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**A QUALITATIVE CASE STUDY DESCRIBING THE RELATIONSHIP OF  
PHYSICAL ACTIVITY AND CLASSROOM BEHAVIORS EXPECTATIONS  
FOR ELEMENTARY STUDENTS WITH ATTENTION DEFICIT  
HYPERACTIVITY DISORDER**

by

Steven Wehrle

A Dissertation

Submitted to the  
Department of Educational Services and Leadership  
College of Education

In partial fulfillment of the requirement

For the degree of  
Doctor of Education

at

Rowan University  
November 17, 2016

Dissertation Chair: Theresa Purcell Cone, PhD.

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## **Dedication**

I would like to dedicate this manuscript to my son Carter. The only person who  
can stop you, is yourself.

## Acknowledgements

This process of writing and completing this research study and paper was accomplished with the assistance and guidance from many individuals. I have been blessed by the grace and divine wisdom of my God above for the ability, through Him, to complete this project to honor him. He has blessed me with amazing and patient people in my life that guided and enabled me to complete this process. I am forever indebted to the support of the students, faculty, and administration and at the case site that enabled me to not only complete this research, but to teach me more about myself.

Next, I would like to thank my dissertation committee for their patience, insight, and ability to guide me. I am eternally grateful for their time, and ability to stretch me, question me, and mold me into the researcher that I am today. Each offered a unique vision to me, but a special thanks is in order to my chair, Dr. Theresa Purcell Cone. The amount of patience and teaching ability found in her is rare. Her quick responses to emails and problems, in addition to her willingness to sit and talk with me to explain pieces of the process, is unparalleled, and I could never have survived without her caring and thoughtful actions.

Last, but certainly not least, I would like to thank my family for supporting me through this process, especially my mother and father for their constant revisions and support. The most important and constant part of this process is my wonderful wife, Jenna. Over the last five and half years, I have been working toward this degree, and we have gotten engaged, married, have purchased a house, and have welcomed our son Carter into this world. Through these changes, her love and support have been constant, and without reservations. Many thanks to Jenna for always being there.

## Abstract

Steve Wehrle

### A QUALITATIVE CASE STUDY DESCRIBING THE RELATIONSHIP OF PHYSICAL ACTIVITY AND CLASSROOM BEHAVIORS EXPECTATIONS FOR ELEMENTARY STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

2016-2017

Theresa Purcell Cone, Ph.D.

Doctor of Education

This case study examined the relationship of elementary age students' participation in a before-school physical activity program and their adherence to the behavioral expectations in the morning homeroom period. Students with Attention Deficit Hyperactivity Disorder (ADHD) demonstrate behaviors such as impulsivity, hyperactivity, and inattention. One theory that as to the cause of these behaviors is the lack of a synaptic connection in the Executive Functioning brain area, which is caused by the lack of dopamine and norepinephrine which increase during physical activity.

This case study was conducted using three student participants diagnosed with ADHD and their classroom teacher. Data collection included an observation checklist and description, student and teacher interviews and a field journal. As a result of reading and coding the data, three major themes emerged related to the research questions along with sub themes connected to each major theme. This study found that when the students participated in the before-school physical activity program they were able to demonstrate an adherence to the behavior expectations set by the teachers in each classroom. Teacher philosophy towards education also played a role in the student's ability to adhere. This study showed that each child moved with joy and purpose, and offered a perspective into the mindset of these highly creative students.

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## Chapter 1

### Introduction

Attention Deficit Hyperactivity Disorder (ADHD) has been identified as a disorder that impacts student learning and challenges teachers to develop strategies to increase student success. Over 6.4 million students, ages 4-17 years old have been diagnosed with Attention Deficit Hyperactivity Disorder and comprise approximately 11% of school aged students in the United States (Visser et al, 2013). ADHD is one of the most common disorders for why children are referred for behavior issues to medical, educational, and mental health professionals (Barkley, 2013). Students diagnosed with ADHD exhibit characteristics of inattentiveness, hyperactivity and impulsivity which can inhibit their ability to learn, socialize with their peers and experience success in a school environment. These students may also demonstrate difficulty in following classroom routines and protocols and need frequent teacher attention and reminders to stay focused on the activity.

Educators are also challenged to find effective teaching strategies that can help the student to achieve success. There are many interventions that have been used with students with ADHD that include medication such as Ritalin, Adderall, and Concerta (Barkley, 2013) in addition to behavioral plans and programs. One behavioral intervention that has been considered is physical activity as a strategy for classroom teachers to help students who demonstrate characteristics of hyperactivity and need to move frequently in a classroom environment which can impact their ability to focus on the learning activity.

My interest in developing this study originated as a result of my observations of how students diagnosed with ADHD learned in my Physical Education classes in comparison with my observations of these same students in their elementary classrooms. I observed that when these students were in their classroom, they demonstrated difficulty focusing on the lesson content, collaborating with others and feeling positive about their learning behaviors. However, the same students enjoyed participating in physical activity wanted to be successful with learning movement skills, participating in games and sport activities, and being accepted as part of a group or team. It seemed to me that during periods of physical activity my students, who were diagnosed with ADHD, were able to refocus and complete tasks successfully. I noticed that for some students, Physical Education is a subject area where students diagnosed with ADHD thrive. It made me wonder how the physical activity experienced in my classes contributed to the student's ability to focus and if those attention and focus skills would spill over into his or her classroom environment. Many of my school colleagues mentioned that they too are interested in exploring strategies that will help students diagnosed with ADHD achieve success both academically and socially.

When a student exhibits characteristics of inattentiveness, hyperactivity, and impulsivity, they can have difficulty listening and following directions, implementing a sequence of tasks, organizing materials and then completing an activity. When these behaviors occur, the student receives frequent reminders from the teacher, and sometimes he or she becomes frustrated and uninterested in the activity and as a result missing parts of the instruction which results in delayed learning.



I am interested in investigating the relationship between physical activity and how it impacts the student's ability to adhere to classroom routines and expected learning behaviors. Professionals in education are also interested in research focused on how before-school physical activity can be used as an intervention for students diagnosed with ADHD. Pilot studies linking before-school physical activity to controlling inattentiveness, hyperactivity, and impulsivity have shown some positive results, however, there is a recommendation by the pilot study's researchers for further research on this connection. The opportunity for students diagnosed with ADHD to participate in a before-school physical activity can be viewed as an intervention to help students begin their school day participating in an activity that addresses their need to move before they enter the classroom where routine and attention are emphasized as appropriate learning behaviors. This study proposes to look at this relationship of how participating in physical activity before the school day impacts hyperactivity, inattentiveness, and impulsive behaviors in the student's classroom routine and protocols as he or she begins the day. The results of this study will contribute to understanding the relationship between physical activity and how students with ADHD engage in expected classroom behaviors. Physical activity may be a plausible intervention for some students with ADHD that can be applied by teachers to help students achieve success.

### **Research Problem**

Students with ADHD find learning in a classroom environment and maintaining positive interactions with peers a challenge. These students are often viewed as "troublemakers" by their peers and are seen as disruptive students by teachers and administrators (Reynolds & Kamphaus, 2004). Some students diagnosed with ADHD

exhibit behaviors such as inappropriate responses to questions, difficulty making friends and cooperating in groups, the inability to follow through on instructions and finish tasks, difficulty making transitions between tasks, are constantly in motion, and exhibit inappropriate vocalizations (Reynolds & Kamphaus, 2004). Students who need increased teacher attention may be aggressive, combative or defiant and these behaviors place the student at an increased risk for grade retention, fewer positive social interactions with classmates, and an increased risk for dropping out of school (Barkley, 2013).

Educators and parents are aware of the risks that students diagnosed with ADHD face. Teachers describe some of these disruptive behaviors as the inability to sit still or that a student loses concentration quickly (Dryer, Kiernan, & Tyson, 2006). These actions are consistent with students diagnosed with ADHD, and are considered by teachers as disruptive in a teacher directed learning environment (Dryer et al., 2006). Medication is often prescribed to calm disruptive behaviors, and while effective, it also has had possible links to long term negative side effects like insomnia and appetite loss (Ballard, Bolan, & Burton, 1997). One strategy for reducing disruptive behaviors associated with ADHD is a medication intervention plan that is paired with a behavioral intervention program (DuPaul & Stoner, 2003).

In this study, the proposed intervention is to have students engage in physical activity in a before-school program. Physical activity and movement sessions are believed to help reduce behaviors such as, the inability to sit still or to focus on an activity (Barkley, 1997; Ratey, 2008). Following physical activity sessions, studies have shown that people experience an increased blood flow to the brain, and efficient neuroelectric activation attentional processes (Chaddock et al., 2010). These attentional

processes fall under the broad term, “executive functions”. Several studies demonstrate that children with ADHD have difficulty with executive functioning skills (Barkley, 1997; Hummer et al., 2011). One study suggests that there may be potential value in using physical activity to decrease disruptive behaviors such as inattentiveness, hyperactivity, and impulsivity in students diagnosed with ADHD (Smith et al., 2013). Thus, physical activity is recommended for further study as an intervention for students with ADHD.

### **Purpose Statement**

This qualitative case study will examine the relationship of a before-school physical activity program on the behaviors of children diagnosed with ADHD during a classroom activity immediately following the activity session. The researcher seeks to describe the behaviors of the students identified with ADHD after they leave a thirty minute before-school physical activity program and participate in their morning classroom activities. During the morning classroom activities, the researcher will collect observational data recording the student’s behaviors exhibited in the classroom morning activities. The observation sessions will be followed by scheduled student and teacher interviews. A case study approach was selected because it provided the specific description and heuristic data in a real-life context of the events and perspectives (Rossman & Rallis, 2012). Case studies are a practical research approach when focusing on “how” research questions are addressed in a real world lived experience (Yin, 2013).

### **Research Questions**

Three research questions were identified to provide data about observed student behaviors and perceptions about their physical activity sessions and their classroom

teacher's perceptions on the student's behaviors. The questions focus the observations and interviews to examine the behaviors that students diagnosed with ADHD exhibit upon leaving the before-school physical activity periods, and how these behaviors align with the classroom teacher's expectations.

1. After participating in the physical activity session what behaviors do students with ADHD exhibit in their classrooms and how do these behaviors adhere to the teacher's appropriate behavior expectations?
2. What is the expected routine for the beginning of the school day and what criteria did the teacher use to establish this routine?
3. How do students perceive their behavior in the classroom after participating in the physical activity session?

Research question one examines the behaviors that students diagnosed with ADHD exhibit upon leaving the before-school physical activity periods, and how these behaviors align with the classroom teacher's expectations. This question is designed to see if there is a relationship between the student's participation in the physical activity program and his or her ability to adhere to the behavior expectations in the classroom. The second research question focuses on the classroom teacher's expected routine for the beginning of the school day and what criteria did the teacher use to establish this routine? This question conducted, through an interview protocol, is intended to gain a perspective of the classroom teacher's behavior expectations for all students in his or her classroom as a foundation for comparison for how the student with ADHD adhered to these behaviors. Question Three is designed to focus on the student diagnosed with ADHD and how he or she views their own actions after participating in the physical activity session

and then proceeding to their classroom. The intent to question three, conducted through an interview protocol, is to see if the student's perception of his or her behaviors is different from the researcher's observations. To gain a better understanding of the relationship between the physical activity and the student's behaviors, and to see if physical activity has an impact on the behaviors, the researcher believed it was important to not only gather a perspective from his observations but also to offer the teacher and the student an opportunity to voice their perspectives.

### **Significance of Study**

The significance of this case study is to link the impact of before-school physical activity with classroom behaviors that can help students achieve success. This study has the potential to illustrate how physical activity can be considered as an intervention for students diagnosed with ADHD. Interventions to increase on task behaviors and diminish disruptive behaviors in students with ADHD have varied effects based on how the characteristics are evident for each student. Using physical activity in a before-school program, as an intervention, is of ongoing interest to researchers because of the limited research conducted on this topic. The benefits of a having a student diagnosed with ADHD be able to achieve success as a learner and as a contributing class member can increase their self-esteem, increase his or her positive peer interaction and help them improve in their academic subjects.

Students diagnosed with ADHD often struggle to take effective notes or pay attention to instruction (DuPaul & Stoner, 2003). These learning concerns are thought to be a byproduct of the student diagnosed with ADHD's behaviors of hyperactivity, inattention or impulsivity. Interventions that alleviate hyperactivity, inattention or

impulsivity can improve student's learning and ability to experience success in the classroom environment. When the student's classroom becomes a positive learning environment for both the teacher and the student, everyone benefits, learning is enhanced and students feel safe and comfortable (Jones & Jones, 2010).

Students diagnosed with ADHD struggle with peer relationships due mainly to their hyperactivity and impulsive actions (Hinshaw & Melnick, 1995). When teachers employ classroom interventions that limit disruptive behaviors (Mikami, Reuland, Griggs, Jia, & Suldo, 2013) students diagnosed with ADHD, form better peer relationships and contribute to maintaining a positive classroom environment (Mikami et al., 2013). Establishing a positive classroom environment and enhanced peer relationships increases student motivation to learn. A motivated student is more likely to pay attention, follow directions, and complete tasks.

The significance of the study can support physical activity as a possible intervention for students diagnosed with ADHD. The study will offer teachers and students an opportunity to share their perspective about the before-school physical activity intervention. Teachers will share their behavior expectations, routines and procedures, and students will share their perceptions and feelings about attending the physical activity session and then going directly into the classroom and participating in the morning routine. Providing the student a voice in the research allows for a richer and deeper understanding of the phenomenon and contributes to gaining an understanding of how the physical activity may influence their classroom behavior.

Conclusions drawn from this case study are unique to this particular school setting. Population, research activity, the results, methods, and data cannot be

generalized. However the results can be used to further the discussion and inquiry into how physical activity could be an intervention for students diagnosed with ADHD.

### **Theoretical Perspectives**

The theoretical perspective of this study is based on two interrelated constructs; the effects of exercise on the brain by Dr. John J. Ratey and the location of ADHD characteristics of inattention, impulsivity and hyperactivity in the brain of individuals with ADHD, by Dr. Russel A. Barkley, one of the leading researchers on ADHD. While the cause of ADHD is not known, the leading theory by Dr. Barkley is that individuals with ADHD demonstrate difficulty with executive functioning and self-control skills (Barkley, 2013). These problems arise from abnormal levels of brain activity in the regions of the brain associated with controlling those executive function skill areas (Barkley, 2013). Dr. Barkley's theory is that inactivity in the area of the brain that controls executive functions is the cause of ADHD. He believes that students diagnosed with ADHD have a difficult time concentrating, due to the lack of connections within the brain that utilize those skills.

This theory is affirmed by Thomas Brown (2013), who contends that delays in executive function skills found in the brain are the cause of ADHD. Executive functioning skills occur in various parts of the brain, including areas of the cortex, cortical tissue, parts of the parietal and cerebellar regions, basal ganglia, and in particular the lateral prefrontal cortex (Brown, 2013). These delays in synapses in the brain are caused by low levels of two neurotransmitters, dopamine, and norepinephrine. Physical activity aids in this synapse connection, by increasing blood flow to the brain tissue in

that area, and releasing a protein inside of nerve cells to keep them functioning and growing (Medina, 2010; Ratey, 2008).

Dr. John J. Ratey's theory that exercise causes a mind-body connection increases the ability of the mind-set of an individual to improve alertness, attention, and motivation (Ratey, 2008). Exercise also prepares and encourages nerve cells to bind together, which is a basis for logging new information (Ratey, 2008). Dr. Ratey (2008) believes that exercise has a large effect of neurotransmitters of individuals diagnosed with ADHD. This theory is supported by Dr. John J. Medina, a developmental molecular biologist. His theories on ways to benefit the human brain connect exercise to brain development and increased attention (Medina, 2010). Dr. Medina (2008) believes that exercise aids long term memory, reasoning, and alertness levels.

### **Research Study Scope**

This qualitative case study investigates the behaviors exhibited by students with ADHD in their classroom after participating in a before-school physical activity program. The research will take place at the Shady Lade School in New Jersey an elementary school where the researcher is employed as the Physical Education teacher. The researcher will conduct the physical activity program and then follow the student to his or her classroom and observe their ability to adhere to the behavioral expectations and the classroom routine established by the classroom teacher. The classroom teacher will be interviewed about his or her perceptions of the students' behaviors in the classroom and the students will be interviewed regarding their behavior after the physical activity session. This qualitative research case study will be conducted at the school with three students who are in three different classes. The students will attend a before-school



physical activity program three times a week for thirty minutes each session. They will participate in a range of activities that include a warm up game, a running related activity, a skill of the week such as push-ups or curl-ups and then a closing activity. After the physical activity session, the researcher will follow one of the students to his or her classroom and observe the student's behavior and record the observations using the student observation checklist, developed by the researcher, and record written field notes. Each student will be observed eight times. The observation data, interview transcripts, and field notes will be analyzed using John W. Creswell's linear hierarchical approach to analysis of raw data (2014). The case study research method was selected because it provided a view into the lived experience of the three students, the classroom teacher and the researcher.

### **Conceptual Framework of Study**

The conceptual framework of this study is based on the theory that physical activity benefits the student's ability to adhere to identified behavioral expectations. Specifically, how the physical activity conducted in a before-school program has an impact on students diagnosed with ADHD, as they attend their classroom morning routine and activities. Physical activity and its effect on adults diagnosed with ADHD has been documented through several studies (Archer & Kostrzewa, 2012; Hallowell & Ratey, 2011), and piloted with students diagnosed with ADHD (Smith et al., 2013). The research and theory by John J. Ratey, and Russel A. Barkley that physical activity benefits the brain are the theoretical concepts that ground this case study. The researcher will investigate the relationship between the before-school physical activity program and

the behaviors demonstrated by students diagnosed with ADHD after immediately leaving the program, conducted at the case study site.

### **Definitions**

Attention-deficit/hyperactivity disorder (ADHD): one of the most common childhood disorders with symptoms including difficulty staying focused and paying attention, difficulty controlling behavior, and hyperactivity (over-activity) (National Institute of Mental Health, 2015).

Brain Derived Neurotrophic Factor (BDNF): Protein in the brain that builds and maintain cell circuitry. Nourishes neurons located in the hippocampus area of the brain (Ratey, 2008).

Dopamine: A neurotransmitter that is vital to movement, attention, cognition, motivation, reward, and pleasure (Ratey, 2008).

Executive Functions: an umbrella term that focus on self-regulating areas of the brain.

These areas include 1) Organization and prioritizing and activation work, 2) Focusing, sustaining, and shifting attention to tasks, 3) Regulation alertness, sustaining effort, and processing speed, 4) Managing frustration, and modulating emotions, 5) Utilizing working memory an accessing recall, 6) Monitoring and self-regulation action (Brown, 2013).

fMRI (Functional magnetic resonance images) neuroimaging technique used in biomedical research and in diagnosis that detects changes in blood flow in the brain. This technique compares brain activity under resting conditions and activated. (Encyclopedia Britannica, 2016.)

Homeroom: a classroom where students go at the beginning of each school day

(Merriam-Webster, n.d.)

**Hyperactivity:** manifested by the following items: fidgetiness or squirming in one's seat, not remaining seated when expected to, excessive running or climbing in situations where it is inappropriate, appearing to be often "on the go", or as "driven by a motor", and talking excessively (Barkley, 2013; Hallowell & Ratey, 2011; Ratey, 2008)

**Impulsivity:** Behavior such as acting on sudden desires, ideas, or feelings rather than from careful thought. (Center for Disease Control, 2016)

**Inattention:** Behavior such as not being able to carefully complete a task, pay attention, think about, listen to, or watch someone or something. (Center for Disease Control, 2016)

**Norepinephrine:** A neurotransmitter that affects arousal, alertness, attention, and mood. Signals activate the sympathetic nervous system and sharpen the sense (Brown, 2005; Ratey, 2008).

**Off Task Behavior:** Refers to a student showing no physical orientation or involvement with an activity or peer as designated by the teacher or activity at hand. (Jones & Jones, 2010)

**Physical Activity:** any form of bodily movement that is produced by the contraction of skeletal muscle and therefore results in energy expenditure. (Encyclopedia Britannica, 2016)

**Standardized Test:** Overarching exam that requires all individuals to answer the same Questions. In many states, students across the state take the same exam, and answer the same questions.

Synapse: The junction of the axon and dendrite of two adjacent neurons. In the axon, electrical impulses are translated into chemical messengers (neurotransmitters) to carry instructions across the synaptic gap (Brown, 2005; Ratey, 2008).

### **Limitations of Study**

There are several limitations that will impact data collection, analysis and the results. Limitations include the severity of the ADHD characteristics exhibited for each student, if the students are taking medication or a concurrent behavior intervention is being employed for the characteristics of ADHD, the willingness of the students to engage in the activities, and the student's attendance during the sessions. Students diagnosed with ADHD vary with the characteristics manifested and severity of different behaviors associated with ADHD. The behaviors of hyperactivity, inattention or impulsivity, can range in severity from individual to individual from mild to profound. Besides the primary problems of hyperactivity, inattention or impulsivity, many students diagnosed with ADHD have other cognitive, developmental, academic or medical difficulties (Barkley, 2013). These conditions could not be diagnosed or considered to not be at the core or essence of the disorder, but are still present (Barkley, 2013). The researcher will use participants that are diagnosed with ADHD only, yet there is still a possibility of a comorbid undiagnosed condition.

Study participants may be reliant on ADHD medication to control behaviors. The dosage of the medication and if it was taken on the correct medication schedule could impact the student's behavior. This medication's side effects could cause the student to react differently when the medication is taken at different times. It is also a possibility that sometimes the medication is not administered by the parent or guardian. The

participants could have another behavioral intervention in place at the time of the study. Currently the school district does not have a school wide behavioral plan; each behavioral intervention plan is unique to the student and developed by the Child Study Team. Each classroom teacher works with the Child Study Team to meet the specific needs of each student.

Attendance and participation level of the study participants in the before-school physical activity program is encouraged, but not mandatory. The participant's parents or guardians are responsible for getting their son or daughter to the program on time. Once there, the level of exertion and participation is ultimately up to the student. Moderate to high intensity physical activity is suggested to have the greatest impact on ADHD behaviors (Halperin, Berwid, & O'Neill, 2014). Students in the program are encouraged to participate and give maximum effort, but ultimately exertion levels are still chosen by the student.

With those limitations noted, another limitation is that different classroom teachers have different behavior expectations, routines, and procedures that the researcher will need to identify before the observations. Children diagnosed with ADHD are hindered if a classroom is noisy, disorderly, or does not have clearly stated expectations and procedures (Reid, 1999). A teacher of a student with ADHD needs to set a classroom environment that is stable, predictable, structured, and effectively communicate expectations (Reid, 1999). The clarity of the behavioral expectations plays a role in the student's ability to adhere to the behavioral expectations.

Students diagnosed with ADHD have difficulties making and keeping friends (Hoza et al., 2005). This social factor could cause a student diagnosed with ADHD to not

enjoy an activity or be treated unfairly by another student. A student diagnosed with ADHD's hyperactivity could also make them a social target to be ostracized by their peers. This separation and lack of a close peer relationship could cause a student to be distressed which could exacerbate disruptive behaviors.

As part of the proposed research, the researcher will observe three students eight times and interview them four times. Three students were chosen as the number of research subjects as a feasible amount for a case study approach where an in-depth view into the students' experiences and his or her teacher's perspective will offer information related to the relationship of physical activity to adherence to classroom procedures. Although this small sample size provides a limited amount of data, insights can be gained about the relationship of physical activity and adherence to classroom behavior expectations. Observations will take place when the classroom teacher and the student are present, otherwise the observation will be rescheduled. This attendance variable may interfere with the scheduled number of observations.

### **Conclusion**

The purpose of this qualitative case study is to determine what effect before-school physical activity has on students diagnosed with ADHD as he or she participates in their classroom activities. Qualitative studies offer the researcher the opportunity to gather in-depth perceptions of the individuals involved and perceptions of the phenomenon (Hatch, 2002). Case study research can be an effective research method to determine the effectiveness of a program and focus on a limited number of perspectives and data (Yin, 2013). Students who are currently diagnosed with ADHD attend a before-school physical activity program three times a week. The researcher will observe and

record behaviors of three students diagnosed with ADHD once a week for eight weeks. These observations will occur as they leave the before-school physical activity program and participate in the morning classroom activities. Students will be interviewed four times during their lunch time on the same day as an observation. In addition the classroom teacher will also be interviewed on the same day as an observation. These teacher interviews will occur three times, over the eight week research study. This qualitative case study will illuminate behaviors observed by the researcher and classroom teacher, and the students' perceptions about their behaviors in the physical activity program and in the classroom. These multiple perspectives gathered in the observations and interviews will offer insights about the relationship of physical activity to adherence to classroom behavioral expectations.

## Chapter 2

### Literature Review

#### Introduction

This chapter presents the primary topics that frame the content of the research study. The literature review examines three topics that provide a foundation for understanding the issues associated with learning and Attention Deficit Hyperactivity Disorder. First, are definitions of ADHD, theories on causes, and a historical view of the disorder. Second, are descriptions of learning concerns of students with ADHD and third, are descriptions of interventions for helping students with ADHD that include the relationship of physical activity and its impact on students diagnosed with ADHD. This behavior and learning disorder is one of the most researched disorders affecting school aged children and one of the leading behavioral reasons why children are referred to medical, educational and mental health professionals (Barkley, 2006). While research on causes and interventions has been extensive, a large percentage of students diagnosed with ADHD continue to struggle academically and socially in the public school system (DuPaul & Stoner, 2003). Several interventions for students diagnosed with ADHD include behavior programs such as Token Economies, Goal Setting, and Peer Tutoring (DuPaul & Stoner, 2003) and medical interventions where students take drugs such as, Concerta, Metadate, Ritalin, and Adderall (Lang, Scheffler, & Hu, 2010). These interventions have been effective with students to help with learning success, however this research study focuses on exploring physical activity as an intervention and its effect on the student's adherence to behavioral expectations in the classroom. As a result of the literature review, the researcher has located studies that focus on theories that explain the



causes of ADHD, the impact on student learning and socialization, and interventions to help students achieve success in school and social situations.

The difficulties in learning and socialization for students diagnosed with ADHD are documented by researchers, the medical profession and educators. Various learning disabilities and intermittent peer relationships concerns are found in higher rates in students diagnosed with ADHD (Stormont, 2001). These learning disabilities and inability to maintain a positive peer relationships place students with ADHD at higher risk for failure in school social environments such as recess and lunchtime activities, sports team participation and play experiences in and out of the school environment. These concerns have led researchers, educators and medical professionals to seek medical and behavioral interventions to help students control their hyperactivity, inattention, and impulsive behaviors associated with ADHD. One proposed behavioral intervention for students diagnosed with ADHD is physical activity. This literature review provides a comprehensive foundation regarding the research associated with ADHD that includes perspectives about the causes, interventions and medical and behavioral diagnosis.

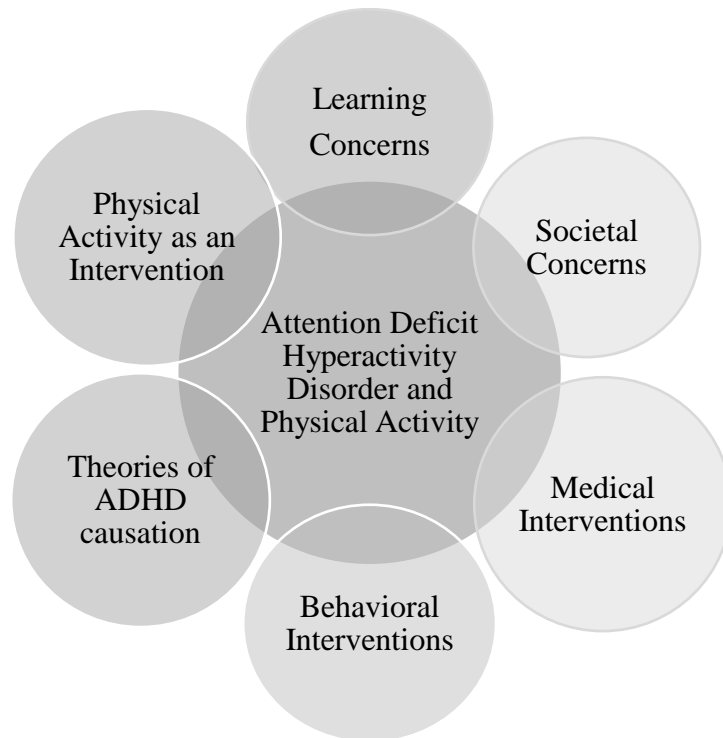
### **Literature Review Analysis Process**

The literature was reviewed, and analyzed through a process of triangulation, critical reflection, and comparison of multiple perspectives. Triangulation of data is important when reviewing multiple studies, as it provides validity to what was studied (Craig, 2009). A critical reflection journal was used to keep track of thoughts and reoccurring themes that developed through the review of literature. The researcher thought it was important to look at the literature from multiple perspectives because it increases confidence that the research topic and the researcher's perspective are

represented accurately and comprehensively (Merriam, 1998; Yin, 2012). This reflective journal also aided in triangulation of literature reviewed because the researcher was able to compare his journal notes to the literature reviewed, and his conversations with teachers, administrators and parents. The researcher examined current literature sources on the topic of ADHD and physical activity and found several recurring themes, and different viewpoints on the definition, causes, and impact of interventions. While some topics such as the diagnosis and causation of ADHD characteristics can be polarizing because of varied opinions and hypothesizes, it is important to look at the topic from both protagonists and antagonists views to show a complete view of ADHD, its history, impact, and treatment procedures. These perspectives challenge the researcher to consider all information related to the topic and present an unbiased view of current literature.

When a researcher conducts a literature review, it is appropriate to keep an open mind and acknowledge that there are multiple views of the topic that need to be included to present a thorough review of all related research (Hart, 1998). ADHD in schools and in society is a topic that spurs a great deal of beliefs and opinions among medical professionals (Johnson, Wiersema, & Kuntsi, 2009), politicians (Otto, 2000) and school stakeholders. To offer a comprehensive and balanced review of ADHD it was necessary to include the viewpoints of researchers who argue against the existence of ADHD in school age students. For example, Phyllis Erdman (1998) claims that it is a fictitious disorder, or that the large number students diagnosed with ADHD indicate that this disorder is over diagnosed. Reading multiple perspectives is important for the researcher in order to offer a fair yet representative view of this research topic.

Throughout the literature review process the researcher kept a research journal that included notes and reflections of the literature reviewed. The journal notes were read several times as a strategy to reflect and record thoughts on the research, and to outline comparisons and differences about the causes and interventions found as a result of the reading and reflection process. These reflections have proven invaluable, and allowed the researcher to converse with other professionals in the field as to their opinions in regards to the research on ADHD. Triangulation, comparison of multiple perspectives, and reflection through journaling has allowed the researcher to analyze the literature with an increased sense of rigor and themes related to ADHD (see Figure 1.1).



*Figure 1.1.* Graphic representation to illustrate different topics of the literature review and how they intertwine

## Defining Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder is viewed as “the current diagnostic label for children presenting with significant problems with attention, and typically with impulsiveness and excessive activity as well” (p 3 Barkley, 2006). This current definition of ADHD used by medical and educational professionals has changed over the last 50 years as the understanding of the disorder has progressed. The current diagnostic criteria of ADHD by the Diagnostic and Statistical Manual of Mental Disorders -V (DSM-V, 2013) has changed as advances in scientific research allowed for a closer look at the disorder.

The credit for first identifying behaviors associated with ADHD is debated as scholar Alexander Crichton in 1798 wrote a book chapter entitled *Attention and Mental Illness* (Smith, 2012). In the early 1900’s pediatricians George Still and Alfred Tredgold presented a series of lecture that identified the behaviors in children that are now identified as ADHD (Barkley, 2006). Both scientists described overactive and attentive problems in youth (Smith, 2012). Crichton described children fidgeting, and having problems with attention that was impeding their ability to concentrate (Smith, 2012). Still and Tredgold described children who were defiant, excessively, emotional, lawless, and had little inhibitory volition (Hallowell & Ratey, 2011). The puzzling aspect of the behavior was that George Still believed that even though children had a good upbringing, they still exhibited a type of inhibitory control (Hallowell & Ratey, 2011).

In 1934 Eugene Kahn and Louis H Cohen published an article in the *New England Journal of Medicine* claiming that the cause of hyperactive, and impulse-ridden behaviors in children were caused by an encephalitic epidemic in 1917-18 (Hallowell &

Ratey, 2011). Children who displayed behaviors of attention and activity impairment, and impulsivity were diagnosed with postencephalitic behavior disorder (Barkley, 2006). Postencephalitic behavior disorder was considered to be a result of brain damage (Barkley, 2006). This belief that brain damage might cause behavior problems, led Eugen Kahn and Louis Cohen in the 1930's and Alfred Strauss and Heinz Werner in the 1940's to further investigate the relationship of brain damage to behavior (Smith, 2012). Their research led to the belief that hyperactive behaviors were caused by minimal brain damage, which was eventually called minimal brain dysfunction (Smith, 2012).

In 1937 Charles Bradley reported having success using Benzedrine, a stimulant, to treat what Bradley termed as behaviorally disordered children (Hallowell & Ratey, 2011). Bradley believed that ADD like symptoms were caused by biological causes (Hallowell & Ratey, 2011). In 1957 Maurice Laufer and Eric Denhoff, along with Gerald Solomons, as a contributor, published two articles about hyperkintetic impulse disorder (Smith, 2012). These papers began to look at the hyperactive nature of some-children, and how it differed from other children. Laufer believed that hyperkinesis was caused by the thalamus not filtering stimuli correctly (Hallowell & Ratey, 2011). The work was the beginning of research on the disorder currently known as ADHD (Smith, 2012). Stella Chess in 1960 released an influential paper entitled Diagnosis and Treatment of the Hyperactive Child, which she presented her experiences with hyperactive children (Warnke & Riederer, 2013). Stella Chess believed that activity should be used to diagnose the disorder, to look objectively at the disorder, not to place blame on the parents, and that it was not a cause of brain damage (Barkley, 2006).

In the 1950's and 1960's hundreds of researchers were studying the disorder that led to its inclusion in the Diagnostic and Statistical Manual of Mental Disorders-II (DSM-II) in 1968 (Smith, 2012). The DSM-II listed what would currently be considered ADHD as Hyperkinetic reaction of childhood (American Psychiatric Association, 1968). In the DSM-II the disorder was "characterized by over activity, restlessness, distractibility, and short attention span, especially in young children; the behavior usually diminishes in adolescence" (American Psychiatric Association, 1968, pg 50). The disorder was considered to be caused by organic brain damage, and should be diagnosed under non-psychotic brain syndromes (American Psychiatric Association, 1968).

In the 1970's two different theories were proposed regarding ADHD. Paul H. Wender's (1971) developed a theory of ADHD, which centered on six clusters of symptoms caused by minimal brain dysfunction (MBD). The six domains of dysfunction in Wender's Theory were caused by a decrease in pleasure, high and poorly modulated levels of activation, and extroversion (Wender, 1971). These three deficits caused children with this MBD to be less sensitive to rewards and punishments. This theory differed greatly from Virginia Douglas's theory that deficits in sustained attention and impulse control were more likely to cause difficulties in children than just hyperactivity (Douglas, 1972). Douglas (1972) commented that deficits in a child's ability to pay attention or have impulse control were the major problem. Douglas's work on ADD was so influential that it was one of the major reasons the condition was called Attention Deficit Disorder in the DSM-III in 1980 (Barkley, 2006).

In the 1970s allergist Benjamin F. Feingold suggested that synthetic colors and flavors were causing ADHD behaviors (Smith, 2012). In trials where food additives were

removed, the prevailing opinions emerged that it was not an effective treatment for hyperactivity (Smith, 2012). Another attempt to offer a treatment for ADHD was researcher of pharmacological medicines Conan Kornetsky, who used stimulant medication in the brain. (Halloween & Ratey, 2011). Kornetsky believed that underproduction of norepinephrine and dopamine was likely the cause of ADHD (Halloween & Ratey, 2011).

The DSM-III (1980) listed three categories that defined ADHD, inattention, impulsivity, and hyperactivity (American Psychiatric Association, 1980). For a child to receive a diagnosis, a child would need to exhibit three criteria in the inattention and impulsivity category and two criteria in hyperactivity (American Psychiatric Association, 1980). Additional requirements for diagnosis stated that the onset of the criteria had to occur before the age of seven, the duration had to occur for at least six months, and it could not be caused by another mental condition (American Psychiatric Association, 1980). The DSM-III criterion for diagnosis of ADD was later revised as debate centered on whether hyperactivity should be considered concurrent with attention problems (Barkley, 2006). In 1987 the DSM-III was revised to list fourteen criteria of ADHD, of which eight had to be present to make a diagnosis (Barkley, 2006).

In the 1990's the debate over ADHD revolved around what factors influenced ADHD. Before the 1990's behaviors associated with ADHD were believed to be caused by environmental and social factors. Using new technology, such as Positron Emission Tomography (PET) scans and Magnetic Resonance Imaging (MRI) research, the causation of ADHD revealed certain neurological and genetic factors (Barkley, 2006) as the cause of ADHD. Using MRI scans, children diagnosed with ADHD were found to

have smaller brain regions and lack symmetry between the two halves of the brain (Hynd, Semrud-Clikeman, Lorys, Novey & Eliopoulos, 1990). In particular, some MRI studies showed children with ADHD, having significantly smaller prefrontal lobe, cerebellar vermis and lobes, and basal ganglia regions of the brain (Krain, & Castellanos, 2006). The new research of the 2000's led the American Psychiatric Association to issue new diagnostic criteria for ADHD, in the DSM-IV (1994). The new criteria stated that ADHD behaviors must be present in two or more settings, and listed 18 criteria between the two different types of ADHD (American Psychiatric Association, 1994). The largest change was the introduction of a new type of ADHD, termed an inattentive type (Barkley, 2006).

In the last two decades, many theories around ADHD have been proposed by medical professionals in psychiatry. One theory of the formation of ADHD characteristics is the Dual Pathway Theory. This theory cited two pathways that caused children diagnosed with ADHD to make decisions. Sonuga-Barke (2002) proposed that the two paths were different subtypes of ADHD. One path featured inhibitory deficits in the meso-cortical dopamine base that resulted in poor inhibitory control, causing problems in the pre-frontal cortex area of the brain (Sonuga-Barke, 2002). Inhibitory control is part of the executive functions of the brain, and enables a person to resist distraction, give more considered responses, and resist first reactions (United States Department of Health and Human Services, 2012). The other path was a delay in the meso-limbic dopamine reward center, which caused a delay in the reward gradient (Sonuga-Barke, 2002). The delay of reinforcement gradient, is the timeframe that predictive cues that are given to an individual as to a behavior and then the consequences of that behavior (Johansen et al., 2009). The Dual Pathway theory was developed



partially on Sonuga-Barke's earlier theory of Delay Aversion Theory (Johnson et al., 2009). The Delay Aversion Theory stated that children diagnosed with ADHD always chose the immediate reward, and had the ability to wait for later larger rewards, but choose not to (Sonuga-Barke, Taylor, Sembi, & Smith, 1992).

Dual Pathway Theory is similar to the Trait-Impulsivity Theory for ADHD supported by Theodore P. Beauchaine, Stephen P. Hinshaw and Karen L. Pang. Trait-Impulsivity Theory centers on the belief that impulsivity is a highly heritable trait and environmental factors only play a small role in diagnosis of ADHD (Beauchaine et al., 2010). Both Dual Pathway and Trait Impulsivity Theory assume that the dysfunction of one neural system results in the ADHD behaviors (Burns, 2014).

Research into delays in critical brain regions has led to the Dynamic Development Theory. Delays in the release of dopamine receptors in the reward system of the brain were believed to be a cause of behaviors associated with ADHD (Sagvolden, Aase, Johansen, & Russell, 2005). These delays caused behaviors such as inattention, hyperactivity, impulsivity, and delays in memory storage (Sagvolden et al., 2005). Children diagnosed with ADHD do not handle delays in reinforcements, and are more likely to comply with stated directions and requests when reinforcement is provided closer to the expected action (Johansen et al., 2009).

In 1997 Russel A. Barkley released his theory that ADHD behaviors were caused by a deficit in the inhibitory controls, which disrupted the executive function systems of the brain. This theory came to be known as the Executive Dysfunction Theory. Psychiatrist and ADHD researcher Joel T. Nigg (2001) stated that ADHD was a problem with behavioral inhibition, and that problems associated with the disorder were part of

Neuro-psychological domain of executive functioning. The idea that ADHD symptoms were neurological impairments started to gain traction in the 20<sup>th</sup> century. Attention Deficit Disorder was described as a neurological syndrome that is defined by the symptoms of impulsivity, distractibility and hyperactivity or excessive energy (Hallowell & Ratey, 2011). Thomas Brown (2013) defined ADHD as a complex syndrome of developmental impairments of the executive functions and self-management systems that were mostly unconscious operations. These impairments are chronic and situationally variable that infer with many functions of a person's daily life (Brown, 2013). The research on ADHD in the 20<sup>th</sup> century led to a new diagnostic criteria in the DSM-V (American Psychiatric Association, 2013).

Throughout the research and studies of ADHD, different characteristics of the disorder have been emphasized. The hyperactivity behavior was believed to be explained in Dynamic Development Theory but not emphasized in the Dual Pathway and Executive Dysfunction Theories (Johnson et al., 2009). Impulsivity was defined as a heritable trait (Beauchaine et al., 2010), but noted that environmental factors do play a role in ADHD diagnosis and behaviors.

Shortages of dopamine to various receptors in the brain were emphasized in different theories, but many cited different regions of the brain. The Dynamic Development Theory cited shortages of dopamine in the reward centers of the brain (Sagvolden et al., 2005) while Brown (2005) states blockages of dopamine in the reward centers of the brain, is part of the causation of ADHD behaviors. Executive functioning theories and delay aversion theories may not be sufficient by themselves to account for the neuropsychological findings of the disorder (Castellanos, Sonuga-Barke, Milham, &

Tannock, 2006). Other research believed that executive functions were such a critical part of ADHD, that ADHD should be listed as a characteristic of poor executive functions (Zelazo & Muller, 2002).

Within the past forty years, the behaviors of inattention and impulsivity have also been gaining in concern by psychiatrist and mental health professionals. ADHD as a condition was largely considered a childhood disorder, but its effects have been found to follow some individuals into adulthood. The theory that ADHD was a brain damage disorder has now viewed by researchers as an impairment of certain regions of the brain. The pre-frontal cortex region of the brain has been the basis of many ADHD theories. As part of the Dual Pathway Theory, Dr. Edmund Sonuga-Barke (2002) believes an inhibitory deficit in the meso-cortical dopamine system that is located in the pre-frontal cortex is one of the causes of ADHD. Brown (2005) also highlights impairments in the pre-frontal cortex as a source of ADHD behaviors.

Delays in reinforcements, and the ability for children diagnosed with ADHD to withstand the need for immediate reinforcement is a focal point for some theories. This delay, called the reinforcement gradient, is critical to strengthen the association between a stimulant and a reaction (Johansen et al., 2009). The idea of delayed reinforcement can be traced back to Wender's theory of MBD as children with attention problems were less sensitive to punishments and rewards (Wender, 1971). Failure of correct dopamine levels to be released to reinforcement areas and the timing of the release is the idea behind Dynamic Development Theorists. While many theories of ADHD believe that dopamine releases and shortages are to blame for ADHD characteristic behaviors, not all agree with reinforcement delays being the basis for ADHD behaviors.

