classroom materials
- Takes turns talking

DISCOMFORT Z0NE:
- Out of seat without permission
- Daydreams
- Not listening to directions
- Talking during assignment
- Acting without permission
- Difficulty staying on task
- Acting out frustration
- Unwillingness to share materials
- Unable to share materials
- Unable to ask for help
- Talking out of turn

DISRUPTIVE ZONE:
- Walking out of the classroom
- Refusing to do assignments
- Refusing to follow directions
- Repeated actions without permission
- Refusal to stay on task
- Acting-out (e.g., arguing, name-calling, etc.)
- Taking another person's belongings
- Yelling out

DISORDER/CHAOS ZONE:
- Behaviors harmful to self
- Behaviors harmful to others
- Behaviors harmful to property or the environment

7.3 Group Prevention/Intervention Strategies

7.3.1 The Class Behavior Game

The Class Behavior Game is a classroom team-based behavioral strategy that promotes appropriate behavior by rewarding teams that do not exceed the behavior standards. Children are assigned to one of three heterogeneous teams in each classroom. While the Class Behavior Game is in progress in the classroom, the teacher assigns a checkmark on the blackboard next to the name of a team whenever one of its members displays one of the inappropriate ecalative behaviors. A team can win the game if the total number of team checkmarks does not exceed four (4) at the end of the game period. Thus, all teams can win during a particular game period. Children on the winning teams receive a special reward or engage in a rewarding activity. In addition, teams who have won the most games during the week are termed the Weekly Winners and receive a special reward on Friday. Rewards involve a variety of classroom appropriate activities and tangible rewards (stickers, erasers, etc.). See The Class Behavior Game Manual for more information.

7.3.2 The Class Meeting

The class meeting is conceived to support positive peer interaction and problem-solving skills. A segment of the class meeting is used to make announcements of current or upcoming class activities, events or school-wide happenings. Also, there is a segment used to compliment children for positive actions, behaviors and accomplishments worthy of praise, and to teach students how to positively reinforce one another's Class progress.

The class meeting is scheduled on a weekly basis for about twenty to thirty minutes. Every member of the class participates in the class meeting. Though the teacher i. the primary facilitator of the class meeting process, he/she is considered a member of the class group and works to guide the students through a process of consensual decision-making in order to resolve problems that may arise in the class environment. When actual problems or situations arise in the classroom during the week, the class meeting can be used to help students see the problem, generate solutions and sequenced actions, and make decisions. The class will discus. the positive and negatives of all ideas generated and learn that some problem. are not solved immediately. An important lesson is to help students learn to cope with frustration when their idea or solution is eliminated or denied. The teacher will note each problem and solution in the Class Meeting Record Book.

Use of the Classroom Meeting

The Classroom Meeting can be utilized by the class to reinforce and correct classroom behavior through a peer interaction model. For example, whenever a Class Behavior Team is losing consistently because of one member, that child's behavior and implication is placed on the classroom meeting agenda. This intervention procedure is a teacher-directed peer interaction procedure. At the classroom meeting, the specific behavior is addressed in a positive manner. The teacher identifies the problem behavior and guide. the students through a discussion of why the behavior is a problem and what needs to be done to solve the problem. The teacher guides the class to get suggestions from the child and others about how to foster appropriate behavior. A group consensus is reached on the "helper" suggestions to be used and ground rules are established. Appropriate positive and negative consequences are established and reviewed, also.

During the next week of class, the misbehaving child remains a member of his assigned Class Behavior Team, the child monitors his/her own target behavior/s and administers an agreed upon reward for his/her behavioral success. The Resource Teacher assists the student as needed.

A review of the "helper" strategies is held in the next classroom meeting and any improvement is acknowledged. If the child has improved his/her behavior, he/she returns to the regular Class Behavior Game and individual behavior monitoring strategies are ceased.

7.4 Individual Prevention/Intervention Strategies

Prevention/intervention strategies to influence the deescalation of behavior within the classroom are given below. It is important to note that certain strategies are more effective
and may be more appropriate at various points/zones along the continuum.

1. PRAISE - Languaging (non-verbal and verbal messages) that illustrate approval for a particular behavior while identifying the particular behavior being reinforced.

2. PLANNED IGNORING - Languaging that illustrates that one is aware of the behavior and choosing not to respond other than to acknowledge that it is occurring. This strategy needs to be done in a legitimizing manner in order to be effective.

3. PROXIMITY CONTROL - Languaging with one's body that illustrates awareness and presence by positioning oneself near or in the area where the behavior is being acted out (e.g., the teacher going and standing next to the child who is talking out to their neighbor).

4. TURNING ACTION STATEMENTS INTO FEELING STATEMENTS - One listens to a statement of actions and responds with identification of the probable feeling behind the statement/action in a suggestive "us" knowing manner (e.g., "It sounds like you're angry."; sad, hurt, frustrated, etc.).

5. GRANTING WISHES - Agreement with a statement even though one knows it is not fact rather than confronting with a reality check. Caution when using this technique is advised in relation to the content of the statement (e.g. "I wish it was lunch time, too."; Use "I wish..." statements).

6. REFRAMING - This technique requires a sensitivity to perceptions of the other and places perception of the behavior as central to interpreting the behavior from the student's perspective.

7. RESTRUCTURING - Requires flexibility so that one can change the direction of structure and meet individual needs while working with the group. For example, Johnny will be sent to the reading table alone in order to complete his assignment.

8. OPTIONS AND CHOICES - Present very clearly and legitimately options and consequences, then allow the individual to come to a decision on their own. The change agent walks away and gives the child space as needed.

9. TIME OUT SQUARE - Minimal isolation within the classroom setting. The duration of timeout often related to time (usually less than 3 minutes), although behavior a significant indicator regarding ending the isolation period. The individual's participation in class activities is limited without restricting his/her ability to observe them.

10. "GET IT TOGETHER" SPACE - Maximum isolation within the classroom setting. Again related to time-out (1 -3 weeks), and behavior a significant factor as well. Here the individual is excluded from the group to the degree he/she cannot observe or take part in classroom activities.

8.0 CLASS BEHAVIOR GAME

8.1 Introduction
8.2 Procedures
8.3 CBG Procedures Throughout the Year

CLASS BEHAVIOR GAME

8.0 INTRODUCTION

8.0.1   Goals

To reduce general classroom *disruptive and aggressive behavior, concentration problems, and social withdrawal* of first grade children.

8.0.2   Definition of Class Behavior Game

A team competition for enrichment materials, special activities, and privileges. Check marks are recorded on the blackboard for a team when problem behavior of any team member occurs. If the check marks for a team remain at or below a pre-set number (4) by the end of the Game the team wins. All teams may win if their check marks do not exceed the pre-set number (4).

8.0.3   Materials Needed

Scoreboard and Timer
Magnetic chalkboard for Game Winner Scoreboard
Magnetic letters for the scoreboard
Timer

Rewards
Enriched materials such as arts and crafts or games
Special activities in the classroom or school
Classroom or school privileges

Data Forms
PRC Class List
CBG Team Data Form
CBG Baseline Form
CBG Monthly Data Forms
Class Behavior Game Booklets for all children in the classroom
Self-inking happy-face stamps for CBG booklets

8.0.4   Behavioral Definitions of Class Behavior Problems and CBG Rules For Each Definition

Talking or verbal Option: talking without being permitted by the teacher, whistling, singing, yelling, or making other sounds.
Rule - We will work quietly.

Aggression or physical disruption: physical contacts, such as hitting, kicking, pushing, making someone stumble, hair pulling, pinching, throwing objects, pencil fighting, intentional pencil, breaking, taking or destroying property of others.
Rule - We will be polite to others.

Out-of Seat: getting out of the seat without permission. Includes standing up9 jumping, or walking around the room.
Rule - We will gas out of our seats with permission.

Non-compliance: breaking rules, disobeying the teacher.
Rule - We will follow directions.

Concentration problems: not staying on task, easily distracted, not paying attention.
Rule - We will pay attention.

8.0.5 Composition of Time

The teacher will assign each child in the class to a CBG teams making sure that teams contain equal numbers of socially withdrawn children, aggressive/disruptive children, and children with concentration problems. There should be 3 teams for each classroom.

The teacher records team membership on the PRC Class List. The PRC Class List is an alphabetic listing of all children in the teacher's classroom. The consent status of each child is listed next to the child's name. It is important to note that the consent status is used for the child assessments only; all children in the classroom will participate in the Class Behavior Game. Following the consent status column, are three "October Teams" columns. The teacher checks the appropriate team column ("1", "2", or "3") for each child.

PRC CLASS LIST

TEACHER NAME: (TEACHER'S NAME HERE)

SCHGRSEC	ID	NAME	CONSENT STATUS	OCTOBER TEAMS			DATE OF CHANGE	NEW TEAM			
				1	2	3		1	2	3	4
1390203	935000	ANDERSON THOMAS	YES								
1390203	935001	BARNES ALICE	NO INFO								
1390203	935002	CARSON BEN	MORE INFO								
1390203	935003	DOWNES SUSAN	NO								
1390203	935004	EDMONDS ROGER	TRANS/YES								
1390203	935005	FRANKLIN ANNE	TRANS/ NO INFO								
1390203	935006	GORDON STEVEN	TRANS/MORE INFO								
1390203	935007	HODGES BETH	TRANS/NO								

CONSENT CODES:	THESE CONSENT CODES ARE FOR ASSESSMENTS ONLY, ALL CHILDREN IN THE CLASS PARTICIPATE IN THE GBG
YES	A signed consent form marked "yes" has been returned by the parent.
NO INFO	The parent has received a letter and consent form but has not returned it. If the parent does not respond after a second reminder notice, attempts are made to contact him/her by telephone.
MORE INFO	The parent has returned a signed consent form requesting more information about the program. The Prevention Center sends a second letter explaining each of the assessments in greater detail. If the parent does not respond to the letter with more information, attempts are made to contact him/her by telephone.
NO	A signed consent form marked "no' has been returned by the parent.
TRANS/	The child has transferred out of the classroom. Extensions added on to this code indicate the child's consent status at the time of transfer (TRANS/YES; TRANS/NO INFO; TRANS/MORE INFO; TRANS/NO).

CBG TEAM DATA FORM

TEAM	OCTOBER TEAM LEADER				DATE OF CHANGE	NEW TEAM LEADER			
	NAME	ID	WD	RL		NAME	ID	WD	RL
1									
2									
3									

WD=CHECK THIS COLUMN IF THE TEAM LEADER WAS CHOSEN BECAUSE S/HE IS WITHDRAWN
RL=CHECK THIS COLUMN IF TH TEAM LEADERSHIP IS ROTATED FREQUENTLY
NOTE: IF RL IS CHECKED, NAME AND ID SHOULD NOT BE FILLED IN

Each team will have one team leader. The team leader will be in charge of handing out prizes, putting the star on the Scoreboard, and helping the teacher with activities for his/her winning team. *If the team has a socially withdrawn child as a member, the teacher should choose the withdrawn child as the leader for each team* (without saying why the child was selected). This is because an aim of the Class Behavior Game Intervention is to modify not only disruptive/aggressive behavior, but also withdrawn behavior. Previous research indicates that when a child becomes repeatedly associated with reinforcement, her/his social standing with other children will be enhanced such that they will be approached by other children for play. *If the team does not have any members with withdrawn behavior, the teacher should rotate leadership among the members of the team.*

The teacher records the name of the team and information about team leadership on the CBG Team Data Form. If one child is assigned as team leader, that child's name is written on the form. Next to the child's name, the teacher indicates whether the child was chosen as team leader because of shy/withdrawn behavior. If the teacher uses team leadership as a reward for Class behavior, and team leadership changes frequently, this should be indicated on the CBG Team Data Form.

The teacher should be aware of the possibility that one team may accidentally contain too many disruptive, aggressive, or withdrawn children, or too many children with concentration problems. If this occurs, the teams can be re-shuffled. Teachers should consult with the PRC Classroom Prevention Program staff before changing team composition. If one child is responsible for a team repeatedly losing, the teacher should create a fourth team (for that child) for several weeks, in order to prevent rejection of the offender and low team morale.