Currently, ADHD is a diagnosed neurodevelopmental disorder in the Diagnostic and Statistical Manual of Mental Disorders fifth edition (DSM-V, 2013). In the DSM-V, eighteen criteria are divided into two symptom domains, of which six symptoms must be found to make a diagnosis (American Psychiatric Association, 2013). There is no single test for ADHD; a diagnosis can only be made by a certified mental health professional, using the DSM-V criteria. While this diagnosis criterion combined all types of ADHD into one diagnosis, some ADHD researchers believe that it left out connections with the disorder and the executive function systems (Zelazo & Muller, 2002). Virginia Douglas (2005) wrote in her long term review of ADHD,

“That attempts to characterize the cognitive deficits of children with ADHD have emphasized several key processes, including attention, inhibition, state regulation, delay aversion, and executive functions. Considerable confusion has developed, however, because investigators have differed in the priority they assign to each of these processes, and in how they conceptualize the relationships among them” (p 23).

Throughout the research and studies of ADHD the characteristics of hyperactivity, impulsivity and inattention were always present. Many theories revolve around developmental impairments in the brains of individuals diagnosed with ADHD. The theory that ADHD behaviors were a result of minimal brain damage has changed to a thought of neurodevelopmental impairment of certain regions of the brain. The area of impairment in the brain is debated, between the neural system (Beauchaine et al, 2010; Sonuga-Barke, 2002), timing in the release of dopamine (Sagvolden et al., 2005), and the inhibitory controls (Barkley, 2007). The prefrontal cortex region has been the focus of

many research studies along with research on shortages or blockages of dopamine to certain centers of the brain. A lack of dopamine in the rewards system branches of the brain is believed to be a cause of ADHD behaviors. Whether this lack of dopamine in the reward system branches is hereditary or an individual's choice to forgo delayed gratification is debated. This lack of dopamine, or misfiring of dopamine receptors, is debated as to whether they are caused by genetics or environmental conditions. Dr. Barkley (2009) stated that all causes of ADHD fall into the category of biology, but social factors play a major role on both the diagnosis and treatment of ADHD.

There is no biological marker or blood test used to diagnose an individual with ADHD. Using a list of criteria in the DSM-V, some opponents of ADHD believe it leaves too much of the diagnosis open to the interpretation of the parent, educators, and diagnosing physician. ADHD has come under attacks from The Church of Scientology, who denounce any psychiatry diagnosed condition and medical treatment (Church of Scientology International, 2016). These opposing opinions have led to ADHD being one of the most well-studied childhood disorders in the world (Barkley, 2006). While many theories exist as to its causation and the precise region of the brain that it affects, the driving theory for this study is that the symptoms associated with ADHD reside in the executive function regions in the brain.

**Executive functions of the brain.** While the causes associated with ADHD are not fully known, a growing number of medical professionals believe the problem behaviors of inattention, hyperactivity, and impulsiveness, exhibited by students diagnosed with ADHD, can be found in the executive functioning abilities in the brain (Hummer et. al, 2011). Executive functioning skills are the brain's ability to conduct

planning, coordinating, sequencing, and monitoring of cognitive operations (Rucker, McDowd, & Kluding, 2012). Executive function is an umbrella term that refers to the systems that control attentional control, self-regulation, inhibition, working memory, goal setting, planning, problem solving, mental flexibility, and abstract reasoning (Diamond & Lee, 2011). These executive functioning skills allow a person to be goal directed and understand future oriented behavior and consequences (Barkley, 2013; Rucker et al., 2012). Executive function skills also refer to many important life skills that are important to socioemotional and cognitive abilities (Gonzalez et al., 2014).

Research indicates there is a strong correlation between poor executive functioning skills and exhibited behaviors in individuals diagnosed with ADHD (Hummer et al., 2011). Theories on the cause of ADHD behaviors have centered on impairments of neuron chemicals to areas of the brain where executive functions take place. The brain has millions of neurons that are connected by synapses, which communicate via chemicals, like dopamine (Mitaki et al., 2013) and norepinephrine (Bouret & Sara, 2010; Ratey, 2008). Dopamine and norepinephrine are important parts in the executive function skills of the brain. Executive functioning skills are located all over the brain, and consist of three major circuits in the prefrontal cortex, limbic regions, and deep below the cortex (Brown, 2005). Each region controls critical areas that tie into an individual's ability to pay attention, sustain effort, and commit knowledge to memory.

One section critical of the executive function system is in the limbic region, which is the reward center in the brain. The limbic region decides whether the information is attractive, dangerous, or could hold a reward or could be beneficial (Brown, 2005). Dopamine is critical to the process associated with recognizing incoming stimuli and

deciding on if the information is attractive, dangerous or could possibly be beneficial. If dopamine is blocked in this process, the brain does not recognize information and can change moods, thoughts, and behaviors (Czerner, 2001). This blockage causes people to abandon work early or give up on tasks (Brown, 2005). Circuits within the brain create shifting equations for motivation. These executive function circuits activate people to work, sustain effort, and coordinate their monitoring and self-regulation (Brown, 2005). The brain's limbic region is a major highway for information to the prefrontal cortex region.

The prefrontal cortex in the brain receives sensory inputs and manages memory. It is the brain region that is considered responsible for planning complex cognitive behaviors, personality expressions, and moderating correct social behavior (LoGrasso & Morretti, 2009). Another function in the prefrontal cortex is to make decisions as to whether the incoming information should be committed to long term memory (Brown, 2005). Large data amounts pass through this area, and the prefrontal cortex decides what information to pay attention to and what to let slip by. Information that is tied to a reward or is more attractive is usually the information that is processed and sent to long term memory (Brown, 2005; LoGrasso & Morretti, 2009). If pertinent information is not thought of as being beneficial due to a misfire or poor connection with synapses, due to the lack of neuron chemicals in that region, the information slips away.

Deep inside the brain is the Locus Coeruleus which manages alertness, wakefulness, and release of noradrenaline (norepinephrine) (Bouret & Sara, 2010). The cells located in the Locus Coeruleus are stimulated by the environment, and are involved in regulation of stress, attention, emotion, motivation, decision making, learning, and

memory (Bouret & Sara, 2010). Norepinephrine is released from the Locus Coeruleus. When a lack of norepinephrine is released, usual side effects are inattention, working memory, motivation, and sometimes sleep (University of Rice, n.d.). All of these circuits, regions of the brain, chemical releases, and sequential synapse connections are part of the executive function system, and critical to attention, alertness, sustained effort, and memory retention.

The three characteristics associated with children diagnosed with ADHD are inattentiveness, hyperactivity, and impulsivity. Individuals diagnosed with ADHD have lower rates of dopamine and norepinephrine activity than most people (Zametkin et al., 1990). Children diagnosed with ADHD have lower levels of dopamine in the mid brain regions (Ernst et al., 1999). These studies suggest the possibility that individuals diagnosed with ADHD have lower dopamine and norepinephrine levels in the regions of the brain associated with attention, memory, effort, and alertness. Many medical interventions for ADHD center on raising chemical levels to regions of the brain that control synapse connections in these areas to improve inattentiveness, hyperactivity, and impulsivity.

**Opposing perspectives to ADHD diagnosis.** As there is no biological marker that can be used in the diagnosis of ADHD, some psychiatrists feel that ADHD is over diagnosed. In a recent study hundreds of psychiatrists in Europe were sent cases of patients that either fit the criteria for ADHD or were missing elements to be diagnosed with ADHD. Based on the information provided, in 16% of these cases, the patients were over diagnosed with ADHD (Bruchmuller, Margraf, & Schneider, 2012). The same study also brought into question, why boys were three times as likely to be diagnosed with



ADHD when compared to females of the same age (Bruchmuller et al., 2012).

Considering that the diagnosis of ADHD is left up to the discretion of the psychiatrist, diagnosis criteria could vary between different medical professionals.

Dr. Marilyn Wedge, a child therapist and author from California, (2015) believes that American culture is to blame for the over diagnosis of ADHD. Wedge (2015) believes that the profitability of ADHD medications along with the American schools' emphasis on standardized testing and long hours of sitting are the causes for many diagnoses of ADHD. Since the creation of No Child Left Behind in 2001, schools have constantly felt the pressure to increase standardized test scores. Mathematics and Language Art have become a larger part of the school day, and non-test subjects like Visual Art, Music, and Physical Education have been reduced or in some cases eliminated (Trost & van der Mars, 2009).

Research about how ADHD is diagnosed is not limited to the United States. A national study in Sweden showed that women who had the most basic education and lived on welfare were statistically higher to have a child diagnosed with ADHD (Hjern, Weitoft, & Lindblad, 2010). The same study showed children who came from a single parent household were 54% more likely to be diagnosed with ADHD than if it were a two parent household (Hjern et al., 2010). These opinions and studies fuel the debate as to the causation and criteria for diagnosis of ADHD.

### **Learning Concerns of Students With ADHD**

Attention Deficit Hyperactivity Disorder has received more attention in the past few decades but is still misunderstood by the majority of people (Meaux, 2000). The great amount of literature on the disorder has led to many myths and misconceptions

(Meaux, 2000). In a survey of parents and health professionals, many agreed that attention and behavior controls were problems for students' diagnosed with ADHD (Dryer et al., 2006). However, there was not a consensus as to behaviors of low-self-esteem, cognitive development delay, and adjustment problems in relation to ADHD (Dryer et al., 2006). Parents and teachers of students diagnosed with ADHD face endless criticism over actions of their children and their students. Teachers and parents of students diagnosed with ADHD engage in a "blame game" where they blame each other for the students' actions (Frigerio, Montail, & Fine, 2013). These "blame game" opinions did not always lead to finding helpful solutions, however, in some cases, this opened conversations to discuss what type of help was needed for the student to achieve success.

Students diagnosed with ADHD are at higher risk for grade retention, to drop out of school, and/or achieve lower scores on standardized tests in mathematics and reading scores (Loe & Feldman, 2007). Students diagnosed with ADHD are retained at least one grade level 30-50% of the time, mainly due to their inability to sustain focus and attention. (Barkley, 2013). With the current emphasis placed on standardized test scores and subject area testing, low achievement sets students diagnosed with ADHD behind their grade level peers academically.

A student's inability to have a sustained attention span, or give sustained effort can be very detrimental to the student's learning progress. Performance in the classroom can be compromised due to a lack of attention to detailed instructions, inability to take beneficial notes, or lack of attention to teacher lectures and class discussions (DuPaul & Stoner, 2003). Students who are hyperactive frequently fidget, call out, break class rules, make inappropriate noises, cut in line, defy teacher commands, and are verbally and

physically aggressive (American Psychiatric Association, 2013). These hyperactive behaviors place students at a higher risk for disciplinary actions from teachers and administrators and 25% are expelled from school (Barkley, 2013). As a result, one in three students diagnosed with ADHD fail to complete high school (Loe & Feldman, 2007).

Students with ADHD generally achieve lower than peers on standardized tests (Frazier, Youngstrom, & Glutting, 2007). Areas of academic performance are of tremendous importance to teachers and parents of the student. They want students to succeed and do well both academically and socially. Almost all children diagnosed with ADHD, who are clinically referred, are typically underperforming when compared to their cognitive level and academic performance (Barkley, 2013). This drop in performance is believed to be because of their inattentive, impulsive, and restless behavior in the classroom (Barkley, 2013). Students diagnosed with ADHD often forget class materials, cannot get organized, do not complete assignments on time, and often procrastinate (DuPaul & Jimerson, 2014). These issues of organization and impulsivity lead to academic difficulties that are often compounded by other learning disabilities.

Intellectual performance is a main concern for students diagnosed with ADHD, as diagnoses of ADHD can coincide with other learning disabilities. Various studies have identified the percentage of students diagnosed with ADHD who have learning disabilities in school. It is estimated that approximately 16% of students diagnosed with ADHD have a reading disability, where 21% have a math learning disability (Frick et al., 1991). Recently with the changes to the diagnostic criteria for ADHD, it is now believed that comorbidity of learning disabilities and ADHD occur in approximately 31-45% of

school age children (DuPaul, Gormley, & Laracy, 2013). Students diagnosed with ADHD have higher occurrences of reading disabilities and mathematics learning disabilities than students not diagnosed with ADHD. Learning difficulties associated with ADHD could be a large reason for the lower academic performances on reading and math tests.

Students diagnosed with ADHD face difficulty following the school routines, rules and procedures consistently which leads to disciplinary action from teachers and school administrators. They also face challenges in forming positive relationships with peers. Students are often disliked and viewed differently by their peers (Zentall, Kuester, & Craig, 2011) because of their lack of attention in conversations and activities, their high levels of frustration, their impulsivity and frequent interruptions, and their difficulty in completing tasks. Their inattention, hyperactivity, and impulsivity place them at higher risk for failing to develop social relationships at school (Zentall et al, 2011). Students diagnosed with ADHD are less preferred by popular peers, have fewer mutual friends, and feel rejected more by their peers (Hoza et al., 2005). This lack of social and peer relationships at school, could be caused by poor conversational behaviors or employing aggressive solutions in games (DuPaul & Stoner, 2003). These behaviors are detrimental to establishing peer relationships in an education environment.

Some students diagnosed with ADHD have been described as kinesthetic learners. Howard Gardner (2011) in his book *Frames of Mind*, describes eight different intelligences or ways that individuals learn. One of these intelligences is kinesthetic body movements. Kinesthetic learners, learn by touch, by their body being physically involved in what they are doing (Gage, 1995). If a kinesthetic learner is not taught through

movement and being physically active in the learning process, they can react through behaviors of inattention, and fidgeting.

Many classroom teachers remain focused on verbal/linguistic and logical/mathematical intelligences and cater to auditory and visual learners, using limited methods to teach many children with disabilities (Manske, 2006). Gardner's kinesthetic intelligence remains one of the most difficult for teachers to incorporate into the classroom due to traditional perspective that auditory and visual learning are superior methods of learning (Pica, 2006). To effectively engage a student diagnosed with ADHD and address his or her physiologic need for movement, a teacher should channel that energy into successful learning experiences (Rumsey & Anderson, 2002). Children who are involved in an active, stimulating environment produce more neural connections in the brain (Bruer, 1991). Reaching kinesthetic learners, whether they are diagnosed with ADHD or not, is essential for success for all students. Failing to teach kinesthetic learners effectively means a loss in their achievement potential (Gage, 1995).

Another concern regarding students diagnosed with ADHD is comorbid disorders. Krone and Newcorn (2015) found that between 31-34% of individuals diagnosed with ADHD, also met criteria to be diagnosed with an anxiety disorder. Children diagnosed with ADHD have a 27% chance of being diagnosed with a conduct disorder, 14% rate of having depression, and 12% have had a speech problem (Larson, Russ, Kahn, & Halfon, 2011). Almost 80% of school aged students diagnosed with ADHD have at least one other disorder in addition to ADHD (Wilens et al., 2002). Much debate is centered on whether academic problems associated with students diagnosed with ADHD stem from the characteristics of ADHD or a myriad of other disorders. While any disorder could

hamper a student's success in school, primarily issues of non-compliance have been linked to students diagnosed with ADHD.

ADHD had been linked to four aspects of school non-compliance. Students diagnosed with ADHD are at higher risk of being suspended, being expelled from school, changing schools, or being retained a grade (Martin, 2014). Overall, parents and teachers rated their student diagnosed with ADHD as not wishing to agree to assign tasks or comply with instructions, and that was the cause of academic problems (Martin, 2014). While it is difficult to determine whether compliance issues or characteristics associated with ADHD is the cause of academic problems, neither are beneficial to the student.

Studies of children diagnosed with ADHD state that between 9-32% have a major depressive disorder or dysthymic disorder in addition to ADHD (Biederman, Newcorn & Sprich, 1991). A major study of preschool and adolescents diagnosed with ADHD found that 42% - 47% of the students had a major depressive disorder in addition to ADHD (Wilen et al., 2002). These results show a clear need for research into interventions for students diagnosed with ADHD.

For students and adults diagnosed with ADHD, dropping out of school or having difficulties developing social relationships, leads to increased hardships such as incarceration or substance abuse when compared to their peers (Barkley, 2013). Students diagnosed with ADHD are at an increased risk for substance abuse, and these students usually engage in the activity earlier than their peers (Lambert & Hartsough, 1998). College students diagnosed with ADHD report that they have a difficult time stopping drinking alcohol once they start (Baker, Prevatt, & Proctor, 2012). Baker et al. (2012) report that college students diagnosed with ADHD were more likely to binge drink. The

increased risk of substance abuse among students diagnosed with ADHD is of large concern, as its effects can be seen in academic motivation.

In a letter from the Food and Drug Administration (FDA) Director of Drug Marketing, Advertising, and Communications to an ADHD pharmaceutical company, the FDA insisted the (Thomas Abrams, personal communication, September 9<sup>th</sup>, 2008) drug company's current ad endorsing Adderall be discontinued citing it was promoting drug use. This letter listed side effects of the medication, and risks that individuals diagnosed with ADHD faced. The letter stated that 17% of young adults with ADHD contracted a sexually transmitted disease (STD), compared to 4% of young adults not diagnosed with ADHD. In young adults diagnosed with ADHD, 38% have either become pregnant or caused a pregnancy compared to the same 4% of young adults not diagnosed with ADHD. A recent study also stated that college students diagnosed with ADHD engaged in unprotected sex more frequently than college students not diagnosed with ADHD (Huggins, Rooney, & Chronis-Tuscano, 2015). These concerns as to spreading of STDs and teenage pregnancy have effects on economic and educational outcomes for those individuals.

The retention and possible non-completion of school by students diagnosed with ADHD has led to serious economic problems for these individuals and their communities. Nationally, high school dropouts have an unemployment rate one and half times higher than individuals with high school diplomas (Carlson, 2014) and in the state of New Jersey individuals who drop out of high school earn approximately \$12,400 less yearly than an individual with a high school diploma (Gottlob & Friedman Foundation for Educational, 2008). A student diagnosed with ADHD is four to five times as likely to

receive a traffic violation and two to three times as likely to have an automobile accident, with the majority being their fault (Barkley, 2013).

It is estimated that raising a child with ADHD is twice as expensive as raising a child without ADHD (Leibson, Katusic, Barbaresi, Ransom, & O'Brien, 2007). A family will spend approximately \$14,500 per year in medication and treatment to help their child (Pelham, Foster, & Robb, 2007). The cost paid by society for each child with ADHD over their lifetime is approximately \$370,000-\$450,000 due to lost wages, financial contributions, re-education, and medical costs (Barkley, 2013). With all of these factors and hardships faced by a variety of stakeholders, it is clear that strategies and interventions must be developed to increase achievement and success for students diagnosed with ADHD.

### **Interventions**

Two interventions are recommended for students with ADHD, medication and behavior interventions (Steer, Froelich, Soutullo, Johnson, & Shaw, 2012). A variety of medical options for alleviating characteristics of ADHD have been formulated and prescribed. These medications target the neurotransmitters that help control and assist brain executive functioning abilities (Ratey, 2008). ADHD medications are designed to help the student, diagnosed with ADHD, to increase sustained attention and clear communication among the neurons in their brain (Ballard et al., 1997). Medications prescribed to individuals diagnosed with ADHD increase the levels of dopamine and norepinephrine inside of the brain (Schmeichel, Zemlan, & Berridge, 2013).

It is important to note that ADHD medications do not solve or cure ADHD; they merely increase the ability of dopamine and norepinephrine to find its way to regions of



the brain (Brown, 2005). The use of medications to control ADHD behaviors has been debated due to the increased risk for substance abuse in individuals (Martinez-Raga, Knecht, Szerman, & Martinez, 2013). ADHD medications have been also associated with adverse effects such as loss of appetite, growth delay, sleep disturbance, tics, seizures, and suicidal thoughts and behaviors (Cortese et al., 2013). When considering the possible side effects, medication to control symptoms of ADHD is not always necessary, and should be considered only after trying several other interventions (Stein, 2010). Not all parents choose to use a medical intervention for their child diagnosed with ADHD, favoring behavior interventions over pharmacological treatments (Pelham, 1999).

Behavior treatments work to control problem behaviors associated with ADHD. A meta-analysis review from DuPaul and Eckert (1997) show that behavior intervention program with students diagnosed with ADHD lead to great behavior effects. Interventions for students diagnosed with ADHD are far more effective when combined with medications, just as medication treatment is far more effective when combined with behavior interventions (DuPaul & Stoner, 2003). No single intervention, including just medical or behavior, is sufficient to ameliorating the condition (DuPaul et al., 1997).

A teacher must be willing to try different behavior interventions to meet the needs of each student diagnosed with ADHD. The effectiveness of a behavioral intervention will be enhanced when designed with assessment data (DuPaul & Stoner, 2003). Behavioral intervention assessments such as Daily Behavior Report Cards and Behavior Logs, can also be used as an assessment and behavior reinforcement strategies to increase on-task behaviors (Wright, John, Livingstone, Shepherd, & Duku, 2007). An intervention used for a student diagnosed with ADHD could be having the student sit near the teacher

to help focus on listening to directions, or using a token economy as a reward for good behavior (DuPaul & Stoner, 2003). Kara McGoey and George DuPaul (2000) found token economy systems for preschool students diagnosed with ADHD to be effective. This token economy system reinforced positive behaviors by receiving a token button, or discouraging negative behaviors by removing a token button (McGoey & DuPaul, 2000). Another token economy study that specifically targeted work accuracy, was found to be effective in some students diagnosed with ADHD, but not all students (Johnson, Handen, Lubetsky, & Sacco, 1994). Cynthia R Johnson et al. (1994) reported that when the token economy was used in combination of a medical intervention, students' on-task behaviors increased.

Token economies are the most widely implemented behavioral interventions for students diagnosed with ADHD, yet like all interventions its effectiveness varies from case to case and the consistency of its implementation (DuPaul, Eckert, & McGoey, 1997). In addition to token economies, a behavior intervention could include having the student sit near the teacher's desk to reduce distractions. The placement of a student with disabilities desk improves their behavior, as they require additional structure and routines (Robsenberg, Westling, & McLeskey, 2008). Peer tutoring strategies has also proven to be an effective behavior intervention when used with students diagnosed with ADHD (DuPaul & Stoner, 2003). While peer tutoring strategies have been employed in different structures, and procedural components, they are found to enhance task-related attention of students with ADHD (DuPaul & Stoner, 2003). Another proposed intervention for students diagnosed with ADHD and their hyperactive and inattentive behaviors is physical activity (Smith et al., 2013).

**Physical activity as an intervention.** One growing research area is using physical activity as an intervention for students diagnosed with ADHD to control their disruptive behaviors. Exercise has been proven to have positive impacts on cognitive and executive control in young children, and increases inhibitory control (Berwid, & Halperin, 2012). The ability for students with ADHD to have better inhibitory control would contribute to students being able to focus on a task for longer time periods. Students diagnosed with ADHD have a difficult time paying attention and doing focused tasks because the rewards are not tangible or not immediate (Ratey, 2008). Ratey (2008) states,

“Exercise improves learning on three levels: first, it optimizes your mind-set to improve alertness, attention and motivation; second, it prepares and encourages nerve cells to bind to one another, which is the cellular basis for logging in new information; and third, it spurs the development of new nerve cells from stem cells in the hippocampus” (p.53).

Physical activity has been used as a treatment for adults diagnosed with ADHD. It has been found to provide benefits such as declining levels of stress and depression, and also to improve impulse control and working memory (Archer & Kostrzewa, 2012). Currently adults diagnosed with ADHD are often suggested to exercise vigorously and regularly to help with mood management (Hallowell & Ratey, 2011). Scheduling physical activity into a person’s day allows the individual to release excesses energy, clear noise reduction in the mind, and stimulate hormonal and neurochemical systems in a therapeutic way (Hallowell & Ratey, 2011).

The benefits of physical activity on brain function are not a new concept. In older adults, exercise has been prescribed as a way to increase elasticity of the brain, increase synaptic connections, and develop new neurons in the brain (Colcombe et al., 2004). Similar results were found in older woman, who have an increase in executive function performance tests following periods of physical activity (Peiffer, Darby, Fullenkamp, & Morgan, 2015). Physical activity has been linked to benefits for students who have dyslexia, dyspraxia, and attention difficulty (Reynolds, Nicolson, & Hambly, 2003) and has been seen a possible way to decrease medication for adults diagnosed with ADHD (Ratey, 2008).

Current research supports the many benefits that physical activity can have on the cognitive and executive functioning skills in students diagnosed with ADHD (Pontifex, Saliba, Raine, Picchietti & Hillman, 2013). Following periods of 20 minutes of physical activity, students diagnosed with ADHD, as well as their control group counterparts, demonstrated greater accuracy in several stimulus-related processes (Pontifex et al., 2013). In particular, the group diagnosed with ADHD demonstrated greater control in regulatory process following physical activity, than a similar group that was reading for the same time duration (Pontifex et al., 2013). Students who engaged in physical activity periods showed higher gains in functional skills than students who read during the same time period (Pontifex et al., 2013).

Benefits of physical activity can be found with the immediate gains of working memory and the ability to stay on task. Students who scored higher on fitness tests usually outscore less fit peers in cognitive tests (Chaddock et al., 2013). The California Department of Education (2005) found similar results that students who scored higher on

fitness tests had higher academic scores on statewide tests. These studies show that there is a link to fitness levels and overall cognitive ability in children.

Functional magnetic resonance imaging (fMRIs) of individuals, who have just engaged in modest amounts of physical activity, has displayed the brain's natural capacity for plasticity, which results in better cognitive performance (Erickson, Hillman, & Kramer, 2015). Physical activity improves alertness, attention, preparing and encouraging nerve cells to bind together, and spurs the development of new nerve cells in the brain (Ratey, 2008). Exercise releases Brain-Derived Neurotrophic Factor, a protein that helps neurogenesis and brain tissues connect (Medina, 2008).

Physical activity has also been proven to raise levels of dopamine and norepinephrine in the brain. Increasing dopamine and norepinephrine levels in the brain helps with attention and memory processing of information (Medina, 2008). Brain-Derived neurotrophic factor (BDNF) is released into the brain during exercise (Ratey, 2008). This protein aids brain cells to keep functioning, growing, and encourages growth of new neurons (Ratey, 2008). BDNF connects brain tissue together, which allows for deeper connections in the brain, which allows for better attention and learning (Medina, 2008). The BDNF protein assists the executive functions of the brain.

Exercise increases the neurotransmitters in the brain, which helps temper the symptoms of ADHD (Ratey, 2008). Dr. Ratey's theories support the concept that physical activity could help control and dissipate ADHD behaviors in individuals with ADHD. Dr. Medina's theory that exercise helps boost long term memory, reasoning, and attention also impact behaviors associated with ADHD. Using these theoretical perspectives, this study will examine how physical activity introduced in a before school

program impacts inattentiveness, hyperactivity, and impulsivity in students diagnosed with ADHD and their adherence to morning classroom behavior expectations.

For a child diagnosed with ADHD, implementing movement into the school day could impact the student's ability to focus in the classroom after a period of physical activity. The connection of physical activity to adhering to classroom routines and expected behaviors is the focus of this study.

### **Conclusion**

The developmental neurological disorder of ADHD has raised questions by educators, parents and researchers regarding the causes, diagnosis, and interventions for ADHD. While the condition and diagnosis procedures are identified in the DSM-V, some mental health professionals disagree with the current process outlined in the DSM-V manual (Rommelse et al., 2015). Rommelse et al. (2015) disagree with the emphasis placed on location of criteria occurrences, and also the stress placed on symptoms, rather than the impairment. Recently the FDA has approved a preliminary test to use Magnetic Resonance Imagings to diagnose children with ADHD (Bekiempis, 2014; Bohland, Saperstein, Pereira, Rapin, & Grady, 2012). Dr. Russell Barkley (2009) believes that ADHD is a biological brain development disorder that can only be diagnosed by a psychologist. These different opinions as to methods of diagnosis for ADHD are examples of disagreements among professional in the field.

In reviewing the literature, there are many different theories as to the causations of hyperactive, inattentive, and impulsive behaviors in students diagnosed with ADHD. The Executive Dysfunction Theory is used in this study and it is based on the belief that the behaviors associated with ADHD reside in the executive functioning systems of the

brain. Thomas Brown (2013) believes that ADHD is as a complex syndrome of developmental impairments of the executive functions and self-management systems that are mostly unconscious operations. This belief supports Dr. Barkley's theory that there are deficits in the inhibitory controls, which disrupted the executive function systems of the brain. While this theory is not accepted by all researchers of ADHD, a meta-analysis review of 83 studies examined if executive function deficits caused ADHD symptoms (Willcutt, Doyle, Nigg, Faraone, & Pennington, 2005). Willcutt et al. (2005) showed that executive function weaknesses are significantly associated with ADHD. The diagnostic criteria and causes of ADHD behaviors are highly debated, yet the behaviors of hyperactivity, inattentiveness, and impulsivity is agreed upon universally about the condition.

Students diagnosed with ADHD have been linked to a number of learning concerns. A student who is diagnosed with ADHD is at increased risk for dropping out of school, being retained a grade level, and having additional learning disabilities. Many behaviors such as being inattentive, hyperactive, and impulsive lead to poor classroom and study habits and can be detrimental to a student's academic success. These same behaviors lead to a student diagnosed with ADHD to have few friends (Reynolds & Kamphaus, 2004), and also many feeling rejected by close friends as early as the second grade (Barkley, 2009). Outside of the classroom, students diagnosed with ADHD are at higher risk for substance abuse, vehicular accidents and citations, and sexually promiscuous behavior.

Interventions to limit the impact of ADHD are divided into two categories, medical and behavior. Both interventions help alleviate the symptoms of inattentive,

hyperactive, and impulsive behaviors, are most effective when implemented together. Exercise and physical activity have been found to improve alertness, control, and blood flow in the body. Each of these benefits of physical activity improves executive functioning skills. From current diagnostic procedures to finding an effective intervention, ADHD can be a polarizing topic for mental health professionals and educational stakeholders. Finding an effective intervention to aid with the learning concerns associated with ADHD is of great interest to the educational community.



## Chapter 3

### Methods

#### Introduction

This qualitative case study examines the relationship of a before-school physical activity program and its impact on the behaviors of children diagnosed with ADHD during their classroom activity that immediately follows the activity session. The study took place at Shady Lane School, a small a Pre-K-4 elementary school located in southern New Jersey. The researcher recorded the behaviors of the students identified with ADHD after they left a thirty minute before-school physical activity program titled, Wake Up Shady Lane, and participated in their morning classroom activities. The researcher collected observational data recording the student's behaviors exhibited in the classroom morning activities, along with student and teacher interviews. A case study approach was selected because it provided the specific description and heuristic data in a real-life context of the events and perspectives (Rossman & Rallis, 2012). Case studies are a practical research approach when focusing on "how" research questions are addressed in a real world lived experience (Yin, 2013). As the researcher, I believe that a case study approach to the research provided me with an in-depth experience observing the three students selected to participate in the study. I also was able to write descriptive field notes of behaviors observed in the physical activity sessions and during the classroom observations. These field notes are in addition to recording behaviors using a student observation checklist developed by the researcher. Because the students in the study are students that I teach as the Physical Education teacher, the case study approach allowed me to focus on these students as study participants. In this role as participant

observer, I bracketed my prior knowledge of these students and was not influenced by what I already know and have experienced with these students.

### **Who am I as a Researcher?**

I have chosen to conduct a qualitative study because I am interested in gathering information on how student's behaviors may be affected as a result of a physical activity session. My interest in this study evolved from my ten years of teaching children in the Shady Lanes School's Physical Education program. I noticed that children enjoyed learning through movement and that children identified with ADHD adhered to my behavioral expectations when engaged in the Physical Education lessons. However, in my discussion with classroom teachers in my school several teachers told me that some students with ADHD demonstrated difficulty with listening to directions, completing assignments and sitting still was a challenge. I wondered if it was the engagement in physical activity that contributed to an increased focus on my classes for the students diagnosed with ADHD. I was interested in exploring if physical activity could be considered an intervention to help students with ADHD increase their task completion, ability to stay focused and remain calm while completing classroom work.

These inquiries led me to conduct a literature review on ADHD causes, interventions and the relationship of physical activity to ADHD. As a result, I developed a study that would investigate how students who participated in the Wake Up Shady Lane physical activity program and who are diagnosed with ADHD adhered to the behavior expectations in their own classrooms after participating in the before-school physical activity program. I wanted to see if there was a relationship between the opportunity to engage in physical activity and the student's ability to follow behavioral expectations. I

also wanted to know what behaviors teachers expected of their students that were determined to be appropriate for learning and how the students felt about their behavior in the classroom after the physical activity session. Through my observations recorded on a student observation checklist that I developed, my field notes and the teacher and student interviews I could gather data from different sources that would address my research questions. As a participant observer, I enjoy the opportunity to engage in the case study that provided me a close interaction with the students and their teachers. I anticipated learning not only about the relationship of physical activity and behavior adherence, but learning more about these students, their feelings, ideas, and thoughts. This close interaction with the students and their teachers was appealing to me as I chose a qualitative approach to my research, and that I could have the opportunity to, perhaps, offer an intervention that could help students with ADHD increase their ability to adhere to behavior expectations set by their classroom teacher. I believe that all children can benefit from physical activity throughout the school day. One way to begin a child's day is with physical activity and for me this is an essential component for any school. I must realize that my background and experiences influence my worldview on education, physical activity and students with ADHD. While I am aware of my personal and professional beliefs about the value of physical activity and students diagnosed with ADHD, I bracketed my assumptions and conducted the research from an objective stance and was cognizant of maintaining a personal distance from the study's participants. As a teacher in the school and a member of the before-school physical activity program staff I have a vested interest in the Wake Up Shady Lane program's success for all students who attend. I know the students and the teachers who participated in the study, yet in my role

as a participant observer in the study I was able to view the before school program, record the observations, and conduct the interviews in the researcher's role rather than the faculty member role.

### **Research Questions**

The study was designed to gather information on three research questions that evolved from my experiences as an educator, the review of literature, and my interest in helping students diagnosed with ADHD increase their success as learners in the school environment. My intent was to gain an understanding of the effect of physical activity on a student's adherence to behavioral expectations developed and implemented by his or her classroom teacher. Research question one examines the behaviors that students diagnosed with ADHD exhibit upon leaving the before-school physical activity periods, and how these behaviors align with the classroom teacher's expectations. This question is designed to see if there is a relationship between the student's participation in the physical activity program and his or her ability to adhere to the behavior expectations in the classroom. The second research question focuses on the classroom teacher's expected routine for the beginning of the school day and what criteria did the teacher use to establish this routine? This question conducted, through an interview protocol, is intended to gain a perspective of the classroom teacher's behavior expectations for all students in his or her classroom as a foundation for comparison for how the student with ADHD adhered to these behaviors. Question Three is designed to focus on the student diagnosed with ADHD and how he or she views their own actions after participating in the physical activity session and then proceeding to their classroom. The intent to question three, conducted through an interview protocol, is to see if the student's

perception of his or her behaviors is different from the researcher's observations. To gain a better understanding of the relationship between the physical activity and the student's behaviors, and to see if physical activity has an impact on the behaviors, the researcher believed it was important to not only gather a perspective from his observations but also to offer the teacher and the student an opportunity to voice their perspectives.

### **Constructivist Paradigm**

A Constructivist paradigm was selected for this qualitative study because the researcher seeks to generate knowledge and meaning from the experiences of the students and teachers related to the study's topic. The basic set of beliefs that a constructivist researcher holds, is the viewpoint that individuals seek to understand the world that they live in (Creswell, 2014). Constructivism focuses on making meaning through an individual's experience, and reflective processes (Palladino Schultheiss, 2005). I recognize that trustworthiness and authenticity are foundational to fairly represent the voices of the students and teachers in the study. My interpretation of the data is based on my reflection of my experiences in the research and respectful inclusion of the perspectives of the students and teachers to ensure that the meaning I construct has clearly represented all who engaged in this study.

The teaching experiences that initiated this research was my observation of students diagnosed with ADHD and how they experienced success following the directions in my Physical Education classes, and yet demonstrated difficulty following directions in their own grade level classroom. The research questions are designed to investigate why this occurs and if there is a relationship between participating in a physical activity and its influence on the student's ability to adhere to his or her

classroom procedures and routines and behavior expectations. To conduct the research I observed the students in their classroom immediately after participating in the physical activity program which addresses the first research question. The second research question is designed to gain the perceptions of the classroom teachers about their classroom behavior expectations, while the third research question gathers the students' perceptions about their experiences in the physical activity program and classroom activities. Observations, field notes, and interviews all represent multiple perspectives focused toward gaining an understanding of the relationship of physical activity and adherences to behavioral expectations for students diagnosed with ADHD. This research goal is to make sense of the meanings others have in the world through a process of interacting with the participants and reflection on the data (Creswell, 2014). As a result, I create new knowledge based on themes derived from the data and draw conclusions that reveal insights into the relationship of physical activity to adherence to classroom behaviors.

I believe in a constructivist world view and its validity in this study for several reasons. Constructivist researchers wish to form meaning from multiple perspectives and their subjective feelings (Creswell & Plano Clark, 2011). Meanings are formed through conversations and interactions with a variety of different participants. Each point of view provides information about what the participant has experienced. The data collected is filtered through the researcher's own background to shape the researcher's perceptions and meanings found in the data (Creswell, 2014). The case study approach is applied as a strategy to find meaning through various points of view through asking specific questions with follow up questions to allow participants to elaborate on their experiences and

understandings (Yin, 2013). These assumptions are part of the worldview that helped shaped my approach to this study.

The classroom teacher was asked his or her perception of how the student behaves in relation to the teacher's behavioral expectations following participation in the before-school physical activity. The classroom teacher was asked how the student, adhered to classroom procedures on mornings after before-school physical activity sessions in comparison to mornings when the student does not attend the before school physical activity program. The interview asked questions to establish what the teacher observes or notices about the student's behavior following before-school physical activity. During the student interview, each student diagnosed with ADHD was asked questions to reflect on their behavior following before-school physical activity. In addition to the interview, the researcher observed the interactions between the student diagnosed with ADHD, and the classroom teacher to further understand how the two individuals create meaning of their interactions. Through observation, interviews and reflection the researcher interpreted the data to uncover what it means to adhere to behavioral expectations from the teacher and student perspective. Allowing the participants to create meaning allows for a true constructivist definition of the event and occurrences. Each perspective offers a unique view that the researcher considered and represented in the analysis and findings.

### **Case Study Research Approach**

For this qualitative research study, the researcher chose a case study approach. A case study approach offers a feasible and in-depth view into gathering data to address the research questions. Case studies allow a researcher to (a) Investigate the impact of a program, (b) Investigate a contemporary phenomenon in depth and in a real world

context, (c) View multiple points of data, (d) and, contribute to the knowledge of the current literature on the topic and to others interested in the topic (Yin, 2013). The behaviors studied deserve an in-depth exploration from multiple viewpoints and the results can influence the selection of interventions for students diagnosed with ADHD.

Exploration of the program's value for students with ADHD, not confirmation, is the goal of case study research (Hancock & Algozzie, 2006). Teachers, administrators, parents, and the staff who administer the Wake Up Shady Lane program at the research site are interested if there are any benefits in attendance of a before-school physical activity program for students with ADHD. A case study approach is used when a researcher needs to see how or why a program works, or if at all (Yin, 2013). Observing and questioning the students and classroom teachers following the before-school program on its benefits could offer some perceptions as to the program's validity as a behavioral intervention.

As the researcher and teacher at the school, my role is that of participant observer because I am responsible for planning and implementing the physical activity portion of the Wake Up Shady Lane morning program. This "insider" view as a researcher has advantages in that I have access to the students and teachers, and I will be able to have access to information on the students diagnosed with ADHD. Parents and guardians are familiar with my Physical Education program and know that I have been a teacher at the school for the past ten years. Being a participant in the phenomenon offers the benefit of access to information and group perceptions that might not be accessed as an outside observer (Merriam, 1998). The drawbacks of being a participant observer are the urge to forgo the ability to stay neutral and to have an effect on the observations (Merriam,



1998). As an employee at the research site I serve in the role of a participant observer at the research site. It is my responsibility as the researcher to always remind myself that I need to be unbiased and complete an objective observation and set aside assumptions about the students and their classroom teachers. Being part of the phenomenon and using a case study approach offered me the ability to write rich, deep descriptions of my observations and write clear interview transcriptions that include details of the environment and research context (Hancock & Algozzie, 2006).

Being at the research site allows the researcher to examine multiple viewpoints. By conducting interviews of classroom teachers and students, and using observations the researcher can collect multiple viewpoints. A researcher at the researcher site can develop vicarious experiences that help further explain the phenomenon and make sure it is well described (Stake, 1995). When studying a phenomenon, it is important to gather evidence and perspectives from multiple stakeholders on the activities and issues (Stake, 1995). Multiple perspectives are a strength of case study research and also a way to ensure triangulation of findings.

Another reason to conduct case study research is to add to the knowledge of a group (Yin, 2013). Case study research is beneficial to be used to determine the effectiveness of a program (Yin, 2013). Using a case study method for this research will help the stakeholders examine if there is a benefit to using before-school physical activity as an intervention for students diagnosed with ADHD. These behaviors are a worthy subject to explore and would add to the knowledge of the group of teachers and staff that run the Wake Up Shady Lane program.

There are also limitations to a case study approach. One limitation is that case study research is not rigorous enough, that finding cannot be generalized to other sites, and that researchers conducting case studies have biases (Yin, 2013). This research gathers data from multiple points, including observations, interviews, field notes and lesson plans, to ensure rigor and trustworthiness of the study's analysis and results. The study design, analysis and findings are unique to this location, the selected students, teachers and the program. These findings cannot be generalized to other studies. As a qualitative researcher using a case study methodology, I have attempted to explain my worldviews and who I am as a researcher. I am a teacher who wants to help students, especially students who demonstrate difficulty with adherence to behavior expectations such as students diagnosed with ADHD. Many children who are referred to medical professionals for ADHD behaviors are doing poorly in school and social environments because they have problems being unproductive or their achievement skills are below their peers (Barkley, 2013). My goal as a researcher is to be fair, trustworthy and objective to present a research study that is valid and clearly represents the perspectives of all participants.

### **Research Site**

The case study research will be conducted at Shady Lane Elementary School. This public elementary school instructs pre-school through fourth grade students for for a small town in southern New Jersey. The school was selected because it currently offers a before-school physical activity program, and the researcher is currently employed which allows the researcher access to the students, teachers, parents/guardians, and the opportunity to conduct the research during the school day. The school has a population of

260 students and 37 staff members, including 16 classroom teachers. Most students live within a mile of the school.

Student population consists of 37.6% students listed as economically disadvantaged, and 28% listed as having some type of disability (New Jersey Department of Education, 2014). The school consists of 79.6% of students identified as Caucasian, 5.4% as African-American, 6.2 % Hispanic, 1.2% as Asian, and 7.7 % as two or more ethnicities (New Jersey Department of Education, 2014). Of the 260 students 94 are enrolled in the Wake Up Shady Lane Program, with anywhere from 60-70 attending the program each day. The school building is precisely 100 years old, and consists of two floors. The gymnasium is located on the first floor at one end of the building, with the kindergarten, first and second grade classrooms located on the first floor. The third and fourth grade classrooms are located on the second floor

The Wake Up Shady Lane program is a before-school physical activity program which is open to all students of the school district and run by the staff at Shady Lane Elementary School staff and parent volunteers. The program has been in existence for five years and operates three days a week. During the Wake Up Shady Lane program, the program uses a curriculum call Build Our Kids Success (BOKS) which is part of the Active School Accelerate Project (Active School Accelerant Project, 2014). BOKS is a morning physical activity program that has kids begun their day with physical activity such as running and playing games (Active School Accelerant Project, 2014). The program features a wide variety of dynamic games and activities; designed for elementary age students of all ability levels.

The location of the Wake Up Shady Lane before-school physical activity program is held in the gymnasium. Shady Lane School's gymnasium is quite large for an elementary school, and has a divider closed in the middle of the day so half can be allocated for the cafeteria. The floor is a polished wood floor, with the markings for several sports lining the floor. There are several doorways into the gym and the walls are colorful with several painted landscapes and maps and it has six basketball nets that line the perimeter.

During the Wake Up Shady Lane program the students arrive between 7:50-8:00 AM through the back doors of the school that leads to the gymnasium. A staff member checks the students in at the door. Once they have checked in, the students place their coats, backpacks, and whatever items they have brought to school that morning in a designated spot, based on their grade. Two corners of the gym are designated for backpacks and coats, from the participants of the Wake Up Shady Lane program.

A warm up activity is played for the first 10 minutes of the program, 7:50-8:00 AM consisting of, five minutes being a free play activity, and then a warm up/running activity. From 8:00-8:05AM the skill of the week is either introduced or reviewed. This skill is practiced through an activity until 8:13 AM. After skill of the week activity time, a daily game is explained and played from 8:14-8:22 AM. At its conclusion, a cool down occurs until the students' dismissal time at 8:25 AM where they walk to their assigned grade level classrooms. This time frame is fairly consistent each day, with the activities changing daily and the skills of the week changing weekly. As students enter there is a schedule for the day posted on a dry-erase board on an easel, so they know what to expect for the day's session. As students leave the Wake Up Shady Lane program they walk

down the hallways to their classrooms. Once the students arrive in their classrooms, they may purchase or eat breakfast.

The hallways are lined with student art work that changes to reflect the current unit of study in the curriculum. When walking to the classroom from the gymnasium a student would pass several teachers assigned to various duties throughout the building. Each teacher is assigned an area in the hallway to maintain order and make sure students are moving towards their assigned classrooms. As a student walks down the hallway, sounds of each classroom are different as students and teachers are busily preparing for the day placing coats and backpacks away, and trying to get started on morning assignments. Students in the upper grades have lockers in the hallway, which serve as an area to store coats, backpacks, and items for lunch. Breakfast is being served, so random smells of food linger into the hall, as well as the trash receptacles that line the hallways to accept the leftover rubbish. The walk is merely a minute or so, and then the student enters the classroom.

Every classroom in the school has copious amounts of posters, and learning aids hanging on the walls. These posters or displays reflect current learning objectives. Most classrooms have desks that are arranged in groups of four to five students. Other classrooms have simply tables, where four to five students sit. Each classroom differs as far as extra pieces of furniture, as some have bean bag chairs, others have clipboard easels, computer stations, and others stability balls. Each classroom is unique based on the grade level and preference of the teacher. The school day begins with a Homeroom period that is a designated time period in the school day where tasks such as attendance,

lunch ordering, and daily announcements occur before the daily assignments and lessons begin.

### **Participant Selection**

All participants in the study, students and teachers, attend or are employed at the Shady Lane Elementary School and meet the criteria required for participation. The researcher used three students from three different classroom classes who met the following criteria: (a) diagnosed by a medical professional with ADHD; (b) participated in the before-school physical activity program; and (c) have parent/guardian consent to participate in the study. As a district teacher, the current diagnosis of students with ADHD is communicated to me by the child study team at the beginning of the school year. Parents consent to their child's diagnosis being revealed to faculty and administration in the district. The teachers who interviewed met the following criteria (a) teach a student who is diagnosed with ADHD who attends the before-school physical activity program, (b) are employed at the Shady Lane School School in New Jersey, and (c) agrees to participate in the study.

Of the individual students who meet the criteria they were organized into strata based upon their current grade in school. A random stratified sample was used to determine three students, one from each strata. Breaking the students up into different strata will increase the likelihood that the entire population will be represented. From each stratum one student was selected randomly. This random selection allows for an equal chance for any student to be selected, and removes bias. To participate in the study each teacher was asked to sign a consent form to participate in the study (see Appendix A). Students who were selected to be in the study have a minor consent form completed

by a parent or guardian (see Appendix A). The researcher contacted the parents or guardians of the minor, explained the research purpose and goals, explained the interview and observation data collection methods, and explained that student's names will not be used in the research document. Once all of the questions posed by the students' parents or guardians have been answered, they were asked to sign a consent form for their child to participate in the study. All participants, students and teachers, were given a pseudonym and their identity is kept confidential. Interview transcripts are kept in passcode protected computer and a locked drawer in the researcher's office.

### **Participants**

Student A is an imaginative and playful eight year old second grade boy in Teacher A's class. He is very creative and often places himself in different fantasy situations. During his first year at the elementary school a local pediatric group gave him the diagnosis of ADHD. The pediatric group stated that Student A exhibited problems with hyperactivity, below the average attention span, and tended to be easily frustrated and impulsive. Due to these behaviors Student A does receive medication for these symptoms.

Student B is an imaginative nine year old third grade boy in Teacher B's class. He enjoys riding his bike, reading books, and playing Minecraft. While attending the elementary school, Student B received a diagnosis of ADHD. Student B was reported to exhibit actions of hyperactivity, distractibility, impulsivity, within the classroom environment. In response to these actions Student B received medication. As part of his accommodations plan, it was recommended to allow Student B to doodle, and legitimate movements.

Student C is an energetic eight year old second grade boy in Teacher C's class. He loves sports, and is very active in the community athletic sports teams. Before entering elementary school, Student C received the diagnosis of ADHD through a neurological evaluation. As a result of this evaluation it was stated that Student C has difficulty sustaining attention in the classroom, with impulsivity, dealing with frustration, and following directions. As a result of the evaluation, accommodations called for him to be allowed to be standing without blocking others or to be standing instead of sitting.

Teacher A has been teaching for eight years and currently teaches second grade. During her teaching career, she has learned to pick her battles with certain students, and to not correct every incorrect action made by each student. She overlooks certain behaviors by Student A, to avoid larger meltdowns. At the conclusion of her homeroom she engages in an activity entitled "morning share time", which is an activity period dedicated to teaching students to share experiences, and build a cohesive classroom environment. This time period allows them to socialize actively in a dedicated time, to avoid it from occurring later on in the day. During her teaching career, she is not happy that schools have started to be run more like businesses and that seven and eight year old students are treated like adults. By treating them like adults, they are not allowed to be creative which Teacher A states, cause more behavior problems during the school day.

Teacher B is a first year third grade teacher. She believes that instructional time is valuable and cannot be wasted with social interaction. This philosophy calls for her to interact with students at the end of the school day, during transitional time periods, and occasionally during homeroom. She stresses order and routine and writes a visual schedule for the students on the white board located in the front of the room. Each day



after school, she writes the following day's schedule, as she wants her students to know what is going to occur, and Teacher B believes that changes in the schedule will disrupt the student's routine. The desks in her classroom are in two rows, shaped like a letter C, so that all of the students' desks face the front of the room. As a first year teacher, she believes that her experience as a substitute teacher and her undergraduate education degree has influenced her philosophy and practice. Overall, she values respect, trust, and honesty from each of her students

Teacher C is a veteran teacher of fourteen years and currently teaches second grade. Over her teaching career, she has developed an education philosophy that supports the importance of classroom socialization. She believes that talking with others is a part of human nature and what her students need to do.. During the observations the researcher found that her class was the most talkative and interactive. Teacher C stated that she believed this was the most talkative class she has ever had. In the past years she had employed a sharing activity time, she called morning meetings, to control the random discussion amongst her students, but was told by administration to discontinue that practice. She feels that homeroom is a rushed time, as she attempts to accomplish a long list of required tasks. Overall, she longs for the return of a morning meeting time slot, as well as a calming down, time period following recess, so that her students could have better focus, and more positive interactions.

### **Data Collection**

A carefully constructed case study benefits from multiple forms of data being collected (Yin, 2013). The data for this study was collected through semi-structured, open-ended interviews with students and teachers, student observations, and the

researcher's written field notes. The interview protocol was created using case study research questions, (1) after participating in the physical activity session what behaviors do students with ADHD exhibit in their classroom and how do these behaviors adhere to the teacher's appropriate behavior expectations, (2) what is the expected routine for the beginning of the school day and what criteria did the teacher use to establish this routine, and (3) how do students perceive their behavior in the classroom after participating in the physical activity session, to develop probing questions to obtain useful data (Creswell, 2014). Observations were selected to create a clearer picture of the student's adherence to the classroom teacher's procedures and behavior expectations to address research question one. The teacher interviews provide data to address research question two and student interviews gather student perceptions about their behavior to address research question three. These data sources are primary data sources. Primary data sources are beneficial to research because they are current, directly represent the perspectives of participants, and provide an authentic source to write a detailed description of the observations and interview transcriptions (Craig, 2009). Each of these data collection methods were piloted prior to being used in the study.

During the pilot of the observational tool, the researcher learned where the most advantageous locations were to observe a student. Two issues that arose in the pilot observation were students asking the researcher why he was in their classroom and waiting for a student outside of the restroom when he left the classroom during the observation period. These items led the researcher to develop a more defined observational protocol. During the pilot testing of the interview tools, the researcher was

able to define his questions and the feasibility of his interview protocols. It aided the researcher in being able to craft the questions to be more student-friendly.

Interviews were chosen as a data collection method for several reasons. Interviews in a case study can be viewed as a guided conversation as they are fluid and not rigid (Yin, 2013). The researcher began the interview with a small number of developed questions and then from these questions a follow up conversation was conducted to clarify and elaborate on the answers. The ability to converse with participants in an activity allows for them to freely talk about events without feeling the need to answer poignant questions. Researchers interview people to find out from them those things we cannot directly observe (Patton, 2002). Interviews are important as they are another perspective of the phenomenon. A researcher cannot observe feelings, thoughts, and intentions (Merriam, 1998). These feeling and perceptions allow for valuable insight into the phenomenon from the participants' perspective.

**Teachers semi structured interview process.** The first step in the interviewing process is an interviewer identifies himself and the reasons for conducting the interviews and research. Because I also work in the school and I am familiar with the teachers I also revealed that I am conducting research as part of the dissertation process in completing my Doctorate degree in Educational Leadership at Rowan University. These steps to identify myself and my intentions are important for the researcher to build a trust and rapport with the interviewee (Rubin & Rubin, 2012). Building this rapport encourages open, honest, and detail responses (Rubin & Rubin, 2012).

The classroom teachers, of the student participants, were interviewed using a semi-structured interview. Semi-structured interviews allow the researcher to prepare a

limited number of questions, to ask numerous follow up questions, and to focus more narrowly on the research questions (Rubin & Rubin, 2012). Through the teacher interview process the researcher has chosen a semi-structured approach to asking the questions to allow the participants to create meaning. The researcher wants to listen to the participants and have their thoughts or opinions come forth. Each interview should be more of a conversation than a formal interview (Rossman & Rallis, 2012). The classroom teacher was provided a list of questions before the interview. The questions (see Appendix B) were recorded using an audio recorder. The researcher was prepared to ask numerous follow up questions to encourage the interviewee to answer at length and in vivid detail (Rubin & Rubin, 2012). The interview questions were, What identified behaviors occur in the first 20 minutes of the school day after the thirty minutes before-school physical activity?. What is the expected routine for the beginning of the school day and what criteria did the teacher use to establish this routine? In what ways do students adjust their behavior following the before-school physical activity program? Probing questions were added, to ask for more detail so the interviewee can elaborate on his or her responses (Merriam, 1998). Using probing questions is a great advantage when the researcher is the primary data collector, as they have a complete grasp of the topic and ability to gather further detail (Merriam, 1998).

The researcher conducted the interview in the classroom teacher's room, during the teacher's lunch period. By conducting the interview in the setting where the student observation occurred earlier in the morning, allowed the classroom teacher to give a rich narrative in response to the interview questions or to share materials during the interview (Rossman & Rallis, 2012). By having the conversations in the location where the events

took place the researcher was able to create an interaction where the participant can point to various objects in the room or reference locations that are meaningful in the conversation. These locations have meaning to the participant and the researcher wants that meaning to be portrayed and defined by that individual. Once the interviews were completed, they were transcribed, by the researcher by listening to the recording, and writing the questions and comments in a Microsoft Word Document.

The interviews were transcribed within a day following the interviews. This process was checked for accuracy by reviewing the audio tape of the interview. Once the transcription was complete the interviewee will review the transcription to check for accuracy. By member checking the transcripts with the interviewee, it allows for them to check for accuracy and palatability and increased understanding (Stake, 1995).

**Student semi structured interview process.** A semi-structured interview was used with the selected students because it offered the researcher the flexibility to ask questions and gatherer unexpected information offered by the students (Weller, Hobbs, & Goodman, 2014). Interviews were short in length and developmentally appropriate for the student's cognitive level due a short attention span and their difficulty answering long complicated questions (Rubin & Rubin, 2012). The interviews included simple open ended questions (See Appendix C), read by the researcher to the students. Questions were repeated when needed.

The student interviews focused on research question number three; How do students perceive their behavior in the classroom after participating in the physical activity session?. Four process questions (see Appendix C) were asked to address the research question. Each student was interviewed four times during his or her lunch period

in the room where the physical activity session occurred. These four interviews occurred during the second, fourth, sixth, and eight weeks of the study. These weeks were chosen to give the student a week participate in each session in the before school program and to allow the researcher to continue to record field notes about the students' participation in the physical activity sessions. By holding the student interview in the location of the physical activity session, it allowed the student to relive the morning session and give more detailed responses. Students were allowed to move during the interview and support their comments using movement. Creative interviews can allow a student to answer in their own words and use movement which is appropriate for young children who use multiple means to express their ideas (Weller et al., 2014). The interview questions and movement allowed for a deeper understanding into the student's perceptions following the morning physical activity program. Each question was designed to allow the student to elaborate and give open responses.

When conducting research with children it is important to take time to build the student's confidence at the beginning of the interview to develop a level of trust with the student (Rubin & Rubin, 2012). Harvey, Wilkinson, Pressé, Jooper, & Grizenko (2014) suggest that sometimes it is necessary for a qualitative researcher to apply innovative designs when interviewing children about physical activity experiences. The dialogue should be open and students should feel comfortable about sharing their experiences (Harvey et al., 2014). By having the student interview take place in the location of the before-school physical activity session, it provided a familiar environment and the student had the opportunity to show where an event took place, or to reference an occurrence that was part of the program. Each student was able to invite a friend to

accompany them to the interview. By having a second student in the room it kept in accordance with school policy to avoid being in a room alone with a child. All student interviews were recorded and transcribed and checked for accuracy by the researcher. The researcher will review the transcript compared to audio tape a total of three times to check for accuracy.

**Observations.** Observations are crucial for researchers as it can lead them to research questions not anticipated or to topics worth exploring (Rossman & Rallis, 2012). The observations allow the researcher to see participants' emotions, interests, authenticity and fatigue during the phenomenon (Rossman & Rallis, 2012). Observations help the researcher increase their understanding of the case (Stake, 1995). Data collected during the observations helped to influence the questions asked during the student and teacher interviews. The observations also gave the researcher an insight into the behaviors of the students immediately following the before-school physical activity program.

Any effective teacher establishes a classroom environment that has a set procedures and general behavior standards (Jones & Jones, 2010). Each classroom teacher in the study had a different morning routine, behavior expectations, or behavioral interventions employed. As the research was conducted, eight months into the school year, these procedures could have changed from the onset of the school year. For a classroom teacher it is imperative that interventions are in place for severe cases of students diagnosed with ADHD, so instruction can be effective in the classroom (Rosenberg, Westling, & McKleskey, 2008). Some of the interventions that are recommended to classroom teachers are to use brief direct commands, positive attention to appropriate behaviors, the use of token reinforcements, and a response cost system

(Rosenberg, Westling, & McKleskey, 2008). During the observation and interview data collection, procedures were examined to see if the selected students have difficulties following the teacher's set procedures. Behaviors identified by student observation form were compared with teacher expectations for procedures and acceptable behaviors.

Behaviors identified during the pilot testing of the observation protocol were selected to be assessed using a systematic direct observation. A systematic direct approach to observation was selected as it allows the researcher to enter with a pre-determined set of behaviors that the researcher will look for during the observational time frame (Hintze, Volpe, & Shapiro, 2005). John Salvia and James E. Ysseldyke (2001) state systematic direct observations have five goals or characteristics; (a) to measure specific behaviors, (b) the behaviors being observed have been operationally defined a priori in a precise manner, (c) observations are conducted through under standardized procedures and are highly objective in nature, (d) the times and places for observation are carefully selected and specified, and (e) scoring and summarizing of data are standardized and do not vary from one observer to another. The researcher took these characteristics in mind when designing the systematic direct observation tool.

In designing this proposed research study, the researcher piloted observational protocols and methods to determine what tools would give the most valid data. During these pilot observations, pilot interviews, and discussions with faculty at the research site, the researcher determined nine behaviors that would be of value to observe.. The behaviors include five off task behaviors (a) wandering/out of seat, (b) inappropriate peer interaction, (c) inappropriate noise/outburst, (d) fidgeting, and (e) inattention. Wandering in and out of seat behavior would include the student moving around the room or hallway



neglecting the assigned task. Inappropriate peer interaction is defined as conversing with another student when the assigned task does not require students to work together or physically touching another student. Inappropriate noise or outburst means the student would make an audible sound that disrupts an assigned task. Fidgeting behaviors would be marked when the student is excessively moving while remaining in their seat and the behaviors becomes disruptive. Inattention behaviors are defined as not being able to carefully complete a task, pay attention, think about, listen to, or watch someone or something.

Three on task behaviors were represented; (a) doing assigned work, (b) appropriate peer/teacher interaction, and (c) appropriate transition. Doing assigned work would be marked with the student following appropriate procedures with the assigned task or work. Appropriate peer and teacher interaction is defined as the student working with another student when the assigned task requires peer interaction or the student interacting with the teacher appropriately. Appropriate transition would be marked when the assigned task requires movement from the student, and the student correctly moves with purpose to complete the assigned task following the procedures of the classroom or setting. A ninth category was listed as miscellaneous. This last category was added after discussions with teachers during the pilot interviews on the occurrence of miscellaneous events happening in an elementary school classroom that would be unforeseeable from an observational standpoint.

Specifically the researcher chose to use a time sampling: interval recording systematic direct observation. A time sampling: interval recording is a valid observation instrument when the researcher deals with issues of availability, such as lack of time and

observers (Hintze, Volpe, & Shapiro, 2005). With the researcher being the sole observer, and also a full time employee at the school, timing and lack of other observers lead to this selection. Time sampling: interval recording observations feature breaking up the observation timeframe into multiple intervals and then indicating whether the behavior was occurring during that time interval (Hintze, Volpe, & Shapiro, 2005). In particular the researcher decided to use a partial-interval recording to mark if the behaviors occurred at any time during the interval. This allows the researcher to record if multiple behaviors occur during that time frame. In observing students who are diagnosed with ADHD having the behaviors of behaviors of inattentiveness, hyperactivity and impulsivity being sustained for an entire interval was not as important as the actual presence of the behavior. This led the researcher to choose partial-interval time sampling observations.

The time frame for the observation checklist used in this study, began once the student left the gymnasium and for the following 20 minutes. Every 30 seconds during that 20 minute timeframe was an interval, which the researcher looked for one of the defined behaviors. During each interval the researcher placed a mark next to the behavior, with the possibility that multiple behaviors could occur during that time frame. The observational tool used can be found in Appendix D. These marks helped the researcher have a clearer description at the conclusion of the observation. In addition to the checklist, during the duration of the entire 20 minute observation, the researcher recorded behaviors and interactions as field notes. These observations were helpful in determining any behavior difficulties compared to the norm of the class (Overton, 2009).

Using the behaviors identified with the observational form, the researcher had a guiding document as to what behaviors to look for during the observation.

The student participants were observed once a week for the 20 minutes immediately following the before-school physical activity program. These 20 minutes began when the student participants left the gymnasium, move through the halls to their classroom, entered their classroom. In total each student participant was observed eight times for 20 minutes each time, following the before-school physical activity sessions. Observations were recorded using rich and descriptive detail using field notes and the systematic direct observation behavior checklist.

During the pilot of the observational method, the researcher entered the classroom and sat in a chair in the back of the room. This chair was the predetermined a spot agreed upon by the researcher and the classroom teacher. This spot was positioned to allow for clear visibility of the student being observed, but also not in the way of the classroom activity. To allow for an accurate representation of student's adherence to the activity, the researcher sat in the back of the classroom in the weeks leading up to the observations. By sitting in the back of the room before the start of observations, it allowed for a familiar presence of the researcher with the students. Any questions about why the researcher was the back of the room were addressed before the start of observations, to allow the researcher to focus solely on the future observations. Student questions as to the researcher's presence was answered that the researcher was interested in learning about the classroom and what the students do during that homeroom time.

**Field notes.** In addition to observing these behaviors, the researcher also recorded field notes about the classroom protocols, rules, activities, and the environment. Field

notes are unscripted partly mental notes that help the researcher remember the time, place and purpose of the observation (Merriam, 1998). They are taken by the researcher to remember commentary, feelings, reactions, hunches, initial interpretations and hypothesis (Merriam, 1998). As part of the field notes the researcher gave an overview of the students in the classroom, the layout of the classroom, and the activities underway (Appendix E). Each of the observation methods was practiced and piloted in the weeks leading up to the data collection period. As the data collection methods were piloted, the researcher made changes in the methods to allow for better data collection. Field notes were taken during the before-school physical activity program until the conclusion of the student observation, 20 minutes after the student leaves the gymnasium.

### **Data Analysis**

Qualitative researchers do not create data; they create theory out of data (Strauss & Corbin, 1998). When conducting data analysis, it is important to remember, “analysis is not a structured, static, rigid process. Rather, it is a free flowing and creative one in which analysis moves quickly back and forth between types of coding, using analysis techniques and procedures freely” (Strauss & Corbin, 1998, p 58). Robert E. Stake (1995) states that there is no particular moment when the analysis of the data should begin. With these thoughts the researcher chose to analyze and look at the data as it was collected. By collecting data and analyzing simultaneously, it can lead to further questions that can be asked of participants (Litchman, 2006). These questions could be asked during the next interview session or as a follow up meeting after the interview has finished.

From the information and themes created from observations and interviews the researcher will begin to interpret it. Denzin and Lincoln (2003) state that there is no

single interruptive truth when evaluating qualitative research. The process is endlessly creative and interpretative (Denzin & Lincoln, 2003). When looking at qualitative data, a researcher cannot define a specific timetable for analysis; it should be seen as an everlasting effort to make sense of things (Stake, 1995). When analyzing collected data, the process is ever-changing and constant. Creswell (2014) lists six steps in a linear hierarchical approach to analysis raw data. As the qualitative data analysis is ever-changing, Creswell's steps were used as an outline to help guide this researcher.

Step 1. Organize and prepare the data for analysis (pg 197). During this step the researcher transcribed the interviews and data collected from observations. The researcher felt that by transcribing the data himself it would give him a strong connection with the perspectives of the interviewees.

Step 2. Read or look at the data (pg 197). In this step the researcher reads through the transcriptions, student observation checklist, and field notes from observations, and starts to gain an understanding of the voices and participants in the study. In this part of a case study, the researcher wants to know the feelings and perceptions of the participants involved. The researcher feels that qualitative data is almost alive by carefully reading through the transcripts, the researcher can start to grasp perceptions and mindsets of the participants.

Step 3. Start Coding the Data (pg 197). Using the interview transcripts, and observations, the data will be coded to produce reoccurring themes. Initial coding will be used as the first cycle coding method to identify emerging patterns (Saldana, 2013). This strategy requires the researcher to stay open to all possible directions indicated by the data (Charmaz, 2006). As the researcher, this strategy aligns with the study's purpose. A

researcher must stay open to all possible emerging themes uncovered in data collection. The reason to code data is to arrange it in a systematic way (Saldana, 2013). Also, Saldana (2013) recommended enlisting initial coding when using a wide variety of data forms. During this coding step the researcher will look for phrases and common themes that reoccur as the data is reviewed.

Step 4. Using the coding process to generate a description of the setting or people as well as categories or themes analyzed (pg 199). The researcher will select axial coding as a second cycle coding method because it is an extension of the analytic work from initial coding (Saldana, 2013). After initial coding was completed in the first cycle coding, axial coding's goal is to search for dominant themes emerging from data collection. Here the researcher plans to rearrange the themes into broader categories and bring codes together.

Step 5. Advance how the description and themes will be represented in the qualitative narrative (pg 200). The researcher will use a narrative passage to convey the findings of the themes. This passage will include quotations from the participants that highlight how the themes have emerged from the data. Carefully the researcher will take themes from the data and start to align quotations and meaning from the participants to support a qualitative narrative.

Step 6. Make an interpretation in qualitative research (pg 200). In this final step the researcher will bring his personal interpretation to the understanding of the case study phenomenon (Creswell, 2014). As the researcher, this is the step where I generate knowledge and meaning from reflection and coding of the data.

Creswell's six steps to data analysis were used to convey accuracy and credibility of findings (Creswell, 2014). The researcher notes there are some possible issues of the interviews' validity. These could include the participant not giving honest answers, or perhaps feeding the interviewer answers that the interviewer wants to hear. Coding data also is left to the designation and the researcher's coding skill. Researchers who engage in coding must be organized to handle multiple codes generated from the data (Saldana, 2013). Through the analysis process the researcher must exercise perseverance, be flexible and creative, and be able to deal with ambiguity (Saldana, 2013). These skills will allow the researcher to continue to examine and look at the data for new themes or coding discoveries during the process of uncovering multiple meanings that emerge from the data. Finally a researcher must be rigorously ethical and not ignore data, or passages that do not concede with anticipated themes (Saldana, 2013). This process is critical to a qualitative researcher, not only to bring validity to results and data, but to accurately generate themes. Qualitative research takes different connotations when it comes to validity, when compared to quantitative researcher (Creswell, 2014). Validity of qualitative research means the researcher checks for validity of data by employing certain established procedures (Gibbs, 2007). The Creswell six step data analysis method was selected because of the thoroughness of reflection, coding, interpretation and using participant quoted to support themes that the researcher developed.

**Validity of data.** Interviews and data collection must ensure the validity and rigor. The researcher must remember to remain open, and give voice to the interviewees in the finding (Struass & Corbin, 1998). It is important when conducting interviews for the researcher to hear what is said and represent it accurately as possible (Struass &

Corbin, 1998). Once the interviews are transcribed, coded, and themes are produced, it is important for the researcher to show the results to the interviewee, to ensure accuracy. This process of member checking is important for accuracy of transcription (Stake, 1995). Creswell's six steps of data analysis will be followed for each piece of data, and through this consistent process, the validity of qualitative data is better established.

To ensure validity, the data collected must be triangulated by taking multiple sources of data, at multiple points, in a variety of methods by the researcher to determine the findings (Rossman & Rallis, 2012). Multiple data sources for this study include student observations, teacher interviews, student interviews and the researcher's field notes. Each student subject was observed eight times and interviewed four times. Each teacher was interviewed three times over the eight weeks of the study. This prolonged time in the field is another way a researcher can gain an in-depth understanding of the events occurring during the phenomenon (Creswell, 2014). The more experience a researcher has with the participants at the site the more accurate the findings will be (Creswell, 2014).

Through member checking, collecting multiple data sources and collection, and spending a long amount of time in the field the researcher believes provides validity to the data. It is important during the data collection and analytic stages to constantly remember the principles of staying open and listening to the participants. These principles, as well as the triangulation methods described, will establish more credibility with the data.



**Data trustworthiness.** During the data collection phase teacher interview transcriptions were member checked by the teacher before coded. To ensure data trustworthiness with the student interviews, it is important for the researcher to be as trustworthy and respectful as possible with the student. Students find ease and more comfort when the interview is socially and emotionally supportive (Saywitz, Larson, Hobbs, & Wells, 2015). A supportive researcher allows for the students to give answers that are more trustworthy. The physical location of the interview also plays a role in the validity of the data given because the students are comfortable and familiar with the interview location.

Interviews that occur in familiar settings and are free from distractions yield more valid data when it comes to child interviews (Saywitz et al., 2015). The researcher used a familiar location free of distractions for the student interviews. Conducting student interviews in the room where the before-school physical activity program occurred was familiar to the student. The room was clear of distractions, yet still had an open door to keep with school policy to never place the researcher alone with children behind closed doors. All of these steps were taken during the data collection process to provide data that can be trusted.

At the conclusion of the data analysis and coding process the researcher made sure that themes and data are represented accurately. The most powerful strategy to confirm the study's findings is to share the results with those involved in the study (Hancock & Algozzie, 2006). After analysis the researcher shared the themes generated by the teacher participants to gather a response if the findings were plausible. Students' parents had the option to review the themes and data if they wanted. This strategy also

fulfills the researcher's responsibility to debrief participants after the study (Hancock & Algozzie, 2006). By doing this final fact check with the teacher participants the researcher can confidently write the findings knowing that they have represented the perceptions of the stakeholders accurately.

**Ethical considerations.** To ensure confidentiality of the student and teacher participants, each was assigned a pseudonym to protect identity. All of the transcripts and notes are held in a locked filing cabinet or on a password protected computer. The researcher must be able to protect the privacy of the participants and hold in confidence what they say, to ensure confidentiality for the study (Rossman & Rallis, 2012). Before a student participant was observed or interviewed, they had a consent form signed by their parent or legal guardian about being observed and interviewed. Gaining the informed consent of participants is an important step to ethical conduct of the research (Rossman & Rallis, 2012). All data collection methods were approved through the Rowan University's Institutional Review Board and shared with the School District's Board of Education. As part of compliance with Rowan University's research guidelines, the researcher completed a Social, Behavior, and Education Research course through the Collaborative Institutional Training Initiative at the University of Miami.

Throughout the interview process and dealing with the data collection process the researcher was honest, fair and clearly represented the data and participants accurately. A researcher needs to be able to build a trust between the interviewee and themselves (Rubin & Rubin, 2012). All participants were treated fairly, and the researcher did not impose any type of forced participation to be interviewed in the study. When conducting interviews, the researcher should also hold the ideal to do no harm (Rubin & Rubin,

2012). This means making sure the interviewee is not being exploited and not publishing material that could have a participant lose their job or any benefit related to it (Rubin & Rubin, 2012). When dealing with child interviews, it is imperative that the parents understand the interview process, and the different components such as the location, the questions and the circumstances of the interview. Any parent could withdraw their child at any time, as any teacher who is being interviewed may withdraw as well.

### **Conclusions**

Students who are diagnosed with ADHD face a variety of challenges, which include learning in school and maintaining positive peer relationships. Teachers, parents, school administrators and the students are all stakeholders in helping a student with ADHD experience success in both academic and social environments.

The primary research question foundational to this study is, after participating in the physical activity session what behaviors do students with ADHD exhibit in their classrooms and how do these behaviors adhere to the teacher's appropriate behavior expectations? This question focuses the study to provide information about the connection between physical activity and a student's ability to follow behavior expectations in his or her classroom environment. I am interested in finding out what behaviors these students exhibit and how these behaviors align with teachers' behavior expectations after a physical activity session. In the literature reviewed, there appears to be many benefits physical activity can have on the cognitive and executive functioning skills of students diagnosed with ADHD. For a student diagnosed with ADHD, implementing movement into the day may allow that student to have greater focus and attention when returning to their classrooms.

Physical activity as a behavior intervention for students diagnosed with ADHD is a growing area of research. Students who demonstrate difficulty with executive functioning skills is the leading theory describing the cause of ADHD is supported by some ADHD research experts. My goal in this research was to explore the connection between physical activity and reduction of behaviors associated with ADHD for elementary level students.

## Chapter 4

### Analysis of Data

#### Introduction

The analysis of the research data can be a daunting task when it comes to a qualitative case study. With large amounts of interview and observational data from different participants, the researcher was challenged to develop a system of organizing the data reading and reading the data several times and then identify themes that emerged from the data analysis process. Qualitative researchers do not create data, they collect it from multiple sources and then generate theory from the data analysis (Strauss & Corbin, 1998). In this research study the data collection process of interviewing and observing students was enjoyable, yet I found it full of unpredictability. As the researcher, I was challenged in ways I did not anticipate in the planning stage of the research plan. While some reactions could be predicted, based on my experience as an educator, the students' playful and energetic nature provided new insights into interview techniques and observation recording that stemmed from my lived experience as a participant and observer. Once all of the data was collected, I organized it by writing ideas on post-its and attached them to the wall so I could view ideas, make sense of what I read, and then develop workable themes.

I transcribed each interview immediately after the interview and wrote descriptions of the observations on the same day. This process gave me a strong connection to the collected data and the writing allowed me to review and think about what I heard in the interviews and observed in the hallways and classroom. As data was collected and transcribed I started an initial coding process of concepts that were repeated

in my writing. This initial coding process revealed patterns that connected different aspects of the data in the interviews and observations. One strategy I used was to keep a research journal recording my thoughts and ideas after each session of data collection. The researcher chose to do this using his own computer and research journal, to bring a further connection with the data. While tedious and painstakingly long at times, the time spent reading, writing and connecting with the data brought a level of intimacy with the research process that I found to be an exciting learning process. Once the initial transcribing and coding of data was complete, I began my second coding cycle using axial coding. As a result, I turned my home office into a bright array of colored post-its, with each color representing a different participant. This brought the data and themes to life for me the researcher. It created a thematic picture that was so clear. This visual image of a wall of post-it concepts guided me through the analysis process.

This picture that was created allowed me to see a multitude of large and small concepts. I was able to move data pieces together and apart several times to reveal connections among the data pieces and places where the same concepts would appear several times. It was this process that brought the participant's actions and voices to life, and allowed me to connect with each student and teacher's perspective. I became aware of the successes and struggles that they face each and every day attending school. The process was both fascinating and addicting at times. I enjoyed looking at the data, seeing new concepts on each review and in the end, I felt comfortable with the themes that emerged from the analysis.

This analysis revealed three major themes that became evident as I organized the data, read and read again my journal notes and post-it notes, and rearranged the concepts

to discover connections among all the collected data (see Figure 4.1). Major theme descriptions begin with a brief summary and include the related sub themes. Each sub theme emerged from the data coding and deep reading of the interviews and observations. Each major theme is representative of the interviews and observations conducted with multiple participants that included the three students and their classroom teachers. As each sub theme is presented, it is concluded by how it connects to the major theme and the literature that spurred this research's necessity. One sub theme connects to each of the major themes, and serves as an important reminder to qualitative case study researchers. While the themes and findings of this research are important and provide a fascinating look into the particular case study examined, there is still no all-compassing rule or precedent that should be taken from any case study.

<p>Major Theme One: Classroom Environments influence a student's success</p> <p>A. Different established routines benefit certain students more than others.</p> <p>B. The classroom teacher's educational philosophy influences a student's success in adherence to morning routines.</p> <p>C. Students manipulate their environment to meet their own needs for movement and creativity.</p> <p>D. Visual aids are beneficial for a student to stay focused.</p> <p>E. Students know what work is important and what work is not important.</p> <p>F. There is no all-encompassing behavior expectation that is the same for all students diagnosed with ADHD.</p>	<p>Major Theme Two: Students believe the before-school physical activity session helps them focus during the day</p> <p>A. The Wake Up Shady Lane program provides students with an opportunity to move and create their own activities that they enjoyed doing.</p> <p>B. Students were able to better follow morning classroom routines and procedures after participating in the Wake Up Shady Lane program.</p> <p>C. The Wake Up Shady Lane program allowed students to arrive at school and homeroom on time.</p> <p>D. There is no all-encompassing behavior expectation that is the same for all students diagnosed with ADHD.</p>	<p>Major Theme Three: Students Can Be Egotistical about What They Believe is Appropriate Behavior</p> <p>A. Students are very confident in themselves.</p> <p>B. Students have a distorted concept of their speed and time.</p> <p>C. Students look for an advantage over students and their teachers.</p> <p>D. Students desire to do what they want, outweighs their concern about consequences.</p> <p>E. The students view their behavior from a personal lens, how does it affect me?</p> <p>F. There is no all-encompassing rule when it comes to behaviors of students diagnosed with ADHD.</p>
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Figure 4.1. Chart of major themes and accompanying sub themes



## **Major Theme One: Classroom Environments Influence a Student's Success**

This theme focuses on the student's classroom environment and how this environment influences the behavior choices of the students with Attention Deficit Hyperactive Disorder (ADHD) who were participants in the research. These environments are ever changing, and require different sets of expectations, routines, and interactions. A classroom teacher is a dominating influence in an elementary school classroom. For a group of students that rarely leave their classroom, the environment, rules, and actions set by the classroom teacher have a major impact on the students and their success. This environment is based on the classroom teacher's philosophy, the classroom's physical set up, and the other students that comprise the class. This major theme encompasses related six sub themes labeled A to F.

Sub Theme A: Different Established Routines Benefit Certain Students More Than Others.

Sub Theme B: The Classroom Teacher's Educational Philosophy Influences a Student's Success in Adherence to Morning Routines.

Sub Theme C: Students Manipulate Their Environment to Meet Their own Needs for Movement and Creativity.

Sub Theme D: Visual Aids are Beneficial for a Student to Stay Focused.

Sub Theme E: Students Know What Work is Important and What Work is not Important.

Sub Theme F: There is no All-Encompassing Behavior Expectation That is the Same for all Students Diagnosed With ADHD.

The sixth sub theme F is included in all three major themes because of the individuality of each student in his responses, behaviors and perspectives and as a result a general statement about all students with ADHD would not be appropriate. The dynamic changes that occurred in each observation caused me to remain open to the moment and continue to bracket my assumptions

**Sub theme A: Different established routines benefit certain students more than others.** Sub Theme A represents the morning routines that are present in each of the three classrooms. Through reading a combination of the classroom teacher interviews and my observations, it was revealed that each classroom teacher had different behavior expectations, classroom routines, and a physical arrangement of tables, desks, equipment and teaching materials. The values or philosophical beliefs held by the classroom teacher influenced her classroom environment, and set the tone for learning in the classroom. This tone impacted each student differently, and in particular, the students being observed and interviewed for this study.

Teacher A had a set routine that students are supposed to complete as they first enter the classroom. Teacher A stated her routine,

The first thing that they need to do is unpack their book bags, put their homework in the homework basket, check off what they are having for lunch, and then they are supposed to put their book bags in their lockers, and they come back and they have morning work to do which is usually in their writing binder. They have a writing prompt every morning and they are supposed to work.

Students were self-supported during this routine. The routine was not written anywhere in the classroom, it was memorized by the students, according to the teacher. There was a

high level of freedom in regards to completing the assigned tasks, and students came and went from the room. Students were responsible for getting the morning work which was in a writing binder, reading the assignment, and then completing the task. When asked if Teacher A graded the writing binders she responded, “I glance at, but I don’t grade it, it really for them more to free write and express themselves”. Student A had realized that morning work was not graded and took it upon himself to change the assignment to something that was more entertaining to him. When asked if the morning work from that particular morning involved coloring, Teacher A responded, “Well no it wasn’t a coloring assignment. Student A took it upon himself to make it a coloring assignment and continued to even after I gave directions, even after you left”.

This classroom routine of letting the students complete tasks at their leisure does open the possibilities for Student A to find ways to entertain himself. Teacher A had learned to pick her battles with him and to ignore him as long as he was not distracting anyone else. When dealing with disciplining Student A, Teacher A stated, “I try to be careful with what buttons I push with him too, I usually, as long as he is sitting quietly, and not bothering anyone else”. This teacher’s perspective that Student A could create his own assignment as long as he was not disruptive to the class was clearly evident to the student and he knew he could change the routine to fit his own needs as long as he did not bother other students.

In the second classroom I observed Teacher B placed a high value on adhering to a routine, keeping order and maintaining respect for the teacher and classmates. As students entered the room they had a set routine, and they were supposed to complete as they worked quietly. Teacher B states,

They come in and they put their homework in their mailbox, and they sign up for lunch. Some children get breakfast, and then they do their morning work. If they receive breakfast they eat breakfast and then they do the morning work, and if they don't, they just sit quietly at their desk doing their morning work.

Any break in this routine, or disturbance was usually met with a quick consequence that the student had to administer themselves. Students were either awarded or lose points based on the class management application called Class Dojo. If a student exhibited a behavior that was considered out of the expected routine or he or she disturbed the class order, the student would lose a point in the behavior point system. Teacher B said that Student B would, "either end the day in a positive, negative, or zero". The immediate feedback and applied consequences if the students did not follow the routine kept students focused, and maintained an orderly start to the school day. The point system was visible for all students to see. When asked about its location, Teacher B responded, "Typically it would be on the smartboard". The reward/consequences system was located on the smartboard, in a central visible location, so students were constantly reminded of its presence and could see who gained and lost points. Student B seemed to adhere to the routine with ease. When he entered the classroom he quickly started the routine, and accomplished the assigned tasks. Rarely was he observed being off task.

The third classroom that was observed was Teacher C's classroom. Teacher C's routine in the morning was similar to the other two teachers in the study. Teacher C described her routine as,

I have them unpack everything out of their school bag, so that we are not transitioning in and out of the classroom to get things that they forget, then they

have a morning work assignment. Then they have to order their lunch and then after the announcements, I call each group to my desk for me to check their homework.

During my second observation in Teacher C's class I wrote in my journal notes that the entire class was very talkative and appeared to be very unorganized and the social aspect of interaction was more important than following the routine. Student C was very aware of the free and social nature of the classroom routine that was required during the beginning of the school day. He seemed to realize that there was so much going on during that time period that he could change the routine to better fit his own ideas about what he should be doing to fit his needs. Because Student C created his own activity he was reprimanded by the teacher or classroom aide for wondering around the room, not completing the morning assignments quickly enough, or talking with friends too loudly. He did not respond to the feedback and continued to follow his own routine even when told to stop by the teacher.

In each of the three classrooms the established routine called on the student to get ready for the school day. Some routines as experienced in Teacher C's class allowed more freedom, while in Teacher A's class students had multiple opportunities to repeat a part of the routine if it was missed or not completed on time. Yet in Teacher B's class the break in the routine expectations was immediately noted with a consequence for the entire class to view.

**Sub theme A: Analysis.** Three different routine structures in the beginning of the school day affected each of the students differently. A very structured classroom with clearly visible consequences in Teacher B's classroom seemed to help Student B and the

other students adhere to the expected routine. The classroom seemed very organized and students moved through their classroom routine with few distractions. Teacher A's classroom had a routine that students seemed aware of what was expected; however, they also knew that there was not really any consequence for breaking the routine. Student A and other students in his class knew this, and changed the routine and its assignments to be more to their liking. Teacher A did not seem to mind, as long as it kept them entertained and they were able to express themselves.