Please note date of team membership changes on the PRC Class List for any child who changes teams. The new team membership ("1", "2", "3", "4") should be checked in the "New Team" column. *A similar-procedure should be followed when the teacher changes a team leader*. The date, and new team leader information should be recorded on the CBG Team Data Form.

8.0.6. Example

The teacher observes the behavior of children in her classroom and assigns children to the following teams in October:

Team 1 - Thomas Anderson, Susan Downes, Steve Gordon
Team 2 - Alice Barnes, Roger Edmonds
Team 3 - Ben Carson, Anne Franklin, Beth Hodges

The PRC Class List is filled out as follows:

SCHGRSEC	ID	NAME	CONSENT STATUS	OCTOBER TEAMS			DATE OF CHANGE	NEW TEAM			
				1	2	3		1	2	3	4
1390203	935000	ANDERSON THOMAS	YES	✓							
1390203	935001	BARNES ALICE	NO INFO		✓						
1390203	935002	CARSON BEN	MORE INFO			✓					
1390203	935003	DOWNES SUSAN	NO	✓							
1390203	935004	EDMONDS ROGER	TRANS/YES		✓						
1390203	935005	FRANKLIN ANNE	TRANS/ NO INFO			✓					
1390203	935006	GORDON STEVEN	TRANS/MORE INFO	✓							
1390203	935007	HODGES BETH	TRANS/NO			✓					

Susan Downes is chosen as the leader of team 1 because she is shy/withdrawn. Roger Edmonds is chosen as the leader of team 2 because he is shy/withdrawn. No shy/withdrawn children are in team 3, so the teacher chooses Anne Franklin as the team leader, because of her Class behavior. The CBG Team Data Form is filled out as follows:

| TEAM | OCTOBER TEAM LEADER | | | | DATE OF CHANGE | NEW TEAM LEADER | | | |
	NAME	ID	WD	RL		NAME	ID	WD	RL
1	Susan Downes	935003	✓						
2	Roger Edmonds	935004	✓						
3	Anne Franklin	935005		✓					

In December, the teacher finds that team 1 is losing consistently. The teacher discusses this with the CBG coordinator and the decision is made to move Steve Gordon to team 3, and move Anne Franklin to team 1. The PRC Class List now looks like this:

| SCHGRSEC | ID | NAME | CONSENT STATUS | OCTOBER TEAMS | | | DATE OF CHANGE | NEW TEAM | | | |
				1	2	3		1	2	3	4
1390203	935000	ANDERSON THOMAS	YES	✓							
1390203	935001	BARNES ALICE	NO INFO		✓						
1390203	935002	CARSON BEN	MORE INFO			✓					
1390203	935003	DOWNES SUSAN	NO	✓							
1390203	935004	EDMONDS ROGER	TRANS/YES		✓						
1390203	935005	FRANKLIN ANNE	TRANS/ NO INFO			✓	12/15/93	✓			
1390203	935006	GORDON STEVEN	TRANS/MORE INFO	✓			12/15/93			✓	
1390203	935007	HODGES BETH	TRANS/NO			✓					

In February, the teacher discusses team leadership with the CBG coordinator. Because Susan and Roger no longer seem withdrawn, the teacher decides to use rotating team leadership for all 3 teams. The CBG Team Data Form now looks like this:

| TEAM | OCTOBER TEAM LEADER | | | | DATE OF CHANGE | NEW TEAM LEADER | | | |
	NAME	ID	WD	RL		NAME	ID	WD	RL
1	Susan Downes	935003	✓		2/1/94				✓
2	Roger Edmonds	935004	✓		2/1/94				✓
3	Anne Franklin	935005		✓					✓

8.1 PROCEDURES

8.1.1 Baseline (September 27- October 15)

Week of September 27: divide the class into 3 teams. Do not announce the teams to the class. Teachers are strongly encouraged to arrange classroom seating according to the 3 teams. This seating arrangement should facilitate the collection of CBG baseline data.

The classroom rules sign should be constructed with the class and rules read to the class every morning. The sign will post the CBG rules listed previously:
1. We will work quietly
2. We will be polite to others
3. We will get out of our seats with permission
4. We will follow directions
5. We will pay attention

Week of October 4: CBG baseline data collection begins using the Class Behavior Game Baseline Form. Teacher will record the number of check marks each of the 3 teams receives during a 10 minute period. The class should not be aware of the teacher's activity. Teachers should do at least one practice session before conducting 3 baseline sessions per week. Teachers will conduct baseline for 2 weeks and should have a total of 6 baseline sessions. Classroom rules should continue to be read to the class every morning.

If one team is consistently losing because of an excess of disruptive children on that team, rearrange team compositions to distribute disruptive children evenly among teams.

Remember to note the final team compositions on the PRC Class List, as described in the previous section.

CLASS BEHAVIOR GAME BASELINE FORM

TEACHER	SCHGRSEC		MONTH
WEEK BEGINNING	PROBE 1	PROBE 2	PROBE 3
DATE			
START TIME			
END TIME			
ACTIVITY DURING GAME			
TEAM 1 CHECKS			
TEAM 2 CHECKS			
TEAM 3 CHECKS			
WEEK BEGINNING	PROBE 1	PROBE 2	PROBE 3
DATE			
START TIME			
END TIME			
ACTIVITY DURING GAME			
TEAM 1 CHECKS			
TEAM 2 CHECKS			
TEAM 3 CHECKS			

ACTIVITY DURING GAME= READING, LANGUAGE, MATH, SOCIAL LIVING, LUNCH,
TRANSITIONS, EVENTS

8.1.2 Preparing for the First Week of Class Behavior Game (October 15)

The magnetic goalboard will be put up with magnetic letters to delineate days of the week, with an area at the end of the rows for each team for Weekly winners:

	MON	TUE	WED	THU	FRI	WEEKLY WINNER
TEAM 1						
TEAM 2						
TEAM 3						

The blackboard will include the name of each team and a list of team members:

TEAM 1 List names of children in team 1	
TEAM 2 List names of children in team 2	
TEAM 3 List names of children in team 3	

8.1.3 First Day of the Class Behavior Game

On the first day, the teacher hands out Class Behavior Game booklets, announces that the class will play a "game" for 10 minutes during reading (or any other subject), and announces the members of each team. He/she will re-read the rules from the CBG booklet, and review definitions of disruptive behaviors. He/she will then explain that each rule violation, (that is, occurrence of a disruptive behavior) will result in writing a check mark in the blackboard next to the team to which the offending child belongs. The teacher will verbally identify the misbehaving student and the behavior which earned the check mark.

The class will be told that any team with 4 marks or fewer at the end of 10 minutes wins the game, and that all teams can win if they all earn 4 marks or fewer. The class will then be told that the winning team(s) will get a happy face stamped into their booklets and will have a star placed on the Class Behavior Game Magnetic Scoreboard at the end of the Game. Additionally, the class will be told that the winning team(s) will get a prize, immediately following the game. The teacher sets the timer for 10 minutes and announces the beginning of the game.

During the Game, the teacher should drop whatever he/she is saying or doing with the regular lesson and put a check mark on the board as soon as a disruptive behavior occurs; the teacher should:

a) state what the wrong behavior was in a normal tone of voice
b) identify the child who did it
c) praise the other teams for behaving well

It is critical to stick to the Class Behavior Game rules when giving check marks. For example, getting arithmetic problems right is not one of the Game conduct rules, and teams should not earn check marks for poor academic performance.

At the end of 10 minutes when the timer goes off, the teacher should review with the class the number of check marks per team, repeat the 4-point or less criterion for winning the Game, and should announce the winning team (or teams). Immediately after this, CBG booklets should be stamped. (Please mark "absent" if a child is not there, for later record keeping).

The Team Leader should put up a star (drawn or pasted) on the CBG Magnetic Scoreboard. The teacher should record information about the CBG played that day whenever convenient, on the Class Behavior Game Monthly Data Form (see page 12). This must be done by the end of the day. Accurate start and stop times are important. The Team Leader should then hand out prizes to the children in the winning teams, which should be tangible rewards such as stickers or candy in the first few weeks. Children on the losing team(s) should do quiet seat-work with no special attention from the teacher.

CLASS BEHAVIOR GAME MONTHLY DATA FORM

TEACHER	SCHGRSEC		MONTH	
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA
WEEKLY TEAM AND REWARD				
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA
WEEKLY TEAM AND REWARD				
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA
WEEKLY TEAM AND REWARD				
WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE				
START TIME				
END TIME				
ACTIVITY DURING GAME				
TEAM 1 CHECKS				
TEAM 2 CHECKS				
TEAM 3 CHECKS				
REWARD DELIVERY TIME				NA
REWARD				NA
REACTION TO REWARD				NA
WEEKLY TEAM AND REWARD				

ACTIVITY DURING GAME= READING, LANGUAGE, MATH, SOCIAL LIVING, LUNCH, TRANSITIONS, EVENTS

REACTION TO REWARD= 1 (VERY DISSATISFIED) TO 5 (VERY SATISFIED)

8.1.4 Second Day of the Class Behavior Game (October 19)

The teacher should announce that the class will again play the Class Behavior Game for 10 minutes, repeat that the teams are the same as the day before, review the classroom conduct rules, and review the four points or less rule for winning the game. The blackboard should be erased of the previous day's check marks before the children come in. On Day 2, the teacher should announce that they will be playing the Game on some days for the rest of the week, and that the team(s) that won the Game most often will be the Weekly Winner(s). The Weekly Winners will be awarded a special privilege. Otherwise, the Game will be conducted exactly as the last time.

8.1.5 Weekly Probes

There will be 1 CBG probe per week once the Class Behavior Game intervention begins. The probe should be:

  (a) conducted without the knowledge of the class
  (b) the same length of time as the Class Behavior Game
      (e.g., 10 minutes, 20 minutes, etc.)

8.1.6 Weekly Winners

At the end of the week, the Weekly Winner Team(s) will get a star with a happy face at the right-hand side end of the CBG Score Board. The little more special (e.g., walk in the woods, popcorn party). Again, non-winners should engage in quiet seat-work with no special attention from the teacher. On the data forms, please indicate who the Weekly Winner(s) were, and what prize they received.

8.1.7 Example

The teacher begins the Class Behavior Game at 9:00 am during Reading on Monday, October 18. The game is played until 9:30 am. Team 1 has accumulated 4 checks, team 2 has accumulated 6 checks, and team 3 has accumulated 2 checks. The teacher distributes baseball cards to the winning teams, teams 1 and 3, at 9:35 am. The children on the winning teams are very satisfied with the rewards. The blackboard, scoreboard, and data sheet look like this:

TEAM 1 List names of children in team 1	✓✓✓✓
TEAM 2 List names of children in team 2	✓✓✓✓✓✓
TEAM 3 List names of children in team 3	✓✓

	MON	TUE	WED	THU	FRI	WEEKLY WINNER
TEAM 1		✓				
TEAM 2						
TEAM 3		✓				

WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE	10/18/93			
START TIME	9:00 AM			
END TIME	9:30 AM			
ACTIVITY DURING GAME	Reading			
TEAM 1 CHECKS	4			
TEAM 2 CHECKS	6			
TEAM 3 CHECKS	2			
REWARD DELIVERY TIME	9:35 am			NA
REWARD	Baseball cards			NA
REACTION TO REWARD	5			NA
WEEKLY TEAM AND REWARD				

On the following day, Tuesday, October 19, the teacher begins the Class Behavior Game at 10:00 am during Language. The game is played until 10:30 am. Team 1 has accumulated 5 checks, team 2 has accumulated 5 checks, and team 3 has accumulated 3 checks. The teacher distributes stickers to the winning team, team 3, at 10:35 am. The children on the winning teams are satisfied with the rewards. The blackboard, scoreboard, and data sheet look like this:

TEAM 1 List names of children in team 1	✓✓✓✓
TEAM 2 List names of children in team 2	✓✓✓✓✓
TEAM 3 List names of children in team 3	✓✓✓