Teacher C's classroom was very social, and students had a great deal of interaction among themselves. Because it was so social, it was difficult during my observations to tell where students were in the classroom routine sequence. Student C seemed highly aware that it was a social environment, and took every opportunity to engage in peer interaction. As Teacher C believed being social was an important part of being human, the line between whether Student C was following or not following the routine was sometimes difficult to determine as the observer.

It appeared that the classroom with a clear routine and stated consequences seemed to help the students diagnosed with ADHD adhere to the expected routine. Some interventions recommended for students diagnosed with ADHD are to use brief direct commands, and also a token economy to reinforce positive behaviors, and dissuade negative behaviors (Rosenberg, Westling, & McKleskey, 2008). The clear token economy presented in Teacher B's classroom, may be a reason why Student B was so focused and adhered to the expected routine. The social aspect of a homeroom, which allowed the student to make more choices about the routine and did not impose a clear

token economy, may have resulted in the student's impulsive and hyperactive behaviors and not adhering to the classroom morning routine.

**Sub theme B: The classroom teacher's educational philosophy influences a student's success in adherence to morning routines.** Each teacher had a different educational philosophy or view of how a classroom should operate to be an effective learning environment. Teacher A believed in a quiet but social approach to the morning routine. She noted that students were excited to see each other in the morning, and this excitement of the first part of the school day, tended to make students more social during their morning work. Teacher A said, "I don't expect them to work silently, but I expect them to use inside voices, because I know they are excited to see each other in the morning, until morning announcements come on". This classroom environment gave the students some time to share experiences, discuss a variety of topics and greet each other. This was an accepted expectation for this teacher's routine and the students were engaged in quiet conversation while also doing their morning work.

Teacher B's believed that social time should occur outside of the classroom at the students' lockers before they entered her classroom. In her interview about her morning routine, Teacher B stated,

In the morning I expect them to be behaving but not quiet. I understand as they come in they are going to be talking to everyone at their locker. But when they come in here [her classroom] they can whisper, but I expect them to be quiet.

In Teacher B's classroom students who were talking loudly or causing a disturbance during the beginning of the homeroom period, usually have to subtract a point from their electronic avatars on the Class Dojo behavior point system.

In the third classroom, Teacher C's, the classroom was a place of lively socialization with little expectations about the noise level. Teacher C's philosophy supported the concept that it was human nature to be social and talk to each other at the beginning of the school day. Teacher C noted, "I do feel that it is important to socialize, I don't expect them to be quiet". Teacher C had a similar routine as the other two classroom teachers regarding morning work that students were expected to accomplish; however, the difference was in the voice level the students used as they socialized. Teacher C said,

I feel socialization is also a key, but it should also be an independent work. As in, it is not a challenge to ask for assistance, but they can discuss, talk, um about their day or something that happened at night.

Her philosophy led to a classroom that is more open and talkative than the other two teacher's classrooms. Students moved freely around the room, with multiple conversations occurring among the students. Each student seemed free to get up and talk with another classmate, or move around the room to complete any part of the morning "to-do list", which was written on the class's dry-erase board in the front of the room next to the smartboard.

**Sub theme B: Analysis.** Each of the classrooms observed had a different feel to them regarding the amount of social interaction that was accepted. Teacher A allowed some socialization among students, and saw morning homeroom as a necessary time for students to discuss events from the previous evening, so that it would not occur during the rest of the school day. Teacher A's philosophy focused on the importance of having a time period called "morning share time". "Morning share time" was a time period that



students could share an event or talk about something that occurred in the world. Teacher B's class routine was strictly regimented with a clear reward/consequence system displayed and implemented for the students. Teacher C believed that socialization was a key part of education, and allowed a lot of freedom during the homeroom time period starting the school day.

The teacher's philosophy also impacted how her classroom environment was organized. The tables and desks were arranged to allow students to access teaching materials and their personal items. Teacher B's philosophy led her to have the students sit in C shaped rows and Student B sitting in close proximity to her desk. Teacher A also placed Student A's desk very close to her. The close proximity between the teachers, and the students who have been diagnosed with ADHD, allowed for more direct interaction and communication. This direct communication allowed for teachers to easily re-direct those students when needed. The close proximity strategy is aligned with recommended interventions for students diagnosed with ADHD to improve on task behaviors. These interventions include placing a student's desk near the teacher's desk, so the teacher can closely monitor the student's behavior to adhere to the class structure and routine (Robsenberg, Westling, & McLeskey, 2008). Teacher's C's philosophy that promoted social interaction among the students and as a result students chose where they wanted to sit or stand next to their desk. Her classroom was arranged with four different clusters of four to five desks in each cluster. Student C sat at the cluster of desks almost the furthest away from the teacher's desk in the back of the room. However, she used a peer teaching strategy to help the student with ADHD stay focused on the morning work while also being able to continue to socialize. For Teacher C this social interaction using a peer

partner contributed to on task behavior for Student C. This peer partner strategy has been a recommended intervention for students diagnosed with ADHD as they engage in peer tutoring as a way to assist with on task behaviors (DuPaul & Stoner, 2003).

**Sub theme C: Students manipulate their environment to meet their own needs for movement and creativity.** This sub theme emerged as I observed the students in three different environments which, included the before-school physical activity program, the hallway from the gymnasium to the classroom, and the student's classroom. Each classroom also had a unique environment constructed by the teacher's philosophy towards education, the different students in that classroom, and the overall structure and routine of the classroom. As each environment was so different, I noticed varied behaviors and actions from students in the contrasting environments.

Student B was a student who changed behaviors based on the environment that he was in. During the before-school physical activity program, he modeled behavior of a high energy student who occasionally broke the rules of the activity for a personal advantage during a game. I wrote this comment in my journal notes based on my second observation of Student B in the morning Wake Up Shady Lane program. The researcher observed and recorded:

- During the Wake Up Shady Lane program he had to be reminded twice to follow the directions of the activity (Observation 2).

The before-school physical activity program was a more open and playful environment than Student B's classroom. During the tagging and fleeing games, Student B was reminded to follow the rules of activity even though it was a playful environment. He frequently defied the rules because the consequences were only a verbal reprimand.

During the hallway transitional environment moving from the gym to his classroom, Student B was surrounded by his peers and his behavior was controlled as he wanted to gain or keep their friendships. In my interviews when I asked what Student B thought as he walked through the hallway, He responded, “I try to stay clam even though on the inside I am usually thinking crazy things, I just try to stay calm”. When I followed his comment with a question about why he made that comment Student B responded, “Because I don’t want people to think that I am too crazy, and they might not want to be near me”. Student B has learned to adapt to the hallway environment to try and impress his peers so that he gained their friendship. Students diagnosed with ADHD usually have a difficult time making friends (Reynolds & Kamphaus, 2004). Student B had developed a self-calming strategy to keep friends in an unstructured environment such as the hallway. Once he entered his classroom, he adapted to the very structured and strict routine environment of Teacher B’s class. Student B wanted to please his teacher and parents by following directions and earning positive points in the behavior point system. When I asked Teacher B what expectations Student B’s parents had for him, she responded, “They never want him to get a negative, their thought is that he should never get a negative”. This ideal behavior expectation held by his parents was also shared by his teacher. In the very structured environment where, not following the directions of a procedure can lead to a negative point, he knew he needed to stay focused, and make sure he was completing the tasks of the morning routine.

Student C also mimicked the environment in which he was engaged. When he left the morning before-school physical activity program, he walked into the hallway unless there was another student next to him that wanted to race down the hallway. This

challenge prompted a quick walk or run in the hallway which was not accepted hallway behavior in the school. However, being faster than another student or having an athletic ability that exceeds the athletic abilities of another student is perceived as a valuable bragging point for elementary school-aged boys. Thus, such students are compelled to display such abilities in order to gain the acceptance of their peers. I observed that when Student C was leaving the gym and if another boy threatened Student C's perception that he was faster, Student C would race him towards his classroom. His behavior was influenced by the challenge that he would race the other boy down the hallway. From my journal notes about observations in the transition from the gym to the classroom, I noted:

- He walks the majority of the time, but does run and races a student for 10-15 seconds at one point (Observation 1)

Once he entered his classroom, Student C began to behave like the other students who were also talkative and moving around the space. Teacher C noted,

I think my class in general is more disruptive than any other class that I have had. So the behaviors I think, that he may exhibit, I think there are others that are exhibiting the same behaviors, um, are more easily copied, or more easily expressed because there are others expressing those behaviors.

Teacher C felt that Student C's behaviors were similar to the rest of the students in her class. She felt that some of the most disruptive behaviors that Student C exhibited were learned from other students in the classroom. When asked during the second interview if Student C made up his own movements, Teacher C responded, "I think that maybe he is more copying than being original". Teacher C had a strong opinion that Student C modeled the behaviors of other boys in her class.

While attending the before-school physical activity program Student A enjoyed games where there were minimal rules and disliked the more structured activities with specific rules. When asked what his favorite activities were during the Wake Up Shady Lane program, Student A responded, “Poppers and What Time is it Mr. Fox?”. Both activities were less structured, and the student participants could create their own strategies and ways to play the game. Student A frequently did not follow the game directions, was reminded of the rules and occasionally received a consequence for breaking the rules. Consequences for not following the activity’s rules included being removed from an envious position of being the tagger, or being asked to sit out of an activity. In large group activities where 60-70 students could be playing at one time, Student A viewed these large group activities as a free play opportunity and created his own movements, his own rules and directions. I noted in one observation recorded in my journal:

- During Wake Up Shady Lane, Student A sat on a cone, purposely hit other students while doing jumping jacks. He hid his clothes pins during the tagging game, tried to cheat, bent the rules in his favor (Observation 6)

Student A viewed Wake Up Shady Lane activities as a time to play, and came up with his own rules and ideas. This mindset occurred because the activities were more playful, allowed movement and were viewed as more fun by the student, than other activities in the classroom.

When he entered the hallway environment, Student A had the same reaction as Student C. If someone wanted to challenge his athletic ability, he would gladly race them down the hallway. When he entered the classroom, Student A sat at a table with four

desks pushed together. This table of desks was a group of four boys including Student A. Student A watched the other boys and their actions during the homeroom portion of the school day. Even though Student A's seat was near the teacher, he continued to be off task and interact with the other boys at the table. When the researcher asked Student A if Teacher A cared if a student did not complete the morning work, Student A explained, "[other student] didn't do it because he doesn't want to, he doesn't need to". Student A believed that because other students did not finish their morning work, Student A did not have to either. This group of four boys found ways to entertain themselves during the beginning of the school day. I observed the following activities:

- Plays with pencils again, building things with them, and sword fighting with other students at his table, all for four minutes. Teacher tells him to stop. Starts to sword fight with pencils with other students, told to stop, starts again 20 seconds later. Was still doing it as researcher left the observation time. (Observation 3)

In each of the three different environments Student A modeled the behavior of other individuals that best fit his own interests.

**Sub theme C: Analysis.** Each of the student participants adapted their behaviors as a result of the environment that they were experiencing. These behaviors changed based on the environment structure and rules, the behavior expectations and what the other students were doing or saying as they interacted with the student diagnosed with ADHD. The student participants viewed some activities in the before-school physical activity program as a free play time period even though there were rules and a game structure. As a result, they created their own movements, and rules to the game. The hallway environment, in which the expectations were to walk to class even though it was

partially supervised by a teacher, became a time period to either show athletic dominance, or simply to provide self-entertainment. This self-entertainment could be met, by running, or playing tag games in the hallway. The shift in environments allowed the student to demonstrate behaviors that were not appropriate and in line with the classroom expectations, game rules and hallway walking rules.

Student B's adaption to different environments was made in the interest of possibly gaining and keeping friends, a valuable objective for him. This topic of keeping friends, and in particular meaningful friendships, is difficult for some students with ADHD, however they want to be accepted by others (Hoza et al., 2005). Each student found a time in the Wake Up Shady Lane program that was not teacher directed and allowed them the freedom to play, and gain self-control to build new friendships. One goal of the Wake Up Shady Lane program was to allow the student an environment to interact with students of different grades, classrooms, and behaviors. The Wake Up Shady Lane environment allowed Student B a chance to practice self-control with his actions, in the hopes of establishing friendships. Dr. Barkley (2013) stated self-control was the greatest area of concern for students diagnosed with ADHD. In a very structured classroom, with rigid rules, the open and playful environment provided during the Wake Up Shady Lane program could be critical to students diagnosed with ADHD's ability to establish new friendships. Play and the friendships it produces are critical to building the outlook of a child's mind (Panksepp, 2008). For a student diagnosed with ADHD who already has difficulties building friendships, this time period could be immensely valuable.

**Sub theme D: Visual aids are beneficial for a student to stay focused.** Visual aids such as a written or pictorial schedule or list of activities is strategies that helps students with ADHD know the expectations for a program and can help them remain focused. This strategy can be for an entire class or as a personal aid designed specifically for the student who can refer to the aid to see what they have accomplished or what needs to be accomplished (Breitfelder, 2008). However, not all teachers use this strategy with students who have ADHD. A visual schedule was used each day in the Wake Up Shady Lane before-school physical activity program that listed the activities for the session. Once students entered the before-school physical activity program, they could see what activities were planned and students knew the activity sequence. When asked if he liked having a visual schedule, Student B said,

It's fun, like sometimes people get here really late, and like we are in the middle of the main activity, and if there is nothing up, they wouldn't know. They might think it's part of the warm up, but they wouldn't know what the warm up or the main activity or the ending game is.

In addition to being informative to students that arrived late, Student C expressed in his interview that he enjoyed having a visual schedule because if the activities changed, he would know about the changes. Student C said that the visual schedule “gave you a heads up”. When the student participants were asked if they had a visual schedule in their own classrooms, each student participant said that they did not. When Student B was asked if it would be helpful to have a visual schedule that described what they were doing in each subject, Student B said, “Yeah that would be nice”. All three students expressed that they liked the visual schedule used in the before-school physical activity program.



During the teacher interviews they noted possible benefits of having a schedule, yet only Teacher B displayed one in the classroom. When the teachers were asked why a visual schedule was not used in their room, each of the remaining two teacher participants said that they felt the students already knew the daily routines and what would occur each day. When I asked Teacher C why she does not have a visual schedule up on the board, she said, “I do that in the beginning of the year, when I go over the schedule. I believe at this point I feel like it is a routine”. The sentiment of not needing a visual schedule was shared by Teacher A. She mentioned that visual schedules were no longer necessary, six months into the school year, since the daily routine had been learned by the student. Teacher B did have a written daily schedule posted that she changed at the end of each day. She felt it helped the students know what was happening each day. When asked if her students handled changes to their schedules well, Teacher B stated that the students would be, “Freaking out, so they are not, they don’t adapt very well to changes in the schedule”. Due to the difficulty that Teacher B’s class had with schedule changes, she tried to eliminate changes, or notify students of upcoming changes as soon as she could.

Student A especially demonstrated difficulty when there were changes in his schedule. During an interview with Teacher A, Student A’s teacher, she was asked if Student A exhibited disruptive behaviors such as throwing himself to the ground and crying, which I observed during the Wake Up Shady Lane program. Teacher A said, “It usually happens when something doesn’t go his way, if there are changes to a schedule, he very much likes a schedule and if something happens and we have to change something”. His reaction to a schedule change such as showing frustration by throwing

himself to the ground could be disruptive to a classroom full of students. All the teachers agreed that they like a set routine to occur each school day. However, the teachers felt that in a public elementary school, issues would always arise that would prevent maintaining a consistent schedule and the students should be able to make changes in the school day.

**Sub theme D: Analysis.** A visual schedule of activities or events helps students know what to expect and the sequence that will occur in the day. For students diagnosed with ADHD, the schedule becomes a strategy that helps them to anticipate a sequence and stay focused on the activities. A spontaneous change in a schedule or sequence without prior notice could be devastating to their ability to function for the rest of the day. Students who are diagnosed with ADHD are believed to have impaired executive functioning skills (Barkely, 1997; Brown, 2013; Nigg, 2001), and a specific routine and sequence that is posted or written is a strategy that can help students meet behavior expectations. These executive function skills include the ability for an individual to be able to set goals, plan their day, problem solve, and allow for mental flexibility, and abstract reasoning (Diamond & Lee, 2011). The use of visual schedules, and then communicating the changes in the visual schedule, allows students to see the changes before they occur and be ready to make the change successfully. Visual aids can reduce the need for frequent verbal instructions in regards to rules (Pfiffner, Barkley, & DuPaul, 2006). Students diagnosed with ADHD do not easily adapt to change; they need concrete reminders such as schedules, lists and alarm clocks to stay structured (Hallowell & Ratey, 2011). While each teacher agreed that telling students about the changes that would occur was appropriate, the verbal communication was not always as effective as a written

notice of change. When Teacher A was asked whether Student A chose to follow directions or not, Teacher A said, “He definitely follows directions, when he is given an assignment or test. When you give him directions on the paper he can follow them, it’s the oral directions that he doesn’t seem to follow”. The gap between the understandings of oral directions verse written directions was and is a major concern for students diagnosed with ADHD (Breitfelder, 2008). With written directions or a visual schedule, a student could constantly refer back to the directions if they get sidetracked on a step or task. However, when the directions were only verbal, there was no way for the students to check once they forget a step or part of the directions.

**Sub theme E: Students know what work is important and what work is not important.** The first part of a school day in the classroom is called the homeroom period. Homeroom was the time period when students entered their classroom, put their personal items away in their locker and got ready for the school day. During the homeroom period classroom teachers take attendance, mark homework, determine which students were buying lunch for the day and also distribute breakfast to students who receive morning breakfast. This time period was frequently interrupted with the morning announcements, which also included standing and saying the pledge of allegiance and honoring a moment of silence. Breaks in the morning routine also included the occasional fluoride rinse treatment for all students or other teachers entering the room to talk to their colleagues or other students. All students did not arrive at the classroom homeroom period at the same time. They entered the classroom whenever they entered the building at the main entrance and then walked to their classroom. Some students arrived at the very beginning of homeroom and were there for the entire 25 minute time period while others arrived in the

final five minutes. Regardless of what time students arrived, teachers were expected to provide the same information, distribute the same materials and the students were expected to complete the same tasks no matter what time they arrived in their classroom.

In each classroom I observed, the classroom teacher disseminated the work for the students to complete during this homeroom time. This work was known as “morning work” to the students and the teachers. Teacher B, a third grade teacher, described her morning work as, “A little bit of reinforcement, I use a lot of second grade packets, so that they kind of remember those skills, and because homeroom is so long, it kind of gives them something to do”. The idea that morning work was just giving students something to do was shared by the other two teachers. Morning work was not graded by the teachers, nor reviewed by the teacher and the students. Teacher A described morning work as something, “I glance at, but I don’t grade it, it is really for them more to, free write and express themselves”. Teacher A furthermore went on to explain morning work as, “It is just supposed to be, I don’t want to say mindless? But just something they don’t have to think constantly”. Student A had a good idea that morning work was not graded and that he was allowed to freely express himself. During the morning work period, Student A would often be found with crayons, markers, and colored pencils drawing in his morning work binder, instead of writing, which were the assigned directions. I observed him doing the following:

- He starts to do the morning work [coloring] for about three minutes.

Announcements begin. He fidgets during the announcements, and tags another student during the moment of silence. Announcements end. Sits down, and starts to color on his desk (Observation 2)

Student A seemed to know that morning work did not matter, and that by coloring he was completing his “free expression” of the morning work. Free expression in Teacher A’s mind was when a student was presented an assignment, and they would complete it using their own interpretation. So in Student A’s mind by coloring he was completing the assignment.

Not all morning work assignments had the same level of free expression. Student C realized that sometime assignments required a different set of behaviors. When asked if he understood why Teacher C wanted it quiet during the morning work assignment, Student C said, “Because we have to be able to concentrate”. Student C knew it enabled improved concentration for students to work in a quiet environment, but I observed him several times doing an alternative activity:

- Student C walks around the classroom, not directly back to his seat. The aide asked him to sit down, he yelled out “I hate sitting,” and sits down defiantly. 15 seconds later he is right back up. Starts doing the morning work while standing next to his desk and does this for two to three minutes, singing to himself occasionally. A student makes a comment to him about where the teacher was, Student C states he knows where she is, that she is meeting with his mom. They get in a “not uh” “yeah huh” battle for half a minute. He starts to work again, while eating breakfast, quietly for four minutes, outside a 10 second drum solo using his pencils. Gets up and asks a friend at another table for help, goes back to seat. Stands up and yells “yeah it’s a half day!!” The aide in the room tells him to be quiet. (Observation 2).

Student C was aware of the behaviors that Teacher C expected, but he also knew that the assignment was meaningless, so he felt he did not have to follow her instructions.

Knowing that the morning work was meaningless, Student C described what usually occurred in Teacher C's class during homeroom, "We usually just talk out loud and [Teacher C] has to tell us to quiet down". When I asked Student C if the class ever got in trouble, he said, "No we don't get in trouble we mostly just get quiet". The action of the teacher's request to quiet down, and the acknowledgement by the student that they really would not get in trouble, spoke to the importance of the work being assigned.

**Sub theme E: Analysis.** Students seemed to know that morning work was menial busy work, and because of its lack of importance, students gave it little meaning as an important assignment. Student B rushed through his morning work to get to his reward, reading a book. Teacher B described him doing morning work, "He is the type of student who does his work very fast". Student B rushed through the work to get to his reward, and he knew if he did not complete it one day, he could easily catch up the next day. The one major problem Teacher B expressed about Student B's work was when he did not want to double check his work. When Teacher B was asked what problems Student B had with assignments, she responded,

The only thing that I can think of is when they are supposed to be working on their independent [assignment], he claims he is finished, he is not going to go back. He is going to read that book. I'll say it's not time for you to read a book, it's time for you to go back and re-check your answers, he'll say I did double check my answers, I'll say well look at them again, and he'll say I did do it again, just that type of thing.

The three teachers communicated through their requirements for completing the morning work that the morning work was not important. The students knew that the morning work was of little importance because it was not graded, rarely checked, consequences were not given for work not completed and that it was labeled as menial or free expression.

When I asked Teacher C why they gave morning work, she said, “I have to start teaching at 8:50, and I have to be ready to go and I have things to do and I can’t do all of those things”. The morning work assigned allowed Teacher C to get her items completed, so she could start teaching at 8:50 AM. In one observation, the classroom teacher was scheduled to be in a meeting during the homeroom period, and the entire observation took place without a teacher; only the classroom aide was present in the room. At the conclusion of the observation, I noted:

- The entire homeroom there was no teacher (Observation 2)

A teacher not even being needed in the room during the time period that morning work was disseminated, and that the work was not graded or valued, seemed to show its importance. Teachers’ attentions were called to a myriad of other tasks, and away from teaching. Students entered and left the classroom almost at will during the morning work period. There was a host of interruptions that did not fall on a steady schedule and were unable to be forecasted.

When students diagnosed with ADHD view that morning work, or any work, was given a low priority by the teacher, there was little motivation to begin it. For these students who demonstrate difficulty with the brain’s executive functioning skills, they also have difficulty to be organized, to prioritize and activate to complete any work (Brown, 2013). These impairments might cause low motivation to start work that was

viewed as meaningless. If students diagnosed with ADHD knew that the work had a low priority and was boring and repetitive, they might decide to give their attention to another task that had a higher priority in their mind (DuPaul & Stoner, 2003). This other task might be self-entertainment, or perhaps another task that they viewed as having a higher priority. All three students demonstrated difficulty completing the morning work knowing that it was meaningless and they preferred to create their own work that was relevant to their interests and abilities.

**Sub theme F: There is no all-encompassing behavior expectation that is the same for all students diagnosed with ADHD.** This sub theme is included in each of three main themes because each student manifested their behaviors in a different way in different environments. While there are similar identified behaviors in students with ADHD such as impulsivity, inattention and hyperactivity (Barkley, 2014) these common characteristics were all evident differently in each student. Even in a classroom with a routine and consistency, there might be actions that occurred outside of their classroom, before that student even arrived at school that interfered with their ability to focus and adhere to behavior expectations. Teacher C vehemently believed this point when talking about Student C. During an interview when I asked Teacher C when Student C demonstrated difficulty following the morning routine she responded,

It depends on his mood. It depends on if something happened at home, so one example today he told me three times that his mom was supposed to email me, and tell me that he was a walker. And he got up three times to move his pin so he was a walker, and I told him he can't move it until I get confirmation from his mom. But if it is stuck in his head that is all he can focus on. But he came in from



home that way. Mom said this, and it depends on if something happens at home that he is focused on, that will be an obstacle for him to get done his morning routine.

Teacher C described Student C to be moody, and factors that happen at home could dictate whether he would have trouble completing the morning routine. Teacher A also believed that Student A's mood went through behavior cycles. When asked if Student A was ever distracted more than usual, Teacher A said, "It's like cycles, he will have a very good month, and then it's like whoa, we are back again". One day during the fifth week of the before-school physical activity program, I observed Student A brought a box of flowers in for his teacher. As he left the before-school physical activity program, it was the only day observed that Student A did not run in the hallway due to the fact he was carrying this box. From my journal notes I recorded my observation that day as:

- Left gym with a huge box of flowers that kept him from running. Took longer to go down the hallway (Observation 4)

The box of flowers changed his behavior and routine for the day. When asked about the box of flowers and how it affected Student A that day, Teacher A stated,

Oh, that threw him off completely this morning, and he didn't like it when I tried to take the box. I guess breaking his routine, or what he thought was going to happen. All I wanted was, to move it off his desk.

The addition of an object, such as a box of flowers, caused Student A's routine to be different that morning and this impacted his entire day. Teacher C and Teacher A did nothing different that day in their class routine, it was the addition of an external item or occurrence that impacted the student from paying attention in that morning.

While sometimes it was a clear external factor that influenced a student's behavior for the day, sometimes the reason was not so clear. This sub theme was evident through my observations and interviews of Student B. During the first five observations, I noted that Student B quietly transitioned from the gymnasium to his classroom, never breaking that routine except to have a quick social interaction with another student. The first few minutes of the first five observations, I observed behavior such as:

- Leaves the gym and travels the hallways to his locker, quietly, orderly. Arrives at his locker and starts to unpack, unpacks for just under four minutes and enters the classroom (Observation 4)

Student B was completely different during the sixth observation with his hallway behavior. I noted in my journal notes:

- He runs out of the hallway, and starts to do numerous fast tempo movements, such as running, skipping, galloping. (Observation 6)

I was highly confused by this behavior and tried to ask Student B about it during his student interview that occurred during lunch later in the day. During the interview Student B pretended to be the researcher, and did not answer questions. He kept interrupting me and the other student who accompanied him to ask questions. I noted in my field journal:

- Student B seemed wound up today, and was constantly fidgeting. He was quite rude interrupting, and violently shaking. Very silly today, and it was difficult to ask him questions. (Research Journal)

I found his teacher after the interview to ask what was different today. Teacher B said, "He has been out of control all day. He is just moving constantly and telling weird

stories”. The following day I went back to check with Teacher B to see if his behaviors continued. Teacher B said he was his typical self and the behaviors from the previous day were done.

**Sub theme F: Analysis.** For each of the three students there appeared to be external factors and experiences that influenced their distracted behaviors. For each student their teacher was unable to help refocus the student to stay with the class routine. I believe this sub theme, which can found in each of the major themes, was important for parents, teachers, and administrators to realize. That while an educator could plan an orderly and effective learning environment, something outside of school can highly influence a student’s behavior for the day.

Students diagnosed with ADHD exhibit difficulties with completing tasks when extraneous events are distracting them, when compared to a control group of children (Lawrence, Houghton, Tannock, Douglas, Durkin, Whiting 2002). When an external stimulus influenced the way a child envisioned the way the rest of their day and routine would go, they became fixated on the event or experience and cannot refocus on the current situation. Teacher A saw this with the instance with the flower box and Student A. By asking Student A to remove the flower box from his desk, it impacted the routine that Student A had in his mind. It caused him to be distracted and unable to follow the normal routine that Teacher A had established for the morning. Jones and Jones (2010) say an effective teacher establishes a classroom environment that has set procedures and general behavior standards. Even the best set procedures and standards could be difficult for a student diagnosed with ADHD to meet when they were fixated on an external item or a break in their scheduled routine.

## **Major Theme Two: Students Believe That the Before-School Physical Activity Session Helps Them Focus During the School Day**

This theme was derived mainly from my interviews with students and teachers. Students continually expressed their joy in participating in the Wake Up Shady Lane before-school physical activity program. During the interviews students stated that the activities they participated in during the Wake Up Shady Lane program helped prepare them for the school day. A few other unanticipated sub themes arose from the interview process. In all forms of data collection, the sub theme of students' love of movement clearly emerged. According to the students, this love of movement was influenced by the lack of movement opportunities the students were presented with during the school day. Over the eight week period, the sub theme arose that some students were better able to follow procedures on those days of the program. As this was the first time the researcher found himself in an elementary school classroom during homeroom, he was amazed at the wide range of tasks that needed to be completed. These tasks were complicated with the late entry of some students. The late entry of students brought the next sub theme. Students who attended the before-school physical activity program entered homeroom on time and had the benefit of the full time allotted to complete tasks. As with all major themes, the last sub theme is the constant reminder that nothing is definite in an elementary school and with students diagnosed with ADHD.

Sub Theme A: The Wake Up Shady Lane Program Provides Students With an Opportunity to Move and Create Their own Activities That They Enjoyed Doing.

Sub Theme B: Students Were Able to Better Follow Morning Classroom Routines and Procedures After Participating in the Wake Up Shady Lane program.

Sub Theme C: The Wake Up Shady Lane Program Allowed Students to Arrive at School and Homeroom on Time.

Sub Theme D: There is no All-Encompassing Behavior Expectation That is the Same for all Students Diagnosed With ADHD.

**Sub theme A: The Wake Up Shady Lane program provides students with an opportunity to move and create their own activities that they enjoyed doing.** The student participants in this study wanted to move, and in particular, move fast. Moving at a fast pace was a joyful and entertaining experience for these students and they sought out frequent opportunities to move quickly throughout the school day. The first 30 minutes in the classroom for the students was filled with a morning work activity that kept them busy while the teacher took attendance, checked homework, assisted students with the lunch menu and distributing breakfast to some of the students. For the students in this study this was viewed as a time to create their own version of morning work which included self-entertainment activities and moving around the space.

Student C took this time to walk around the room and socialize with his friends. He received breakfast during this time, and the breakfast was located on a table at the opposite end of the classroom. He maximized this opportunity to be out of his seat by getting each item needed for breakfast in separate trips. My journal notes recorded the following actions by Student C:

- He gets up and goes to get a napkin for his breakfast. Then he goes to the teacher and starts to ask questions about the day, while getting a straw for his juice. Teacher asks him to clear his desk, he picks up one piece of trash and throws it out. He gets back to his desk and throws another piece of trash out, and gets his

homework folder. He throws another piece of trash out. As he is getting things out of his desk, or eating his breakfast, he is standing the entire time. (Observation 3)

A breakfast that required items such as a straw for his milk, a straw for his juice, and a napkin, would afford Student C the opportunity to take three trips to acquire the items. Each item also afforded him the chance to throw out a piece of trash, such as the wrapper from the straw and the brown bag in which the breakfast was distributed in. Each of these trips to the breakfast table, or to the trashcan afforded Student C time out of his seat, and also a chance to interact with friends who were seated at other desks.

In each trip he took the long way around the outside of the room, in the hopes to interact with a friend in the room. I observed the following:

- He enters the room around 8:28, and wanders around the room approaching individual students, asking them if they want his breakfast. After a minute of socialization, he gets his morning worksheet. He starts to work on it, and talks with others students about baseball games that happened the night before (Observation 1)

As Student C was eating breakfast, he followed the assigned list of items he had to accomplish during that morning period. One of these items on the list included putting his backpack and coat away in his locker which was another opportunity to travel away from his seat. As he moved around the space he reenacted sports movements or wrestling movements so he would not need to sit in his seat. His seat was somewhere he did not want to be. In my interview with Student C when I asked him about my noticing that he was not sitting in his seat and moving around the room, he said, “I do it all the time, she is used to it”. Later in an interview with Teacher C when I asked about Student C’s

constant moving and standing, Teacher C said, “That’s why he is in the back of the room; he is there because of that [constant moving and standing]”. Student C did not enjoy sitting so he took every opportunity to get out of his seat. This included standing or kneeling next to his desk while he was eating his breakfast, or doing his morning work. Student C’s need to move was evident in the classroom and the reason why he enjoyed the physical activities conducted at the Wake Up Shady Lane program.

Student A’s actions reflected sub theme A as movement for self-entertainment or the entertainment of others. His need to entertain started immediately as he left the gym from the before-school physical activity program and began to run in the hallway. Walking in a line or down the hallway did not entertain Student A as much as the enjoyment of running fast in the hallway. Running also gave him the opportunity to sneak past the teachers on hall duty. In his interview, when I asked Student A if the teachers noticed him running down the hallway and said anything to him, he stated, “Unless you are running so fast that the teachers can’t catch you, then they won’t say anything to you”. Running down the hallway for Student A was viewed as a game. In my interview notes I wrote that he shared with me that, if he could run past the teachers quickly enough, then they could not catch him. I noticed that in the classroom, he ran everywhere, because walking did not bring the joy of self-entertainment that running did. When I asked Student A if his teacher, Teacher A, cared about him running everywhere, he said, “She doesn’t catch us, I’m so fast that she couldn’t catch me”. He believed that he moved so quickly that his teacher could not catch him. This was a game, running to not get caught, that he enjoyed playing and provided him with enjoyment. In his desk he had a variety of self-stimulating toys such Lego squeeze toys, green foam fingers, and

pen and marker caps that kept him entertained or allowed him to play. After leaving the Wake Up Shady Lane program Student A moved to class quickly, and he put his coat and book bag away quickly so he could start to play with the items in his desk. During an observation I noticed Student A pulled out one of these toys:

- Goes back to his desk and pulls out a self-made mask, and starts to play with it. Takes the mask and starts to move around the room placing the mask on his face to scare or entertain others, and then adding to it with tape and a marker. Goes back to seat, announcements begin. He puts the mask down during the pledge of allegiance but casually starts to decorate the mask with tape and markers during the rest of the announcements. Announcements end. Continues to work on mask (Observation 6)

During the observation Student A displayed several self-made masks, constructed a sword by connecting his markers, taped items together, chewed on a green finger eraser and squeezed a Lego stress ball. Each of these items he would chew on, use to make a weapon to engage other students with, or use as part of a made up game or just throw that item across the room to cause a need to retrieve it. When Teacher A was asked about the toys in his desk, she responded,

He does have plenty of things in his desk to fidget with. We just gave him something new, because he was carrying this ginormous snake, yes, ginormous snake, and we were concerned with him next year going into third grade switching classes. I brought it up at the meeting, how is he going to carry this snake and all of his books.



His classroom was also full of colorful posters, educational game, science experiments, butterfly habitats, and other stimulating educational items to instruct his classmates and to entertain Student A. He enjoyed standing at the lunch calendar and helping his fellow students check off their lunch choice. There was an abundance of tape, markers, and papers located on a supply shelf for him to create things. There were butterflies hatching during two of the observations that caused him to lose interest in his morning work, and drew his attention. His classmates became an interested audience for him to show off materials that he had created. In my observation notes I recorded:

- A few students at his table are discussing something and he joins in. Next he pulls his shirt over his head, and yells “I’m Chinese”. He tries to encourage other students to do the same. The teacher scolds him, and he returns to his seat.

(Observation 1)

He wanted to entertain others, and by doing so he entertained himself. The Wake Up Shady Lane program provided him an opportunity to entertain himself, as it was an environment that allowed movement, and games were played. During the activities in Wake Up Shady Lane, Student A created his own rules and tried to make secret strategies that he believed he could outsmart others. When asked why he liked a particular activity during Wake Up Shady Lane, Student A said, “There are secret stuff that people may not know, or that you actually did”. When asked to elaborate, Student A said, “Yeah because one time somebody calls shoelaces, and I don’t have shoe laces, and some people might think I have shoe laces but they are not”. This was a reference to a tagging game when the tagger called out an article of clothing to signify a group of students who needed to cross the tagging area. Student A believed he could trick others to gain an advantage.

This mindset to want to deceive was a form of entertainment for him. In a large group activity, Student A could devise all sorts of rule adaptations that filled his need to entertain himself, and satisfy his need to outsmart others.

Student B was the least social of the three student participants. He found entertainment in the form of reading or electronics. Reading was one of his favorite activities. When he entered the classroom, he had a list of things that he needed to get done to reach his reward which was reading for entertainment. He chose to do the minimal required to reach that level where he was rewarded to read. When I asked his teacher if he had problems with the morning routine, Teacher B stated,

It's more like he always gets his work done, but he always has trouble remembering, like some days it will be a four page packet, like one for each day, and on Monday he will complete the first page, and he thinks that he will just read his book, but he doesn't understand that you could do the four pages in one day, or two pages. But he always, his go to is to read a book, anytime of the day. Like he finishes the math lesson, he picks up a book and reads it.

Student B's mindset was to constantly get work done so that he could go back to his reward of reading. He was irritated when others could have a reward and he could not because he viewed this as not being fair. In his interview when I asked if he liked to take the bus to school, Student B responded,

There is nothing to do on the bus, because we are not allowed to have anything out on the bus. Even though [other student] has a smart watch which has games on it, even though you are not supposed to have games on the bus. Which isn't really fair to me because I don't have one, and she gets to play video games on the

bus. She gets to play something else on the bus but I am not allowed to do it on the bus. If I want to read I have to put a book in my book bag, and have the book inside my book bag, and like have the book bag open only enough for me to see. Student B was so focused in his reward that he tried to find ways to get to his reading as his entertainment. Student B also found enjoyment in moving. When I asked what types of games or activities he liked to do, Student B said, “Like running, just basically anything that is active”. Wake Up Shady Lane filled that need to be active, and also afforded him an opportunity to run. When he left Wake Up Shady Lane, Student B said that, “I feel like really energized, and the days I don’t I guess, I guess I didn’t feel energized”. Energy and having it was important to Student B. He felt Wake Up Shady Lane awakened him and gave him energy to get through the school day.

**Sub theme A: Analysis.** Each of the three student participants found their own way to move and entertain themselves. During the interviews, each student found enjoyment in playing, moving, and physical activity. Each of them mentioned their love of tagging and fleeing games, and also moving. Tagging and fleeing games were popular as it gave them a competitive environment to establish their speed dominance, a very important bragging right for elementary aged boys. During the observations and interviews, this topic of being faster than others was very important to each of the student participants. When leaving the gym and the before-school physical activity program, several times Student C and Student A raced other boys down the hall to try and prove their speed dominance. Each student stated they were the fastest boy, or that they had strategies to create an advantage for themselves in a physical activity. Being faster or

having more success during physical activities was almost seen as a popularity contest, and a way to become more popular.

Each student stated his enjoyment with Wake Up Shady Lane, as it was full of fun activities. Elementary aged boys loving movement and self-entertainment was not uncommon in the elementary school. What separated the students diagnosed with ADHD from other elementary aged students was the ability to control that desire in settings where it was not appropriate. Executive function skills enable a student to be able to think of long term goals, and consequences. Individuals diagnosed with ADHD exhibit behaviors of impulsivity. This impulsive decision making process, overrides the student's long term planning operations. Future rewards or deferment of a consequence is pushed aside to allow for the immediate reward of moving or self-entertainment (Songua-Barke et al., 1992). This inability to delay rewards is called, the delay gradient and is consistent with the diagnosis of ADHD. If provided an opportunity to move, regardless of whether there is a consequence, the student diagnosed with ADHD will take advantage of the opportunity to move. While the student participants still expressed a desire to move and self-entertain at inappropriate times, Teachers A and B noted the frequency was less following Wake Up Shady Lane than on other days when they did not attend. It was possible that the physical activity and receiving self-entertaining rewards during Wake Up Shady Lane enabled students to delay the need for gratification later in the school day. The physical activity also could have raised dopamine and norepinephrine levels in the executive functioning regions of the brain, to subside the need for immediate rewards (Brown, 2005, 2013).

**Sub theme B: Students were able to better follow morning classroom routines and procedures after participating in the Wake Up Shady Lane program.**

The before-school physical activity program Wake Up Shady Lane had a different influence on each student who was interviewed and observed. For one student the effect was that of a stimulant that awoke him for the day. For the other two students it enabled a release of energy, so they could be calmer for their morning routine. It was important to note these effects were not the same each day, for each student.

Student B was a student who was very concerned with his energy levels. He realized on days that he did not come to the before-school physical activity program he was usually tired, and that malaise was noticed by his teacher, Teacher B. When she was asked if there was a difference in Student B's ability to follow directions on days when he attended the before-school physical activity program versus days he did not, Teacher B said,

When he comes in, in the morning he typically is active, but it still takes him a while to do the next steps. But when he comes in on Monday, Wednesday, Friday, he is in more of a, I'm going to do this, I'm going to do this and does it. But he is not like talking to his friends, like on Tuesdays and Thursdays he is malaise.

In her opinion, Student B was more focused and able to complete the steps of the morning routine with greater efficiency on days after the Wake Up Shady Lane program. To further explain Student B's mood on Wake Up Shady Lane mornings, Teacher B said, "He comes in almost like tired, it's like a good tired, like he is awake, if that makes sense". This good tired that Student B presented was different from his behaviors on other mornings when he did not attend the Wake Up Shady Lane program. Student B felt

tired on mornings when he had to take the bus and did not come to the before-school physical activity program. When asked how he felt walking out of the before-school physical activity program to homeroom in comparison to the other days, Student B said, “I feel like really energized, and the days I don’t I guess, I guess I didn’t feel energized”. This ability to be energized, and get focused for the day, seemed like a valuable addition to Student B’s day.

Student A was a student with an abundance of energy. When Student A was asked if he was ever tired in the morning, Student A said, “I have so much energy, I’m not”. This sentiment that Student A had an abundance of energy was shared with his teacher, Teacher A. When I asked if there was a time when Student A had the most difficulty following procedures, Teacher A said, “Between the holidays, and not being able to go outside to release some of that extra energy, it was rough, a few rough months there”. That time period of the school year, when the students were not able to go outside for recess, and the Wake Up Shady Lane program was not operating, were the months that Student A had the greatest difficulties. Student A needed a release of energy and he found he could release his energy during the before-school physical activity program. When Teacher A was asked if there were any differences with Student A on a Wake Up Shady Lane morning compared to other mornings, Teacher A said, “I have noticed that on mornings where there is Wake Up Shady Lane he is a little calmer, than he is when he doesn’t go”. The Wake Up Shady Lane program seemed to have an effect on Student A to make him a little calmer during the morning classroom routine. For a student who views himself as having an abundance of energy, the physical activity in the Wake Up Shady Lane program became a valuable opportunity to release his energy.