	MON	TUE	WED	THU	FRI	WEEKLY WINNER
TEAM 1		✓				
TEAM 2						
TEAM 3		✓	✓			

WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE	10/18/93	10/19/93		
START TIME	9:00 am	10:00 am		
END TIME	9:30 am	10:30 am		
ACTIVITY DURING GAME	Reading	Language		
TEAM 1 CHECKS	4	5		
TEAM 2 CHECKS	6	5		
TEAM 3 CHECKS	2	3		
REWARD DELIVERY TIME	9:35 am	10:35 am		NA
REWARD	baseball cards	stickers		NA
REACTION TO REWARD	5	3		NA
WEEKLY TEAM AND REWARD				

On the following day, Wednesday, October 20, the teacher begins the probe at 10:00 am during Language. The probe continues until 10:30 am. Team 1 has accumulated 4 checks, team 2 has accumulated 6 checks, and team 3 has accumulated 4 checks. The teacher does not mark anything on the blackboard or scoreboard because this is a probe. The data sheet looks like this:

WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE	1/5/88	1/6/88		1/7/88
START TIME	9:00 am	10:00 am		10:00 am
END TIME	9:30 am	10:30 am		10:30 am
ACTIVITY DURING GAME	Reading	Language		Language
TEAM 1 CHECKS	4	5		4
TEAM 2 CHECKS	6	5		6
TEAM 3 CHECKS	2	3		4
REWARD DELIVERY TIME	9:35 am	10:35 am		NA
REWARD	baseball cards	stickers		NA
REACTION TO REWARD	5	3		NA
WEEKLY TEAM AND REWARD				

On the Friday October 22, the teacher begins the Class Behavior Game at 9:00 am during Reading. The game is played until 9:30. Team 1 has accumulated 4 checks, team 2 has accumulated 4 checks, and team 3 has accumulated 3 checks. The teacher distributes coloring books to the winning teams, teams 1, 2, and 3, at 9:35 am. The children on the winning teams are very satisfied with the rewards. The blackboard, scoreboard, and data sheet look like this:

TEAM 1 List names of children in team 1	✓✓✓✓
TEAM 2 List names of children in team 2	✓✓✓✓
TEAM 3 List names of children in team 3	✓✓✓

	MON	TUE	WED	THU	FRI	WEEKLY WINNER
TEAM 1		✓			✓	
TEAM 2					✓	
TEAM 3		✓	✓		✓	

WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE	1/5/88	1/6/88	1/8/88	1/7/88
START TIME	9:00 am	10:00 am	9:00 am	10:00 am
END TIME	9:30 am	10:30 am	9:30 am	10:30 am
ACTIVITY DURING GAME	Reading	Language	Reading	Language
TEAM 1 CHECKS	4	5	4	4
TEAM 2 CHECKS	6	5	4	6
TEAM 3 CHECKS	2	3	3	4
REWARD DELIVERY TIME	9:35 am	10:35 am	9:35 am	NA
REWARD	baseball cards	stickers	Coloring books	NA
REACTION TO REWARD	5	3	5	NA
WEEKLY TEAM AND REWARD				

The teacher then goes over to the magnetic scoreboard and reviews the weekly game. Team 1 has won 2 games this week, team 2 has won 1 game this week, and team 3 has won all 3 games this week. Therefore, team 3 is the weekly winner. The teacher distributes the weekly reward, designing a winter bulletin board, to team 3, the weekly winner. The scoreboard and data sheet look like this:

	MON	TUE	WED	THU	FRI	WEEKLY WINNER
TEAM 1		✔			✔	
TEAM 2					✔	
TEAM 3		✔	✔		✔	✱

WEEK BEGINNING	GAME 1	GAME 2	GAME 3	PROBE
DATE	1/5/88	1/6/88	1/8/88	1/7/88
START TIME	9:00 am	10:00 am	9:00 am	10:00 am
END TIME	9:30 am	10:30 am	9:30 am	10:30 am
ACTIVITY DURING GAME	Reading	Language	Reading	Language
TEAM 1 CHECKS	4	5	4	4
TEAM 2 CHECKS	6	5	4	6
TEAM 3 CHECKS	2	3	3	4
REWARD DELIVERY TIME	9:35 am	10:35 am	9:35 am	NA
REWARD	baseball cards	stickers	Coloring books	NA
REACTION TO REWARD	5	3	5	NA
WEEKLY TEAM AND REWARD				

8.3 CBG PROCEDURES THROUGHOUT THE YEAR

8.3.1 Continuing the Class Behavior Game after the First Week

On the first day of Week 2, the teacher together with the class should review their progress, and solicit their opinions about the Game. At this point, the children in the class should choose a special privilege for Weekly Winners that week from the list of October rewards. This gives all the children a long-term goal to work toward.

In the early weeks of the game the teacher should begin with tangible rewards that are distributed immediately following the game. These tangible rewards should be chosen from the list on page 19. When all 3 teams are winning consistently, then the teacher should begin to include intangible rewards.

If all 3 teams continue to win consistently with the tangible and intangible rewards, then the teacher should start lengthening the time the game is played.

When all 3 teams are winning consistently with a longer game time, the teacher should begin altering the reward delivery time. For example, if the game is played from 9:00 am to 10:00 am, the children should be told at the end of the game that rewards will be distributed after lunch. If the teams continue to win consistently, the teacher may play the game early in the morning and distribute rewards at the end of the school day. Rewards should now be chosen from those listed on the second page of rewards.

8.3.2 What to Do if All 3 Teams are Not Winning Consistently

If all 3 teams are not winning consistently, the PRC Classroom Prevention Program staff will help you determine whether you should alter team composition, rewards, reward delivery time, game time, form a fourth team, or use individualized behavior management strategies.

If too many disruptive children are in one team, the PRC Classroom Prevention Program staff will help you rearrange your team composition. If all 3 teams are losing, we will ask you to give tangible rewards immediately following the game and/or shorten the game time. If several children are consistently responsible for a team losing, the CBG Coordinator will help you decide about forming a fourth team or using other individual behavior management strategies.

When you split into the 4th team - do not make it appear to be a good thing or a privilege to be moved to the 4th team. Explain calmly to the children that they are being moved so that their team can win the CBG. Explain that they must remain on the 4th team until they win the CBG for 3 consecutive sessions. Change the team membership for the children on the fourth team on the PRC Class List, add the fourth team information to the CBG Team Data Form, and add game data for the 4th team on the CBG Data Form.

CLASS BEHAVIOR GAME REWARDS
(Suggested monthly CBG team rewards. This listing is not exclusive, please add your ideas)

OCTOBER

Tangible   Intangible

a pumpkin   help with Halloween party
a mask   lead Halloween parade
a Halloween coloring book   1/2 hour to view World Series on TV
baseball cards   view Halloween related video & retell to class
make applesauce   listen to scary Halloween tapes
make a Jack O'Lantern   read baseball books
make a fall collage
make a mask

NOVEMBER

Tangible   Intangible

turkey or pilgrim stickers   help with Thanksgiving party
Thanksgiving coloring book   lead class Thanksgiving play
mini football   act as judges for class election
write on ditto paper and give copies to class   two minutes to write on the board
make a pumpkin pie
make an Indian head-dress

DECEMBER

Tangible   Intangible

small toy (party favors)   lead Christmas play
yo-yo, jacks, bat and ball   deliver Christmas cards
angel cut outs   count UNICEF money
books related to holiday   carry food baskets to needy
design and distribute the class Christmas card   decorate Christmas tree
                                                  design class Christmas bulletin board
                                                  read special Christmas books

Tangible	Intangible
certificates	group leaders
stickers	line leaders
letters of commendation to parents	pencil sharpener (sharpens classmates pencils)
	plant caretaker
	paper collector
	flag holders
	message carrier
	board washer
	book distributor
	5 minutes to write on an chalkboard
	15 minutes to play their favorite game
	name placed on Principal's Outstanding Student List (displayed in the hallway)
	wears "Outstanding Student" badge
	class gives 3 silent cheers to each winning student
	class gives 3 silent cheers to each winning student
	teacher hugs the members of the winning team
	Students get a special hand shake from peers, other teachers, support teacher or principal
	Students get a congratulatory phone call from the teacher at home

When the fourth team has won 3 consecutive games, the children may return to their teams. The teacher notes this on the PRC Class List, and the CBG Team Data Form.

8.3.3 Generalization Procedures

Generalization may begin when all 3 teams are winning consistently with the increased use of intangible rewards, varied reward delivery time, and increased game time. The PRC Classroom Prevention Program staff will help you determine when you should begin generalization procedures. To generalize good behavior, the Game should be played at different times of day, during different activities, and even in different locations, (such as in the hallway walking to the cafeteria, or in the auditorium if possible). The idea is that good Behavior is expected at all times, everywhere.

8.3.4 Technical Assistance

Technical assistance will be provided to all PRC Classroom Prevention Program teachers through monthly meetings and classroom visits. Issues discussed will include CBG materials, procedures, records, and recommendations. The monthly meetings will address these issues as they relate to the entire group, while the classroom visits will address these issues for each teacher. A copy of the technical assistance form is included in this manual.

THE CLASS BEHAVIOR GAME
TECHNICAL ASSISTANCE FORM

TEACHER:_____   SCH/GR/SEC:_____
MONTH:_____

       Thanks for the opportunity to visit your classroom and watch you play the Class Behavior Game. We hope these comments will assist you in your professional development. If you have any questions concerning the Class Behavior Game before our next meeting, please call either Lisa at 955-4927 or Jean at 550-3460.

MATERIALS

1. Timer
2. Chalkboard
3. Stamper
4. Student Booklets
5. Rules Posted
6. Daily Rewards
7. Weekly Rewards

PROCEDURES

1. Turn timer on
2. Review rules
3. Identify child and specific problem behavior in a neutral tone of voice
4. Give a check mark to child's team
5. Periodically praise teams for Class behavior
6. Identify winning teams on chalkboard
7. Stamp booklets
8. Distribute or promise to distribute rewards

RECORDS

1. Data Recorded for Each Game
2. Three Games Played Each Week
3. One Probe Done Each Week

RECOMMENDATIONS:

9.0 CLASS MEETING

9.1 Introduction and State of Development
9.2 implementing the Class Meeting
9.3 A Six-Step Problem-solving Model
9.4 Performance Objectives
9.5 Establishing Class Meeting Rules
9.6 Setting the Class Meeting Agenda
9. 7 Structuring the Class Meeting
9.8 Readiness Lessons
9.9 Implementing the Class Meeting (cont.)

THE CLASS MEETING: A PRIMARY MODEL
FOR
PROBLEM-SOLVING AND DECISION-MAXING

Teachers' Manual
1993- 1994

BCPS/Hopkins Prevention Program
4940 Eastern Avenue
Baltimore, Maryland 21224

9.0 THE CLASS MEETING

9.1 INTRODUCTION AND STATE OF DEVLOPMENT

PILOTING CLASSROOM MEETINGS
June 1992

In June of 1992, the Prevention Research Center began meeting with teachers and parents from three of the study's original developmental elementary schools: Collington Square, Furley and Glenmount Elementary Schools. The teachers and parents served as pilot group consultants to the Center on a number of aspects of the classroom intervention. A prototype model of the classroom meeting intervention was developed and presented to the pilot groups prior to the piloting of the model.

The piloting of the classroom meeting intervention was conducted during the week of June 8-12, 1992 in ten classrooms at Collington Square and Glenmount Elementary Schools. Two principle questions to be answered in the pilot work were:
1. the feasibility of a weekly class meting as a component of the classroom intervention, and
2. ways to improve the classroom meeting prototype for the intervention.

I.   PILOT MODEL OF THE CLASSROOM MEETING

The goal of the classroom meeting prototype is to have students in the classroom work together to solve a common class problem through a process of mutual support and decision-making, and to compliment on another on accomplishments made during the school year as a means of positive social reinforcement.

OBJECTIVES:
1. To review aspects of the year through compliments.
2. To use the planning of a year-end class celebration as the class problem to be solved.
3. To get ideas on improving the classroom meeting pilot model for the classroom intervention.

WHAT WILL WE DO?
1. Teachers will conduct the classroom meeting:
   a. SET-UP: Have the children sit in a circle (on the floor or in chairs)
   b. TEACHER REVIEW OF THE YEAR: The teacher reviews the positive things that the class has accomplished during the school year
   "What things did we like about our time together this year"?

   c. COMPLIMENTS: The teacher gives compliments to the children to recognize individual and group accomplishments this year. The children share positive reinforcement with one another.
   Examples:
   "Who in our classroom had a very good year?"
   "Who can think of a compliment for _____?"
   "What did _____ do that was helpful to others?"
   "Let's give _____ a big hand for his/her good work this year."

   d. PRESENT PROBLEM: The teacher guides the class as follows:

- "What would be a good way for our class to end our school year?"
- "What should we do to celebrate?"

e. <u>DECISION-MAKING PROCESS</u>: The teacher guides the class as follows:
- Using a round robin strategy, et ideas from children; a child can "pass" if s/he has no idea to offer. Continue until there are no more ideas. The teacher lists all of the student ideas on the chalkboard or large chart.
- Group "like" items together.
- Discuss the positives and negatives of each idea.
- Identify if there is a consensus about one idea.
- If several ideas are identified, try to combine them through a compromise for the final decision.

f. <u>SUMMARY</u>: The teacher summarizes the class decision:
- "Here is how we are going to celebrate the end of our school year together:
  _____
  _____

The teacher praises the children for working through their problem together:
   "Good, you thought of your own way to solve this problem", or
   "I'm very proud of the way you thought this problem through"

2. <u>Teacher Feedback</u> to Prevention Research Center staff on ideas to improve the classroom meeting prototype at the next scheduled meeting.
- What worked?
- What didn't work?
- What ideas/suggestions do you have for improving the classroom meeting intervention?
- How did the children respond to the intervention?
- Was the intervention realistic/feasible as part of your regular class routine? Scheduling?

II.   PILOTING THE CLASSROOM MEETING AT COLLINGTON SQUARE ELEMENTARY

Three first grade teachers at Collington Square Elementary School (Yarborough, Simmons and Blackmon) implemented the pilot classroom meeting prototype on Monday, June 8, 1992. Two of the three (Blackmon and Yarborough-A) collaborated as members of the first grade team to conduct the classroom meeting jointly. One teacher (Simmons-B) conducted the classroom meeting with her students separately.

Running the Meeting:

        All of the teachers gave compliments to the students as part of the classroom meeting. At the start of the meeting, the teachers opened with a review of the accomplishments of the entire class during the school year in order to set up the problem: selection of a way to celebrate the end of a good year. At the close of the meeting, the teachers all gave the students positive reinforcement about the process and about their ability to find a solution for the class problem together.
        The teachers emphasized that teaching practices and behavioral skills taught to the children as part of the "Read Aloud", TDM and cooperative learning strategies enabled familiarity with some of the classroom meeting requirements. Students were used to sitting in circular fashion, familiar with a solutions-oriented process of discussion, used to the thinking process of decision-making and the "round robin" rotation for ideas. The teachers expressed that the students were enthusiastic about the new classroom meeting practice.
        The teachers shared the actual materials that they constructed as part of their classroom meeting. They displayed the given problem on a bright yellow sentence strip; used large charts to list the students' ideas from the round robin strategy to formulate solutions; and displayed the "like" items on a chart for the final decision making process.
        The teachers in Group-A used a democratic voting process, having the children stand up for the vote and sit-down after being counted. One child was selected, at random, to count the votes of the class members. The Group-B teacher had her students raise their hands to vote, as one child counted.
        In running the classroom meeting, the teachers (Groups A & B) reported that the children easily supported the ideas of other children. The children were positive to the elimination of some ideas from the list and were able to give clear reasons why some ideas were not realistic or feasible. For example, a trip to Chucky Cheese would cost too much; or going swimming was out because of the lack of transportation, etc.. The students were very active in the discussion of the ideas and narrowed a list of eleven ideas down to two (a cookout and a pizza party).

Decision Making:

        One teacher (Yarborough) was candid enough to share that she wanted the class to choose the cookout. Initially, the class chose the cookout activity because they know that the teacher wanted one. However, the students were later able to tell the teacher that they really wanted a pizza party. When asked how she felt when the students reverted the decision, Ms. Yarborough expressed that she felt good that the children had actually made their own decision, but that she was upset because she had already started planning for the cookout and had told the other teachers about it. She did not, however, share these feelings with the children.
        The other teachers stated that in conducting the classroom meeting, teachers will need to remain open-minded about empowering the students to find their own solutions. They also shared that for some teachers, students making their own decisions may cause a sense of loss of power or control because teachers are trained

and used to making all of the decisions for the class. All of the teachers agreed that it was a good thing the t the students were capable of asserting their own decision and choice. This really showed the level of trust that exists between the children and the teacher (Yarborough).

Recommendations and Ideas for Improving the Intervention:

When asked "What didn't work?", the Collington teachers, collectively, agreed that the piloted protocol worked well. They all expressed that they would use the classroom meeting intervention again, and felt that it was a very useful and exciting process. They said that they were surprised at how involved the children were in participating in the meeting and that there were no problems encountered in implementing the protocol.

The teachers offered very few recommendations for changing the intervention, but gave the following ideas to emphasize to those teachers chosen to implement the classroom meeting intervention in the fall semester:

1. Keep an open mind and allow the children to find their own solutions;
2. Use already established classroom rules to reinforce the classroom meeting structure;
3. Set behavioral expectations for the discussion and let the students know these clearly. Using and reinforcing rules and practices already established as part of the classroom was helpful to these teachers;
4. Include more protocol steps for the actual decision-making process. The Collington teachers used a democratic voting process for reaching a final class decision, although consensual decision-making was the process discussed in the intervention.

III.   PILOTING THE CLASSROOM MEETING AT GLENMOUNT ELEMENTARY

Five teachers conducted the drafted classroom meeting prototype on Monday, June 8, 1992 at Glenmount Elementary School. Two were 1st grade teachers (Mays and Sher), two were kindergarten teachers (Black and Buckheit), and one special education teacher (O'Leary). The Glenmount teachers offered an abundance of positive feedback on the pilot implementation of the classroom meeting prototype with their children. Each of the teachers shared that she began the meeting with a review of accomplishments during the present school year and presented the problem to the children.

Running the Meeting:

The teachers reported that classroom practices that were established as part of their "whole group" and "circle reading" strategies were helpful and applicable to conducting the meeting. Some classrooms used floor seating arrangements, others used chairs in a circle. The teachers felt that the intervention was easily scheduled and conducted as part of the classroom routine.

During the opening (school year review) segment, several teachers (Mays and Black) reported that children gave the teacher feedback on what worked and what didn't work during the school year. These teachers remarked that this period became an opportunity for children to voice their opinions and offer improvements to the teachers. For example, in the kindergarten class (Black), after being given a choice to sit on the floor or on their chairs in a circle (as part of the meeting protocol), the students questioned why they always sat on the floor during the schoolyear for "reading circle", etc.. The children told the teacher that they preferred to sit on their chairs and gave a strategy that would make the seating arrangement easy to set-up and clean-up. (Ms. Black questioned the other teachers as to why they directed the children to sit on the floor, stating that she had no response for the children's question. The teachers all said that they'd never thought of

the reason for this classroom practice and agreed that it was acquired from the floor activity model for teachers). This teacher found the children's feedback interesting and useful. In another classroom (Mays), children offered the teacher suggestions for handling student problems in the next year.

The Gelnmount teachers preferred using the chalkboard for listing ideas and reported that other ideas evolved from the chalkboard.

Decision Making:

The teachers expressed that the decision-making process was very good for the children and stated that it was stimulating to see the children excited about problem-solving. They said that the children learned the word "compromise" and demonstrated their comprehension of the process of compromising by combining ideas of ensuring that a part of all ideas would work for the solution. The compromise in one classroom resulted in the agreement to use two ideas. The children were able to blend several ideas together. The SLD classroom was split down the middle, but the children began lobbying for support, and even non-assertive children were able to stand for a compromised decision against a dominant child who tried to get everyone to vote for his idea. The children were able to compromise by combining several ideas. All of the teachers reported that listening to the children and allowing them to control the process was very productive.

In one of the kindergarten classrooms (Buckheit), the children decided to choose and compromise on all ideas on their list that began with the letter "P". Their decision was to have "pizza and popcorn on the playground". The children were able to select their own method of compromise in order to reach their decision.

Most of the teachers felt that is was difficult to keep the meeting structured during the problem-solving discussion period because every child wanted to fully express his/her idea and there were constructive arguments and rebuttals during the discussion of the positives and negatives of each. All of the teachers reported that the discussion time was very stimulating and that they had underestimated the critical thinking ability of K-1 students.

Recommendations and Ideas to Improve the Intervention:

1. The Glenmount teachers found that the time factor was the most difficult part of the classroom meeting. They asked that strategies to assist the teacher in facilitating the discussion and decision-making part of the process be added to the protocol.
2. They also recommended that there should be a structure for teachers to listen to children individually, as well as in the whole group. This suggestion was raised in response to the fact that some children who are non-assertive types tended to "pass" and take up the ideas of others, rather than offer their own ideas. The teachers recommended strategies be added to train the teachers on how to involve these children in the process more.
3. one teacher shared that a dominant child in her class was upset that her idea had been eliminated by the group early on in the meeting. This child told the teacher and the group that she would get her mother to sponsor her idea for the class. The mother contacted the teacher and insisted that she would arrange for her child's idea to be held. This teacher asked for ways to handle this type of situation.

We discussed restating the purpose of the classroom meeting to the parent and reinforcing the goal of a class group decision as the outcome of a meeting. Also, suggested was meeting with parents prior to implementing the classroom meeting intervention to familiarize them with the objectives and to seek their support of the group process of decision-making. (This teacher shared that, in this case, the parent and child behavior was often a problem because the mother insists on giving her daughter her way in all situations. The teacher would

normally acquiesce and allow the parent to arrange the activities her child wants. The teacher agreed that this behavior sets this child apart from the class as a whole, as someone more special than the others.).

The Glenmount teachers all agreed that the classroom meeting was a great idea. They said that they learned a lot from conducting their first meeting and would definitely use the model again. They saw a real value in teaching problem-solving and decision-making skills to first-graders. They said that the children loved the entire process. "Feed us more!" was the last recommendation given in the feedback meeting.

IV. IMPLICATIONS

The implications of the feedback provided by the Collington Square and Glenmount teachers who piloted the classroom meeting intervention focuses on two distinct areas 1) teacher preparation and training and 2) the general design of the classroom meeting component of the classroom intervention.

Implications for Training:

The pilot teachers raised several issues and ideas which have significant implications for the development and design of the teacher training and preparation aspect of the classroom meeting intervention. Traditionally, students are systematically kept from decision making as part of their educational preparation and are not given the responsibility for independent problem solving. The pilot teachers exhibited an excitedness for the children's ability to express their thoughts and opinions freely. However, because teachers are trained and used to the role of ultimate decision-maker and authority in the classroom, it is clear that the teacher preparation training for the intervention must include an awareness component designed to help prepare teachers for the involvement of student reasoning and opinion on aspects of classroom governance, heretofore, reserved for adult authority. The Collington Square Elementary first grade teacher (Yarborough) brings up the issue of the importance of incorporating an exploration of attitudes towards children's decision making in training. Other implications for the development of training aspects are:

1. A training section on teacher leadership styles and the role of the teacher as a group leader. In the classroom meeting intervention, the teacher becomes a facilitator a. well as a group member. It will be important to explore teacher values and beliefs about children's right to independent thinking and action.
2. A need for incorporating facilitating discussion strategies into training so that teachers will be able to maintain the intervention within the timeframe constraints of 20 - 30 minutes.
3. The Collington and Glenmount teachers varied in their approaches to decision making strategy. Some teachers used a democratic voting process, others guided their students toward compromise, using student or teacher-defined parameters. This demonstrates the need for a clarity on the definition of "consensus" for the intervention, and consensual decision making training in order that there be a universal frame of reference for the implementation of the intervention.
4. The addition of training strategies to involve quiet and shy/withdrawn children in the decision making process was raised by the Glenmount teachers. If the training prepares teachers to create and foster mutual respect and support among students as a norm of the intervention, the resulting sense of acceptable group behavior will in turn create a sense of safety for risk taking so that students who would otherwise withdraw are encouraged to participate.
5. A training section on handling the dominant child and deviant members of the group who directly challenge the group's decision will be necessary. The Glenmount teacher who experienced a dominant child's

manipulation of her parent to sponsor her idea which was eliminated by the class group, and the teacher's subsequent acquiesce to the parent supports the need for strategies in this area.
6. The pilot teachers raised several situations that are common to group process that will occur during classroom meetings, a section of the training manual will provide strategies for handling common group problems.