Student C also claimed to have a high energy level. In his interview Student C told me on the mornings when he got to school, he felt a little out of control and when he attended the Wake Up Shady Lane program it helped him to feel calm at the end of the session. When Student C was asked if Wake Up Shady Lane helped him calm down, Student C responded,

Yeah because I am not that wound up , on Wake Up Shady Lane days I am not that wound up, so I feel like when I have gym, I feel not that wound up and I can sit in my seat.

The ability to sit in his seat was a huge deal for Student C. Student C had a problem remaining in his seat, and any assistance in that area would benefit him. I was interested if the other club that Student C attended before school had the same effect. When asked if the other before-school club that Student C attended had any effect on him, Student C said when he left, “I do feel a little out of control”. Student C said that the other before-school club did make him feel a little out of control when he left. He stated that the before-school physical activity program was a great asset in preparing him to be in control and following morning procedures.

Teacher C, Student C’s teacher, did not share that precise view. When Teacher C was asked if she noticed any change in behavior between mornings when Student C attended the before-school physical activity program and days he did not, Teacher C said, “I do feel that he does come in quieter and more focused on some days, I can’t say it’s every day, because there are these external factors that contribute to his behaviors”. Teacher C acknowledged that some days Wake Up Shady Lane had a positive impact, but external factors sometimes outweighed those possible benefits. Teacher C was asked by

the researcher if she noticed a difference in her students once they came back from other physical activity periods such as recess. She first responded that they go to lunch after recess, but then after reconsidering, Teacher C said, “But sometimes they come back exhausted, where they make noises, [and say], “can’t I just take a nap?” and its um they feel tired, but they are calmer in my eyes”. These other physical activity periods of the day exhausted her students, and makes them calmer. As Teacher C believed her class was very active, the ability to be calmer at certain points would seem to be a benefit.

**Sub theme B: Analysis.** The before-school physical activity program seemed to offer a benefit in various ways for different students. For some students it woke them up, for other students it calmed them down. This increase or release of energy seemed to allow the students to focus more readily. Sequencing and following a pattern of directions is a part of executive functioning skills that students diagnosed with ADHD have difficulty with. Physical activity could have a positive effect on the cognitive and executive functioning skills in students diagnosed with ADHD (Pontifex et al., 2013). Physical activity releases dopamine and norepinephrine, two neurotransmitters that aid in the connection of synapses in the brain to increase sustained attention, and mental focus. This increase in the levels of these two neurotransmitters should have a positive effect on the executive functioning systems, which in turn allow the student to have greater sustained focus. Dopamine also is responsible for releasing feelings of pleasure and motivation to perform a task, this effect would have a calming effect on the student (Ratey, 2008) to complete an assigned task.

Hyperactivity, a known symptom of ADHD could be a disruptive behavior in the classroom. Students' ability to release excess energy, and calm down by engaging in



physical activity in the morning allowed some students to remain in their seats. The abundance of neurotransmitters dopamine and norepinephrine in the brain targeted executive functioning areas, and allowed for an increase in attention, motivation, and also pleasure. These results of physical activity could alleviate a possible disruption in the future.

**Sub theme C: The Wake Up Shady Lane program allowed students to arrive at school and homeroom on time.** My classroom observations revealed new insights about the morning classroom routines and how each teacher has her own routine sequence. The designated morning homeroom period for all classes in the school was from 8:25 AM to 8:50 AM. During this time period, teachers check attendance, homework, and order lunches. Students unpack their belongings, put these belongings away in lockers, eat breakfast, and get their pencils, books, and notebooks ready for the school day. While this 25 minute period is the designated time period to accomplish all of these tasks, not all students are in the classroom at 8:25 AM, some students arrive later up to 8:45 AM. A classroom teacher must supervise the morning work routine complete attendance, homework check and lunch orders while also being responsible for monitoring the hallway outside their classroom. Completing all these tasks simultaneously seemed to be a challenge even for the most experienced teacher.

Students were dismissed from Wake Up Shady Lane program at 8:25 AM and in each of the observations, the student participant had entered the classroom within five minutes of being dismissed. Teacher B said most of her students were in her classroom right away. However, Teacher B did say that she could not have a steady routine because some students arrived much later than others. Teacher B said, “Because some people get

in around 8:30 or 8:45 and they are almost all at different times”. When asked about Student B, Teacher B said, “He is always the first one here, and it’s more like he always gets his work done”. By being one of the first people in homeroom, allowed Student B the full time period to get his work done and get prepared for the school day.

During the homeroom period, a teacher was challenged to divide her attention between achieving the entire list of morning tasks with wanting to listen to the students who wanted to talk about their experiences. Teacher A found it difficult to give attention to the students’ stories and complete all of her tasks. Teacher A said, “When we are in homeroom, I am trying to take attendance, I am collecting homework, I am trying to collect report cards, and I feel that I can’t give them my full attention”. Student A was always one of the first students to get to his classroom. While this might be a byproduct of him running down the hallway, at least he was going to the right place. I noted that because Student A was at the Wake Up Shady Lane program he was able to arrive at his class on time:

- Upon leaving the gym, he ran so fast down the hall to be ahead of all of the other students. He then entered his classroom and goes immediately to his desk.

(Observation 3)

This gave Student A the full morning time period to achieve the morning routine tasks. While he completed them in his own way, the work was usually completed, which was a different approach compared to the other two students.

The benefit of students, who attended Wake Up Shady Lane, was their arrival at their classroom homeroom on time. In Teacher C’s class, Student C was always in homeroom within three minutes of leaving the gymnasium. During my observation

period I noticed that several students in Teacher C's class did not arrive until the last few minutes in the homeroom period. This late arrival allowed the students only five minutes to eat breakfast, unpack, check their homework, do their morning work, and prepare them for the day, a challenge in this limited time. When the researcher asked why homeroom was so rushed, Teacher C said, "I have to start teaching at 8:50, and I have to be ready to go and I have things to do and I can't do all of those things, I have to keep going". When in a conversation with another teacher, the researcher was notified about an email that went out to the staff in regards to starting instruction promptly at 8:50 AM. When the researcher asked Teacher C about being instructed to start promptly at 8:50 AM, Teacher C said, "Yeah, an email. Saying it was pertinent that we start, we must start at 8:50 and utilize our times wisely". The 8:50 AM cutoff to end homeroom activities and to start other activities seemed like a hard deadline to make with students arriving at various times. With students who attended the before-school physical activity program they always leave the program at by 8:25 AM and arriving in their classrooms within one or two minutes. Because all three students attended the Wake Up Shady Lane program they were able to be in their classroom for the full homeroom time period and had an opportunity to complete all the components of the morning routine

**Sub theme C: Analysis.** With the multitude of tasks a student and teacher must complete during the morning homeroom period, a student who arrived on time in the homeroom period was at a greater advantage to be able to adhere to the morning routine and complete their morning work assignments. The students who attended Wake Up Shady Lane were among the first students to enter their classroom, and this timely arrival allowed them the full allotment of time to accomplish their morning tasks. For a student

diagnosed with ADHD, one accommodation that is suggested is to allow them more time to complete an assignment (DuPaul & Stoner, 2003). Getting the student participants in their classroom earlier, provided them extra time to complete the morning routine assignments. The researcher noted a “lull” in one student’s ability to occasionally complete the morning routines. This lull was exhibited by Student A:

- After gathering his pencils, agenda, and morning work binder, he sits in his desk and chews on a green eraser. He does this for a minute, picks his nose, and goes back to the eraser. He is just staring at something on the wall, or almost in a trance (Observation 1)

Student B was also side tracked from the morning routine by sharpening his pencil:

- He starts to sharpen his pencil for thirteen minutes using a manual pencil sharpener then, he goes to the electronic pencil sharpener and the task is completed in less than a minute (Observation 3)

For Student C, who takes numerous trips to accomplish a task, being on time for homeroom provided him the extra time he needed has to complete these tasks and start the day still following the morning routine. By getting to the classroom early, allows him to be better suited for the day. When I asked Teacher A about Student A’s lull to complete the morning routine activities, Teacher A stated,

Yeah it’s almost like he needs to decompress, and think about what he has to do next, like he thinks ok I did that, I now did that, now what do I do, oh get my binder or he looks to see what everyone else is doing.

For students diagnosed with ADHD sequencing can be quite difficult. By having extra time to decompress and think about the next step, or if they get stuck on a step, it allows

them to regather themselves and move on without distraction. If a student diagnosed with ADHD arrived in the last five minutes of homeroom, and was confronted with a series of tasks that needed to be completed quickly the opportunity for success is decreased.

**Sub theme D: There is no all-encompassing behavior expectation that is the same for all students diagnosed with ADHD.** All three students interviewed said that the before-school physical activity program helped prepare them for the school day. Teachers A and B interviewed said that the before-school physical activity program helped their students adhere to the morning routine while the Teacher C said that it helped, just not all the time. Teacher C said that on some mornings the before-school physical activity program helped Student C to be a bit calmer, but there were external factors that could override any potential benefit. When asked about how the Wake Up Shady Lane program had an effect on Student C, Teacher C said,

He does come in like yesterday, quieter, more focused and he was faster [in getting] done his morning work than anybody else. Other days he will come in all excited and wants to do this, and wants to do that, and he does have to be prompted to follow the routine.

Each student praised the Wake Up Shady Lane program, and said it helped prepare him for the school day. When asked how Student A felt after leaving Wake Up Shady Lane, Student A stated, “Good, also my heart is racing, it’s going bump bump bump (*mimics heart beating sound*)”. Student A had an abundance of energy, and the before-school physical activity program could contribute to alleviating some of that high energy. In several observations I noted about Student A:

- Leaves the gym, and starts a speedily walk down the hallway. This speedy walk also becomes a jog and he alternates between the speedy walk and the jog.

(Observation 1)

- Upon leaving the Wake Up Shady Lane program he starts to run down the hallway toward his classroom (Observation 2)

When asked if Student A ever ran down the hall, Student A simply said, “Nope”. While Wake Up Shady Lane might alleviate some of Student A’s energy, he still ran down the hallway.

For Student B the Wake Up Shady Lane program activities helped Student B to awaken his energy. Because he attended the Wake Up Shady Lane program he was at school early and as a result, he was able to arrive at his homeroom on time. However, he continued to have difficulty completing the morning classroom homeroom routine. These observations of Student B were recorded in my journal notes:

- He goes to the electronic pencil sharper, where it takes over 90 seconds to sharpen two pencils. Student B was very particular about the point of the pencil and had to re-do it several times. (Observation 2)
- He starts to sharpen his pencil again, after 13 minutes of trying to manually sharpen pencils, he goes to the electronic pencil sharpener and the task is completed in less than a minute (Observation 3)
- Student B’s agenda was accidentally taken by the student sitting next to him. When he reached the step in the homeroom routine that called for him to write down his homework, he realized that he did not have it, and began to search for it for seven-eight minutes. The student next to him then returned it (Observation 4)

Each of these activities were part of the morning routine. While each activity was part of the routine, Student B was unable to skip a step in the routine if it was not completed to his standard. One of the first steps in the morning routine was to have two sharpened pencils for the day. Student B was observed sharpening pencils for 13 minutes, until his two pencil points were perfect. He followed the order of the routine, but wasted significant time sharpening pencils and then was unable to complete the morning work in the allotted time. Another task in the morning routine was to write down homework in the student's agenda. I noted during one observation Student B was unable to find his agenda, and spent a large amount of the allotted homeroom time searching for it. Because of the lost time, in searching for the agenda book, he failed to complete all of the necessary tasks of homeroom.

**Sub theme D: Analysis.** Each of the student participants faced some type of difficulty completing the morning tasks assigned during homeroom. For Student A his need to entertain himself some mornings led to him being disruptive to the other students in the classroom. Student B's did not find a need to entertain himself during homeroom, however, was very particular about the manner in which he completed the morning tasks. He needed things to be done to his standard of perfection, regardless if it wasted a significant amount of time. Student C had a strong desire to socialize with other students. This need to talk took him out of his seat and spending copious amounts of time wandering around the room. Each behavior was different for the three student participants; however, each behavior took them away from their assigned series of tasks.

Student B was unable to deviate from his morning routine by the pencil sharpening activity that he used to delay his return to focus on the morning routine

agenda. While I could agree that he was completing the morning work assigned, spending 13 minutes sharpening a pencil manually was not as productive as using the electronic pencil sharpener to quickly accomplish the task. For Student B the before-school physical activity program helped him focus during the homeroom period, yet could not help him when an adverse event such as a lost agenda book, or pencil point not being sharp enough. An event of this type during the morning routine deferred him from being able to accomplish the assigned tasks as quickly as possible. He became fixated on sharpening the pencil or finding the agenda book and needed to complete it before he could complete other components of the morning work. This sequencing capability is found in the executive functioning systems of the brain. A student diagnosed with ADHD could have a higher likelihood of focusing on the distraction, especially if the assigned task is considered difficult (Barkley, 2006).

Student A released a great deal of energy during the before-school physical activity program; however, he appeared to need to release more. When interviewing Student A, he was asked how he should behave walking down the hallway. He said he should not rush or trip anyone. Student A knew not to run down the hallway, yet he was seen doing it frequently during the observations. Even though Student A knew there were consequences to running in the hallway, he still continued to run and disregarded the consequences over his need to use high energy in the hallway. The inability to foresee how immediate actions lead to consequences is an area in which students who are diagnosed with ADHD are behind their peers (Barkley, 2013).

Student C said that the Wake Up Shady Lane program, helped him calm down for the day, and enabled him to sit in his seat. During the observations, Student C was



seen constantly getting out of his seat to get various items for the day. While getting the items was part of the morning routine, I would argue that he could have been more efficient picking up multiple items in one trip, instead of making several trips picking up one item at a time. In a homeroom, where socialization was valued as important, Student C talked to several students as he moved around the room. I questioned if Student C demonstrated more socialization than needed or if he knew that his teacher was tolerant of this interaction? Teacher C said that Student C's behavior was similar to the other boys in the room. With such a social and active class, it was hard to determine whether the before-school physical activity program influenced his ability to follow all homeroom procedures and still be able to interact with his classmates. Three students with three different mannerisms complicated my ability to make a board and all-encompassing sub theme, about the student participants.

### **Major Theme Three: Students Can Be Egotistical About What They Believe is Appropriate Behavior**

I defined egotistical behaviors, as actions that could be considered self-absorbed, or done for the sole benefit of the person committing the act. Egotistical behavior was a new insight gained from my observations and interviews with the three students. The student participants demonstrated actions that would be characteristic of a typical eight or nine year old boy. The word term egotistical was used to describe my perception that the student participants viewed their behaviors and actions from a very self-centered point of view. The student participants observed appeared to be very confident in themselves and each had a unique view when it came to appropriate behaviors, their desires, and their concepts of time and speed of their movements. They viewed each of these attributes

from a personal level relating to, does it affect me? This confidence led the students to feel they were smarter than others. From the data the following sub themes emerged that delineate major theme three.

Sub Theme A: Students are Very Confident in Themselves.

Sub Theme B: Students Have a Distorted Concept of Their Speed and Time.

Sub Theme C: Students Look for an Advantage Over Students and Their Teachers.

Sub Theme D: Students Desire to do What They Want, Outweighs Their Concern About Consequences.

Sub Theme E: The Students View Their Behavior From a Personal Lens, how Does it Affect me?

Sub Theme F: There is no All-Encompassing Behavior Expectation That is the Same for all Students Diagnosed With ADHD.

**Sub theme A: Students are very confident in themselves.** Each of the student participants interviewed had a confidence about themselves. This confidence was reflected in their own physical abilities and in their academic abilities. This confidence in academic abilities was based on generally achieving good grades even in subjects where they received extra support due to below grade level performance. Despite the known fact that they knew that they needed extra assistance in that area, the student was still confident in their abilities. Over confidence in their athletic abilities or in game activities was slightly justified, but not to the state of the brazenness that the student participant had.

Student A was one of the most confident students I had observed and interviewed in this study. He does not play any organized sports, but he believed he was the best in every activity that he engaged in during the before-school physical activity program. During the interview Student A was asked about a tagging and fleeing game called Poppers. When he was asked if he did the correct number of jumping jacks when he was tagged, Student A responded, “I didn’t even have to because no one ever got me in the back”. I observed Student A being tagged several times during the activity and usually he would deny it had occurred, or had a programmed for not complying with the rules of the game. In another tagging activity I observed the following actions:

- I watched him cheat three times during the game. When he was tagged he looked around to see if any of the teachers saw him and then kept on going. The only time he admitted he was tagged was when I stood right next to him, and he saw that I was next to him and noticed the tag. (Observation 6)

I began to think Student A was aware that he was being tagged and that when he was caught by the teacher or another student not following the game rules he responded with a programmed response. When asked about how he played the tag game and why he did not stop when tagged he responded, “I didn’t feel them tag me”. This was a programmed response that he believed got him out of the ramifications of his actions. When he was caught doing something out of procedure in the classroom, he also had a programmed response. I observed:

- Starts to stare at the butterflies in the back of the room, teacher asked him “what did I ask you to do?” Student A response “I don’t know”(Observation 4)

This response happened when Student A was caught doing something inappropriate or he was questioned by the teacher about his behavior. He was confident and smart enough to realize his responses of “I don’t know,” and “I didn’t feel them tag me,” would get him out of having to accept the consequences. Academically, Teacher A said Student A was above his peers. When asked if he procrastinated on tests and quizzes, Teacher A said, “He is very smart, he probably already knows it all (*chuckles*) and he doesn’t need to read it again, and he is probably right. The academics he picks up on very quickly, he is very smart”. Student A was a smart student. When asked if he got bored with work in class because he already knew the information, Teacher A agreed that because he knows the material, he found a way to entertain himself while working on the assignment. When I asked if he had a quick mastery of new concepts and this led to his inattentive behaviors, Teacher A said,

A small portion of it maybe, but he doesn’t complete the work as quickly as someone who does not have ADHD where they can focus and get it done. Where he can get it done and it is usually right, it might just take him a little longer, because he is like, “what am I going to play with next?”, in the middle of getting it done.

Student A was confident in himself when it came to physical activity games, games at recess, sneaking past adults, getting himself out of trouble, and academics in the class.

Student B was another student who was very confident in himself academically. When asked about his work in different subjects, Teacher B said, “He always does accurate work, and I always tell him to go back and re-check, and he does. He is just a fast, quick, person, but his work is typically A work”. Student B flies through

assignments, and usually the work is correct. When asked to double check his work, sometimes he was very confident in what he did the first time. Teacher B shared that she did experience resistance when she asked him to return to his completed work and check it again. Teacher B said,

He claims he is finished, he is not going to go back, he is going to read that book.

I'll say it's not time for you to read a book, it's time for you to go back and re-check your answers. He'll say I did double check my answers, I'll say well look at them again, and he'll say I did do it again.

He was confident in himself academically and did not see the need to go back and check his work. Student B was also confident when it came to the morning work he received each morning. He described one morning how when he got a morning packet, which should take the entire week to complete, Student B could have completed it much faster if not for a distraction. Student B said, "I could of gotten that math packet done and still had like 20 minutes, and got that entire thing done in like 10 minutes". Student B was also confident in himself in different areas of physical activity. In one interview Student B and I were talking about riding a bike, an area where Student B was very confident. Student B believed, "If I was doing a marathon on a bike I would of beat everybody, all I have to do is take a couple of sips here and there". Student B loves to ride his bike and believes he was the best at riding. While he realized he might not be the fastest runner, he believed he might be the best at galloping. When I asked Student B to show his unique galloping style, I observed:

- Starts to show how he gallops. Student B gallops around the room and occasionally he does a twist, and a 360 turn while he is galloping (Interview 3)

This unique gallop style allowed him to avoid being tagged in his mind, and made him the fastest person in the game. In another tagging game, Student B devised a unique plan to avoid being tagged. When I asked him if he was ever tagged, he said, “No he didn’t tag me, because I could do really sharp turns (*demonstrates how he quickly turned, but was not walking as the rules of the game called for. His movement was close to a gallop and skipping combination*) so I could like move myself to the side”. In large group tag games with several taggers the chances of not getting tagged are minimal, yet Student B and Student A believed that they were able to always able to avoid being tagged. If Student B was tagged, he claimed that the other student was cheating, “Yeah, when they are the tagger and you get tagged and then you have to be it too, when the other person was cheating”. Student B like Student A was confident in himself, and had an excuse when anything challenged his image of his physical fitness status level.

Student C was also very confident in his athletic ability. When he was asked if fitness activities such as burpees or push-ups were difficult he always responded no. He had a great deal of confidence in himself about his accomplishments and his academic ability. Math is an area where Student C struggles, but he was still very confident in his work. When asked about his confidence, Teacher C said,

So I find that if Student C is not successful in a certain area, especially math, which he thinks he is great in. If he makes a mistake, and it is brought to the whole classes’ attention because he volunteered an answer. He reverts to folding his arms, getting upset, responding with: “how am I supposed to know?” He has a hard time accepting the fact that he might be wrong. So his comforting is the aggression that is how I read it.

Student C demonstrated defensive tactics to deflect negative attention. Because he receives basic services for Math, Student C had an idea that it was an academic area in which he struggled, yet he still chose to openly give his answers in front of the class. This risk of being wrong was overshadowed by his overconfidence in himself. He perceived past events that he participated in as he was correct in how he played games and in his academic work. When reflecting on directions or past events he was sure his memory of the event was correct. This confidence led him to get upset when he was told his way was incorrect. When the researcher asked his teacher, Teacher C, if Student C had a good memory, she responded, “Yes, when it is convenient for him”. When asked to explain further, Teacher C said,

He can't remember me telling him not to run in the hallway, he does remember other things though, like if I said Student C, you know not to do this, I never told you to do this, “oh I didn't hear you” but then he will remember “you said that this was going to happen, and I am going to get this” when it is in his favor.

It appeared that from Teacher C's interview that Student C's memory and confidence improved when it was something that would benefit him. This tactic was displayed by the other student participants as well. Their memory of directions, rules and procedures improved when it was something of an interest or there was a reward offered. All three students used the excuse that they forgot when they knew their action would result in a consequence.

**Sub theme A: Analysis.** These students who are diagnosed with ADHD seemed very confident in themselves in most athletic and academic activities. When I asked the three teachers whether the confidence level was typical for other students who are the

same, they responded that they thought that other boys have a similar confidence level. Athletic skill and academic accomplishment were viewed by these students as a way to personally gain their perception of popularity points. Perhaps for these boys the higher their personal point totaled, the higher in popularity the student would view themselves among peers.

There is minimal literature in the field on the topic of students diagnosed with ADHD being overconfident when it came to athletic ability, however there is literature available on aggressiveness and higher levels of Positive Illusory Bias in students with ADHD. As the researcher in this analysis I questioned if the aggressiveness was connected to overconfidence. That in a game setting the student would be so confident in their athletic ability that they would perform movements without reservations, which caused the student to appear aggressive. Actions of individuals diagnosed with ADHD were found to be more impulsive and aggressive, than other students who are not diagnosed with ADHD. These characters of overconfidence or aggressiveness may be the reason why the student participants were so frequently involved in aggressive acts to prove athletic dominance or impulsive acts to state academic answers in subjects with which they struggled. The impulsive acts, to raise their hand and answer a question to receive teacher and class recognition was more dominant than reflecting if the answer was correct before responding and receiving a negative response for a wrong answer. This overconfidence could also be a result of the student believing their skills are better than what they actually are, which is entitled Positive Illusory Bias. A student with exaggerated confidence causes him or her to overestimate their ability in an academic subject or in athletic competition (Bishop & Block, 2012). The impulsive or overly



confident acts exhibited by the student participants could be a result of them having a higher Positive Illusory Bias when compared to other students.

Stating a student has impulsive actions gives the impression that a student is wreck less, and they act without thought. In this theme I characterized the student as being overconfident. I believe while the students did exhibit some impulsive actions, they also had such a high level of confidence in their abilities that this overconfidence could be perceived as aggressive or impulsive. Is overconfidence a bad trait in all situations? I doubt a future employer would want an employee that demonstrated wreck less or uncertain actions. But traits such as confidence would be considered valuable. Some of the highest level athletes and business professionals exhibit a confidence that could be considered overconfident. I cannot comment whether overconfidence is detrimental to the students, but wanted to emphasize it could be a desirable trait in some career pursuits.

**Sub theme B: Students have a distorted concept of their speed and time.**

Speed is defined as the pace or how fast or slow a movement occurs. Throughout the data collection process I observed that the students had a difficult time with the concept of the speed at which they were moving. Student A ran and moved quickly in all his actions. When a teacher asked him to walk, the movement still resembled a jogging or speed walking movement. Student A was observed running down the hall almost every time he left the before-school physical activity program. When Teacher A, Student A's teacher, was asked what behaviors she expected from her students in the hallway, Teacher A said, "They should be walking quietly, and walking not running". When the researcher asked about Student A running down the hallway, Teacher A responded, "He tends to do that a lot". When the researcher asked her to elaborate further about the speed of his

movements, Teacher A said, “Yes he is on fast mode”. Student A was observed to move quickly in many of his actions. When Student A was asked in the interviews if he had ever run down the hallway, he said “no”. Student A was frequently corrected in the before-school physical activity program for moving too fast in all his actions and the physical activities. One instance, I recorded:

- During Wake Up Shady Lane, was removed from being tagger because he couldn't follow directions, kept running during a walking game (Observation 4)

Student A perceived that he was walking or moving at an appropriate speed when he was running or moving too quickly. His distorted view of his use of speed in all activities led him to lie about his speed when corrected and not agree with the correction.

Student C also struggled using the appropriate speed for his activities. He was unable to differentiate between an activity that required speed walking and running. In his interview Student C verbalized that he struggled to determine the difference between speed walking and running. When asked about speed walking in activities, Student C said, “Yeah because I don't get speed walking. Like I know that running is faster than speed walking, but sometimes when I am speed walking people say that I am running, and that is what I don't get”. He admitted that he had difficulty determining the difference of the two movements. Student C was another student who frequently was seen running by the teachers when he left the gymnasium. I observed Student C in the hallway:

- Student C leaves the gym, and heads towards his classroom. He walks the majority of the time, but does run and race a student for 10-15 seconds for 70-80 feet at one point (Observation 1)

Student C stated in the interviews that he never ran in the hallway yet was seen by the teachers running, and racing other students. While he admitted that he struggled with understanding how fast he was moving, the only time that Student C ran down the hallway was when he was racing another student. This made the researcher think that he might know the difference between walking and running, but chose to race a student in an attempt to show athletic dominance. It is my opinion that athletic dominance is a vital status symbol among elementary aged boys.

Student B also struggled with speed as he would constant gallop or skip during activities that required the student to walk. Student B's concept of time was also distorted. In his interview he shared about a weekend experience, "Yesterday I was riding my bike for like seven straight hours, seven-eight straight hours". At first I assumed this comment was a typical nine year old boy exaggerating an accomplishment, but the exaggerating occurrences were repeated again and again when talking about durations of time. When Student B was asked if he was tired on school mornings, Student B said,

I'm not tired, even when I take my medicine I usually can't fall asleep, I am usually up till past midnight anyway, and if I am at my mom moms and pop-pops house I am usually up all day, and then I stay up till midnight, and then if I am about to fall asleep for a second time fall asleep, and then the TV comes on, and I see if out of the corner of my eye and I am usually up for another 12 hours. So I probably, so because I would usually be up the night/day, the entire 24 hours.

The timing he described for these events seemed unrealistic and distorted. A nine year old boy would be exhausted after staying awake for the time period he described. The

fact that he claimed it was on a school night, and there is not a 24 hour break between school days, led to the idea that Student B really did not have a strong grasp on time periods. This distorted view of time also was demonstrated when he claimed, in one of the interviews that girls tattled on him frequently. Student B claimed in an interview that the girls tattled on him frequently. Student B said girls tattled on him, “Every five seconds they are telling a lie”.

Student A also had trouble with time periods, and with the order of time period events. When Student A was asked about his favorite part of homeroom, Student A said, “When we do Science experiments”. The other student who accompanied Student A during the interview refuted the statement, and I did not observe any science experiments occurring during homeroom. Student A was unaware of the order of events of the day, or confused when different subjects occurred. When asked again about when they do Science, Student A responded again, “We do Science in homeroom”. This adamant response was very confusing for me, and led to my assumption that Student A has a distorted view of time and the order of events.

Another situation described by Student A caused me to think that Student A had a personal perception of a sequence of actions that may not be accurate. In an interview, Student A was asked about if he would ever trip someone, Student A said, “No, [other student] likes to rush and beat me. So he ran down the hallways and rushed and tripped me. I was behind him, and he rushed in front of me and tripped me while I was walking”. I observed the instance that Student A described:

- [Student A] leaves the gym, and starts to run/walk down the hallway. Run/walk is a little bit faster than speed walking, and then breaks into a jog every now and

starts to swerve in and out of students, running right in front of students. His arms stay down his side which makes it walk-ish, but his legs are moving way too fast (Observation 1)

Student A's perception of the event varied greatly from what I observed. Student A claimed that another student tripped him, yet I witnessed the entire episode he traveled down the hall, and failed to see him get tripped. Also I observed Student A running in front of students, swerving in and out between them. What I observed and Student A's account of the episode, of his travel from the gym to the classroom, varied greatly. Another item that was different in the two accounts was Student A believed he was walking, yet I observed him clearly running. He ran in and out of groups of students, and never once was tripped. Both the speed of Student A's movement, and whether he was tripped or not, differed from the researcher's observation of the event.

**Sub theme B: Analysis.** Sense of time is part of the working memory and may be impaired in students diagnosed with ADHD (Barkley, 2014). Executive functions control ordering and sequencing and because students with ADHD experience difficulty with executive function in the brain they struggle with the order of events and perceptions of how fast or slow they are moving in different activities. All three students in this study demonstrated a distorted view of how fast they were moving and what happened at what time in an event. Only Student C admitted he had difficulty understanding the difference between different speeds as he moved. He knew that he could move quickly in places where it was inappropriate or against the rules if it was to his benefit. In an interview, Student C spoke of how his coaches broke the rules of the football league so they could

give his team an advantage. Cheating by his football coaches to have an advantage seemed to give Student C the impression that it was allowed.

Several sub themes have been related to the issue of delayed gratification in students diagnosed with ADHD. This lack of insight into tempos could be a cause of the student finding a faster tempo as more rewarding, and that short term rewards outweighing any risks of long term punishments. Dr. Barkley (2013) believes that students diagnosed with ADHD are delayed in their development of the ability to use an internal sense of time and of the future to guide their current actions. This lack of internal sense could be the cause of miscalculations of time and tempo.

**Sub theme C: Students look for an advantage over students and their teachers.** Students diagnosed with ADHD struggle to contain behaviors that could be considered aggressive by peers or teachers. These students diagnosed with ADHD sought advantages in athletic games and classroom activities to prove to others and to themselves that they were smarter, faster and well-liked by their peers and teachers. As a result they devised and used ways to try to outsmart their peers and teachers. Student B devised strategies during tagging games to outsmart the person trying to tag him. When asked how he avoided being tagged, Student B explained, “No, he didn’t tag me, because I could do really sharp turns (*demonstrates how he quickly turned, but was not walking as the rules of the game called for. His movement was close to a gallop and skipping combination*) so I could like move myself to the side”. In Student B’s mind he could outsmart the tagger by making quick turns in a unique style. When asked if these turns kept him from getting tagged, Student B said, “Yeah, so he couldn’t find me”. Student B had other strategies to outsmart adults as well. On the school bus he was not allowed to

read, so he had a strategy to outsmart the bus driver. Student B explain, “If I want to read I have to put a book in my book bag, and have the book in my book bag, and like have the book bag open only enough for me to see”. At home he was aware of his behavior to watch television programs at night when his parents did not know he was watching. Student B likes to stay up late and watch TV. He stated, “I am like watching police movies, and they are like very inappropriate for children, they always drop the F bomb. At least 15 times every two seconds”. When I asked if his parents knew about the late night television watching, he said they do not know because he secretly turned the TV on in the middle of the night.

Student C believed he outsmarted adults frequently. During an observation, I noted:

- Wanders around the room, and pulls a water bottle from a spot in the back corner of the classroom (Observation 6)

This sudden water bottle appearance led me to ask him about it during the next interview. Student C said, “I really like to hide them in the back so they get cold at night and the janitor can’t see them”. Student C hid water bottles in a secret spot in the back of the room, because he believed others could not find them, including the janitors at night. In talking with Teacher C she knew about the behaviors, but it was not a significant issue, so she chose not to address it. During Wake Up Shady Lane, Student C used strategies to avoid being tagged. In his interview Student C explained how to get across the playing field to avoid getting tagged, “Sometimes you can just walk across without anybody noticing you. You just wait until the taggers are chasing other people and then you can

just walk down and no one tags you”. The strategy provided him with great success in the game.

Student A was a student who viewed himself as very intelligent and able to outsmart adults. In the hallways he was observed frequently running, moving faster than he should. He believed that if he moved so fast that he could not be seen by the teachers who were monitoring student behavior in the hallway. In the classroom he had the similar approach in that if he moved so fast he could not be seen. When I asked his teacher to describe Student A’s strategy to complete the work, Teacher A said, “He just really rushes to get it done, I can’t say that he has a strategy”. Student A had lots of strategies that would lead him to complete his work quickly and then move on to other personal activities that he was interested in doing such as building structures out of markers, coloring, or simply moving around the room. These activities were added for personal entertainment or to demonstrate his athletic superiority. When I asked what he liked about a game entitled Swim Sammy Swim, Student A said, “There are secret stuff that people may not know, or that you actually did”. In the classroom, Student A believed he can move around the room so fast that Teacher A could not see him, “She doesn’t catch us, I’m so fast that she couldn’t catch me”.

While Teacher A wished Student A would focus his strategies more towards school work, he had determined some ways that he could outsmart the teachers in his school. It was my perception based on the interviews and observations that Student A knew Teacher A would let him do whatever he wanted as long as he was not bothering other students. He appeared to know that Teacher A allowed his behavior and there would not be consequences. This knowledge opened the door for him to entertain himself



frequently without repercussions. However, what Student A and Student C knew, was that their teachers would only make a minimal effort to correct them when they are off task or using inappropriate behaviors in the classroom. Their teachers did not think it was worth their effort to enforce minor rule violations and would frequently ignore the behaviors.

In one observation I observed Student A going down the hallway on a morning when he did not attend the Wake Up Shady Lane program. He started to run down a hall, a teacher told him to stop, he slowed down, and once he got out of the teacher's view he started to run again. The teacher yelled at him to slow down, and he did. He waited till he was out of view and started to run again. The teacher monitoring the hallway behavior then threw her hands up demonstrating that she was not able to impact Student A's behavior and continued her conversation with a colleague. Student A knew that the teacher in the hallway was not going to apply any consequences. The message has been reinforced if the student kept doing an activity that was wrong, teachers were going to make a minimal effort and dismiss the action as if it is not worth the effort to correct anymore. This was a concept understood by the three students and they used it to their advantage.

**Sub theme C: Analysis.** This theme was fascinating to me as the researcher. It gave the students a lot of credit for finding holes in the current system of infractions and consequences established in the school system. Teachers would never want to admit that students were outsmarting them, or that students have uncovered strategies to counteract their rules, but my perspective is that students have been successful to implement these

avoidance strategies and as a result the student's perceived that they outsmarted their teachers.

The teacher interviews revealed that they felt that always correcting the overwhelming number of small behavior infractions was not the best use of their time in the classroom. They had a large number of tasks to complete in a limited amount of time and could not stop to reprimand a student who was always breaking the classroom or school rules. Teacher C stated that when she notified parents of student behavior problems in the past, she did not get a positive response from the parents that they agreed with her observations about their child. Teacher A mentioned that teachers have a large number of tasks and responsibilities that they must complete each day and they needed to maintain a strict schedule for teaching their subject content. All three teachers in the study express that taking time to punish minor offenses was not worth their time. Each teacher communicated a clear list of behavior and learning expectations that they have for their classroom and for their student's behavior when they are moving in the hallway. Each teacher made it clear that their classroom rules were just expectations of what they would like to happen in the classroom, but they realized that for all students to follow the rules all the time was not a reality. My perspective is that these students figured out that each teacher was willing to settle, to ignore or to be bothered by some of the nonadherence to the behavior expectations because it consumed too much of their time when they had other teaching priorities.

One strategy for helping students with ADHD learn and have a positive school experience is to provide immediate feedback about the behavior and consistently administer the consequences for noncompliance (Barkley, 2013). For these students I

observed that they had figured out that there would not be an immediate consequence for any of their actions and that some of the rules then did not apply to them. They knew what actions were against the classroom behavior expectations and they knew that they could get away with noncompliance and the teacher would not address their behavior. The students were careful observers of how their teachers reacted to their behavior infractions and as a result they were able to avoid being seen or create an excuse that was accepted.

The student participants' ability or at least their perception to think creatively to create rules in their favor was amazing. I found myself impressed with the student participants' ability to realize that there were limitations to the teachers' interests in rule enforcement, and to take liberties with those interests. That level of creativity is rare for elementary aged students, and on some level showed just how smart the student participants were. Perhaps they are in need of another outlet in the school to use the creativity they demonstrated or maybe it is a flaw in the way that the school is currently operating. Failing to give creative students an outlet or being too rigid in a day's schedule and rules might not accommodate these children.

**Sub theme D: Students desire to do what they want, outweighs their concern about consequences.** The students in the study each has a personal reward that they worked for when they completed their morning work. Student A rushed through his morning work so he could start work on some type of art project he was interested in. Some days these projects were creating pictures or masks, and other days he would start to build swords using the markers and objects in his desk. Student C's personal reward was to socialize with his friends. As he did not sit near any of his friends, he sought out

opportunities to travel the room in hopes of interacting. For Student B it was a desire to read books, which outweighed the possibility of getting a lower grade on an assignment as a result of rushing through the work and not being willing to go back and double check his work for completion and accuracy. Teacher B described how she asked Student B to double check work instead of reading,

I'll say it's not time for you book, it's time for you to go back and re-check your answers, he'll say I did double check my answers, I'll say well look at them again, and he'll say I did do it again.

Student B's desire to have the immediate reading reward, outweighed his concern about the long term consequences of possibly getting a lower grade because he simply wanted to read.

Student C's attitude for completing assignments was to do the assignment in his own way on his own time. Teacher C described how Student C completed assignments,

He just rushes through it to get it done, and when you try to correct him or have him look it over, he is resistant, and sometimes to the point of argumentative, and then I see the behaviors, stomping feet, crying, throwing things. So no, I don't see out of the box thinking, I see I'm going to do things my way, as quickly as possible, and it better be good enough.

Teacher C told of another instance of Student C rushing to get something done regardless of it was right or wrong,

It was a worksheet on quotation marks, and he put his quotation marks around the wrong part of the sentence, but every time he skipped number one, I had to give it

back to him four times. He just wanted it done. So he did it his way as quickly as possible without really sitting, thinking, or whatever.

These actions of stomping feet, crying, and being argumentative were reported to the parents of Student C. Student C could be resistant to listening in the morning when he was told to do something that he does not wish to do. I observed:

- Student C walks around the classroom, not directly back to his seat. The aide asked him to sit down, he yelled out “I hate sitting” and sits down defiantly. 15 second later he is right back up. Starts doing the morning work while standing next to his desk, does this for two-three minutes (Observation 2)

During this observation Student C was openly defiant, and was not afraid of the consequences that would result if he was not sitting in his chair to do his work. Teachers B and C had daily communications with their student’s parents through daily journals that went home with the student and also email correspondence. Teacher B noted that Student B’s parents would monitor his behavior via the class application Class Dojo, to see if he had been assessed any negative marks. That parent communication and the students’ desire to not get in trouble could dissuade some off task and inappropriate behaviors, but overall the student’s immediate desires to do what they felt was more important than what they were directed to do outweighed their concern about the consequences.

For all three students, the desire to be successful or to build status among their peers about who could be the fastest outweighed their concern about of consequences that would follow if they disregarded a behavior expectation. During the Wake Up Shady Lane program the three boys frequently disregarded the others safety or changed the rules

in their favor to gain an advantage and did not show concern about the consequences.

Student A frequently broke rules and was spoken to by the staff about his inappropriate behavior. He, like Student C, became argumentative when he was told he was not following directions or the game rules. I observed the following:

- During Wake Up Shady Lane he tattles on more students, and at the end of the program he is getting talked to by another teacher. Walks away very upset.

(Observation 2)

This reprimand by the teacher was for not following directions during the activity.

Student A's inability to think of future consequences was clearly evident during another instance that occurred during the Wake Up Shady Lane program. In my observation notes from Observation five I recorded this comment about it:

- During Wake Up Shady Lane, Student A was removed from being tagger because he couldn't follow directions, kept running during a walking game. (Observation 5).

When Student A was removed from being the tagger, he was asked by me why he was removed from the game as the tagger and he responded with the correct answer that he was running during a walking game. He disregarded the consequences and chose to run instead of walk knowing that he would lose his turn as a tagger. For him it was more important to run fast to tag other players than to follow the game's rules. He chose the more immediate reward of running over walking than the status of being the game tagger.

The consequences were not important to him in comparison with his urge to run.

**Sub theme D: Analysis.** All three students demonstrated that their personal urges to “break the rules” was more important than having to accept the consequences for the inappropriate behavior. An individual’s ability to link the long term effects of a behavior when compared to the immediate reward, is part of the executive function systems of the brain. An individual diagnosed with ADHD has precise deficits in those areas of their brain (Brown, 2013). The lack of synapse connection keeps them from processing long term effects. An individual diagnosed with ADHD has difficulty forgoing immediate rewards, even though they know they are long term consequences (Songua-Barke et al., 1992).

During the interviews, each student could accurately repeat the rules of an activity and the teacher’s expectations for them within the classroom. What was lacking was the connection of the consequences for not following an action, when compared to the immediate desire to do something that brought an immediate reward. In studies, students diagnosed with ADHD always took the immediate reward, and were rarely able to delay gratification (Songua-Barke et al., 1992). This delay gradient is consistent with the characteristics of individuals diagnosed with ADHD. For these three students who knew the consequences for inappropriate behavior or breaking the game rules their urge to do what they believed was appropriate was stronger and more immediate at the moment than the consequence.

One of the most known behaviors associated with the condition of ADHD is impulsivity. Individuals diagnosed with ADHD are thought to struggle with sustained attention, their attention span, and the persistence of their effort (Barkley, 2013). This inability to have sustained focus on an overall task could cause the student participants to

act impulsively and reach for an immediate reward in front of them. For Student A the markers and objects he wants to play with are in the desk right in front of him. As he is sitting at his desk trying to sustain his attention to complete his morning work, the tangible reward of playing with toys in his desk is sometimes too great. He succumbs to it, and his attention shifts from the morning work, to the toys in front of him. Student B's tangible reward of reading sits with him as well, as his book resides in his desk. The internal struggle to remain on task, and have sustained attention on the morning work is sometimes quickly lost, to the immediate tangible reward that the student sits with.

As I would observe the student participants reaching for immediate tangible rewards, I started to consider the possibility that perhaps they are not challenged by the current assignments. Teacher B praised Student B's ability to finish a week's worth of morning work, in one homeroom time period. Could his reaching towards the reward of reading be a byproduct of him not being challenged by the morning work, or knowing that if he does not complete it in one day, he can make up that portion the following day? Teacher A mentioned during an interview that Student A quickly picks up new concepts that are taught in class. Perhaps he also seeks a challenge and finds it with his creative art projects or comedy routines he displays for his classmates. I think it would be myopic for me to suggest that the student participants constantly sought self-gratifying activities, without mentioning the fact they possessed above average intelligence and were known to be bored with normal workloads occasionally.