Implications for Design of Classroom Meeting Component of the Classroom Intervention:

1. The pilot teachers recommended that there be a structure for listening to students individually. This suggestion was raised in response to the fact that some children who were non-assertive types tended to "pass" and take up the ideas of others in the larger group. A "Talking Suggestion Box" component will be added to the intervention -a provide a forum for students' individual expression of problems that they would like added to the classroom meeting agenda.
2. Because the time factor of the intervention was raised as a difficulty, especially during the actual discussion and decision-making segment of the meeting, it is clear that the intervention must include teacher strategies for maintaining the focus of the meeting problem-centered. Simple classroom strategies for regulating time will be incorporated into the "Handling Common Problems" section of the manual.
3. Conflict within the group will be a natural part of the group process within the classroom meeting that will require both student and tea-her training and practice for resolution. Incorporating a conflict resolution component into the intervention will reinforce cooperative decision-making and mutual support as a natural and essential part of learning and teach early skills n how to relate well to other people.
4. The classroom meeting intervention will introduce communication, decision-making and conflict resolution learning to children prior to second grade. This early intervention practice focuses on students' empowerment to become viable change agents in their own lives. This will surely impact and challenge the belief systems of teachers, parents and administrators who will support giving children the freedom to assume self-discipline and responsibility for what happens in their classroom and hopefully beyond.
5. This intervention will hopefully result in children gaining better interpersonal and individual problem-solving capabilities, the power to formulate their own beliefs, and the ability to act to resolve problems that will arise in their own child-centered culture and world. The decision to empower children and to give them permission to become active participants in what happens to them, for them and with them in their educational space deviates from the traditional authoritarian systems and philosophies of education. The skills learned from the intervention will challenge traditional attitudes and beliefs about children's right to their own independence. Early intervention and learning surrounding the teaching of mutual respect and support, cooperative decision-making and conflict resolution is hoped to impact the development of learning that will impact future abilities to accept individual differences, relate well with others and become considerate and caring members of a greater society.

The classroom meeting intervention charges teachers to accept and foster a power-sharing process with students, There children are permitted to become independent thinkers within a safe social context, their own classroom. The intervention asks teachers to listen to the student opinion of primary graders as the class is given the freedom to think for themselves, thereby creating the foundation for life-long habits of sound mental and self empowerment.

9.2 IMPLEMENTING THE CLASS MEETING

The class meeting is conceived to support positive peer interaction problem-solving, and decision-making skills. The meeting is used to make announcements of current or upcoming class activities, events or school-wide happenings. Also, there is a segment used to compliment children for positive actions, behaviors and accomplishments worthy of praise, and to teach students how to positively reinforce one another's good progress.

The class meeting is scheduled on a weekly basis for about twenty to thirty minutes. Every member of the class participates in the class meeting. Though the teacher is the primary facilitator of the class meeting process, he/she is considered a member of the class group and works to guide the students through a process of consensual decision-making in order to resolve problems that may arise in the class environment. When actual problems or situations arise in the classroom during the week, the class meeting can be used to help students see the problem, generate solutions and sequenced actions, and make decisions. The class will discuss the positives and negatives of all ideas generated and learn that some problems are not solved immediately. An important lesson is to help students learn to cope with frustration when their idea or solution is eliminated or denied. The teacher will note each problem and solution in the Class Meeting Record Book.

Class Meeting Record Book:

The classroom teacher maintains a Class Meeting Record Book in order to document the objectives, skills and progress of the class' year-round participation and growth in practicing the class meeting intervention.

Each class meeting record book is maintained in a large read aloud big book format or on a large chartpad (constructed by the teacher). The classroom teacher prints the following guide on each page:

<u>OUR CLASS MEETING</u>

DATE OF MEETING: _____

PROBLEM WE WILL SOLVE:_____
_____
_____
_____

OUR GROUP DECISION: _____
_____
_____
_____

Monthly Progress Note:

       Monthly, the teacher completes the "Monthly Progress Note" with a brief anecdotal note that documents the progress of the class in the class meeting intervention.

       Using the Class Meeting Record, the teacher will conduct periodic class reviews with the class as a way of helping the students monitor their work and progress with the intervention. The teacher may elicit the students' assistance in developing the written progress notation and review the types of problems that the class has worked on weekly in their meetings. The note should also reflect how the group of students are interacting as cooperative decision-makers.

THE CLASS MEETING

DATE   GROUP PROGRESS NOTE

Using the Class Meeting Record, the teacher will direct periodic class reviews with the c' ass as a way of helping the students observe their work and progress with the intervention. The teacher may elicit the students' assistance in developing the written progress notation and review the types of problems that the class has resolved weekly.

On the day of the meeting, the teacher will announce and post the class meeting time and agenda in the classroom on the chalkboard or bright chart so that the class will know what problem is to be solved.

In order to maintain the predictability and consistency of the classroom schedule and routine, the class meeting will be structured into the regular weekly class schedule. Teachers may elect to display a visual symbol of their class meeting (designed by the students) on the day of the meeting. For example, a picture of hands linked together in friendship; a class motto "Sharing Solutions and Support" ; or a class may choose to select a song that expresses their feelings about their class meeting. The class meeting intervention is designed to develop skills in presenting ideas; active and focused listening; discussing options and alternatives; core thinking skill areas: focusing, organizing analyzing and integrating (ASCD, 1988); and to convey to students the importance of their communicating to themselves and others their thinking about how they think problems may be resolved.

Within the class meeting intervention, thinking processes are defined as a set of mental operations that are multifaceted and complex and that involve the use of several thinking strategies (Marzano, 1989). These processes are identified as follows:

DIALOGUING	talking with other people and with oneself
COMPREHENDING	generating meaning by relating what i known to what is unknown
CONCEPT FORMING	organizing information and labeling that information
COMPOSING	developing a product, which may be written or produced in a musical, mechanical, or artistic way
PROBLEM SOLVING	analyzing and solving a puzzling situation
CREATIVE THINKING	the ability to form new combinations of ideas to fulfill a need
METACOGNITION	awareness and control of one's thinking, attitudes, and attention

9.3 A SIX-STEP PROBLEM SOLVING MODEL

Problem solving has been represented as a process involving several steps. The six-step process given below should be viewed as a starting point for examining problems. The teacher should be reminded that resolving difficult problems is a more complex process that may involve additional problem-solving processes.

A six-step problem-solving model includes:
1. Careful observation. Gathering information about the perceived problem.
2. Problem identification. defining the problem in specific terms.
3. Generating and evaluating alternative ideas or strategies for solving the problem.
4. Designing an action plan for solving the problem.
5. Implementing the action plan.
6. Assessing the action plan and revising the plan if necessary.

Adapted from Johnson, David W., and F.P. Johnson. (1987). <u>Joining Together: Group Theory and Group Skills</u>. 2nd ed. Englewood Cliffs, N.J.: Prentice Hall.

9.4 PERFORMANCE OBJECTIVES

The class meeting intervention requires various readiness skills and concepts that students must be familiar with as requisites for a successful class meeting. The "readiness" performance objectives and class meeting concepts given in this section should be taught prior to full implementation of the model, and students will demonstrate their comprehension through their performance during class meeting activities.

Performance objectives are provided as a teacher reference and resource. Teachers may utilize the objectives as measurable indicators of gains achieved by students participating in the intervention. The performance objectives reinforce learning and competency objectives given in the Baltimore City Public Schools First Grade Curriculum (1991), and highlight interactive and collaborative learning skills, as well as integrate language expressive and critical thinking competencies. When introducing and reviewing the classroom meeting intervention with parents, it is suggested that teachers convey the level of performance that a student has achieved and thinking skills reinforced through the class meeting model.

The performance objectives given with each readiness area cover the students' ability to integrate the use of thinking skills, oral expressive language skills, social skills, listening, and reasoning skills in the process of using problem-solving and decision-making skills.

I.   Introduction to the Class Meeting:

The teacher introduces the concept of a class meeting to students and begins to familiarize students to key words and concepts of a successful class meeting. The teacher explains to the students how group problems can be solved by all members sharing ideas and deciding on common solutions. The "round-robin" strategy is presented and practiced in a readiness activity designed to solve the problem of which seating practice the class will prefer for their meetings.

PERFORMANCE OBJECTIVES:

1.0 Relate background information and prior knowledge to identifying kinds of meetings.
1.2 Take turns as speaker and listener.
1.3 Orally express individual ideas.
1.4 Speak in discussion/conversation, using appropriate language.

II.   Establishing Rules:

The teacher conveys to the students the importance of mutual sharing and listening to group decision-making. Concepts of respect for others and joint responsibility to orderly behavior are presented as keys to running a successful class meeting. The students are presented with the problem of deciding their class meeting rules. They are asked to determine five rules to maintain mutual respect and concern during their meetings in order that the ideas and thoughts of all students are heard and accepted. The teacher conveys to the students the importance of their communicating to themselves and others their expression of what they think.

PERFORMANCE OBJECTIVES:

2.0 Relate background knowledge and prior experience to rules of courtesy and orderliness.
2.1 Orally express ideas.
2.2 Take turns as speaker and listener.
2.3 Use a student-generated solutions idea list to determine rules.
2.4 Speak in discussion, using appropriate language.

III.   What is a Problem?
The teacher presents the concept of "problem" as a difficult question. Students review definition and are asked to define classroom problems as difficult situations needing a correction or answer. The teacher guides the students through a discussion of shared problem identification of situations in the classroom, group, at recess, at lunchtime, etc. The students are presented with the problem of defining kinds of problems to be discussed and resolved during their class meetings.

PERFORMANCE OBJECTIVES:

3.0 Relate background knowledge and prior experience to identifying problems.
3.1 Relate focusing thinking skills to defining problems.
3.2 Explain orally a situation that shows a class problem.
3.3 Take turns as speaker and listener.
3.4 Speak in discussion, using appropriate language

IV.   What is a Solution?
(Finding Alternative Solutions)
The teacher presents the concept of "solution" as a correction or an answer to a difficult problem. The teacher explains that "to solve" is to find a satisfactory answer and that there can be many different ways to solve a problem. The teacher explains that in the class meeting all solutions will be accepted and that the group will determine which ideas are "alike" and "different" in order to help reach a class decision.

PERFORMANCE OBJECTIVES:

4.0 Relate background knowledge and prior experience to generate solutions to a given problem.
4.1 Use core thinking skills (organizing, analyzing) to compare and classify solution ideas as "like" and "different".
4.2 Differentiate problem and solution.
4.3 Explain orally a solution idea.
4.4 Describe one's thinking when selecting a specific problem-solving idea.
4.5 Recognize that if one solution is not successful, one can try a different way.

V.   Looking at Positives and Negatives of Ideas:

The teacher guides the students through consequential thinking in order to evaluate ideas for possible consequences to decide whether an idea is or is not a good idea. In this class meeting, the students evaluate the ideas of others and are introduced to the word concepts of "combine" and "compromise". Through a class meeting activity, students begin to reason why certain ideas are good and others are not based on what might or might not happen given a certain solution; and to link pairs of like solutions together as a means of reaching a compromise. Also, the class learns to combine parts of ideas in order to compromise on solutions.

PERFORMANCE OBJECTIVES:

> 5.0 Use a student-generated solutions idea list to analyze problems.
> 5.1 Express reasoning for choice of an idea as good or not good.
> 5.2 Explore alternatives or combinations to initial ideas.
> 5.3 Take turns as speaker and listener.
> 5.4 Speak in discussion, using appropriate language.
> 5.5 Use core thinking skills (analyzing, integrating) to restructure student-generated solutions ideas into combinations.