**Sub theme E: The students view their behavior from a personal lens, how does it affect me?.** The concept of fairness was varied, as each individual viewed fairness from a very personal lens. This individual perception varied from fairness concepts of their peers and their classroom teacher. The students interviewed looked at their behaviors and actions usually from a perspective about how their actions would impact them. Each of the students interviewed had a different view of fairness, and how it related to them, when compared to how it related to the rest of the class. Teacher C stated that Student C was obsessed with fairness and rules. Teacher C stated,

Yes, he is a rule follower, and he likes everyone to be following the rules because in his mind that is the way to make it fair for everybody. If somebody is not following the rules he tattles, even if he isn't exactly following the rules.

I observed this obsession with fairness and his need for everyone else to play by the rules. Once during the Wake Up Shady Lane program, Student C noticed his best friend breaking a rule, and immediately he approached me to say about his friend. During the remainder of the Wake Up Shady Lane program and during homeroom, Student C asked me four times in 25 minutes when I as a teacher, was going to reprimand his best friend for breaking a rule. I noted:

- During Wake Up Shady Lane, Student C tattled on his best friend, and then repeatedly asked when the teacher was going to talk to him, as if he wanted his best friend to get in trouble (Observation 5)

This desire to see his best friend get in trouble was seen in other instances. Teacher C described another instance where his best friend was the line leader and got in front of Student C. Teacher C stated,

Even though his best friend said, “but I’m the line leader,” there was still a lot of time before he de-escalated. I get a lot of tattling, but when somebody he is friendly with, says “hey I’m the line leader,” and he still gets very upset.

This obsession caused Student C to be especially sensitive as to who should be first, as that was a major point of fairness and contention in his eyes. Student C even got to the point of being violent if he perceived an instance as unfair. When asked the question if Student C cared about being first in line, Teacher C said, “More than others, to the point that he was punching a pole because the line leader cut in front of him”. Student C realized that things were not fair in life occasional, and did say, “Teacher C told me this one day that life isn’t fair, so she says it sometimes, and she says “life isn’t fair sometimes” (*mimics Teacher C voice*)”. While Student C admitted life was not fair, Teacher C had a strong belief that he only wanted things to be fair when it was on his terms.

Student B was another student that was very concerned with fairness. Student B described an instance at recess. Student B stated,

She said I was poking her, and she pushed me. I didn’t poke her. So she pushed me, and then she told on me, and now I am not allowed to play soccer for a month, unless she is not playing. She didn’t get in trouble! She didn’t get in trouble!

He believed he was treated unfairly in the instance. Student B added, “I also think it’s unfair that girls can push or punch a boy, but boys can’t, I don’t know, I’m just saying this”. Student B’s perception that rules made by the school staff were unfair was found in other school environments than just recess. He believed boys got in more trouble in

Teacher B's class than girls. When asked about fairness in Teacher B's class, Student B said, "The girls don't get in trouble as much, but the boys are always blamed for this". When I asked Teacher B about the tattling in her class, and if Student B tattled a lot, Teacher B said, "They are usually tattling on him [Student B]". When I asked why students in Teacher B's class tattled on Student B, she said, "Misunderstandings". During the interviews, Teacher B and I went on to discuss the misunderstandings that Student B's classmates have with him. I observed some of these misunderstandings as during the pledge of allegiance he would salute the flag, instead of putting his hand on his heart like the rest of the class and also in his peer to peer conversations. Teacher B stated in class he would quote late night television programs, verbalizing statements about bombs and police drama. While these comments were appropriate for late night television, telling them in a school setting, without knowing their context caused his classmates to have concern for him, and to tattle on him. Impulsive remarks or actions that an individual diagnosed with ADHD demonstrated, could be perceived by students in the classroom as a tattle worthy offense because it was out of the ordinary.

Student A was a student that tattled on other students frequently. When Teacher A asked what types of actions that Student A tattled on other students for, Teacher A responded,

"He looked at me," that's pretty minuscule to me, (*mimics students*) "he's looking at me funny, why is he always looking at me?" "He touched my pencil," it could be something so small. It could be as small as someone touching something on his desk, or looking at him.

Student A tattled frequently. When I asked Teacher A to elaborate on the kinds of tattles Student A says, Teacher A responded,

A lot of them are fabricated, I'm sure the problem is that in his mind. Like the instance with the yelling, is yes, a person did speak in a louder tone, and was speaking to directly to him, and he misconstrued that as yelling. He is very sensitive, when you correct him or try to change his behaviors, he gets very upset or emotional. He does not like to be wrong.

This mindset of Student A was what caused him to look at things from a perspective of, how does it affect me? He did not want to be wrong, and usually his perception of events differed from his peers. During the Wake Up Shady Lane program, he was constantly tattling. I noted:

- During Wake Up Shady Lane, he tattled on a student, and then hid behind a mat for the first five minutes. At the end of program, he tried to guess what area the teacher was going to dismiss first, and changed his spot, he normally goes to at the end of the program. Caused an issue with another student. (Observation 3)

Student A wanted to tattle on a student and when he did not get the response he hoped for, he hid behind a mat for five minutes. At the end of the before-school physical activity program he tried to get closer to his backpack to be the first to leave. Another student was standing in the spot that he wanted to stand in. This student standing there was unfair in Student A's mind and led to him to throw himself to the ground, swinging his arms and legs crying and needing to be removed by a teacher. When asked to explain the situation, Student A said,

They were there first, but they knew that I was going there because they were one of the people, that knew that I was going there probably, because they were actually were somewhere else, [other student] was somewhere, and then she started to take my spot.

In Student A's mind this student knew that Student A was going to go there on this particular day, even though it was not where he had gone every other day in the program. Student A perceived that the student moved to this position to irritate him because some students did not like him. He had three to four students that he constantly looked for reasons to tattle on them. During the interviews, a question would be posed to Student A and he would go out of his way to tattle on one of those students. Student A looked at other behaviors and how it affected him, and whether it was fair in his eyes.

During activities in class, Teacher A had noticed that Student A tried to manipulate the activity to be fairer in his eyes. Teacher A explained,

I always catch him trying to change the rules to his favor, or if we are supposed to go clockwise, or take turns, it always manages to go the other way so that he gets an extra turn. He is very, it has to be his way.

These changes in patterns and routines were to benefit him, and were fairer in his eyes. Student C had a similar mindset from the perspective of Teacher C. Teacher C stated, "I think he is obsessed with things that have to deal with him. If there is something special that happens to another student, like if they get to read to the class, he always has to get a turn". To elaborate Teacher C said,

If something happens and another student gets a ticket for math class, he has to have the opportunity to answer a question and get a ticket. It always has to go

back to him, and a change in a routine is fine, but if I change my routine to benefit someone else, it's a problem.

Student C was quick to point out when things were not fair from his perspective. He wanted to make sure he got every advantage possible. Teacher C stated,

[Student C] is very obsessed with things being fair, but only if it works out in his favor. His mom has to discuss how some students have different needs, and need different accommodations, like for a retest, he got an A, a 96, he still wanted to retest, he still wanted that second chance, he wants what everyone else has.

During observations six and seven I observed Student C tattle on other students for not following rules and for other students not wanting to be his partner. He was very concerned about the rules of the activity, and others needing to play by those rules.

Student B also believed there were particular students who were against him, or did things unfair to him. He believed that teachers favored certain students and the teacher believed these other students more than him. When the researcher asked Student B why teachers believed certain students more than others, Student B said, "They like always tell the truth a lot, they will believe them because they will believe that they are telling the truth". He realized that some students were more likely to tell the truth and because he was not always truthful when he told the teacher about a situation his side of the story was not accepted as true. He viewed this perspective as unfair and he felt his account of a situation was not considered even when he believed he was telling the truth about a situation.

**Sub theme E: Analysis.** Students who perceive their environment as fair are more successful in school, while if they perceive their environment as unfair, it could lead to alienation (Çaglar, 2013). While the students interviewed viewed certain environments as unfair, sometimes it was their reactions to the situation that led to their alienation from the other students. Student C acted violent when he believed things were unfair. Student A threw tantrums and Student B was removed from the activity. These acts were noticed by their peers. Peers perceived difficulties of upholding group cohesion due to the externalizing symptoms that accompany ADHD and cause peers to shy away from interactions with children diagnosed with ADHD (O'Driscoll, Heary, Hennessy, & McKeague, 2015). Classmates of students diagnosed with ADHD know it is not fair to alienate these students, but are afraid of their actions, and their overbearing nature in conversations (O'Driscoll et al., 2015).

The intense focus of fairness and the urge to demonstrate favoritism towards themselves, in a student diagnosed with ADHD, could cause them to be alienated from their peers. Their overt actions of tattling on friends, screaming and crying when others would tag them in a tagging game, and trying to make sure rules benefitted solely them, could cause them to possibly lose friends. Student B realized that he had difficulty maintaining friendships and used a personal calming strategy so he could positively interact with his peers. When asked what Student B thought about as he walked out of the before-school physical activity program, Student B responded, "I try to stay calm, even though on the inside I am usually thinking crazy things, I just try to stay calm". When asked why he does this, Student B said, "Because I don't want people to think that I am too crazy and they might not want to be near me". Student B was conscious how his

actions affected his ability to have meaningful peer relationships. Student B's classmates knew that his actions and topics of conversation were different than other students so they made minimal efforts to include him. I wondered if it his peers felt bad that he was not easy to be a friend and sometimes asked him to play then there were interested in establishing a meaningful friendship. During the interviews when Student B expressed his desire to have better friendships, several students made sympathetic gestures towards him. These gestures were actions that the student had taken to include Student B in an activity, or to make him feel included during an activity. Students diagnosed with ADHD have difficulties making and keeping friends (Hoza et al., 2005). This is usually a result of their constant motion, and their inappropriate actions and vocalizations (Reynolds & Kamphaus, 2004). Student A and Student C's actions sometimes kept them from making meaningful friends. These actions also kept other students away from them, or opened them to mocking from peers. While many of the actions presented in this section paint the student participants as selfish, they were some actions observed by the researcher that showed a caring side.

**Sub theme F: There is no all-encompassing behavior expectation that is the same for all students diagnosed with ADHD.** While the researcher felt there were constant examples of the student participants feeling over confident and egotistical, there were also exceptions. Various times during the interviews, short intervals of honest and humble comments would be audible from the student participants. Acts were visible, occasionally during the observations. These acts resembled a caring student, then one who solely focused on them self. The researcher observed Student C and A both demonstrate acts that could be considered off task in some classrooms, while others



might think, was that not the kind of behaviors schools desired in a student? Sharing, helping others? Neither of these actions were representative of an egotistical child. Student C could easily have thrown away part of this breakfast, but he chose to ask others if they would like it. Student A was being helpful in some regards by helping other students decided on lunch, and helping them check it off.

Student A cared about his friends, and tried to protect them. During the interviews, Student A mentioned people that were being mean to his friends. He freely tattled on people who were mean to his friends, and stuck up for them. Student B was also very loyal, but to his family. He constantly played with his little sister, and stuck up for her when other students were unfair to her. Student B mentioned a time when he was riding bikes with his friend and he let his little sister play with them. Student B said,

I beat Nate in a race, the first race I beat Nate, the second race I came in dead last, Nate came in first and Jill came in second and the third race I came in second. Jill came in first, I came in second and Nate came in last and then she finished last because she was pooped.

These actions of loyalty to friends and family were precisely what should be reinforced to students. Parents would want their children to play together. For an elementary aged boy to invite his little sister to play with them and let her win in a biking race, was a desirable trait. They are not egotistical actions at all.

**Sub theme F: Analysis.** This constant sub theme spoke of the inability to make a blanket statement about a major theme. While this major theme mentions the students were typically egotistical children, the researcher again wanted to highlight the points and actions of the student participants that were not egotistical. The word egotistical taken out

of context from the scope of this study, could possibly be perceived as a negative, and that was not the researcher's intentions. Merely that the age of the students observed, and their perceived role in the environment that they were placed in, led them to act in a certain manner.

## **Conclusion**

The themes and sub themes presented in this chapter paint a picture of the student and teacher participants observed during the case study. Each theme speaks to the actions and behaviors of the student participants and the reason behind these actions.

Environmental settings influence the actions of a student, but they were many parts of the construct of the environment that influenced the students differently. The philosophy a teacher has towards the way an environment should be established and their own instructional practices influence a students' success. In this chapter I presented three different classroom environments constructed by the teacher participants and how they influenced the student participant in their class. While some classrooms gave the initial impression they benefited or hindered the student participants examining the impact of the environment over the course of a school year would be a fascinating point of view.

The positive effect of the before-school physical activity program reported by the participants painted it in a very positive light. The program offered students an opportunity to move, be creative, and also a new social setting in which to try and build friendships. Teacher participants noted differences in their students upon leaving the program, which had the students prepared to learn. Some unintended consequences I noted during the observations was the simple fact that the program caused the student participants to arrive to class on time. The observed issue of students habitually arriving

late to class complicated the homeroom time period for those students and the teacher, and impacted the entire class negatively.

In discussions with teachers and students, and the observations I collected, I noted how alike the student participants were to other boys of their age. When I compared the actions and thoughts of the student participants to other boys their age, many seemed comparable. The student participants, wanted to play and move, and entertain themselves, which I would argue would be normal actions of eight and nine year old boys. One area in which the student participants had difficulties with compared to other boys, was in the area of delaying gratification for a reward. When a reward was present, the student participants seemed to lack the control to wait for the reward, or had the tendency to forego a large reward, for a smaller one that could be immediately obtained.

During the data collection and analysis I have been amazed at the insight, and idiosyncrasies found in a student's day. The impact of the classroom environment and the before-school physical activity program, have become clearer for me. I have tried to summarize the impact that I observed during this case study. The student participants expressed so many joys and difficulties they have as students, and with the behaviors of inattention and hyperactivity related to ADHD. I have enjoyed the process of getting to know these students, and learning how a school could possibly serve these students more efficiently in the future.

## Chapter 5

### Conclusions and Recommendations

#### Introduction

This chapter addresses the following questions: what is the significance of this research; why does the study matter in the field of education; and did the study address the research questions? While the idea for this study and my initial observations occurred many years ago, the process of critical thinking, continued observations, writing, data collection, analyzing, and re-writing has brought me a new perspective about students with ADHD and teaching in general. I was intrigued to learn more about the students with ADHD and their perspective on behavioral expectations in the school environment. This research process has allowed me to gain new insights that I could not have acquired otherwise. Based on the discoveries that emerged from my research, I have looked at my teaching and the education field with a fresh perspective. The study has become a part of me as I was totally immersed in the planning, implementation, analysis, and writing of this dissertation. I bracketed my thoughts and feelings about what I observed in the Wake Up Shady Lane program and in the classrooms. In addition, I bracketed the insights I gained during interviews and maintained my resolve to remain as objective as possible to not influence the data collection and analysis.

As a teacher for the past decade, I have taught and interacted with many students and teachers as colleagues. Yet, it was not until this research was completed that I was able to connect and gain an understanding of the thoughts of the students and teachers who participated in the research. The teachers interviewed in the study represented a varied background and at times I felt that the interviews provided an opportunity for the

teachers to express their feeling and thoughts about the students and the education environment. The teacher participants expressed frustration with some of the current students and with current school policies, in effect in their classroom, in which they were required to comply. However, these teachers also expressed a love for teaching despite those constraints that influenced their teaching. During this case study I had time to spend in the classroom, during the homeroom period, and it was for me a new experience to have the opportunity to observe the opening of the school day. I noticed how each student entered the classroom, began the morning tasks and socialized with others all occurring within a short time period. Observing these morning episodes and listening to the classroom teachers' comments during the interviews allowed me to form a deeper admiration for classroom teachers and their positive attitude about teaching despite the school's requirements and tasks that needed to be completed on time.

I viewed each student participant in a new light at the conclusion of this study. Their enjoyment of movement had always been evident to me, but the reasons behind their movements and actions have not always been evident. In a school setting, educators are sometimes quick to make judgements about a student and do not take the time to ask the student why he or she demonstrates a particular behavior. In my interviews when I asked why the student performed a behavior, I gained an understanding and appreciation for the student's reasons they expressed that motivated their actions. Students diagnosed with ADHD revealed the behavioral struggles they feel and cope with every day. The review of literature revealed that these students are viewed, by educators, as students who are frequently off task, need repeated reminders to maintain appropriate behavior, are impulsive and hyperactive, and are perceived as classroom "problem children" who

interfere with the classroom routines and behavior expectations. I noticed that during the Physical Education classes and in the Wake Up Shady Lane morning program that movement contributed to the student's ability to focus on the activity and that these students enjoyed moving. These observations and my interest in learning more about students with ADHD led to developing a qualitative case study that would illustrate new understandings about how movement in a before-school program may have an impact on the adherence to the morning routine and behavior expectations in the student's classroom. What follows in this chapter are a summary of the findings and discussion and recommendations for further study.

### **Summary**

Before-school physical activity and its impact on students diagnosed with ADHD was the focus of this study. As a case study, I was interested in learning about the before-school physical activity program, Wake Up Shady Lane, and its effect on students diagnosed with ADHD who attended the program. The study took place at a small elementary school in southern New Jersey, which serves students in grades Kindergarten through fourth grade. Three students diagnosed with ADHD who attended the program were the student participants, along with their classroom teachers. Each teacher participant was interviewed three times and each student participant was interviewed four times and observed six or seven times. The variation in the number of observations was caused by the timing of the beginning of the data collection period, and the duration of the Wake Up Shady Lane program. Each interview and observation were transcribed, read, read again and then coded using a system I developed labeling common concepts that appeared among the data sources. As the concepts were organized and rearranged

three major themes emerged with related sub themes. Then a graphic representation was created to display the themes and sub themes. The themes represented how the Wake Up Shady Lane before-school physical activity program was impacting the student participants as they moved from the program in the hallway and as they performed the homeroom morning routines designed by the classroom teachers.

The study was based on the follow theories that guided the review of literature and supported the case study findings.

- The diagnosed condition, Attention Deficit Hyperactivity Disorder (ADHD), and the behaviors identified as characteristic of individuals with ADHD are caused by deficits in the executive function systems of the brain. These behaviors include a student's ability to organize and prioritize work, to recognize long term consequences, and to resist impulsive behaviors. (Brown, 2013; Sonuga-Barke, 2002). Student diagnosed with ADHD repeatedly had difficulty with decision making sequences and would seek a reward for completed work before fully completing the task. They are limited in their ability to think of the long term consequences of their actions in favor of the immediate reward.
- Physical activity assists in releasing the neurotransmitters, dopamine and norepinephrine, which aid in memory retention and increase brain activity in the executive functioning regions of the brain. This increase in brain activity of the brain's executive functioning areas allows for better control of hyperactive, impulsive, and inattentive behaviors.

The data collection and analysis was guided by a qualitative case study approach, which reflected my professional philosophy focused on constructivism and the personally

observed experiences as valid strategies to create new, meanings, knowledge and perspectives. In each interview and observation, I bracketed my own feelings and perspective so the participant's voice could emerge. I tried to be as objective as possible so one participant's voice would not be heard more than others. Throughout the process of data collection, data analysis and writing, I constantly wrote reflections of my thoughts in my research journal. This reflection allowed me to revisit prior assumptions, biases and constantly recheck my thought processes to ensure I was open to the data, honest and unbiased. When interviewing and observing the students in the study who were diagnosed with ADHD I experienced that I needed to make adjustments in my interview process to ensure that the student had an opportunity to express their perspective and comments.

The following research questions framed the study. In the discussion section, each research question is presented, as well as the correlated sub themes.

1. After participating in the physical activity session what behaviors do students with ADHD exhibit in their classroom and how do these behaviors adhere to the teacher's appropriate behavior expectations?
2. What is the expected routine for the beginning of the school day and what criteria did the teacher use to establish this routine?
3. How do students perceive their behavior in the classroom after participating in the physical activity session?

## **Discussion**

Organizing and analyzing all the data was a challenging and complicated process that I found interesting and when a theme emerged it was exciting. What follows is a



discussion that reveals the analysis process and a description of the research findings. In this chapter I linked the three themes and fifteen sub themes, to one of the relevant research questions. This discussion centers on the data analysis and how it relates to the literature review and current school education policy. The data collection was founded on two theories; the concept that behaviors associated with ADHD were caused by delays in the executive function systems of the brain and that physical activity could positively impact executive function systems in the brain. Executive function systems control a person's ability to plan, follow a sequence, and also to have sustained attention on a goal (Brown, 2013). My assumptions I made were that before-school physical activity could have a positive effect on the executive function systems of the student diagnosed with ADHD. My assumption called for me to observe and interview the student following the before-school physical activity program. Each research question is first presented in a graphic form (see Figures 5. 1, 5.2 and 5.3) with the related themes attached. Following this introduction, each theme is discussed about how it related to overall research questions, and the study itself.

### **Introduction to Research Question One**

In the first observation of the student participants following the before-school physical activity program I had questions about what were the acceptable student behaviors in homeroom. This was my first experience spending time in a classroom during the morning homeroom period and I was interested to see routines and behavior expectations. Students were in constant motion moving around the room, locating materials for the morning tasks and, and socializing with each other. At the beginning of the data collection process I made initial notes in my research journal questioning what

types of behaviors I observed that were permissible during the homeroom time period. Next, I considered the second part of the research question: how were the students' behaviors related to the teacher's behavior expectations? The behaviors that I initially thought to be off task, were appropriate for the classroom teacher's expectations. Through the interview process with the classroom teachers I gained an understanding of the procedures, set by each teacher, and that allowed me to view the students' behaviors and how they related to these behavior expectations.

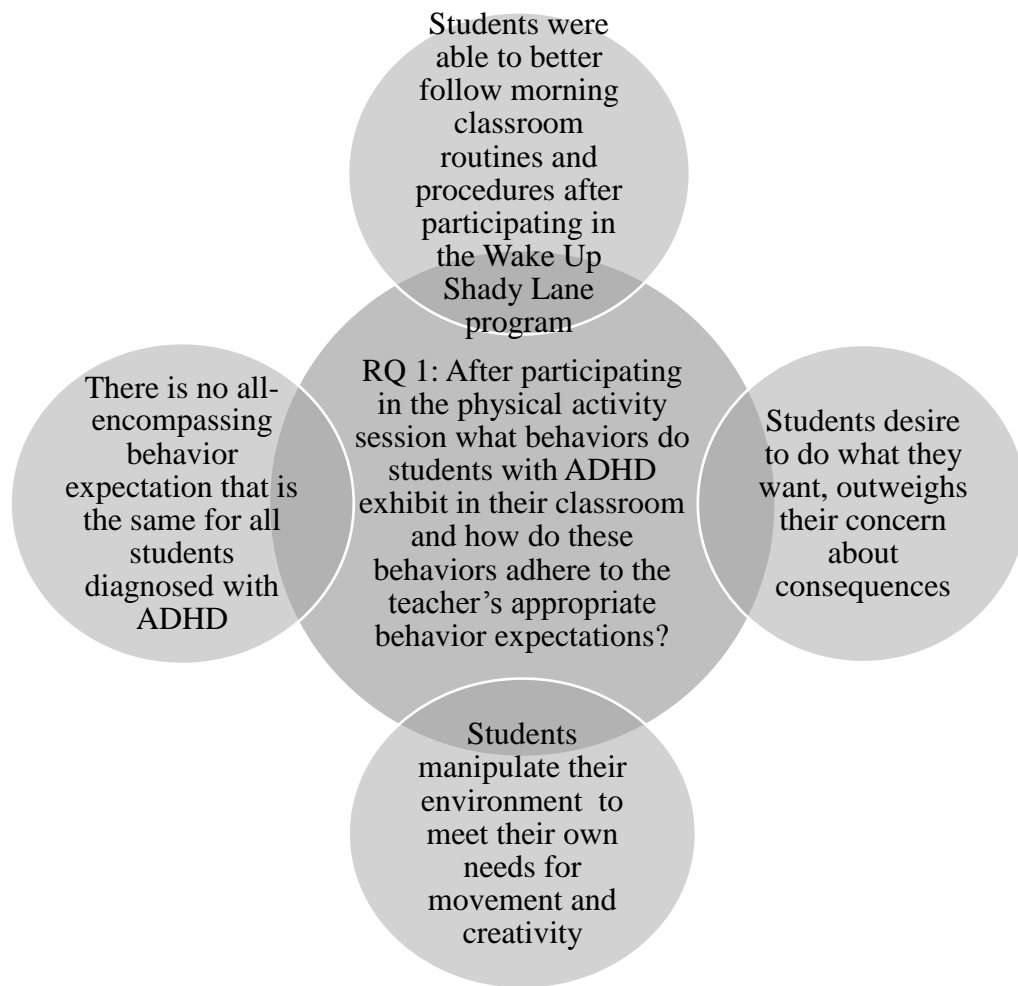


Figure 5.1. Research question one and related themes

**Students were able to better follow morning classroom routines and procedures after participating in the Wake Up Shady Lane program.** Each student participant repeatedly claimed an ability to focus with greater ease in the classroom following his participation in the Wake Up Shady Lane physical activity program. The student's claim was confirmed by Teachers A and B, with only Teacher C stating improvement was only visible half of the time. Several comments from student participants about how they felt after leaving the Wake Up Shady Lane program included such remarks as, "I feel like really energized, and the days I don't [go], I guess, I guess I didn't feel energized" and "I am not that wound up on Wake Up Shady Lane days". Teacher A commented, "I have noticed that on mornings when there is Wake Up Shady Lane, he is a little calmer, than he is when he doesn't go". This energizing effect felt by two of the students and the calming feeling felt by another student contributed to a successful morning beginning in the classroom. Executive functioning skills allow an individual to be able to understand a sequence or series of steps and then be able to self-regulate their behavior to carry out the step sequence. When students enter the classroom, there is a series of tasks they must accomplish during the homeroom period before the first period of learning occurs. During this time a student needs to be organized, plan to complete tasks and reduce the distractions so he can continue to follow the morning routine.

When a student states that he or she feels more energized or feels calmer, this could be a reaction to increased blood flow reaching the brain and in particular the executive functioning systems. With this increased blood flow, neurotransmitter connections are also being increased to the brain (Brown, 2013; Ratey, 2008). These

neurotransmitters include dopamine and norepinephrine and increase the brain's ability to engage the executive functioning systems. When the executive function systems are functioning more efficiently, the individual should have an increased ability to concentrate and follow a series of tasks. Dr. Thomas Brown (2013) defines executive functions in six areas: activation, focus, effort, emotion, memory, and action. Increased function in these six areas could have a huge impact on a student's ability to adhere to behavior expectations and learn. The activation function allows the students to be able to organize and prioritize tasks (Brown, 2013). The focus function allows a student to not only focus on a task, but sustain that focus, and shift focus between tasks (Brown, 2013). When each of these functions is present the student would be better prepared to follow the morning sequence of tasks and refocus if he is distracted.

**Students desire to do what they want, outweighs their concern about consequences.** During the observations I noted students knew that if they completed the morning routine they would move on to a reward for their focused behavior. During an observation in Student A's classroom, I noticed him quickly moving through his morning work to reach a reward of playing with a toy in his desk. I observed:

- He gets his morning work and starts to work on it. He gets out tape and starts to tape his morning work papers together [assignment has nothing to do with tape] (Observation 4)

One behavior intervention that is suggested for students diagnosed with ADHD is to employ goal setting strategies that are clear and lead to a tangible reward that the student seeks. Executive function skills are responsible for sustaining attention towards reaching a goal and avoiding distractions (Barkley, 2013). An issue that I noted in my research

journal and was confirmed during the student and teacher interviews was that each student had a specific goal or reward that they were working for during the morning period of homeroom.

Physical activity increases blood flow to the executive functioning systems, which in return affects effort and focus (Brown, 2013; Chen, Yan, Yin, Pan, & Chang, 2014). When the goal of a student diagnosed with ADHD is to finish an assignment to receive his reward to read a book of his choice he was motivated to complete his morning work. The difficulty with this goal is that the student rushes through a series of meaningful tasks to reach that goal which is more important to him than the morning work. Teachers A verbalized, “He just really rushes to get [morning work] done, I can’t say that he has a strategy,” and Teacher C stated, “He just rushes through [morning work] to get it done, and when you try to correct him or have him look it over, he is resistant, and sometimes to the point of argumentative”. While Student B and C seemed to be goal oriented, the issue arose when they rushed through their work to reach a goal. For Student A, he rushed through his work because his goal was to self-entertain by performing for other students, or to engage in building a toy or art project. I observed each student participant rushing through their morning tasks to reach goals that were self-selected such as academic reading or creating artwork. Pursuing these goals were sometimes disruptive to the classroom environment as they created masks or swords from markers, played with boxes, or socialized with peers when these behaviors were was not appropriate.

**Students manipulate their environment to meet their own needs for movement and creativity.** The gymnasium, the hallway, and the classroom each has a unique environment and a different set of rules and procedures. Once the students leave the before-school physical activity program they move through the hallway and then arrive at their classroom. The before-school physical activity program located in the gymnasium contained approximately 60 students and two to three adults. The activities involve running, jumping, skipping, tagging games and some role playing activities during parts of the program. Occasionally, the students would engage in creative movement activities where they would imagine they were being chased by a tiger, or walking through quicksand, while for other activities there were defined rules and specific movements that were appropriate for the activity. The student participants, in this study, realized the freedom they had during the creative movement activities and would use that time to explore what movements and actions they thought were acceptable. Due to the high student to adult ratio, many times I observed the student participants exploring movements on their own during all of the activities. I observed how the student participants would experiment with movement, whether or not they were encouraged during that activity.

When the student participants left the gymnasium, they entered a hallway environment that was staffed by two or three teachers. This opened endless possibilities for behavior exploration from each student participant. While they were walking to the classroom, two to three teachers were responsible for well over a hundred students that made it difficult to enforce rules. For Student B he used the hallway time period as a transition to calm himself down from the high intensity movements he experienced in the

Wake Up Shady Lane program, to the sedentary atmosphere of his classroom. Students A and C's actions in the hallway were similar to other second grade boys who also attended the program. They raced each other as they went down that hall when they were confident a teacher was not in the proximity and would not be able to reprimand them. This moment, to race in the hallway, seemed important to Student A and C, as it created another opportunity to establish athletic superiority over their peers.

Each of the student's classrooms had a different set of behavioral expectations that either accommodated or were in contrast to the student's ADHD characteristics. The environment that Student C entered was very fluid, with students interacting with each other and moving freely. Student C's teacher said, "I do feel that it is important to socialize, I don't expect them to be quiet". This approach provided an environment fostering interaction among the students where they communicated freely with each other. Student C who enjoyed socializing, moved around the room conversing with his peers as he completed his morning tasks. Teacher C stated, "So the behaviors I think, that he may exhibit, I think there are others that are exhibiting the same behaviors, are more easily copied, or more easily expressed because there are others expressing those behaviors". In her opinion, Student C mimics the other boys in his classroom, in manipulating the behavior expectations. This environment where the teacher supports socialization, has positive and negative impact on Student C's behavior. At times he chooses to follow the on task behavior of the other boys yet he also follows the disruptive behaviors of his peers which is not a positive choice.

Student A also manipulated his classroom's environment and behavior expectations. This environment where the teacher does not mind the students interacting,

expects students to be very talkative in the morning homeroom period. The morning work that is given during the homeroom time period is seen as menial and busy work by Student A. Student A's teacher does not grade morning work, and uses it to allow students a chance to use free expression. Morning work assigned also gives the students something to do so she can get her own assigned homeroom tasks of taking attendance, doing a lunch count, and checking homework completed. Student A constructed self-made masks and swords by connecting his markers. He taped items together, chewed on a green finger eraser and squeezed a Lego stress ball during homeroom, which entertained him. His teacher does not mind his behavior choices as long as he is not disturbing other students. Student A knows that his teacher does not check the morning work so he views that it is not important to complete. He knows other students do not complete the work and do not get reprimanded by the teacher, so he feels he does not need to put any effort into completing the work. He also has believes that Teacher A really does not care what the boys at his table do during the morning homeroom period, so he takes advantage of that time to entertain himself.

As student B enters the classroom, he too begins to follow the behaviors expected in his classroom environment. Teacher B's classroom is highly regimented and there is little room for deviation of the established procedures and morning routine. Student B enters the classroom, he immediately adhered to the classroom behavior expectations and follows the work step by step. He crosses off each task, written on his list, as it is completed. However, when he finds that he cannot complete a task such as his pencil needs sharpening or he cannot find the item needed for the task, he stalls and does not ask for help from the teacher. This small manipulation of the rules is all that he can do



without risking a consequence. For Student B any deviation from the procedures or routine is noted by the teacher who then gives a negative mark on the visible reward/consequence system posted in front of the classroom.

Each environment, the gymnasium, the hallway and the student's classroom had different behavior expectations. The Wake Up Shady Lane program offered students the opportunity to explore creative movement, games and other physical activities. The hallway provided a transition time that resulted in running a race to compete with other students to try and show athletic dominance as they approached their classrooms. Each classroom has its own behavior expectations which the students adapted to and tried to manipulate as they entered that classroom and participated in the morning routine. The classroom environment reflected the teacher's educational philosophy and routines and procedures were implemented based on the teacher's concept of what a morning routine needed to be for the students.

I questioned which type of environment is best suited for a student diagnosed with ADHD. Teacher B's rigid classroom structure was organized and students were observed consistently accomplishing their morning work tasks. However, as a first year teacher teaching third grade, her approach was to list the morning work tasks so students knew what was expected as they entered the classroom. She enforced the expectations with a behavior system that noted positive and off task behaviors. Teacher A and C were veteran teachers and expressed the importance of socialization in the morning routine and they did not reprimand all off task behaviors. The veteran teachers expressed that it was not necessary to address all off task behaviors in the morning homeroom period. Observing the hallway was monitored by primarily veteran teachers who told students to stop

running, but they were not always able to follow the student down the hallway for additional comments.

Impulsivity, hyperactivity, and inattention are the core behaviors associated with ADHD that cause learning and behavior issues in an elementary school (DuPaul & Stoner, 2003). The study's review of literature cites that these behaviors derive from inefficiencies in the brain's executive functioning systems (Brown, 2013). These areas of the brain affect a person's ability to sustain focus and effort, utilizing working memory, and then being able to monitor self-action (Brown, 2013). When a student who struggles with impulsive actions gets placed in an environment filled with lots of stimuli, the child with ADHD becomes easily distracted and naturally starts to react to those stimuli. A child diagnosed with ADHD's inability for sustained effort on the assigned task causes them to search for more rewarding stimuli. The same child also lacks the ability to self-regulate their actions and to link the long term consequences of their current behaviors. When the environment is filled with a great number of stimuli, a student diagnosed with ADHD could be unable to resist.

**There is no all-encompassing behavior expectation that is the same for all students diagnosed with ADHD.** This case study investigated the behaviors of three students after participating in a before-school physical activity program. The student's classroom teachers were also interviewed about the students' behaviors. Each student was observed once a week for 20 minutes following their participation in the before-school physical activity program. Each student's behavior was different in the way they followed the classroom morning routines.

While I believe that the students were able to better follow morning classroom routines after participating in the before-school physical activity program, there were some exceptions. I recorded student behaviors that were self-rewarding and manipulated their classroom's behavior expectations. As a result of my observations I believe, there is not an all-encompassing statement about the behaviors of students with ADHD that is applicable to all situations.

The student participants stated they had a greater sense of control and felt calmer upon leaving the before-school physical activity program when compared to other days they did not participate in the program. Teachers A and B noted positive differences in Students A and B, on days when they attended the Wake Up Shady Lane program. While all of the student participants and Teacher A and B stated positive differences after participating in the Wake Up Shady Lane program there were exceptions. Teacher C noted that Student C received only partial benefits from attending before-school physical activity program and sometimes factors outside of the program would override any benefit of the program. While I observed the student's behaviors that might be considered off task or disruptive, these behaviors were permissible from their classroom teacher.

I observed Student C as he entered his classroom during a time in which socializing was acceptable behavior. Sometimes he would sit quietly doing his assigned work. His quiet behavior occurred despite the large amounts of conversations occurring around him by his classmates. Student A would occasionally finish his morning work and sit quietly at his desk playing with a self-stimulating object such a stress ball or rubber finger. He would sit there quietly, not disturbing anyone else in the room as he quietly fidgeted with the object. Student B used the hallway time to calm himself and usually

would not exhibit disruptive behaviors in the classroom. However, during one observation, I recorded him running, skipping, and galloping while moving in the hallway and was unable to focus on the classroom routine once he entered the room. During the observations I recorded how external objects, such as delivering a box of flowers to his teacher or an early morning disagreement with his parent, caused the student to be obsessed and could only focus on that situation for the duration of the observation. As I reflect on the behaviors I observed after students participated in the before-school physical activity program, I identified three major themes along with related sub themes. However, I am reminded that while these themes emerged, there were also times when students demonstrated behaviors that did not adhere to the theme consistently and as a result the theme cannot be applied to all situations.

### **Summary of Research Question One**

To answer this research question I observed what behaviors the student participants engaged in after participating in the before-school physical activity program, Wake Up Shady Lane. I used my written observations and the interviews with the teachers and compared them to the teachers' behavior expectations for the morning routine. Through the teacher interviews I gained an understanding that classroom behavior I considered to be off task, were accepted by the classroom teacher. I observed the students adapt and manipulate their behavior to the classroom environment to meet their needs. Student diagnosed with ADHD, seek novelty, fun, and a need to modify activities to better fulfill those needs (Barkley, 2013). Upon leaving Wake Up Shady Lane, Student A would run down the hallway to his class. The speed of running provided greater excitement than the mundanity of walking. Once in the classroom the morning

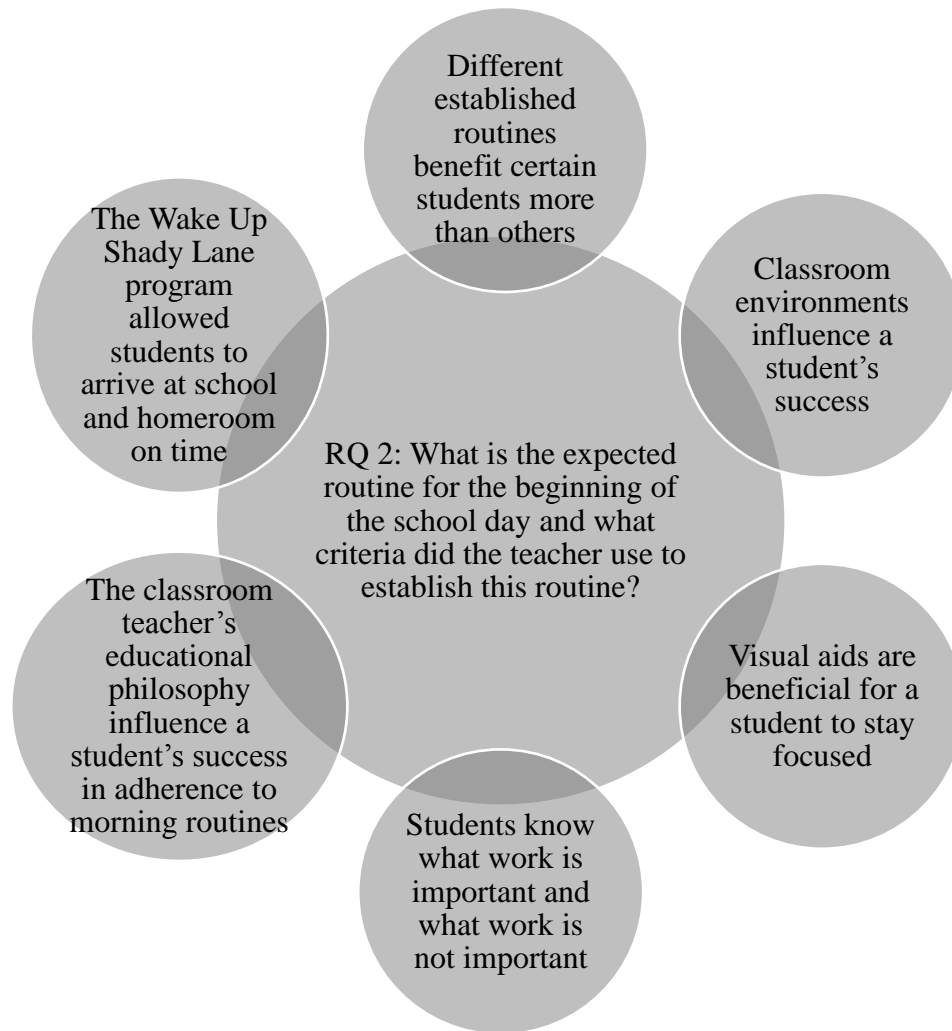
work packets assigned did not provide the same satisfaction and excitement of building a mask or experimenting with a new pencil sharpener. Using a new toy, or creating an art project provided a more immediate reward and provided a greater sense of enjoyment than the assigned work. During the student interviews, they expressed an enjoyment of participating in the before-school physical activity program, and found it helped prepare them for the day. Physical activity increases blood flow to the brain and the executive functioning systems. This increase in blood flow brings increased levels of neurotransmitters to the synapses of the brain, which engage the executive functions of the brains. These executive functioning systems are the parts of the brain that enable a person to have increased focus, sustained effort, and prioritize tasks (Brown, 2013).

This increased blood flow to the executive functioning areas of the brain should aid the students with those functions. It was noted through the data that the student participants desire to do what they want, outweighed their concerns about the consequences. An individual diagnosed with ADHD's inability to prioritize items, and to seek an immediate reward inhibit them from not engaging in immediate gratification, and future consequences. The increased activity in the executive function systems should offer assistance in the attention and prioritizing of tasks (Brown, 2013; Ratey, 2008). The observed behaviors and themes presented towards the student participants should not be viewed as all-encompassing. I believe it is important to note as the researcher that the student participants exhibit many behaviors that could be viewed as on task and were representative of the other students their age. Through the data collected I formulated themes through the data analysis process. While I believe that each theme is represented from the data, it is important to note that each theme cannot be generalized to each

student participant in all situations. Each student participant was observed to be as unique as any child their age and any all-encompassing statements would not be justified.

### **Introduction to Research Question Two**

The discussion around research question number two is based on what routines classroom teachers have established for the start of the school day. I found that each classroom teacher had her own philosophy and educational views that guided their approach to teaching and their behavior expectations for the students. As each teacher's philosophy is different, so are the routines they have for the students when they enter their classroom. Each teacher also had a different criteria when it came to establishing morning routines. Teacher A's criteria for selecting morning activities was to allow the students a chance to work on projects that allowed for self-expression. Teacher B selected morning activities that were reinforcement in nature, to help refresh knowledge that had been learned in previous grades. In Teacher C's class the criteria used in selecting homeroom activities, was to give the students a chance to be social, as being social was discouraged later on in the school day. I wanted to investigate how the different established routines and the varied criteria used to establish morning work would impact the student participants.