VI.   What is Our Plan?
The students are introduced to kinds of class problems that are not immediately solved. They learn that some solutions require time and planning. The teacher presents a "plan" as a set of sequenced steps to reach a solution. During the class meeting, the students are presented with the problem : "How Will We Decorate Our Classroom for Fall". The teacher implements the full class meeting structure and guides the students through the decision-making process . The students are asked to determine the steps to reach their solution to the problem. The teacher guides the students to consider any obstacles that may interfere with the plan and ways to get around the obstacles.

PERFORMANCE OBJECTIVES:

> 6.0 Recognize that some solutions are not immediate and take time to plan.
> 6.1 Plan a sequence of steps to reach a solution.
> 6.2 Recognize and express obstacles that may interfere with the plan.
> 6.3 Think of ways to get around the obstacles.
> 6.4 Use core thinking skills (focusing) to set a plan.
> 6.S Speak in discussion, using appropriate language, taking turns as speaker and listener.

9.5 ESTABLISHING MEETING RULES

The student expectations for the class meeting are such that teachers can use already established classroom rules and regulations for maintaining orderliness during the meeting period. Orderliness is different from order. Orderliness is reflected in a pervasive sense of acceptable behavior as practiced by everyone in a class. This sense is marked by an understanding of genuine respect and interconnectedness for the feelings of and concern for others (Doll, 1989). It minimizes an emphasis on the teacher's control of behavior, rather it creates a safe context within which the students can be creative, excited and spontaneous.

Most teachers are well trained in classroom control. The idea that students organized around a problem-solving activity will self-organize without interference from the teacher may be difficult for most of us to believe. However, when mutual respect and joint responsibility drive the commitment to orderly behavior, threat of misbehavior is lower because expectations become clarified and understood at deep levels of meaning (Doll, 1989). Therefore, the rules established for the class meeting should address mutual and acceptable behaviors related to the process of joint problem-solving and communication.

For example,

- We will listen when someone else is talking. We will raise our hand to give our ideas.
- We will accept the ideas of everyone in our group.
- We will work to find solutions that everyone can support and agree with.
- When a decision is made, everyone will accept and follow what the group has decided.
- We will agree to sometimes disagree on ideas, but we will respect the thoughts of others.

Meeting rules, such as those above, ensure that there is a state of relaxed alertness tan optimal state of mind for expanding natural knowledge; the key to students' ability to access what they already know, think creatively, tolerate ambiguity, and delay gratification (Cohen, 1984) where students can be challenged within a context of safety.

Orderliness, involving mutual respect and support among students, creates a sense of safety for risk taking so that students who would otherwise withdraw are encouraged to participate. A classroom meeting environment will seek to balance the status of the students and thereby equalize the social interactions within the group.

9.6 SETTING THE CLASS MEETING AGENDA

Agenda items for the class meeting agenda should include problems that the children themselves identify for problem-solving. The teacher may use several methods to solicit ideas or problems for the week's agenda. The teacher and resource teacher might also identify class-related problems for the meeting agenda.

I.   Weekly Agenda Chart

(A page of chart paper is headed "Class Meeting Agenda" and posted so that children may write their ideas for agenda items each week.)

II.   The Talking Suggestion Box

(A classroom station to assist children in the recording of their ideas/suggestions for the weekly class meeting agenda. Children are allowed to record their problems or ideas on a cassette recorder at specific times during the week.)

Setting Up the "Talking Suggestion Box"
(a) Provide a quiet or isolated space to ensure a level of privacy during the recording of problems;
(b) Prepare one side of the tape with directions for using the recorder. Post a poster with written directions that match the taped ones. Example:
    1. Turn on the tape player.
    2. Put in Tape `1 for directions.
    3. Listen to the directions carefully.
    4. Read along with the tape as you read from the poster.
    5. Rewind the tape after you finish and put it back in the Tape #1 holder.

(c) Prepare Tape #2 as a recording tape for children's ideas or problems. The resource teacher may be assigned to assist the children in using the recorder.
(d) Provide a timer at the station. It will be set for 1-2 minutes at the start of **each use in order** to structure the length of the recordings.
    The resource teacher will ensure that children do not listen to other children's recorded ideas by marking a "User List" with the record "start #" and "end #" from the counter on the tape recorder. (This will assist the teacher or resource teacher in reviewing the idea tape.)
(e) Prepare the station with a colorful heading and attractive pictures.

III.   Direct Requests

(Children identify problems as they occur and make a direct request to the teacher or resource teacher for the problem to be put on the clean meeting agenda.)

Teachers may elect to preview the use and rules for "The Talking Suggestion Box" as an extender of Readiness Lesson #1. This will provide a time when the resource teacher can model the use or the station for the students, and any questions can be answered.
    Collaborative learning groups may be given practice periods for reviewing the use of the three ways to get your idea on the class meeting agenda with the resource teacher prior to its implementation. This will ensure

that each student has a clear understanding of how to get his/her problem addressed at the meeting. "The Talking Suggestion Box" is primarily for the use of shy/withdrawn children who may hesitate in stating their problem within the group or to the teacher.

9.7 STRUCTURING THE CLASS MEETING

All classroom meetings will incorporate the following segments into the general structure of the meeting:

1. <u>SET-UP</u>: The teacher calls the -lass together to begin the meeting. The students are seated in a circle in their chairs or on the floor.

2. <u>COMPLIMENTS</u>: The teacher and students give verbal compliments to the class and students for special accomplishments or achievements worthy of praise. The students learn to use social reinforcers with peers.
  This segment can also be used to-award special weekly classroom rewards for attendance, courtesy, work habits, classwork, positive peer relations, etc..

The teacher guides this segment:

"Is there anyone who has a positive compliment for a member of our class?"
"Who else has done something positive this past week?"
"Let's give _____ a big hand for his/her positive accomplishment."

3. <u>ANNOUNCEMENTS</u>: The teacher shares information about current and upcoming class or school-wide activities and events.

4. <u>PROBLEM IDENTIFICATION</u>: The teacher presents the problem/s to be discussed at the classroom meeting to the students. The problem is displayed on a sentence strip in view of the entire class.

5. <u>RECALL OF THE RULES</u>: The teacher guides a review of the classroom meeting rules with the class.
The teacher may elect to have individual students recall one or more of the established rules for the class, or direct a read-aloud of the rules from the class meeting agenda record big book.

6. <u>ROUND-ROBIN DISCUSSION</u>: Using a round-robin strategy, each student is given an opportunity to give ideas or suggestions for solving the identified problem.
  The teacher lists all of the ideas given on the chalkboard or chart.
  Students are allowed to pass when they have no idea to offer by saying "I Pass". The teacher continues the round-robin strategy until there are no more ideas given.

7. <u>DECISION-MAKING</u>:
  a) The class compares and restructures the original list of ideas by classifying all "like" ideas together.
  b) The class discusses the positives and negatives of each idea, determining whether the idea is a "Good Idea" or "Not a Good Idea" and giving reasons why.

c) The teacher assesses if there is a consensus about one or more ideas. If more than one idea is favored, the teacher guides the students to combine the ideas in order to reach a compromise for a final decision, or the class may reach another form of compromise.

In order to clarify the decision-making process for this intervention, "consensus" will be defined as an opinion held by all or most. The general agreement of the group may be reached through compromise. "Compromise" will be defined as an agreement in which each side gives up some demands or makes concessions in order to reach a result on which most of the group can agree. The forms of compromise that the group may determine will not be constrained in any way. For instance, a group may chose not to combine ideas into one idea, but may decide to use several distinct ideas raised in the group. As long as the group reaches a general agreement, there will be no predetermined configuration for their compromise.

For this intervention, two divergent opinions will be appropriate for consensus. There may be times when there is a clear minority and majority opinion reached as an outcome of the decision-making process. Agreement on more than one decision is acceptable for solving problems in the class meeting intervention.

8. <u>DECISION SUMMARY</u>: The teacher summer yes the decision reached by the class:
"This is how we have decided to solve our class problem: _____"
"Are there any steps we need to plan to make our decision happen?"
(The teacher guides the students through listing any steps necessary to plan putting their decision into action).

9. <u>CLOSING THE MEETING</u>: The teacher praises the class for working through the problem together:
For example:
"I am very proud of the way you thought this problem through.", or
"Good, you thought of your own way to solve our class problem today."

After each weekly class meeting, the teacher will record the identified problem and the class decision or solution in the Class Meeting Record Book.
Monthly, the teacher may elect to review all of the problems solved curing a given month in order to provide positive reinforcement to the class for learning problem-solving and decision-making skills.

9.8 READINESS LESSONS

#1 Introduction to the Class Meeting
#2 Establishing Rules
#3 What is a Problem?
#4 What is a Solution?
#5 Looking at the Positives and Negatives of Alternative Ideas
#6 What is our Plan?

<u>DEVELOPMENTAL PROGRESSION OF CLASS MEETINGS</u>:

The following section contains a developmental progression of class meetings. The first six weeks of the progression are sequenced readiness lessons or activities designed to prepare the students for the full implementation of the class meeting intervention. A calendar of monthly classroom meeting themes is provided as a way to correlate the meetings to seasons and holidays observed during the schoolyear. At the start of the second semester, teachers will begin assessing their classroom for problems to be discussed in their class meetings, and setting these as agenda for nine class meetings through year's end.

The readiness meetings are described in profiles and are given to assist the teacher in implementing and guiding the students through an exploratory and discovery process in which they fill begin to identify the skills required for successful class meeting practice.

Each readiness meeting profile gives the following basic information:

- Objective/Skill
- Problem Identification
- Materials Needed
- Teacher Follow-through
- Class Decision & Summary

READINESS MEETING #1 - Introduction to the Class Meeting

OBJECTIVE/SKILL:

To introduce the concept of the weekly class meeting.

PROBLEM IDENTIFICATION:

should we sit in a circle on the floor or in our chairs?

MATERIALS NEEDED:

- colored word strips
- magic markers
- chalkboard and chalk

TEACHER FOLLOW-THROUGH:

The teacher will run the sex class meeting readiness activities as lead-ins to a gradual structuring of the subsequent meetings, and to familiarize the students to the components of a successful class meeting.
During the readiness activities, the teacher guides the students through an exploration of problems whose answers will help to develop the rules for and facilitate the necessary requisites for the students' knowledge of class meeting vocabulary and expectations.

As key concepts and vocabulary are introduced, the teacher will display the terms on colored word strips in the classroom, preferably, at a special class meeting bulletin or area.

The teacher facilitates the following dialogue with the students:
"One way that people can learn to work together is to talk about and plan for common goals. The word "common" means shared by or belonging to two or more, or all of a group.
        - Is our class a group?
        - How many of us are in our class group?
When there are a large number of people in a group, a good way to discuss things that are shared by everyone in the group is to hold a meeting. A meeting is when people get together to share ideas about something they have in common.
- Who can name some kinds of meetings that we have here at the school?
(list all answers on the chalkboard; the teacher may add or give types of meetings that he/she attends for school, as well as explore meetings held in the community).

This year, we are going to work together by sharing our ideas and talking about things that we share here in our classroom. Our meeting will be called a "class meeting".

We will have one class meeting each week during this school year. There are many skills that we can learn together from sharing together in our class meeting:
- We can learn how to share what we think about things.
- We can learn how to work through common problems together.
- We can find answers and plan steps to make our classroom a better place for all of us.

Today, we will share our ideas to find the answer to a problem that will help us plan for our weekly class meeting.

We will sit in a circle for our meetings. The reason is: it is best that everyone in the meeting face one another so that all of our ideas are heard clearly. Also, a circle is an unbroken line (draw a circle on the chalkboard to demonstrate) and shape that can stand for the whole. We want our whole class together for this important activity, and so we will sit in a circle.

Today, our problem is:

SHOULD WE SIT IN OUR CIRCLE ON THE FLOOR OR ARRANGE OUR CHAIRS IN A CIRCLE?

Let's discuss what you think about these two options.

To give everyone a chance to tell the group his idea, we will use a practice called "round robin". Let's say that together, "round robin". (Display the term on a word card).

-Does anyone know what "round robin" means?

(Give the children time to answer. Provide positive reinforcement to those that answer).

The teacher gives the following explanation:

The phrase "round robin" comes from long ago. Long ago, when the rulers would meet to discuss rules or laws for their people. The law could not be final until all of the rulers had signed the law. They sat at a round table during their meetings. When it was time to make a final decision, the rulers would pass the written law around the table so that everyone could sign it. This showed that everyone agreed with the decision, then the law could be used.

In our class meeting, we want to make sure that everyone has a chance to tell the class his/her ideas on the problems we discuss, so we will use the "round-robin" practice. We will sit in a circle so that we can talk to one another face-to-face.

Whenever we talk about a problem, we will go around our circle and let each person give us his idea. If I come to you, and you don't have an idea or suggestion, then you can say "I Pass". Persons who "pass" may think of an idea as we move sound the circle again. I'll keep going around our circle until there are no more ideas. I will list all of our ideas and suggestions on the chalkboard for our discussion. Each time we meet, we will use this way to make sure that we all have a chance to share our thoughts.

<u>CLASS DECISION-MAKING AND SUMMARY</u>:

1. The teacher reads the identified problem from the displayed sentence strip aloud again.

    "Now, we will begin our round-robin practice to find out what each of us thinks about our seating arrangement for the meetings we'll have".

The teacher begins the round-robin strategy and tallies the number of students favoring each option under its heading. The teacher also lists any ideas or reasons why given for each option on the chalkboard.

> 2. The class discusses the positives and negatives of each option and the ideas given by classifying all "like" ideas together.

The class determines which option is a good idea and which one is not a good idea.

> 3. The teacher assesses if there is a consensus about one of the options/ideas. If there is a consensus, the teacher explains that the class has reached a decision.

Because the two alternatives to the seating problem are distinctly different and only one seating plan can be used for the meetings, it is highly probable that there will be no need to reach a compromise on this decision.

However, there may be a possibility that a class may discuss rotating the seating plans, or reversing the options for each term or semester (or some other combination). If so, this type of decision would require the students to combine their ideas to reach a compromise. In this event, the teacher will guide the class decision-making process to ensure that a feasible compromise is reached. The teacher will explain to the students how they were able to work together to decide on something that they all could agree upon, introducing the word concept "compromise".

4. The teacher summarizes the decision reached by the class.

<u>CLOSING THE MEETING</u>:

The teacher praises the class for working through the problem together.

The teacher, if time permits, briefly reviews the new word concepts introduced in the readiness meeting. These new concepts are then displayed on the class meeting bulletin to reinforce the learning of the new terms.

READINESS MEETING #2 - Establishing Rules

<u>OBJECTIVE/SKILL</u>:

> To establish rules of courtesy and orderliness of conduct for the class meeting.

<u>PROBLEM IDENTIFICATION</u>:

> What five rules will we create to make sure that we are considerate of others during our class meetings?

<u>MATERIALS NEEDED</u>:

- Multicultural puppets
- chalkboard and chalk
- word/sentence strips

<u>TEACHER FOLLOW-THROUGH</u>:

In this readiness meeting, the teacher will emphasize the importance of mutual courtesy and respect to conducting a successful classroom meeting. The teacher will talk to the students about the key skills required for a productive meeting: thinking, listening and sharing one's ideas with others.

To help convey the concepts of mutual respect and joint responsibility to the students, the teacher guides the students through several role-play activities using multicultural puppets

The teacher begins he meeting following the class meeting structure segments 1,2, and 3. Then, the teacher facilitates the following dialogue with the class:

"Today during our readiness meeting, we're going to talk about thinking, listening and sharing together. Because we are sharing in a large group, it is very important that each of us gets a chance to say what we think and to listen to one another so that when we think about our solution to our classroom problems, we can know what everyone in our class thinks.

How many of you have heard the word "respect"?
Who knows what "respect" means?
(Give the students time to think and list their ideas on the chalkboard, if any. Praise those students who offered meanings.)

Good, the word "respect" is not new to some of you. This will help us with our activity today.

Respect is concern for others. Respect is courteous attention for others. When we respect others, we care about them. We care about what they think, we care about what they say, and we care that they are treated well by others.

In our classroom meeting, it will be important that each of us shows respect for one another by listening to what all others think and share. This is the responsibility of everyone and each of us must agree to follow the rules that we make here today.

Now, let's have some fun learning why meeting rules are very important. We'll use puppets to help us look at why meeting rules are necessary, through role playing. Role playing is pretending that you are someone else. We are going to play some roles that really happen in groups of people. We'll look at some of the problems that can happen in meetings and then we'll look at solutions. This will help us create our own rules."

The teacher passes out the multicultural puppets to various students. The teacher has prepared the following group problem charts which give situations that will need a solution. The teacher selects volunteer students to role play each situation for the class.

The students will improvise both situations and then discuss specific rules for their class meeting. The class is free to discuss real situations that are common in their own classroom during group times. These may be chosen for role play also.

PROBLEM #1:   ALL GROUP MEMBERS TRYING TO TALK AT THE SAME TIME

DURING THE MEETING, ALL GROUP MEMBERS START GIVING THEIR IDEAS AT THE SAME TIME.

SOLUTION #1:   ALL GROUP MEMBERS TRYING TO TALK AT THE SAME TIME

WE NEED TO SPEAK ONE AT A TIME TO HEAR WHAT EACH PERSON HAS TO SAY.

PROBLEM #2:   NOT ALLOWING A PERSON TO PRESENT HIS/HER IDEA

AS A GROUP MEMBER IS PRESENTING AN IDEA, YOU START TALKING ABOUT THE IDEA, INTERRUPTING THE PRESENTER.

SOLUTION #2:   NOT ALLOWING A PERSON TO PRESENT HIS/HER IDEA

WE NEED TO LET (FIRST PERSON) PRESENT HIS/HER IDEA WITHOUT INTERRUPTION.

PROBLEM #3:   NOT ACCEPTING ALL IDEAS WITHOUT JUDGEMENT
AS GROUP MEMBERS GIVE THEIR IDEA FOR SOLUTIONS,
YOU MAKE COMMENTS LIKE -

"THAT WON'T WORK"
"THAT'S SIMPLE, WHAT A BAD IDEA"
"WHERE 'D YOU GET THAT CRAZY IDEA?"

SOLUTION #3:   NOT ACCEPTING ALL IDEAS WITHOUT JUDGEMENT

WE NEED TO HEAR EVERYONE'S IDEA, THEN WE WILL HAVE MORE OPTIONS TO THINK ABOUT AS WE DECIDE WHAT TO DO.

PROBLEM #4: NOT LISTENING TO A MEMBER WHO IS PRESENTING AT A CERTAIN MOMENT.

AS A GROUP MEMBER PRESENTS HIS/HER IDEA, OTHER GROUP MEMBERS ARE NOT FOCUSING THEIR LISTENING SKILLS IN ORDER TO IDENTIFY THE ISSUE OR IDEA.

SOLUTION #4: NOT LISTENING TO A MEMBER WHO IS PRESENTING AT A CERTAIN MOMENT.

WE SHOULD ALL LISTEN CAREFULLY TO (FIRST PERSON) AS SHE/HE PRESENTS HIS/HER IDEA SO THAT WE WILL KNOW WHAT THE CENTRAL IDEA AND ISSUES ARE.

PROBLEM #5: NOT ACCEPTING THE GROUP DECISION.

A GROUP MEMBER'S IDEA IS RATED A BAD IDEA AND ELIMINATED EARLY IN THE MEETING. THIS MEMBER DOES NOT LIKE THIS AND SAYS THAT HE/SHE WILL NOT AGREE TO ACCEPT THE GROUP'S DECISION.

SOLUTION #5: NOT ACCEPTING THE GROUP DECISION.

WHEN A FINAL DECISION IS AGREED UPON BY THE GROUP, EVERY MEMBER OF THE GROUP MUST ACCEPT AND FOLLOW THE CONSENSUS OF THE GROUP.

Because of the role-play activity in this readiness meeting, the teacher may choose to schedule the actual decision-making part of this meeting at another time as follow-up to the role-plays. The solutions generated from the role-play activities will be used as the primary sources for the establishment of classroom meeting rules. During the decision-making segment, the teacher will need to guide the students through using their solutions to word their five rules.

CLASS DECISION-MAKING AND SUMMARY:

4. The teacher reviews the identified problem from the displayed sentence strip for the class.

"We have looked at some of the problems that can happen in groups during a meeting. We also looked at and created some ideas for solutions to these problems. Now what we want to do is to use our ideas to create the five rules for our class meeting. We had a chance to see some very fine role-plays about the difficulties of getting a large group to work together well, let's use what we saw in our role-plays to help us write our rules. Each of you has already shared a lot of your ideas and this group has shown that we can work well together because we respect the ideas of every member of our group. Good job! Let's review our charts:"

(The teacher reviews the problem/solution charts for #1-#5 reading the solutions aloud to the class. S/he guides the group through the process of reaching agreement.)

"Let's read each role-play solution. Then, we can decide to use the solution as our rule, or change the idea or words to something to which we can all agree.
We need to decide on five class meeting rules that will make sure that each of us is considerate and caring of others during our meetings. What are your ideas about these rules? Let's go round robin and get everyone's suggestions."
The teacher follows the class meeting guidelines for round robin and listing all student ideas.

2. The class discusses the "like" rule ideas and the positives and negatives of all rule ideas given.
3. The class follows the decision-making process of the class meeting, resulting in the decision for five rules.
4. The teacher summarizes the groups' decision and compliments the students on their collaborative and interactive ability.

READINESS MEETING #3 - What is a Problem?

OBJECTIVE/SKILL:

To present the concept of problem as a difficult situation or question that needs to be corrected or answered.

PROBLEM IDENTIFICATION:

What are some common types of problems that happen in our classroom that we might solve in our class meeting?

MATERIALS NEEDED:

- Chalkboard and chalk
- Chartpad

TEACHER FOLLOW-THROUGH:

In this readiness meeting, the concept of "problem" is introduced to the class. The teacher reviews the intervention definition of the word and guides the students through a discussion of types or common problems for their classroom group.

The purpose is to engage the students in a process of problem identification. The teacher lists all ideas and later reviews the ideas to determine which kind would be appropriate for a class meeting agenda.

"Decision making is the process or method of answering questions. People of all ages use decision-making in all areas of their life everyday. Decisions require thought. We think carefully about ways to overcome difficult situations. People can share their ideas and work together so come up with very helpful ways to solve or answer their problems.

When we talk about problems in our class meeting, we will be speaking about common situations (events that involve all of us) or questions that we can find answers for together. Some problems greatly affect our well-being and the well-being of others. In our class meetings, we will be able to look at problems and talk about ways to make things better for all of us. There is no problem that is not important if one or more of us is involved and brings the problem up for sharing our ideas to make it better. In our class meeting, each of you can help one another to make good decisions for our class."

Let's look at some common problems together.

The teacher follows the structure of the class meeting intervention and lists all problems identified by the students. The class will generate ideas and discuss why a situation is considered a class problem.

READINESS MEETING #4 -   What is a solution?
                             (Finding Alternative Solutions)

OBJECTIVE/SKILL:

To present the concept of "solution" as an answer or correction to a difficult problem.

PROBLEM IDENTIFICATION:

The class will select an identified type of common class problem to be used as a sample for creating alternative solutions.

MATERIALS NEEDED:

- Chalkboard and chalk
- Chartpad of previous meeting
- Word and sentence strips

TEACHER FOLLOW-THROUGH:

1. The teacher runs the meeting according to the structure of the intervention. The teacher will guide the students through a discussion of why one class member cannot solve the common class problems alone, and why everyone in the class is important to problem-solving shared problems.
2. The teacher introduces the intervention definition of solution. S/he explains that in the class meeting all solutions are acceptable for consideration by the group and that the group will decide what solution/s they will use to solve all class problems identified. The class reviews the listing of types of common class problems from the previous readiness meeting and selects one to use for -heir problem-solving run-through.