*Figure 5.2.* Research question two and related themes

**Different established routines benefit certain students more than others.**

Upon entering each classroom the students had a set list of items that needed to be accomplished during the homeroom time period. One of these routines, Teacher B's, was more structured than others. Teacher B described her homeroom routine as,

I guess it is a very long time for them to not have a ton of structure, they have a routine, and procedure, but it's not like it is a lesson of what they are supposed to do, it is sort of free of what, and sometimes it is just not.

I observed that Teacher B's classroom had a clearly identified routine and structure which seemed to benefit Student B. This supported the review of literature, as it recommended a structured routine for students diagnosed with ADHD, as it has been found to be beneficial (Robsenberg, Westling, & McLeskey, 2008).

One strategy used in the before-school physical activity program, that each of the student participants found beneficial, was a visual schedule that provided them precise details to a routine or schedule for the day. In each student's homeroom, I watched the student participants get stuck on a task or state they forgot what they were supposed to do. Teacher B was the only classroom that has a written visual schedule for the students located in the front of the classroom. She explained that she thought it was important to write out a daily schedule and keep it because otherwise she knew any change in the daily schedule would "throw them off." Teacher B employed a visual schedule strategy that is recommended for students diagnosed with ADHD. Using a visual schedule allowed the student to refer to the next step to ease with transitions, and have clearly defined expectations (Barkley, 2013; Breittfelder, 2008).

Because Student B's classroom had a clear list of the routine and assigned tasks, Student B did not become lost or he did not know what to do. I observed him follow the schedule listed on the board:



- Starts doing the morning routine of checking off he was present, and then looking at the schedule of morning tasks to complete. He then starts writing down homework in binder [first on list] (Observation 1)

Whenever he got side tracked on a task in the routine, he was able to rejoin the routine because it was clearly established. Occasionally, he would get stuck on a step such as, gathering supplies or writing down his homework, but he also knew what to do next because of the listed schedule. Student C's morning homeroom routine also included a similar list of items that the students needed to complete but, the order was not clearly established or detailed. The absence of detail in the list allowed Student C to switch between steps or to complete part of a step and then move to another task. Periodically, Student C would be reprimanded by his teacher for doing something off task and he would say, "I didn't know I wasn't supposed to be doing that". When a precise order of tasks was not apparent, Student C demonstrated difficulty with following the list of tasks suggested by the teacher.

Students diagnosed with ADHD have difficulty with long instructions or sets of procedures as they get side tracked or often forget a step (DuPaul & Stoner, 2003). When the routine is clearly established and written it allows the student to stay on track or to return once they become lost. Providing a routine that is written, clear, detailed, established and consistent, seemed to benefit students diagnosed with ADHD.

Each teacher participant stated the importance of keeping a routine and notified their students of changes in the established procedures and routine. Teachers A and C would verbally notify the student participants of changes and Teacher B would note major changes in the schedule by writing them on the board. To notify a student

diagnosed with ADHD through an auditory clue makes it difficult for the student to retain the information. Offering changes to schedules and routines to students diagnosed with ADHD through visual written information is recommended as a more effective strategy for the information to be communicated (Breitfelder, 2008). The timing of the change in routine notification also affects the student's ability to recall the change information. When a student is notified before the change occurs and then reminded of the change through a verbal and visual written reminder, then the student is provided with time to be prepared for the change. Also, established routines that are clear, specific and consistent impact the success of the student to follow a sequence of tasks. The set routine of each teacher participant to notify students of changes, and also the importance of a structured set of tasks upon arrival, seemed to impact the student participants.

**Classroom environments influence a student's success.** The teachers in the study each approached their morning routine and their classroom procedures differently. Teacher A and Teacher C's morning routines provided a social atmosphere where Teacher B's morning routine was specifically structured and socializing was not accepted. The classroom environment set by Teacher A included a routine, yet allowed for behaviors that she felt were developmentally appropriate for young children. Teacher A was tolerant of spontaneous socializing and she accepted that student's behaviors or responses to tasks could be unpredictable. During her classroom morning routine students were allowed to be social. She also provided time in her morning routine to use a strategy termed, "morning share time", which was a time devoted to students being able to share with the class a current event or story. This was an important component of Teacher A's philosophy of how a school day should begin. In her interview she mentioned that, "We

are learning listening skills and that students had to be respectful, and listen to others, one another, and we also talk about whether there is a holiday coming up, something always gets turned into a lesson.” By using this sharing time and listening skills it removed the students’ chattiness in the morning to allow for more attentive instruction later on in the day. I observed that because students knew they would have an opportunity to share their experiences and thoughts in morning sharing time, the socializing and talking during the morning work period was lessened. Student A would complete the morning tasks in his own creative way. For example, if the assignment called for him to write about his favorite birthday, he would instead draw a picture of his favorite birthday cake. The social homeroom environment allowed Student A to complete the required homeroom tasks and engage in his own self stimulating activities without being a disrupting presence to others. Because Teacher A mentioned that she did not mind if Student A completed things in his own way as long as he was not disruptive to the other students, enabled him to blend in. Teacher A stated, “As long as he is not bothering anyone else and he is calm and everyone else is calm, I’m good with that.” Teacher A allowed free expression and student interpretation of her non graded morning assignments which the student’s knew that this behavior was accepted and supported.

I observed that during the start of the school day, in two of the three classrooms, Teacher A and Teacher C’s students were allowed to socialize with their peers and interpret the morning work so it was completed but using their own approach. Each teacher participant noted that there was limited time in the school day when students could spend time talking about their experiences with their peers and providing time during the morning routine fulfilled this need for the students.

Each of the student participants expressed a love of movement, being creative, and playing. These needs were addressed during Wake Up Shady Lane, and two of the three classrooms. Teacher A and C allowed a higher level of movement and interaction during the homeroom time period. The teachers that allowed movement and social interaction during the morning routine met the needs of the students with ADHD to move and interact with their peers. Howard Gardner (2011) describes how some students are kinesthetic learners, and learn through movement as their primary way to approach learning. Integrating kinesthetic movement, social interaction, and creativity with academic content addresses kinesthetic learners, meets the whole child approach to education, and has value for students diagnosed with ADHD.

Some areas of concern associated with students diagnosed with ADHD are higher dropout rates and poor social interactions (Barkley, 2006). If a classroom environment is strictly regimented with limited opportunity for movement, social interaction or creativity, it becomes an environment where students with ADHD have difficulty with staying focused, being still and reducing impulsivity. Accommodations for students diagnosed with ADHD usually include increased opportunities to move, or ways to express themselves (Barkley, 2013). A teaching approach that provided opportunity for creativity and movement provides students with ADHD an environment where their learning style is supported and they have opportunities to be successful.

**Visual aids are beneficial for a student to stay focused.** Upon entering the Wake Up Shady Lane before-school physical activity program the students view a visual schedule that identifies the activities for the day. This schedule enables the students to prepare for an activity or notice that an activity they enjoy is scheduled. Providing a

visual schedule was effective and enjoyed by the students. Student C said, “It tells you what to do” while Student A said, “I look at the chart, and know what to do”. Students diagnosed with ADHD have difficulty sequencing activities and exhibit delays in memory storage (Sagvolden et al., 2005). In a before-school physical activity program where the daily schedule is constantly changing, providing the schedule of activities at the beginning of the daily program allows the student time to prepare for any changes or a particular activity.

For students with ADHD knowing what will occur reduces the anxiety of not knowing what to expect in the classroom (Breitfelder, 2008). Teacher C described Student C as, “He likes to know things that other kids don’t know”. This strong desire to be informed is supported by using a visual schedule for students like Student C. It also assists students like Student A who do not like surprise changes in the schedule. Teacher A described Student A’s need for a schedule as, “He very much likes a schedule”. For a student that desires a schedule, placing it on the board or in a visible location allows students to know what is to occur in the future and eliminates the need for constant verbal reminders (Pfiffner, Barkley, & DuPaul, 2006).

Teachers A and C stated they provided verbal schedules to the students, telling students what will happen during the day. Verbal schedules are not nearly as beneficial to a student diagnosed with ADHD because they have difficulty focusing on long verbal instructions, committing multiple tasks to memory, and are not focused when directions are presented (DuPaul & Stoner, 2003). A student diagnosed with ADHD could have difficulty remembering a full school day’s schedule and miss events. When only verbal instructions are provided to the student the day or week before and he or she must

remember all the information, the student with ADHD misses components of the schedule and may feel confused or not aware of the events. The visual schedule strategy provides the student with a visible list of activities that can be viewed to them stay focused, especially if they become distracted. In a visible place, it allows a reference point for students to constantly refer to. If the student gets lost or distracted, they could glance at the schedule and get back on track. Teacher B believes that providing a daily visual schedule is important. Her reasoning was, “They have a very hard time if [a schedule] changes, or transitions”. Giving students information to prepare them for changes and to aid with changes and transitions, is an effective strategy for students with ADHD used by Teacher B.

**Students know what work is important and what work is not important.** A constant area of frustration expressed by the teacher participants was when the student participants could only remember menial information, and not the steps or directions of an assignment. Teacher C stated, “[Student C] can’t remember me telling him not to run in the hallway, he does remember other things though” and

Like if I said [Student C], you know not to do this, I never told you to do this, “oh I didn’t hear you” but then he will remember, “you said that this was going to happen, and I am going to get this, when it is in his favor.

Teacher C went on to explain that Student C would remember if she promised that they would go outside to the playground or watch a movie later on in the week, but could not remember the directions of the immediate task in front of him. Dr. Edward Hallowell and Dr. John Ratey (2011) gave case examples of how individuals diagnosed with ADHD could focus on a particular task or activity, if the task has meaning to them. The key

component of sustaining the individual's attention was that the task gave immediate feedback and rewards (Hallowell & Ratey, 2011). Students diagnosed with ADHD have a difficult time paying attention and doing focused tasks because the rewards are not tangible or not immediate (Ratey, 2008). Meaningful feedback, tasks that are of interest to the students and immediate rewards are important to students diagnosed with ADHD.

During the observations, I noted the student participants would half heartily do the morning work or rush through it. Through the student interviews they expressed that they knew that morning work was not graded and there were no consequences for not completing it. Student A explained that he noticed other students were not completing the morning work and his teacher was not getting upset, he stated, “[other student] didn't do [morning work] one time, and she didn't get upset. So I think she wouldn't get upset”.

When Student B was asked how he felt about morning work, he stated, “yeah I like how it, how it gives us, it gives the kids something to do while we are waiting for first period to start”. Student B felt the morning work was giving students something to do, while waiting for first period. As there was no feedback, reward, or consequences, it was deemed by the students as unimportant and completion or accuracy was not necessary.

The teacher participants expressed in their interviews that morning work was busy work that the students could perform as part of the morning routine, but it also allowed the teachers time to accomplish some of their required tasks such as taking attendance, lunch counts, checking homework, collecting report cards, distributing breakfast, distributing fluoride treatments, which all had to be completed during the homeroom period.

Because teachers used this time to prepare for the day and complete the required morning tasks they did not have time to individually check the student's work or provide

feedback about the work. While there was a myriad of tasks that a teacher needed to accomplish during this time period, they also needed to provide morning work to help the students focus and be ready for the day's events and learning. Teacher B described it, "Because homeroom is so long, it kind of gives them something to do". Teacher A described her view of morning work,

That writing I try to let them write, I don't grade that, or have any opinions of that. It kind of is for them to improve their writing, because we don't get to do a lot of free writing, in the classrooms. Like I have to tell them what to write, and they have to write so many paragraphs, so this is more, just a little bit, so they start to get into the routine, and they know it's time for school, and they know they have to get a little bit quiet, they all can all do something on their own.

Sometimes its fun, like today they were supposed to talk about birthday cake, like that is something I'm not supposed to do in language arts.

The student participants know that the morning work was not collected or graded, so they either rushed through it to get to something more stimulating or they completed it without much focus. In my interview with Student C, he could remember the name of each student who caught a ball during the before-school physical activity program, but could not remember what the morning work assignment was for the day. For Student C, catching a football had meaning and gave immediate feedback to the student about his success. This activity built up status with his classmates in displaying his athletic accomplishments, which was important to Student C to be noticed by his peers.

Meaningful activity motivated the students in this study to be focused and stay on task.



**The classroom teacher's educational philosophy influences a student's success in adherence to morning routines.** Each teachers' educational philosophy influenced the criteria that the teacher used when it came to establishing morning routines. These different philosophies which impacted the criteria used to establish morning routines influenced the student participant's ability to adhere and follow the morning routine. Teacher A's criteria for selecting morning activities was to support self-expression with assignments that allowed students to make choices about their work. Her criteria is the result of noticing a need for students to have a time to write, draw, make objects, and express their ideas through a hands on approach to activities. When asked about how she chooses her morning work, Teacher A stated, "They have to be able to be creative, and [teachers] aren't allowed to do that anymore, we aren't allowed to be creative." She felt that the current Language Arts curriculum did not allow students enough time to write creatively; free expression was not a goal of the Language Arts curriculum. Teacher A's philosophy supported student engagement in a morning sharing time which reflected her personal belief that students needed a time to discuss and be social in the morning which resulted in classroom cohesion. I recorded during an observation in my field journal:

- Teacher A seemed to have a good rapport and interaction with each student in her class (Field Journal)

This view of lack of expressive writing opportunities, and providing students a chance to be social and discuss current events, defined the criteria she used for her morning routine.

Teacher B selected morning activities that reinforced previously learned content taught in second grade. When I asked Teacher B to describe her morning work packets,

she stated they were, “A little bit of reinforcement, I use a lot of second grade packets, so that they kind of remember those skills.” Her criteria for selection of morning work allowed students to work on reinforcing previously learned concepts, so they could build on those concepts later in the lesson that day. Her criteria for the expected morning routine were that morning work should be completed in a specific order, and her students should be focused on that task. This criterion was established by listing the day’s schedule on the white board at the front of the room and applying a class management system. She expected her students to not be as social as the other classrooms. The desks in her classroom were arranged in a C shape that caused students to not face each other. When I asked why her desks were arranged in this shape, she said, “This is how my mentor had it when I started students teaching, and I like it how they all can look forward and see the board, and you don’t need to break them off, they are all facing one way.” She wanted her students to face the front of the room, and pay attention to the content in the front of them. Students facing one way, discouraged talking to each other, and keep her classroom’s morning routine moving forward with tight structure.

In Teacher C’s class the criteria she used to select homeroom activities focussed on opportunities to socialize. However, the socializing was discouraged during some parts of the school day that followed the homeroom period. Her students were organized to sit at their desks in which four or five desks were pushed together so students faced their peers. During the morning routine students could easily interact and work together. When I asked her about her philosophy of how students need to behave during morning work, she said, “They can discuss, talk about their day or something that happened at night.” She did not mind the interactions between the students during homeroom. This

criteria of expected behavior during the morning routine, originated from her belief that “Socialization is also key.” I asked her if her view of students being social changed during the remainder of the school day, she said:

I don’t mind when we are talking and working with your groups, but when I am lecturing them, standing in front of them, it needs to be quiet, and sometimes we have centers where it does involve some talking, because like I said it is human nature, I don’t believe you are supposed to sit still for eight hours and not say a word.

Teacher C also had a unique stance in regards to acceptable criteria when it came to students moving around the room. When I inquired about Student C standing next to his desk to complete his work, or moving around the room, Teacher C stated, “My husband eats standing up so I am used to that type of behavior.” She accepted the constant moving and standing, and did not mind these actions from Student C “as long as [he was] in a safe position.” Teacher C was in her 14<sup>th</sup> year of teaching and her philosophy, related to establishing criteria for her morning routine, and had been formed as part of her many years of teaching. She stated her current criteria was in place because her class consisted of “a lot of active boys,” and her “class in general is more active and less attentive.” Her past experiences influenced her current educational philosophy and criteria that was used to establish her morning routines.

Each student participant adapted to the teachers’ criteria. Student A realized that it was permissible to discuss events from the night before during homeroom. He also realized that the morning work assigned was designed to allow him to be creative and use free expression. Using the criteria of freely expression, he modified the assignment to

express how he wanted to complete it. Teacher A wished his expression would have a closer resemblance to her directions for the assignment, but she thought as long as he was not bothering anyone else, she was fine with his behavior. Student B found the packets from the previous grade easy for him to complete, and did not worry about completing them in the allotted time each day. He knew if he did not complete it one day, he could make up that work the next day. He enjoyed being in a highly structured classroom where socialization was discouraged, as he had trouble with peer interactions. I observed:

- Sits down at the desk and starts to do morning work quietly (Observation 2)

Student C takes advantage of the opportunity for movement and interaction with his peers. I observed:

- He starts to work on [morning work], and talks with other students about baseball games that happened the night before (Observation 1)
- Talked to a friend, and then throws out some trash, stopping to ask the teacher a question on the way back. He sits down on the floor, eating his breakfast (Observation 6)

He benefitted as a result of his teacher's criteria where she allowed him to move around the room freely, sit or stand at his desk, and to ask his peers questions about the assignment or events that occurred the night before. I observed each student participant mold to the criteria and philosophy their teacher presented.

**The Wake Up Shady Lane program allowed students to arrive at school and homeroom on time.** During my observations I noted how students entered their homeroom at different times. The Wake Up Shady Lane program ended at 8:25 in the morning, and each of the student participants would arrive in their classrooms by 8:30 if

not sooner. During the observations, I noted how the student participants would always be one of the first students in the classroom and have the full amount of homeroom time to complete their morning routine. I recorded in my journal:

- Student A: entered the classroom at 8:26, four students in the room, when I left at 8:45, 15 students (Observation 5)
- Student B: entered the classroom at 8:27 and 30 seconds, eight students in the room, when I left at 8:45, 17 students (Observation 2)
- Student C: entered the classroom at 8:28, two students in the room, when I left at 8:46 nine students in the room (Observation 3)

By arriving to class early it gave the student participants a large amount of time to get organized and complete the morning routine and the morning work.

Students arrived to their homeroom at different times, in each of the three classrooms where I conducted my observations. Teacher B stated she could never assign morning work that was too structured “because some people get in around 8:30 or 8:45 and they are almost at different times at most.” In Teacher C’s homeroom the problem of students arriving late was observed repeatedly. Teacher C stated, “Some students take up until 9:00 to finish their breakfast.” Students who arrived late to homeroom, had only a few minutes to eat their breakfast, check in their homework, check off their lunch choice, put their backpack and coat away, and get ready for first period that starts at 8:50. Each of the student participants in the study arrived on time to homeroom and had the full homeroom time period to complete their morning routine. This increased amount of time for students who needed extra time to become organized and focus on the routine. Extra time to complete tasks is an identified accommodation for students diagnosed with

ADHD (DuPaul & Stoner, 2003). The extra time provides time for those students who would become occasionally distracted from the morning work and provided time to regain focus.

### **Summary of Research Question Two**

The expected routine for the beginning of the school day seemed to be built on the principle of getting the student ready for first period. In order for students to be ready to learn, the teachers must accomplish a series of assigned tasks such as taking attendance, ordering lunch and checking homework. The ability of the teacher to complete these tasks, in combination with their educational philosophy, defined the criteria used to establish their homeroom routine. Different routines that the teacher participants presented favored different students. Teacher B's clearly defined routine seemed to offer a structure that benefited Student B, and his ability to complete the routine. Her educational philosophy, that reflected a clearly defined behavior management system with rewards and consequences, allowed for little manipulation of her stated morning routine. Teacher A and C had a classroom environment that was more social and allowed Student A and C to have more freedom when it came to manipulation of the morning routine. These classroom environments either prevented or enabled the student participants to manipulate the assigned routine.

Another facet of the classroom environment that reflected the teacher participants' educational philosophy was the importance of having a visual schedule for the students. Each student expressed interest and was pleased to have a clear visual schedule present during the Wake Up Shady Lane program. This schedule allowed them an ability to see the order of activities for the program and eliminate any surprises. I noted that because of

the visual schedule in the Wake Up Shady Lane program, students did not ask frequently what the next activity was. Teacher B was the only teacher observed to have a visual schedule for her students. She felt it eliminated future surprise deviations for the students who did not react well to change. Teacher A and C stated they did not feel the need to write a visual schedule, as the student in their homeroom knew the daily schedule. In Teacher B's classroom I observed students progressing through the list of activities during homeroom more fluently and without the frequency of asking what assignment or activity was next, which was found in Teacher A and C's homeroom. My observations in combination with the reviewed literature suggest that students with ADHD benefit when a visual schedule is used in any classroom environment.

The student participants had a different view of morning work in regards to its importance than the teacher participants. Student A noticed that another student at his table did not get in trouble for not completing the morning work, so he felt that he would not receive a consequence if he did not need to complete his work. Student B wanted to focus on his reading and not the morning work packet that was assigned. Both Student A and B would rush through the morning work, or delay completing it, to focus on tasks that provided more personal entertainment. Teacher A did not mind that Student A completed his morning work in his own way, because she did not grade it and it fit her criteria for self-expression. Teacher B did not mind when Student B would occasionally rush through his morning work, because he would complete it during another homeroom period. Students A and B realized that morning work was not a high priority so they did not give it their best focus. When I asked Teacher B about Student B rushing through his work she stated, "He is the type of student who does his work very fast, and it is very

well done.” Student B realized the morning work was not of great importance, and was still able to rush through it, and complete it at a high level.

How a teacher designs their classroom environment and the criteria they use to establish the classroom routine impacts a student diagnosed with ADHD in either a positive or negative way based on how the student responds to the morning routine and class structure. A classroom teacher should apply the appropriate interventions for students diagnosed with ADHD, to allow for effective instruction (Rosenberg, Westling, & McKleskey, 2008). The most important factor in school success for a child diagnosed with ADHD’s is their classroom teacher and his or her educational philosophy about how children learn (Barkley, 2013). Research has shown that traditional seating with students in rows is more beneficial to the student with ADHD, instead of desks being grouped together in clusters (Barkley, 2013). Classrooms that are noisier are associated with higher levels of disruptive behaviors and cause less attention to be placed on the assigned work for students diagnosed with ADHD (Barkley, 2013). Each of these factors should be considered when a teacher is establishing their classroom criteria for the morning routine.

Because students attended the Wake Up Shady Lane program they were able to arrive at school and to their homeroom on time. This benefit of attending the Wake Up Shady Lane program was noted during the classroom observations for the students with ADHD who had extra time to become organized and complete the morning assignments. This increased time to complete morning work and time to follow the homeroom routine, is a noted recommended accommodation for students diagnosed with ADHD (DuPaul & Stoner, 2003).



### Introduction to Research Question Three

Student perceptions were an important part of this case study. Through interviewing the student participants and gathering their perceptions, I learned about how they perceived their own behaviors. Their perceptions differed from their teachers' perceptions and my objective observations. Their comments revealed insights into their rationale for their behaviors and feelings.

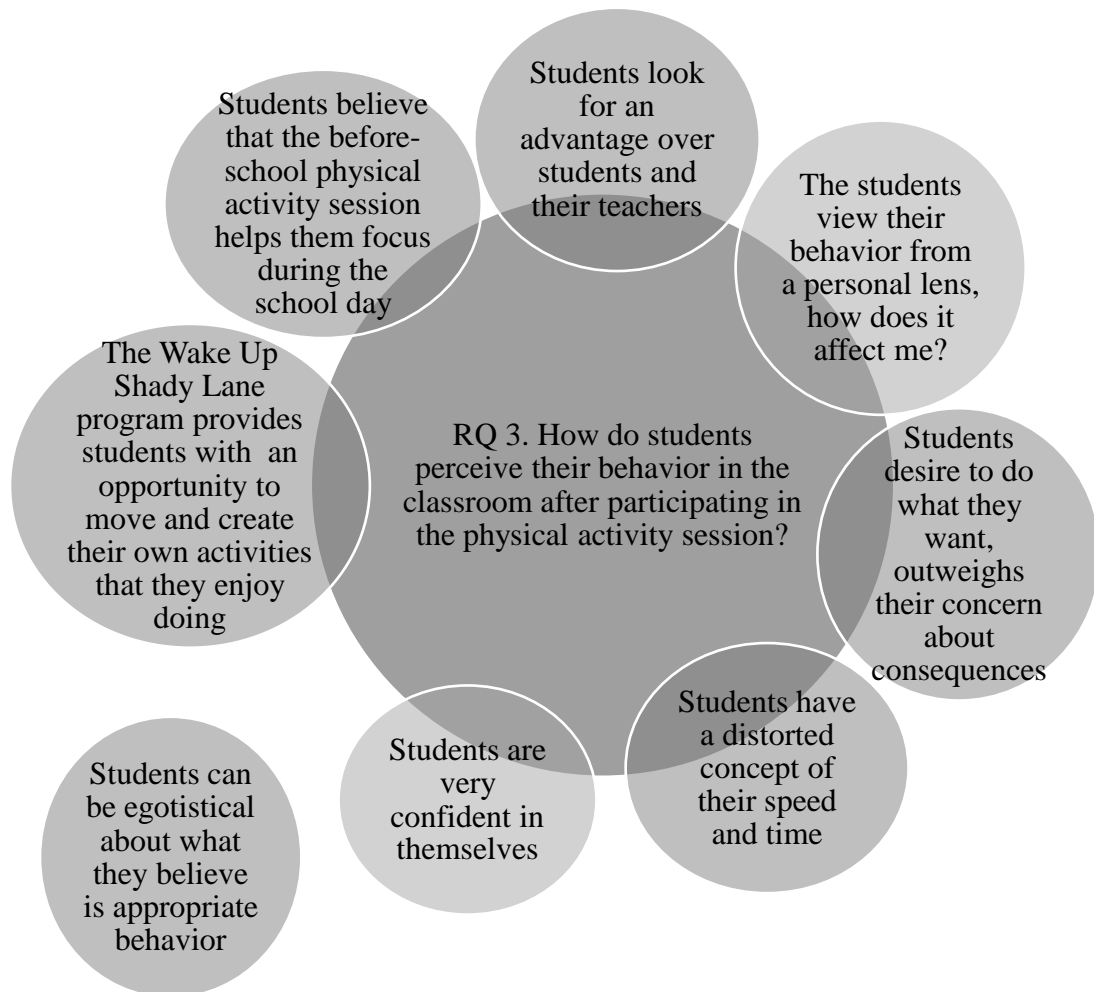


Figure 5.3. Research question three and related themes

**Students are very confident in themselves.** The student participants were very confident in their physical and academic abilities. During the interview process the students were asked to provide responses to the list of prepared questions and their responses revealed that they viewed themselves as correct, responsible and behaving appropriately. During the interviews, the peer who accompanied the student participant, would sometimes disagree with the statements made by the student participant, and the student participant would always insist that their version was correct. When I asked the student participants about academic assessments, they always verbalized that they had always scored high marks or did not need to double check assignments, because they believed they did the assignment or test correctly the first time.

Athletically, each student believed he was the fastest child in the school. The student participants also believed that he had determined strategies to outsmart other students and teachers. These beliefs demonstrated how egotistical the students were about their perception of their abilities. Student A stated, “[Teacher A] doesn’t catch us, I’m so fast that she couldn’t catch me”. Student B was so confident in his abilities during a tag game when he said during the interview, “I was spinning trying not to get popped, and while I was spinning, I was spinning and popping other people at the same time, the popper would bounce off of their back and I would catch it again”. Both of these statements and actions were either not observed by myself or rebutted by their teacher. These actions, which are difficult to complete, demonstrated that students saw themselves as confident in their abilities.

This over confidence displayed by the student participants puzzled me, as I had observed their actions completely different then how the actions were described by the

student. I would observe an event and the student participant would tell a completely different version. This desire to be right, or to never be wrong, was clearly evident in their observed actions and comments. This desire to always be right, and to fabricate stories was frustrating for their classroom teacher. The review of literature revealed that students diagnosed with ADHD usually possess higher rates of Positive Illusory Bias (PIB) than other children (Owens, Goldfine, Evangelista, Hoza, & Kaiser, 2007). PIB is an individual believing that their ability to accomplish a goal or task is better than what they actually are (Bishop & Block, 2012). Their impressions of them getting good grades, playing a tagging game and never getting tagged or moving so fast they cannot be seen would be examples. For students diagnosed with ADHD, the lack of awareness of their current struggles when it comes to a task, are spared by their inflated positive image of their ability, which protects their self-esteem and self-confidence (Owens & Hoza, 2003). This overestimate of their abilities causes them to perceive practice skills as a waste of time and an inability to accurately compare their skill level with other students in the class (Bishop & Block, 2012). The student participants over exaggerated PIB could be the reason why they are so confident in their stories and actions, and use it as a defense mechanism to protect their self-esteem.

The review of literature (American Psychiatric Association, 2013; Barkley, 2013; DuPaul & Stoner, 2003) noted that students diagnosed with ADHD as being aggressive and having difficulty with long term memory. Even when a student participant was caught in a lie by the teacher, or not following a procedure in class, he seemed to have a programmed remark that he felt would get him out of trouble. Student C was observed getting scolded by his teacher for sharing breakfast items during homeroom. When I

asked Student C about the instance, he stated, “Yeah I didn’t know that I wasn’t supposed to do it.” Teacher C believes that he had known yet he claims to not know to get himself out of trouble. Teacher C stated about Student C, “Like if I said [Student C], you know not to do this, I never told you to do this, “oh, I didn’t hear you.” This theme of being confident, for students with ADHD, was of interest and I questioned if they used these comments to compensate for their inability to focus, maintain friends or follow the rules or did they believe they were correct in all situations. Concurrently the student participants could have higher levels of PIB when compared to other students, and this overconfidence in their abilities could lead them to inaccurately report problems to protect their self-esteem.

**Students have a distorted concept of speed and time.** This concept arose as student participants repeatedly spoke of situations that exaggerated how fast or how long they were active. Student B described an activity he engaged in from the previous day, “Yesterday I was riding my bike for like seven straight hours, seven-eight straight hours”. Student C stated, “I don’t get speed walking. Like I know that running is faster than speed walking, but sometimes when I am speed walking people say that I am running, and that is what I don’t get”. This inability to accurately identify differences in speed or time was fascinating to me. Dr. Barkley (2009) believes that children diagnosed with ADHD exhibit behaviors of immaturity when compared to children of their own age. This immaturity could lead to these students offering fictitious versions of events, when compared to a more factual account. While it is not uncommon for a toddler or preschooler to create stories that are exaggerated, a second or third grader is supposed to be able to provide an accurate description of an event. Barkley’s (2009) theory that

students diagnosed with ADHD have delays in the executive function systems of the brain, states that in individuals diagnosed with ADHD there is a delay in the development of the frontal lobe of the brain. This frontal lobe is delayed and resembles someone two to three year younger (Barkley, 2009). If a second grade student diagnosed with ADHD and has delayed growth in the executive functioning areas of the brain, perhaps they could demonstrate the maturity level of a younger child. These delays in the brain alter the individual of their sense of time and an “inner voice” that reminds them of consequences for inappropriate behavior choices (Barkley, 2009). This distorted view of speed and time could also be part of the student having a higher PIB than other students. A student with a high PIB will view themselves as highly skilled in areas they only possess average abilities in (Bishop & Block, 2012). This inflated confidence in their own abilities and also an understanding that students diagnosed with ADHD could have a maturity level that is younger than their age, can cause educators to understand the difficulties students have to accurately identify length of time, speed of movement and the student’s perception of the speed they are moving.

**Students desire to do what they want, outweighs their concern about consequences.** Students diagnosed with ADHD have a difficult time completing a task that does not have an immediate consequence or reward. This is the reason why students diagnosed with ADHD are sometimes assigned behavior interventions such as a token board, (a strategy where students receive an item for their positive behavior choice) which provides an immediate visible reward. When a token economy intervention is not present, some students diagnosed with ADHD, cannot make the connection between utilizing their working memory and making a connection to recall memory, such as a

consequence (Brown, 2013). For example, a desired role in a tagging game is to be the tagger where safety and speed are both values in the game. The person in the role of tagger represents power and authority and the tagger must follow the game's directions and rules. If the rules are broken by a tagger, he or she loses their position of power and authority.

Repeatedly the student participants would be removed from being tagger for not following the rules of the activity. I observed Student A being removed from being tagger:

- During Wake Up Shady Lane, [Student A] was removed from being tagger because he couldn't follow directions, kept running during a walking game (Observation 4)

One session of Wake Up Shady Lane, Student A was tagged and did not follow the rules of the activity, and freeze. I asked Student A why he did not follow the rules of the activity, he said, "I didn't feel them tag me." What I observed was different, I recorded:

- I watched him cheat three times during the game. When he was tagged he looked around to see if any of the teachers saw him and then kept on going (Observation 6)

Student A disregarded possible future consequence for cheating during the game to maintain his current reward of not being tagged. Was this inability to follow the rules caused by the student forgetting them? Or, did their desire to obtain an immediate reward of tagging someone or not acting like they had been tagged that goes against the rules, overpower the need to follow the rules? Or is there a break in their understanding about how their action would result in a consequence?

When Student A was removed as a tagger, I asked him if he knew why he was being removed. Student A responded immediately, put his head down, and stated the rules that he had broken. Student A knew the rules of the game, the responsibilities of being tagger, and the consequences for breaking those rules. What Student A, disregarded or was unable to process, was how he was more interested in not following the safety rules so he could tag a runner than the consequence of being noticed by the teacher for breaking a rule and taken out of the tagger role. He chose the immediate reward of tagging a player, even though it was not appropriate, over the consequence that he would be removed from the position or if he followed the rules he could remain in his role as a tagger. This delay to follow the game rules and receive a more valued reward that takes longer to achieve is called the delay of reinforcement gradient or The Delay Aversion Theory. This delay concern is prevalent in students diagnosed with ADHD (Songua-Barke et al., 1992). Repeatedly students diagnosed with ADHD find themselves in trouble because they go for the immediate reward and are unable to control the desire to wait for the larger reward or forgo future consequences. This disconnect between the rules, rewards and consequences is a major issue for students diagnosed with ADHD. In my observations and student interviews it was revealed that students, knew about the consequences, but could not control their impulsive behavior to avoid them.

My observation notes recorded several instances where the desire for the immediate reward becomes too enticing for the student that they disregarded the current assignment or classroom rules. I recorded each of the student participants engaging in other actions when they should have been working on their morning work. I observed:

- [Student B] pulls out a manual pencil sharpener and starts to sharpen his pencil. Starts to sharpen pencils, stands over trash can. After five minutes the announcements occur, he does a two finger salute to the flag with one hand, but continues to sharpen pencils with the other. Goes back to the trash can and starts sharpening again. After another five minutes he starts to eat his breakfast while sharpening the pencils. He takes the pencil out looks at it and continues to sharpen. His teacher tells him to begin his morning work. He starts to sharpen again, after 13 minutes of trying to manually sharpen pencils, he goes to the electronic pencil sharpener and the task is completed in less than a minute
- [Student A] sits in his desk and chews on a green eraser. He does this for a minute, picks his nose, and goes back to the eraser. He is just staring at something on the wall, or almost in a trance. He starts hitting himself with the eraser, and then starts writing on a piece of paper.
- [Student C] does his morning work, stopping to drink a little juice, or to socialize with others, or just to watch other students. Every time he has a piece of trash he takes the long way to the trash can. He mimics shooting the piece of trash like a basketball. Announcements start/ end. Afterwards he goes towards the back of the room where a bookcase is, he doesn't get anything, just looks

If there was not an immediate consequence, sometimes the student participant would exhibit a learned inappropriate behavior. For Student A he would chew on an eraser and Student B would play with a manual pencil sharper he brought from home, instead of using the electronic pencil sharper. Student C would walk around the room and act like his trash was a basketball, and “shoot” it into the trash can. Each of these actions



was done instead of performing the assigned task of completing the morning work. In this study the students noticed that when their teacher did not address their off task behavior or apply any consequences because there was minimal disruption to others, they knew that they could continue their off task behavior which was rewarding for the student. When I asked Student C, if Teacher C minded him moving around the room, and being out of his seat, he said, “No, she doesn’t care.” For educators it may be difficult to correct every off task behavior, but perhaps those immediate consequences or rewards would be helpful for the student diagnose with ADHD to maintain appropriate behaviors and avoid inappropriate behaviors.

**The students view their behavior from a personal lens, how does it affect me?**

The student participants seemed to examine class activities, peer and teacher interactions, assignments from the teacher, and group games from a viewpoint of how does it affect me. When they were asked about events, they constantly reflected as to how it affected them personally. During an interview with Student B, I asked him about things being fair in school. Student B mentioned a time when another student had a game on the bus and he did not, he stated, “Even thou [other student] has a smart watch which has games on it, even though you are not supposed to have games on the bus. Which isn’t really fair to me because I don t have one.” When I asked him who gets blamed for wrong actions in his classroom, he said, “Particular boys, mostly me.” In a large class environment, the teacher considers how his or her decisions affect all the students, yet each student accepts the teacher’s decisions based on their perception of what it means to them. In this study when Teachers A, B and C established rules or gave directions; the student participants

interpreted the rules and directions from what they understood to be fair and equitable. I asked Teacher A, about Student A's actions during group activities. She said,

I always catch him trying to change the rules to his favor, or if we are supposed to go clockwise, or take turns, it always manages to go the other way so that he gets an extra turn. He is very, it has to be his way.

The teacher participants claimed that the student participant's idea of fairness was defined to benefit them in their classroom situation. Teacher C mentioned similar actions in regards to Student C. She stated, "[Student C] is very obsessed with things being fair, but only if it works out in his favor."

Each student participant spent a majority of the time, during the interviews, talking about fairness and how rules and other students' actions were unfair against them. During the before-school physical activity program they would constantly stretch or break the rules to create advantages for themselves and would immediately tattle when someone else did the same. In the classroom, each of their teacher participants stated that the student participants frequently tattled on others because they observed their peers not following the rules. Teacher C described Student C as "very sensitive" and "argumentative." Teacher A mentioned how most of his tattles were "unfounded". The teacher participants would state how the student participants would change the rules of activities to allow for the rules to be more beneficial to themselves. Teacher C stated,

His mom has to discuss how some students have different needs, and need different accommodations, like for a retest, he got an A, a 96, he still wanted to retest, he still wanted that second chance, he wants what everyone else has.

Even if other students received a benefit due to a 504 accommodation or were chosen at random for a class task like speaking in front of the class, Student C would still complain it was not fair.

Students diagnosed with ADHD have difficulty maintaining friendships due to their impulsivity, and aggressive nature (Hoza et al., 2005). Perhaps a large part of their inability to maintain close friendships is from their desire to always be the gratified student. Student B discussed a time during recess when he felt that the recess aides purposely made a rule to keep him from playing in the soccer game. He felt that during recess and in his classroom the rules were made to benefit girls, and to punish boys. Student B said, “I also think it unfair that girls can push or punch a boy, but boys can’t.” He believed that girls could push or punch boys and get away with it. When asked about this rule, Student B said that the rule was made specifically after an interaction he had with a girl where they each pushed each other, and he was the only one to get blamed.

Student A tries to find ways to change the rules of an activity in the classroom so that it can benefit him. Teacher A stated, “I always catch him trying to change the rules to his favor.” One example expressed how Student A changed rules to be in his favor was so he could get more turns than other students. Teacher A said, “I always catch him trying to change the rules to his favor, or if we are supposed to go clockwise, or take turns, it always manages to go the other way so that he gets an extra turn.” His actions are self-gratifying, and represent an action of personal interest over equal opportunity for all students. The student participants’ desire for classroom benefits such as being called on to answer a question or to speak in front of the class to be changed in their favor affected their relationship negatively with other students, even if they previously had a strong

friendship. Teacher C described an instance where the Student C's best friend was doing something that Student C perceived as unfair, and this action caused Student C to throw a tantrum and be unable to focus on any school work for an extended time. His need for this issue of fairness to be rectified caused him to focus solely on that instance and to be unable to complete any school work. Student C needed things to be fair and his way. Teacher C recalled instances when a friend cut in front of him in line and Student C's behaviors escalated "to the point that he was punching a pole." This desire for personal fairness, based on the student's definition, and his or her unwillingness to compromise can cause a student diagnosed with ADHD to not maintain friendships or be asked to join a group (O'Driscoll et al., 2015). This impulsive nature and desire for immediate rewards has a strong effect on making and maintaining of friends. Students diagnosed with ADHD's nature of being hyperactive, disruptive, and off-task causes them to be unable to cooperate and share with other children to make and keep mutual favors (Barkley, 2013). This inability to make mutual favors, where each child receives the same level of gratification, is difficult for children diagnosed with ADHD (Barkley, 2013). Fairness and rules are perceived from the perspective of the student and how it affects them personally over how the rules and fairness concept may apply to others.

**Students look for an advantage over students and their teachers.** In this case study all three student participants looked to gain an advantage in activities over their teachers and peers. During a tagging activity entitled Bridge Tag, Student A would get down into a bridge position to deceive other students that he had been tagged, to avoid being tagged. I asked Student A about this, he said, "Sometimes if they are near me I go down into a bridge to fake them." Student B would break the rules on the bus to gain an

advantage over the other students on the bus, by reading a book that was secretly placed inside of his book bag. When I asked Student B about reading on the bus he said, “If I want to read I have to put a book in my book bag, and have the book inside my book bag, and like have the book bag open only enough for me to see.” This secret action allowed him to read on the bus, while the rest of the students on the bus could not engage in pleasurable activities. In his classroom, Student C tried to hide his water bottles so they would not get taken by his teacher. When I asked him where he got a water bottle during an observation, he said, “I really like to hide them in the back so they get cold at night and the janitor can’t see them.” Three different locations that each student participant engaged in some type of deception to try and gain an advantage either another student, bus driver, janitor, or teacher.

The student participants would take greater risks to attempt to gain some type of advantage or reward. Students diagnosed with ADHD take greater risks in an attempt to gain a reward (Daugherty & Quay, 1991). In reading my observation notes, my journal and the student interviews I concluded that this overconfidence was reflective of the students’ PIB and immature level, related to the theory of delays in the executive function systems of the brain. These actions of secretly reading and deceiving students and teachers can be applied to the student participants wanting to gain an advantage to beat others in academic, social, and athletic activities. One characteristic is for the child to view themselves as a winner and adjust the rules so they feel smarter, stronger and more capable than others. This over exaggeration of their capabilities in terms of athletics and academics could be attributed to their higher level of PIB. I observed two situations where the students adjusted the rules so they felt they were justified in their actions.

Student C's ability to hide a water bottle without detection, "I really like to hide them in the back so they get cold at night and the janitor can't see them" demonstrates his desire to have an advantage, but also his overconfidence in his ability to deceive. He was not allowed to have water bottles on his desk, and also we wanted them cold. These two abilities would put him at an advantage over the rest of his peers. This ability to hide the water bottles and not be detected granted him a sense of satisfaction. Student A desire to sneak past a teacher would perhaps provide the sensation of winning and that accomplishment that he could move so fast he could not be seen. The winning aspect becomes a reward for the students and they gain a sense of accomplishment that they could adjust the rules or that their behavior was acceptable.