    When we want to find the answer to a problem, we say that we will "solve" the problem. "The answer to a problem is called the "solution". Finding solutions to problems is called "problem-solving". Let's look at these three new word concepts carefully.
(The teacher displays the word strips and the definition strips, then s/he reads aloud each word and definition with the class.)
    In our last readiness meeting, we talked about some of the common problems that have or might happen in our classroom. We talked about how we could work together to find ways to correct problem situations. Today, we're going to talk about shared problem-solving, working together to find answers. Let's review our problem listing from our last meeting. (The teacher reads the common problems aloud for the class).
    Now, for today's meeting, let's choose one of the problems from our list to create solutions. (The teachers accepts suggestions from the class and seeks agreement on one or more sample problems).
    Okay, this is our identified problem for today. Now, let's share solution ideas together. What is our method for getting all of our ideas? (The students should respond with "round robin"). Good, let's start.

3. The teacher guides the students through a mock meeting. The intervention meeting structure is followed for round robin.
4. After the listing of solution ideas is completed, the teacher introduces the word "alternative".

"You can see how many ideas for solutions came from our class for the problem we identified. Whenever there is more than one solution for a problem, we have a choice or alternative. Let's look at what "alternative" means. (The teacher displays the intervention definition and reads it aloud with the class).

We have created (number) alternative solutions for our problem. Which ones are alike? Let's look at our solutions carefully. (The teacher guides the students through the process of coding "like" solutions).

In our next readiness meeting, we will look at this list of alternative solutions again to Analyze (study) which is a good or not good idea for our classroom and reasons why.

5. The teacher summarizes what has been accomplished in this readiness meeting and closes the meeting.

READINESS MEETING #5 - Looking at the Positives and Negatives of Ideas (Eliminating options)

OBJECTIVE/SKILL:

To evaluate alternative ideas by looking at obstacles (determining whether the idea is a good one for the group) and to introduce the various methods of reaching a group decision.

PROBLEM INDENTIFICATION:

Using the ideas generated at the previous readiness meeting, to reason why alternative solutions are good or not good ideas and to reach a consensus or compromise decision.

MATERIALS NEEDED:

- Chartpad from previous meeting
- Chalkboard and chalk
- "Good idea" and "Not Good Idea" paddle sets
- "Compromise" paddles

TEACHER FOLLOW-THROUGH:

In this readiness meeting, the students use their alternative solutions listing to evaluate ideas and what might or might not happen given a certain solution. The students discuss any obstacles to the solution and determine whether the solution is a "good idea" or "not good idea" giving reasons for their opinion.

Students are introduced to the concepts of "compromise" and "consensus" as parts of group decision-making. The intervention definition of consensus is explained and students actually reach a decision on a choice of solution/s for the sample problem.

"Today, we are going to use our listing of solutions from our last meeting to look at ways to evaluate alternative solutions. Remember, that an alternative gives you a choice. In order to make a choice, you must look at obstacles to the solution (what might and might not happen) to determine if the solution will be the best way to solve the problem.

Some ways to solve problems are better than others. When there is a group of ideas, it is often difficult to make a decision. When a group of people must make a decision, it is often difficult for everyone to agree on one solution because each person may have a different opinion. When this happens, the group must organize the ideas that are alike and different, then the group muse give reasons why one idea or group of ideas is better than the other. This helps the group to eliminate or do away with those ideas that people agree are not best for the group.

At other times, the group may be split between one or more ideas that they evaluate as similar (alike) and that most people want to use to solve the problem. When this happens, groups of people may do one of several things:

1. The group of people may reach a consensus agreement. This means an opinion held by all or most of the group.
2. The group may reach a compromise agreement. This means that the group is split on a decision and each side gives up something in order to reach a result on which most of the group can agree. To compromise is to give and take; to combine ideas into one; or to decide on more than one way to solve a problem. The only requirement for consensus in the class meeting intervention is a general agreement amongst most of the group on the solution.

NOTE:

   To clarify the decision-making process for this class meeting intervention, "consensus" is defined as an opinion held by all or most. The general agreement of the group may be reached through compromise. "Compromise" is defined as an agreement in which each side gives up some demands or makes concessions in order to reach a result on which most of the group can agree. The forms of compromise that the group may determine will not be constrained in any way. For instance, a group may chose not to combine ideas into one idea, but may decide to use several distinct ideas raised in the group. As long as the group reaches a general agreement, there will be no predetermined configuration for their compromise. Their consensus will be an agreement on whatever configured solution they are able to create.
   For the intervention, two divergent opinions may be appropriate for consensus. There may be times when there is a clear minority and majority opinion reached as an outcome of the decision-making process. Agreement on more than one decision is acceptable for solving problems in the class meeting intervention.

Good Idea and Not a Good Idea:

   The teacher has written each alternative solution from the previous readiness meeting on sentence strips for classroom meeting display. These sentence strips will be displayed during the class discussion as the students analyze each for feasibility as a possible solution to the class problem.

   "Let's talk about evaluating solutions. We'll use our list of solutions from last week's class meeting. Each of these ideas are ways to solve our problem, but we can not use all of the ideas. We want to choose those ideas that are best for the classroom and we want to be able to evaluate whether the idea is a good idea, one that meets our needs and has few obstacles (anything that gets in the way or hinders one's progress); or if the idea is not a good idea, one that is not suitable for the class or has many obstacles.
   "We're going to talk about a new word. That word is obstacle. An obstacle is something that stops, or blocks a plan before the goal is reached. When we think of the steps to reach a plan, we must look at what might happen, what someone may do or say that would block our goal. Sometimes thinking through obstacles will cause the group to change their plan, other times it may be best to wait.
Using our list of ideas, we will discuss what might and might not happen if the group chooses a certain idea. We'll also give reasons why an idea is good or not good, and we'll look at any obstacles that may get in the way of any idea. To do this together, we will use an activity called "Is this a Good or Not Good Idea?"

READINESS ACTIVITY: "Is This a Good or Not Good Idea?"

Using Paddles to Review Alternative Ideas

   Using sets of paddles constructed by the students in the class. The group reviews their list of alternative solutions to determine whether the solution is good or not good.
   The paddles are constructed in sets (one "good" and one "not good" paddle per set) from colored tagboard circles, tongue depressors as handles, glue and magic markers.
   Each student is given one paddle set. The teacher polls the class by having the students raise the appropriate paddle that conveys their opinion of the solution to be discussed.

As the group reviews each idea, the students discuss any and all obstacles, positives and negatives, and what might or might not happen given any one of the solutions. The students are expected to provide reasons why they think an idea is or is not a good one.

The teacher classifies the list of ideas evaluated as "good" and "not good" on the chalkboard.

After this activity, the students have eliminated those alternative solutions evaluated as "not a good idea" and will review the list of ideas evaluated as "good". The teacher explains that in decision-making, a group must reach an agreement on a final solution. Using the list of good ideas, the teachers asks the group to decide which solution all members of the group can agree upon. As an example of various types of group decisions, the teacher guides the students through different styles of group decision-making. The group role-plays the following scenarios:

TYPE 1:   CONSENSUS

As an outcome of analyzing the positives and negatives of each alternative solution, the group reaches agreement on the solution that best meets the needs of the class.

TYPE 2:   COMPROMISE: COMBINATION OF TWO OR MORE SOLUTIONS

Having evaluated several alternative solutions, the group decides to combine several good ideas into a combined solution, reaching consensus on the final product.

TYPE 3:   COMPROMISE: AGREEMENT ON TWO DIVERGENT SOLUTIONS

Having evaluated each alternative solution, the group is split on two different ways of solving the problem. The group decides to use both solutions and gives a plan for using the two divergent solutions. A consensus is reached.

READINESS MEETING #6 - What is Our Plan?

OBJECTIVE/SKILL:

To present the concept of creating a plan as a set of sequenced steps taken to implement a decision.

PROBLEM IDENTIFICATION:

Given the simple classroom problem of decorating the classroom for Fall, the students will develop a plan to implement their decision effectively.

MATERIALS NEEDED:

- chalkboard and chalk
- colored word strips
- construction paper or tagboard
- small/medium size Postems
- colored markers

TEACHER FOLLOW-THROUGH:

The teacher will conduct the full class meeting structure reinforcing the various skills covered in the readiness meetings.

The teacher explains that there are some solutions to problems that are not immediate actions or corrections, and these require time and planning in order to put into use. The teacher introduces the concept of planning as the creation of a sequence of steps or activities designed to act on the decision made by the group.

After creating a plan for their decision, the class must consider and discuss any obstacles that may interfere with their plan and ways to get around the obstacles. The class is asked to consider and develop a plan that can effectively implement the group's decision.

The teacher conducts the class meeting by following the instructions for the various segments given in the "Structuring the Class Meeting" section of the manual.

This readiness meeting will be the first of the intervention for the class and should opportunity for the teacher and the class to process will be for their class meetings. A simple classroom problem is presented by the teacher to the students for discussion and solving. Using a common classroom problem such as classroom decorating for a season, gives the class an idea of types of classroom problems that they may be involved in problem-solving and power-sharing with their teacher.

As a prerequisite for this meeting, the teacher may elect to discuss the Fall season and various special days that the class or school will observe in the season. A review of other characteristics of the Fall season may be helpful in preparation for this meeting. This preview will assist the children in creating ideas for their decoration of their classroom environment.

The teacher in presenting the problem, may choose to narrow the classroom decoration problem to a specific area of the classroom or to a Fall season bulletin board, or make the problem specific to decorations of a general nature that could be used to accent the framework of the classroom (such as, the chalkboards, windows, doors, bulletins, etc.).

Following the instructions for structuring the meeting, the teacher guides the students through the round robin discussion and decision-making segments of the meeting.

After the students have reached agreement on how to solve their problem of the day, the teacher will summarize the decision and ask:

"Are there any steps that we need to plan to put our decision into action?"

The teacher guides the students through developing a plan for their decision:

"There are all kinds of problems, up until now we've been talking about solving problems, but to reach our goal, we must think about what to do before we act. We must think of the steps we can take to solve the problem. We plan how to reach the goal. We talk out what we do or think about, first, then what follows after that, and we continue to put our steps into an order with persons responsible for actions.

1. List on the chalkboard or chart all actions given as necessary to actualize the decision.
2. Have the students order the steps in sequential order.
3. Determine persons responsible for the actions and have the class make assignments.
4. Determine the period of time to complete the plan and make a timeline for the actions.
5. The class may elect to chart their plan for display by using small squares of colored paper constructed in a flowchart format on tagboard. The display will show the sequential steps, timeline dates, and persons responsible.

The class' plan can be charted or otherwise displayed in the classroom until completed. The class will implement their plan for classroom decoration and review the outcome at the next class. The class closes their meeting according to the intervention guidelines.

9.9 IMPLEMENTING THE CLASS MEETING

After the readiness lessons and activities have been implemented, the classroom teacher may begin to schedule a class meeting each week. Students should be involved in the development of the class meting agenda using strategies aforementioned in the manual. Class meeting problems should be limited to those that impact the class or classroom as a whole.

Teachers will need to explore and reflect on their own attitudes about children and power-sharing in class decisions. The classroom teacher acts a facilitator of the problem-solving process during the class meeting. He/she collaborates with the students in reaching compromises and actions for decision-making. The teacher should strive not to supersede class decisions made and agreed upon. It is better not to have placed an item on the problem-solving agenda, than to override solutions developed by the students. The process of problem-solving and decision-making provides early learners with the opportunity to take responsibility for their actions collectively. It enhances positive esteem and a sense of self in children. The teacher's role and primary function will be to support the class decisions and actions by providing and arranging the necessary resources required to fulfill class meeting action plans.

It is important that students review and follow-up on their class meeting decisions to insure that all persons responsible for specific activities complete them. The actions on decisions may be reviewed as a routine part of each meeting, as needed. This teaches the children accountability and evaluation processes.

Classroom Resources for the Class Meeting

Prevention Program Class Meeting Teachers' Manual (1)

Hamilton LC-90 Cassette Recorder/Player (1)

Hamilton Deluxe Listening Center (1)

(set of 8 headphones for use with LC-90)

Blank audio-cassette tapes (10)

Dry Erase Board Easel (1)

Primary Chart Pads

Sentence strips

Markers (assorted colors)

Annual Culmination Event ($75. 00 per classroom)