Winning, not being tagged, or gathering rewards of self-satisfaction were of great importance to the student participants. This made them feel superior. The athletic competition among elementary aged boys, as to who is the fastest, would provide another opportunity to win. I observed Student A and Student C race each other in the hallway upon leaving the Wake Up Shady Lane program. I observed:

- [Student A] race a student for 10-15 seconds at one point (Observation 1)

The student participants would seek advantages during the activities of Wake Up Shady Lane, by engaging in deceptive tactics like faking being tagged, or run at a greater speed than what was acceptable. Each student participant was so focused on winning, or not admitted they lost. In the student interviews Student B stated, "I never got tagged", and Student C stated, "well I was cornered but I didn't get tagged so I was cornered you said, but I didn't get tagged." Long after the game was over they still wanted to mention their accomplishment of not being tagged. Their elevated PIB kept them from admitting that

possibly they were not as skilled as they perceived. This focus to gain an advantage in activities in the classroom, the gymnasium, and on the bus called for them to take greater risks in hopes of gaining a reward.

**Students believe that the before-school physical activity session helps them focus during the school day.** During the interviews with the student participants, they each commented about their love for physical activity and moving. They felt that participation in the before-school physical activity program enabled them to focus during the school day. Student C believed it helped him “calm down and focus” Student B said it helped “wake him up for the day”. Student A said when he leaves Wake Up Shady Lane he feels “good, also my heart is racing.” These beliefs, expressed by the students, aligned with the overall concept that physical activity may have a positive effect on the student’s adherence to classroom behavior expectations.

When students engage in physical activity, dopamine and norepinephrine are released in the brain. Dopamine is a neurotransmitter that is vital to movement, attention, cognition, motivation, reward, and pleasure (Ratey, 2008). Norepinephrine is a neurotransmitter that affects arousal, alertness, attention, and mood (Brown, 2005; Ratey, 2008). Both of these neurotransmitters help with attention and the cognitive mood of the student.

While the students in the study clearly believed that physical activity benefitted them during the school day, their teachers also agreed that physical activity has benefits for these students with ADHD. Teacher A and Teacher B believed that the before-school physical activity program helped their student participants focus more on the days they participated in the Wake Up Shady Lane program. Teacher B said that Student B “Is in

more of a, I'm going to do this, I'm going to do this and does it. But he is not like talking to his friends." Teacher A said, "I have noticed that on mornings where there is Wake Up Shady Lane he is a little calmer, then he is when he doesn't go." Teacher C said the before-school physical activity did help most of the time, but sometimes external factors that occurred before school at home would outweigh the benefit. This theme, that supports the benefits of physical activity for students with ADHD, is a premise of this study. This premise was derived from Dr. Ratey's (2008) theory that physical activity increases the brain's activity level and the causation of ADHD characteristics originating from deficits of dopamine and norepinephrine in the executive function systems of the brain by Dr. Brown (2013). While the student participants believe physical activity helped them focus, I found my observations in the Wake Up Shady Lane program and in the classrooms confirmed this concept.

Helping a student be prepared to learn at the beginning of the school day is a reasonable goal for educators. An individual who has just engaged in physical activity has an increased blood flow to the brain, and increased levels of dopamine and norepinephrine. Both of these attributes have positive effects on the brain and, in particular the executive function systems of the brain. These executive functioning systems, are the regions of the brain that control self-management functions of the brain (Brown, 2013). Another effect that the before-school physical activity program had on the student participants was its ability to get students to their classroom on time. This provided time for these students to organize their personal possessions, locate their desk, read about the assigned morning work and have time to complete the tasks. Yet, those students who did not attend the Wake Up Shady Lane program and arrived late in the



classroom had a reduced amount of time to complete multiple morning tasks. All of the students who attend the before-school physical activity program, were some of the first students in the classroom, and therefore had ample time to complete the assigned tasks. This benefit of getting students to class on time is a worthy justification of the program. Because students enjoyed the physical activity, had time to socialize, and were ready to start their classroom morning routine are additional benefits to students participating in the Wake Up Shady Lane program and attending the program especially helped the three students diagnosed with ADHD who participated in this study. The students had time to transition from the Wake Up Shady Lane program in the classroom and engage in the first moments of the morning routine.

**The Wake Up Shady Lane program provides students with an opportunity to move and create their own activities that they enjoyed doing.** The student participants desire to move was an essential characteristics shared by all three participants. Students diagnosed with ADHD are often described as, “on the go, or driven by an internal motor” (Barkley, 2013). Student A stated, “I have a lot of energy” and Student C commented, “I have so much energy”. The before-school physical activity program provided these students with an opportunity to release their energy and to add movement. The student participants expressed desires to add more movement into their school day. Student C said, “I would rather stay at the gym for five hours instead of the homeroom for five hours.” When I asked Student B what he would like to do all day, he stated, “Running, just basically anything that is active.” Student A stated, “I like the fire drills” and when I asked him why, he said, “Cause I like to be outside.” They enjoyed breaks in the school day such as fire drills, and assemblies, because it afforded them a time to get out of their

seat. Even going to their locker, getting a drink of water, or walking to the bathroom afforded them opportunities to move.

Dopamine and norepinephrine are released when individuals engage in physical activity. These neurotransmitters bring pleasure to the brain. Dr. Ratey (2005) described exercise as being able to relieve stress and as an enabler to get your mind working. Movement affects the brain in a positive way that allows the student to be ready to learn. The teacher participants expressed a desire for more time in the school day for students to interact, be creative, and get out of their seats. The before-school physical activity program gave students that opportunity to move and be creative. Each teacher participant noted differences in their students when they were unable to go outside for recess, or in the winter months when students spend the majority of their time inside.

The student participants, in this study, looked for opportunities to move and entertain themselves. They looked for ways to bend the rules and procedures and to add movement and personal entertainment to their school day. The student participants all verbalized a desire to move more. Student C said as a class they try to earn a reward which is “to go outside.” Student A stated his favorite part of the day was “recess, but if we have gym that day, then that is my second favorite thing.” Teacher participants noticed a difference in their students when they were able to move and play as students were more attentive and focused on their work after a movement or play session. Teacher A in talking about the winter months stated, “Not being able to go outside to release some of that extra energy, it was rough, a few rough months there.” Each teacher expressed a desire to add more movement in a school day. Research has linked the possible benefits of physical activity in the brain (Ratey, 2008), and in particular students diagnosed with

ADHD (Smith et al., 2013). Dr. Ratey (2008) stated that physical activity improved alertness and attention in the brain. Teacher A and B stated that the student participants in their homeroom exhibited an ability to better focus and pay attention, after the before-school physical activity program. During the interviews when asked about the physical activity program, Student C stated, “it gets me calm for the day.” During the observations I noticed that the student participants’ actions were similar to their classmates, as they proceeded through their morning routine. This increased focus and attention span led to a pilot study of using before-school physical activity to aid students diagnosed with ADHD, which revealed a possible link (Smith et al., 2013).

### **Summary of Research Question Three**

The student participants exhibited a confidence in their own abilities. This confidence was found in performing the physical activities during the Wake Up Shady Lane program and also in the academic work in their classroom. Students diagnosed with ADHD have higher rates of Positive Illusory Bias (PIB) than children their age, which causes them to believe their current abilities are greater than their actual ability (Owens et al., 2007). This exaggerated PIB causes individuals to view themselves as more accomplished than their real skill ability which results in the creation of an illusion of their skill ability to protect their self-worth (Bishop & Block, 2012). Perhaps the higher levels of PIB demonstrated by a student diagnosed with ADHD could be viewed as overconfidence. These skill illusions could explain their fabrications with the duration and speed of activities described during the students’ interviews. Children diagnosed with ADHD search for fun, stimulation, and novelty (Barkley, 2013). This desire for fun and stimulation could cause them to forgo mundane tasks such as walking down the hallway

and cause them to run down the hallway or race another student. I observed these actions of running and racing others students in the hallway from both Student A and C. The difficulty in recalling the actual duration and time of an event could relate to the student's difficulty with long term memory, a component of the executive functioning system (Brown, 2013). When I interviewed the student participants about previous events, their recollection and memories of the event may have been misconstrued, which compelled them to fabricate a time and duration.

A child diagnosed with ADHD's desire to add fun and novelty to a task (Barkley, 2013) could be part of the reason why their desire to do what they want, outweighs the risk of future consequences. These actions relate to the Delay Aversion Theory (Songua-Barke et al., 1992), which describes an individual diagnosed with ADHD's tendency to reach for a smaller reward, instead of waiting for a larger reward. Students diagnosed with ADHD are constantly reaching for small immediate rewards, such as avoiding being tagged in a game, using a new toy from home at an inappropriate time, or reading when they should be doing another designated task. These small, immediate personal rewards, which are tangible and easily accessible to the student, could cause future consequences for the student if the student does not complete the assigned task in a manner that is consistent with the teacher's expectations. Students simply cannot resist the temptation to perform the task in a way that is contrary to the teacher's instructions. The delay and poor communication among the executive function systems of the brain, where long term planning operations occur, hinders the students' ability to resist the immediate reward (Brown, 2013).

During the school day the student participants viewed their actions, during group activities and individual assignments, from a very personal lens. Students diagnosed with ADHD find it difficult to cooperate and share with other children and understand mutual gratification as a result of working with others (Barkley, 2013). Engaging in an activity where each child is awarded fairly or receives the same level of gratification is difficult for children diagnosed with ADHD (Barkley, 2013). This need for immediate and larger amounts of gratification causes the student participants to manipulate the rules for their own personal advantage. These manipulations were stated by Teacher A and C who said Student A and C constantly tried to change rules to gain favor or increased gratification during group activities. In his interview Student B expressed that he covertly took advantage of situations at home and on the bus to school to allow for personal gain over his sister and peers. These actions align with the theory that behaviors associated with ADHD originate from delays in the executive functioning systems of the brain, which control memory recall, planning, and sequencing, and delays in reward gratification (Barkley, 2013; Brown, 2013; Songua-Barke, et al., 1992). Physical activity raises the blood flow to the brain which in return raises the levels of dopamine, norepinephrine, and BDNF (Ratey, 2008) and as a result has the potential to improve executive functions in the areas of organizing, prioritizing, focusing, alertness, and managing emotions (Brown, 2013).

Students A, B and C each claimed that the Wake Up Shady Lane program enabled them to focus more efficiently after leaving the program. Dr. Ratey (2008) stated the positive benefits of physical activity were an increased blood flow to the brain and release of certain neurotransmitters that assist in brain functions. Physical activity was

also linked to possible benefits in cognitive and executive functioning areas of students diagnosed with ADHD (Pontifex et al., 2013). Overwhelmingly, the students expressed that they enjoyed attending the program and they felt it enabled them to better follow their classroom morning routines and procedures. Some areas of the executive function systems that are impaired in an individual diagnosed with ADHD are their ability to organize, prioritize, start working on an assignment, have sustained effort to focus on a task, and to engage memory recall (Brown, 2013). By engaging in physical activity, the increase blood flow increases the levels of dopamine, norepinephrine, and BDNF to the brain's executive functioning areas, releasing a protein inside of nerve cells to keep them functioning and growing (Medina, 2010; Ratey, 2008). These increased levels of dopamine, and norepinephrine also aid in brain synapse connection with aids in memory retention (Brown, 2005). The overall theory is that exercise aids long term memory, reasoning, and alertness levels (Medina, 2010) and causes a mind-body connection that increases the ability of the mind-set of an individual to improve alertness, attention, and motivation (Ratey, 2008).

The last theme, students can be egotistical about what they believe is appropriate behavior, in the figure (see Figure 5.3) is unattached to the rest of the themes. Not once in an interview did a student describe himself as egotistical, but I believed it was an important concept to mention that was revealed in the study. The two terms in that theme that I identified are, egotistical and appropriate. While I believe these students are egotistical, I have observed that they are also just like almost every other elementary aged boy. As an elementary school Physical Education teacher for ten years, I have observed other boys whose behaviors also fit into many of the themes represented in research

question three. These are students who constantly want to satisfy their own desires, have a love of movement and entertainment, and look at things from a very personal lens. The student participants, in the study, demonstrated actions are very similar to other students their own age. During the observations I noted how the behavior of the students who participated in the study was very similar to their peers in their respective homerooms. Each student participant's behavior, while completing morning routines, mimicked the students around them.

### **Conclusions and Recommendations**

Physical activity has been suggested as a possible intervention to assist students diagnosed with ADHD (Ratey, 2008; Smith et al., 2013). I was interested in investigating how physical activity experienced in a before school program would influence a student with ADHD's ability to adhere to the expected routines during the classroom homeroom period. I conducted observations and interviews to collect data related to three research questions. As I began to analysis and review the data, I developed a coding process to note similar concepts that emerged from the different data sources. I wrote the concepts on a post it note, and placed it on a wall in my office. This process allowed me to step back and view the data and concepts and begin to see like concepts that formed the themes illustrated in the figures. As themes appeared and were repeated from different participants, both the teacher and the student, I started to move the themes together to address each of the research questions. This initial coding process was repeated again to further establish validity with the themes that emerged from the data. While I was coding, and grouping concepts together, I wrote in a research journal to keep tract of my thoughts. I also shared some of my initial findings with colleagues at the school who

were classroom teachers and staff involved with the before-school physical activity program. Constantly I journaled my thoughts and reflections and regrouped the coded concepts seeking relationships among the data. This process, which I engaged in over several months, finally led me to the themes presented in this study. The process of reflection, conversation, and journaling led me to gain a deeper understanding of the meanings and concepts I discovered in data and the themes that I developed. Each theme was evident in reading the interview transcripts and observation descriptions. To further validate my findings I spoke with colleagues and professionals who are involved with elementary education and Physical Education to share my ideas and be open to questions about what I had developed. As a result of my conversations with my colleagues, I was able to confirm for myself that the themes I proposed were appropriate for this study. Finally, I believe the constant writing and reflection in my research journal that allowed me to organize my thoughts, and then interject those thoughts into workable themes.

I was interested in investigating how physical activity could be an intervention to help students with ADHD adhere to behavioral expectations that occur in a school environment. Behavioral interventions have been linked to some success, and when combined with medical interventions have the highest rate of success in controlling behaviors associated with ADHD (DuPaul & Eckert, 1997). This potential to combine multiple forms of intervention led me to look at a behavioral intervention that was feasible and had the potential to benefit students physically, socially and cognitively. The behavioral intervention I choose to study was student participation in before-school physical activity.



The initial constructs for this study arose partially from my own viewpoint as to benefit of participating in physical activity. In my own life, I found a joy and mental sharpness from participating in different forms of movement. I also found it difficult to concentrate and have a sustained focused when I am forced to sit for long periods of time. As a result, I began to seek out literature and research that showed the benefits of physical activity. This search led me to search for books written by, researchers, medical doctors and health professionals who have written about the benefits of physical activity. Exercise has been shown to have positive impacts on cognitive and neurocognitive functions in young children diagnosed with ADHD in areas of impairment (Halperin, Berwid, & O'Neill, 2014). Physical activity can aid in brain function, decrease anxiety, and aid in bringing critical neurotransmitters in the brain, which improve alertness, attention and motivation (Ratey, 2008). Deficits of these precise neurotransmitters were also connected to the behaviors of hyperactivity, impulsivity, and inattention (Brown, 2005).

I have been interested in elementary aged students diagnosed with ADHD and how they seek movement, are impulsive and loose attention. I relate to these children as I also seek movement opportunities and need to focus on maintaining my attention to a task. In my early reading about ADHD I was interested in learning more about the connection between the deficits of certain neurotransmitters and the link to behaviors associated with ADHD. Mental health professionals, and psychiatry experts in ADHD advocate the theory that deficits of these neurotransmitters in the executive function systems of the brain, was the cause of inattention, hyperactivity, and distractibility, all behaviors associated with ADHD (Barkley, 1997).

In my review of the literature I discovered a pilot study (Smith et al., 2013) that examined before-school physical activity and its effect on students diagnosed with ADHD. The study's recommendations suggested a possible positive link, and the need for further study. Before-school physical activity seems to be a viable activity for students diagnosed with ADHD to help prepare them for the school day. Teacher participants observed student behaviors that were closer to their behavior expectations, on mornings when their student participant attended the before-school physical activity program. While the student participants were observed exhibiting behaviors that were self-rewarding, I noted they resembled the other students being observed in the classroom environment. This study illuminates how student behaviors were often closer to expected classroom behaviors, following the before-school physical activity program.

The student perceptions of their participation in before-school physical activity program were positive. Each student felt that engaging in the before-school physical activity program enabled them to be calmer, more alert, and overall have a positive effect on their behaviors. The students' perceptions led to an insight as to how they viewed their own behaviors and how they are perceived by other students and teachers. Student perceptions are identified as how they view their own actions, what self-rewarding tasks they found in the classroom and the instructions that they received from their teacher and then deemed as important, was an interesting part of the research. Each of the student participants made comments, as to what was stressed as important by their teacher, and how the classroom teacher's stance on completion of assignments, movement around the room, and interaction with peers affected the student's ability to learn.

The behaviors and assignments the classroom teacher feels are important are clearly communicated and noticed by the students. They accept and adhere to these behaviors and realize its importance to their success. When a student notices that the activity is not graded or collected, they place its importance for completion as a low priority from their perspective. Students are also aware of the behaviors a teacher chooses to ignore or apply consequences and as a result they know what they can do to receive a reward and avoid a consequence. If a teacher wants the student to engage in learning behaviors and tasks of their choice they need to make sure they are giving clear messages about what behaviors will be rewarded and what behaviors will result in a consequence.

The Wake Up Shady Lane before-school physical activity program was a positive learning experience for the student participants. Students benefitted by engaging in healthy exercise and movement activities, they arrived at school and in their classroom on time and had an opportunity to socialize with their peers which they valued. The before-school physical activity program's fun and interactive activities allowed students time to be creative, play, and socialize with their peers. It allowed them to arrive at class to have adequate time to eat breakfast and get organized for the day. The social setting of the Wake Up Shady Lane program allowed the students diagnosed with ADHD to have more opportunities to interact with peers, and build meaningful friendships.

This research study was based on the premise that physical activity increased dopamine and norepinephrine levels in executive function areas of the brain and that behavior associated with ADHD were caused by deficits of these neurotransmitters in the executive functioning systems of the brain. Measuring the precise levels of the neurotransmitters in the student participants were not part of this study and the theory that

ADHD behaviors are caused by delays in the executive function area of the brain is still just a leading theory among experts who study ADHD. In this qualitative case study with three participants I noticed that students diagnosed with ADHD need increased opportunities to move throughout the day and especially in the morning before the formal school day began. Each of the participants, both the teachers and the students, noted improved behaviors following movement opportunities in the Wake Up Shady Lane program. The program had so many unanticipated benefits as far as getting students to class on time, increased opportunities to socialize, and just a fun playful time period that made students want to come to school. While the study revealed many positives, this study is specific to this site with these three boys in their classrooms. The study's design was based on the available Wake Up Shady Lane program, approval of the parents/guardians to have their child participate in the study, approval by the student's teachers to offer comments in the interviews and allow me to observe in their classroom and the approval of the administration. As with any case study, it is based on a particular site to examine a specific group that cannot be replicated (Yin, 2013). Even if I chose further research on this topic, the students and teacher would be different and perhaps offer different findings. The themes and sub themes that emerged from the data are also unique to this study.

### **Implications**

The goal of a case study was to observe, record, and investigate how students who are diagnosed with ADHD adhere to the behavior expectations in their classroom after participating in a before-school physical activity program. As a result of the data

collection and analysis, I developed three themes and 15 related sub themes, which are useful implications of this study.

- Before-school physical activity programs are a viable intervention to help students diagnosed with ADHD prepare for the school day. The students expressed the joy they received from attending the program and an opportunity to release energy at the start of the school day. This release of energy also enabled them to have better focus during the start of the school day. Before-school physical activity also has the potential to be an affordable and easily implemented intervention for students diagnosed with ADHD. Participating in physical activity as a strategy to release energy can help children diagnosed with ADHD who are often described as having an abundance of energy. Physical activity does not have the possible side effects that medications prescribed for ADHD have been linked to (Ballard, Bolan, & Burton, 1997; Martinez-Raga, Knecht, Szerman, & Martinez, 2013; Stein, 2010). Students can engage in activities with their peers and develop friendships when programs are held consistently throughout the school year. A program that is organized, provides a clear schedule of activities and promotes creativity that is appropriate for students diagnosed with ADHD.
- Teachers should be aware of their behavior expectations in their classrooms and provide adaptations for different learning styles. Morning assignments can offer meaningful learning experiences that students can share with each other and present to the class. Teachers who collect assignments and use them in their teaching demonstrate the importance of the assignments and as a result, students view the morning assignments as important to their learning success.

- Students diagnosed with ADHD could be kinesthetic learners. Gardner (2011) states that kinesthetic learners develop memories and better facilitate learning through kinesthetic movements. Kinesthetic learners, learn by touch, by their body being physically involved in what they are doing (Gage, 1995). If a student diagnosed with ADHD is a kinesthetic learner, allowing them to move and their bodies being involved in the learning process would facilitate better engagement in the activity and increased focus.
- Visual schedules afford all students an opportunity to stay focused on a sequence of activities and be able to refer to the schedule if they become distracted. Posting a visual schedule in the classroom helps students to know what activities they will be doing and if any changes in the schedule will occur. From the same avenue, if a child is distracted and wishes to get back in the routine, a visual schedule allows them a chance to do so.
- All teachers can share information about their classroom routines, behavior expectations and rewards and consequences. Opportunities to share what works can help to provide optimal learning experiences that benefit all students. The sharing of strategies can help students with ADHD as the teacher collects a menu of strategies they can implement in the class that offer students with ADHD options and accommodations for their behaviors.

### **Recommendations for Further Study**

This research study followed a qualitative case study approach that investigated the behaviors of three students diagnosed with ADHD. The goal was to illustrate how the students adhered to the behavioral expectations in their classroom morning routine after

participating in a before-school physical activity program. As the researcher, I was interested in finding meaning in the student's behaviors that was gathered from the observation, journal notes and interview data. Because this was a case study of three students in an elementary school the study's framework and procedures could be replicated, however the findings would be specific to the site, students, teachers, and the researcher's interpretation of the data. Research that reflects how physical activity impacts students with ADHD is ongoing and my goal in conducting this qualitative study was to contribute to the literature on this topic. Current research has already advocated for the potential benefits of providing physical activity for individuals with ADHD (Halperin, Berwid, & O'Neill, 2014; Smith et al., 2013). This research was limited to three young boys, diagnosed with ADHD, who participated in an eight week study. Other limitations to the study included my limited observation time in the classroom, which consisted of 20 minutes per observation one day a week and only for the morning routine. I was able to interview each teacher participant three times and the student participants four times. As a result of conducting this study and knowing that the case study time was limited, I realized that there could be more to investigate about the students and their behaviors. Listed below are questions for further research studies.

- What behaviors are demonstrated by the student participants in the homeroom period, on days when they do not attend the before-school physical activity program?
- If the study were to be completed at the beginning of the school year, when procedures were not as established would the results be any different?

- If the observation occurred during a time when there was a specific lesson in Math or Language Arts instead of homeroom, what type of student behaviors would be observed?
- Are there particular activities that occur during the before-school physical activity program that have an effect on student's compliance with behavior expectations such as cardiovascular and/or muscular endurance activities?
- What would be the finding if the student participants were girls?
- Can the effect on the neurotransmitters of students with ADHD be measured after they participate in before-school physical activity?
- What brings about the fascination with winning and losing, and establishing athletic superiority among elementary aged boys?

### **Personal Reflections and Insights**

I began this research process with a question about how physical activity would have an impact on students diagnosed with Attention Deficit Hyperactivity Disorder. As a Physical Education teacher I have noticed that in my classes these students appear to benefit from the high level of movement and structure in my lessons. As a result I wondered how these students adhered to the classroom behavior expectations after a class where they were moving, learning, and creating. This study was designed as a case study of three boys so I could learn more about the research process and focus the study so it was feasible, meaningful, and would result in exploring the relationship between physical activity and classroom behaviors. As the study was planned, implemented and data collected I found myself engaged in constant reflection about what I was experiencing in the role of participant observer. This research process over the past couple months has



offered me many new perspectives as an educator, researcher and as a writer. I have gained new insights about classroom morning routines for these three students and how their classroom environment and their teacher's philosophy impact the student's behaviors. Entering a classroom during the homeroom time period I was amazed at the amount of activities required of the teacher to accomplish in such a short time period. This intense time demand was complicated by students arriving at various times and the requirement of the teacher to monitor their classroom and the hallway while completing these tasks. This was an environment I had not experienced and as a result I gained an understanding of how teachers multitask simultaneously for an intense morning homeroom period. They earned my admiration for all that they do.

The time I spent with the three student participants has forever changed me as a teacher. I felt that I developed a rapport with these three students and now view them differently. As we ate lunch together and talked during the interviews, a bond was built that I wish I could build with each student that I taught. What made it so special was that these students are often viewed by educators as challenges because of their behaviors associated with ADHD; however, they were friendly and enjoyed the personal attention during these interviews. These behaviors are what make them special and I consider myself lucky to have spent the time to understand their thoughts and perceptions behind their own actions. As the data collection process ended, I found myself missing that connection and starting to eat lunch with these same students to continue to build a genuine student and teacher relationship, in place of a participant and researcher relationship. My final thought and recommendation is for all educators to make time to get to know a student who perhaps could be viewed as a challenge. Ask for their thoughts

and opinions, get to know the reasons why they make behavior decisions and may not be focused at times. This extra time and attention is a mutual benefit and I became a more effective teacher and friend to my students.

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## Appendix A

### Consent Forms



College of Education

#### CONSENT TO TAKE PART IN A RESEARCH STUDY

**TITLE OF STUDY:** A Qualitative Case Study Describing the Relationship of Physical Activity and Classroom Behaviors Expectations for Elementary Students with Attention Deficit Hyperactivity Disorder

**Principal Investigator:** Theresa Purcell Cone, PhD (Faculty Sponsor)

**Co-Investigator:** Steven Wehrle (Student)

This consent form is part of an informed consent process for a research study and it will provide information that will help you to decide whether you wish to volunteer for this research study. It will help you to understand what the study is about and what will happen in the course of the study.

If you have questions at any time during the research study, you should feel free to ask them and should expect to be given answers that you completely understand.

After all of your questions have been answered, if you still wish to take part in the study, you will be asked to sign this informed consent form.

Steven Wehrle or another member of the study team will also be asked to sign this informed consent. You will be given a copy of the signed consent form to keep.

You are not giving up any of your legal rights by volunteering for this research study or by signing this consent form.

#### **Why is this study being done?**

This study is being completed for a doctoral dissertation. Additionally, findings from this study may be used in published articles and conference presentations.

#### **Why have you been asked to take part in this study?**

You have been asked to participate in this study because of your unique knowledge as a teacher of a student diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Additionally, you have experience as a teacher at Broad Street Elementary School in



Gibbstown, NJ. Both of these factors allow you to have exclusive knowledge of both factors.

**Who may take part in this study? And who may not?**

All participants in the study must be a teacher employed at Broad Street Elementary School in Gibbstown, New Jersey. Each participant must be a teacher of a student diagnosed with ADHD in their classroom. The student diagnosed with ADHD, must also attend a before school physical activity program. Teachers who do not teach a student diagnosed with ADHD who attend a before-school physical activity program are not eligible for the study.

**How many subjects will be enrolled in the study?**

The Co-investigator will interview three teachers at Broad Street Elementary School for this study. The study will take place over a period of eight weeks. As a participant, you need to be available on three days during those eight weeks to be interviewed. Each interview session will last approximately 20 minutes with the interviews occurring in your classroom.

**Where will the study take place? What will you be asked to do if you take part in this research study?**

You will be asked to stay in your classroom during the first part of your lunch period and meet with Co-investigator Steven Wehrle. The interviews will take place at Broad Street Elementary School. The interviews will occur during the first, fourth and eighth weeks of the Rise and Shine period at your lunch period. You will be asked to be available for an interview on your homeroom procedures and expectations. During the interview, you will be asked about your homeroom procedures and expectations, and asked how students adhere to those expectations and procedures. During those interview times you will be asked questions about your experiences. Any documents that you wish to share with the principal investigator would be greatly appreciated.

**What are the risks and/or discomforts you might experience if you take part in this study?**

There is minimal risk of physical or psychological harm associated with your participation in this study. There is potential risk for stigmatization in the rare event that your confidentiality is breached. Every effort will be made to reduce this risk.

**Are there any benefits for you if you choose to take part in this research study?**

If you decide to participate in this study, there are no personal advantages to your participation. However, while it is possible that you might receive no direct personal benefit from taking part in this study, your participation may help us understand

behaviors demonstrated by students diagnosed with ADHD following periods of before-school physical activity. This information can benefit you directly, and may help other school stakeholders to better serve these students.

**What are your alternatives if you don't want to take part in this study?**

This study is completely voluntary. You may decide not to participate in this study without penalty.

**How will you know if new information is learned that may affect whether you are willing to stay in this research study?**

During the course of the study, you will be updated about any new information that may affect whether you are willing to continue taking part in the study. If new information is learned that may affect you, you will be contacted.

**Will there be any cost to you to take part in this study?**

There is no cost associated with your participation in this study.

**Will you be paid to take part in this study?**

You will not be paid for your participation in this research study.

**How will information about you be kept private or confidential?**

All efforts will be made to keep your personal information in your research record confidential, but total confidentiality cannot be guaranteed. Your personal information may be given out, if required by law. Presentations and publications to the public and at scientific conferences and meetings will not use your name and other personal information.

The following measures will be taken:

1. Your interview will be recorded and transcribed but you will be identified in the transcripts and on tape with a pseudonym.
2. The data will be stored on a password protected computer or in a locked file drawer.
3. The data will be kept until the completion of the study. If the results are published or presented, your identity will remain confidential. In publications and presentations, your school will be listed as "a small elementary school in New Jersey" and participants will be referred to by their pseudonyms.

**What will happen if you do not wish to take part in the study or if you later decide not to stay in the study?**

Participation in this study is voluntary. You may choose not to participate or you may change your mind at any time.

If you do not want to enter the study or decide to stop participating, your relationship with the study staff will not change, and you may do so without penalty and without loss of benefits to which you are otherwise entitled.

You may also withdraw your consent for the use of data already collected about you, but you must do this in writing to Steven Wehrle, 255 West Broad Street, Gibbstown, NJ, 08027.

If you decide to withdraw from the study for any reason, you may be asked to participate in one meeting with the Principal Investigator.

**Who can you call if you have any questions?**

If you have any questions about taking part in this study or if you feel you may have suffered a research related injury, you can call Co- investigator:

Steven Wehrle  
Rowan University Educational Leadership Department Student  
609-221-1879

Or, you may call the Co-investigator's faculty sponsor and study's Primary Investigator:

Theresa Purcell Cone, Ph.D.  
Health and Exercise Science Department  
856-256-4764

If you have any questions about your rights as a research subject, you can call:

Office of Research  
(856) 256-5150 – Glassboro/CMSRU

**What are your rights if you decide to take part in this research study?**

You have the right to ask questions about any part of the study at any time. You should not sign this form unless you have had a chance to ask questions and have been given answers to all of your questions.

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**ROWAN UNIVERSITY INSTITUTIONAL REVIEW BOARD  
AUDIO/VIDEOTAPE ADDENDUM TO CONSENT FORM**

We are asking for your permission to allow us to audio record as part of that research study. The recording(s) will be used for data collection and analysis purposes only.

The recording(s) will include only those things that you and the researcher verbalize during the meeting as well as any ambient sounds. The researcher will tell you when audio recording begins as well as when the recording ends. There will be no file names assigned to the recording that would serve as an identifier for you or your institution.

The recording(s) will be stored in a digitally encrypted format and maintained on a secure passcode protected computer. The recording will be stored for a period of 6 years after the study has been completed and then erased.

Your signature on this form grants the investigators named above permission to record you as described above during participation in the above-referenced study. The investigator will not use the recording(s) for any other reason than that/those stated in the consent form without your written permission.

---

### AGREEMENT TO PARTICIPATE

I have read this entire form, or it has been read to me, and I believe that I understand what has been discussed. All of my questions about this form or this study have been answered.

Subject Name: \_\_\_\_\_

Subject Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Signature of Investigator/Individual Obtaining Consent:

To the best of my ability, I have explained and discussed the full contents of the study including all of the information contained in this consent form. All questions of the research subject and those of his/her parent or legal guardian have been accurately answered.

Investigator/Person Obtaining Consent: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



College of Education

## **PARENTAL/LEGAL GUARDIAN CONSENT TO TAKE PART IN A RESEARCH STUDY**

**TITLE OF STUDY:** A Qualitative Case Study Describing the Relationship of Physical Activity and Classroom Behaviors Expectations for Elementary Students with Attention Deficit Hyperactivity Disorder

You are being asked to serve as the Parent/Legal Guardian for \_\_\_\_\_, who is called the Minor in this document. You are being asked to give permission for the Minor to participate in this Study and for the collection, use and sharing of the Minor's study input and possibly, health information.

This form tells you about this Study. After reading this, you can decide if you think the Minor may participate in the Study.

You will be given or can make a copy of the signed consent form to keep.

---

### **A. Who is conducting this Study?**

#### **PRINCIPAL INVESTIGATOR (PI):**

Theresa Purcell Cone, PhD is the Primary-Investigator of this study. A Principal Investigator has the overall responsibility for the conduct of this Study. However, there are often other individuals who are part of the Study team.

Steven Wehrle is the Co-Investigator of the study.

Steven Wehrle may be reached at 609-221-1879, or 255 West Broad Street, Gibbstown, NJ 08027, He is a teacher at Broad Street School, Greenwich Township School District.

### **B. Why is this Study being done?**

This study is being completed for a doctoral dissertation. Additionally, findings from this study may be used in published articles and conference presentations.

### **C. Why has this Minor been asked to take part in this Study?**

The minor has been asked to participate in this study, to gather their perception of how before-school physical activity impacts them. The researcher is interested to know their thoughts and feelings following the before-school program, and if it helps them during the school day. The minor was asked because of their participation in the Rise and Shine program, and their diagnosis of ADHD.

**D. Who may take part in this Study? And who may not?**

Any minor who participates in the Rise and Shine program at Broad Street School in Gibbstown, New Jersey and is diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) may participate. Minors who do not participate in the Rise and Shine program, or are not diagnosed with ADHD, may not participate.

**E. How long will my participation in this study take?**

The study will take place over a period of eight weeks. Your Minor, will be asked to be interviewed four times during the eight weeks of this study. Each interview will occur during the Minor's lunch, and will last approximately 15 minutes.

**G. Where will the Study take place? What will the Minor be asked to do if the Minor takes part in this Study?**

The Minor will be asked to complete four interviews during their lunch, located at Broad Street Elementary School. Each interview will occur in the gymnasium/cafeteria room in the school. The entirety of the interview will occur during the student's lunch; they will not miss any recess time. The guiding interview questions will center on their participation in the Rise and Shine program, and how they feel after leaving the program.

**I. Are there any benefits for the Minor if the Minor takes part in this Study?**

The Minor will receive no direct benefits from participation in the study. The Minor's participation may help us understand which can benefit you directly, and may help other people's knowledge of the benefit of a before-school physical activity program like the Rise and Shine program.

**J. What are the risks and/or discomforts the Minor might experience if the Minor takes part in this Study?**

There are no known or foreseeable risks for participation in this study.

**K. What are the Minor's alternatives if s/he does not participate in this Study?**

This study is completely voluntary. Your alternative is not to enroll the Minor to take part in this study without penalty.

**L. How will information about the Minor be kept private or confidential?**

All efforts will be made to keep the Minor's personal information in the research record confidential, but total confidentiality cannot be guaranteed. The Minor's information may be given out, if required by law. Presentations and publications to the public and at scientific conferences and meetings will not use the Minor's name and other personal information.

The following measures will be taken:

1. The Minor's interview will be recorded and transcribed but the Minor will be identified in the transcripts and on tape with a pseudonym.
2. The data will be stored on a password protected computer or in a locked file drawer.
3. The data will be kept until the completion of the study. If the results are published or presented, the Minor's identity will remain confidential. In publications and presentations, the school will be listed as "a small elementary school in New Jersey" and participants will be referred to by their pseudonyms.

**M. How will the Parent/Legal guardian know if new information is learned that may affect whether the Minor should continue to participate in this study?**

During the course of the study, the Principal Investigator will update the Parent/Legal guardian about any new information so the Parent/Legal guardian may make a decision for the Minor's continued participation.

**N. Costs to the Minor to take part in this Study.**

The Minor will not experience any costs to participate in this study, other than the time the Minor spends during the interview.

**O. What will happen if the Parent/Legal Guardian does not enroll the Minor in this Study, or if the Parent/Legal Guardian or Minor later does not want the Minor to participate in this Study?**

Participation in this study is voluntary. You may choose not to allow the Minor to participate or you may change your mind at any time about the Minor's participation.

If you do not want to enroll the Minor into the study or decide to stop participation of the Minor, your relationship and the Minor's relationship with the study staff will not change, and you may do so without penalty and without loss of benefits to which you and the Minor are otherwise entitled.

You may also withdraw your consent for the use of data already collected about you and the Minor, but you must do this in writing to Steven Wehrle, 255 West Broad Street, Gibbstown, NJ 08027

At any time, the Principal Investigator can take you out of this study because it would not be in your best interest to stay in it. The Principal Investigator can stop the research even if you are willing to stay in the study.

If you decide to withdraw from the study for any reason, you may be asked to participate in one meeting with the Principal Investigator.

**P. Who can be contacted about questions, concerns, or complaints?**

If you have any questions about taking part in this study or if you feel you may have suffered a research related injury, you can call Co- investigator:

Steven Wehrle  
Rowan University Educational Leadership Department Student  
609-221-1879

Or, you may call the Co-investigator's faculty sponsor and study's Primary Investigator:

Theresa Purcell Cone, Ph.D.  
Health and Exercise Science Department  
856-256-4764

If you have any questions about your rights as a research subject, you can call:

Office of Research  
(856) 256-5150 – Glassboro/CMSRU

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**ROWAN UNIVERSITY INSTITUTIONAL REVIEW BOARD  
AUDIO/VIDEOTAPE ADDENDUM TO CONSENT FORM**

We are asking for your permission to allow us to audio record as part of that research study. The recording(s) will be used for data collection and analysis purposes only.

The recording(s) will include only those things that the Minor and the researcher verbalize during the meeting as well as any ambient sounds. The researcher will tell the Minor when audio recording begins as well as when the recording ends. There will be no



file names assigned to the recording that would serve as an identifier for you, the Minor or the Minor's institution.

The recording(s) will be stored in a digitally encrypted format and maintained on a secure passcode protected computer. The recording will be stored for a period of 6 years after the study has been completed and then erased.

Your signature on this form grants the investigators named above permission to record the Minor as described above during participation in the above-referenced study. The investigator will not use the recording(s) for any other reason than that/those stated in the consent form without your written permission.

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### AGREEMENT TO PARTICIPATE

#### Parent/Legal Guardian Consent

The purpose and procedures for this Study have been described to me in writing. My questions about this study have been answered and I have been provided with information about who to contact with additional questions.

**As a Parent/Legal Guardian, I freely give my consent to have \_\_\_\_\_ take part in this Study and authorize that his/her information as described above, be collected/disclosed in this Study.** I understand that by signing this form I am agreeing for the Minor named above to take part in research. I understand that I have a right to make a copy or receive a copy of this form upon request.

\_\_\_\_\_  
Signature of Parent/Legal Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Parent/Legal Guardian

#### Signature of Investigator/Individual Obtaining Consent:

To the best of my ability, I have explained the purposes and procedures of this Study including all of the information contained in this consent form. All questions of the Minor and those of his/her Parent/Legal Guardian have been accurately answered.

Investigator/Person Obtaining Consent: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B

### Teacher Interview Protocol

Did participant sign the consent form? Yes or No

Interviewee's Pseudonym : \_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

#### Interview Checklist

- The researcher will follow the same protocol before beginning each interview.
- The interview will take place in the classroom, when it is free of students.
- The purpose of the interview will be explained to the interviewee, and terms of confidentiality will be explained to the teacher.
- During the interview, and transcribing of the interview, the teacher will be referred to by their pseudonym.
- The interview format will be explained, as well as the anticipated timeframe for the interview.
- Give participate a copy of the consent form
- The interviewee will be given the option to review the transcripts of the interview once they have been described.

**Introduction:** Thank you for agreeing to participate in this interview for this study. This researcher is being collected as part of me completing my dissertation to earn my doctorate of education degree. The information you provide will be helpful to the primary research examining the impact before-school physical activity has on students diagnosed with ADHD. As you read through the consent form you will find the purpose of this study, and what you have agreed to do as a study participant. This interview will be recorded to provide better accuracy in understanding your words and meaning. If there is something you would like to say off tape, please inform the researcher to shut off the recorder for the comment. After the interview the recording will be transcribed word for word. You will be given an opportunity to review the transcripts of the recording to check for accuracy. If you have any questions about the interview, the study, or the transcribing process please feel free to ask the researcher at any time. During the interview to protect your identity and to keep your confidentiality you will be referred to by a pseudonym. Your true identify will only be known to primary investigator and Co-investigator. All transcriptions and research information will be kept in a secure location.

Q 1: Do you have any questions for me at this time?

### **A. Introduction and Demographic Info**

- Q2: What grade do you currently teach?
- Q3: How many students are in your class?
- Q4: How would you describe your procedure when students enter your room in the morning?

### **B. Process Questions**

(R2) Question: What is the expected routine for the beginning of the school day and what criteria did the teacher use to establish this routine?

- Q5: What expectations do you have for your students walking down the hallway to your classroom?
- Q6: What type of expectations do you have for students when they enter your classroom in the morning?
- Q7: What behaviors do you expect from your students during homeroom?
- Q8: What sort of disruptive behaviors occur during your homeroom time?
- Q9: This morning were there any behaviors that were disruptive to the homeroom process?

(R1) Question: After participating in the physical activity session what behaviors do students with ADHD exhibit in their classroom and how do these behaviors adhere to the teacher's appropriate behavior expectations?

- Q10: How does student \_\_\_\_\_ adhere to the typical morning routines that you have established?
- Q11: Is there a change in any of these behaviors on the morning following the before school PA program?

### **C. Closing and Thank You**

- Q12: Is there anything else that you would like to offer that I did not specifically ask about?

**Closing:** Thank you for your time today. Just a reminder I have procedures in place to keep this information confidential and it only will be used for this research project. If you would like a written transcript from this interview for your review, please just ask.

## Appendix C

### Student Interview Question Protocol

Minor Consent Form has been signed by parent/guardian: Yes or No

Interviewee's Pseudonym : \_\_\_\_\_

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

**Introduction:** Thank you for agreeing to talk to me today. I am a student just like you, at a college named Rowan University. I want to talk to you about the Rise and Shine program that you went to this morning, and about your classroom. Anything you can tell me about it would be very helpful. I have asked \_\_\_\_\_ (Parent Name) \_\_\_\_\_ and they said it was ok to talk to me today. I am going to use a tape recorder so that I can remember everything that you said. After the interview I will write it all down and you and your \_\_\_\_\_ (Parent Name) \_\_\_\_\_ will have a chance to read it if they want. If you or \_\_\_\_\_ (Parent Name) \_\_\_\_\_ have any questions they can ask them at any time. Today we are going to use a secret identity, a fake name while we are talking. So while I am talking to you today I will call you by that fake name. Do you have questions for me?

Q 1: Do you have any questions for me at this time?

### **A. Introduction and Demographic Info**

- Q2: What grade are you in?
- Q3: How many students are in your class?

### **B. Process Questions**

(R3) Question: How do students perceive their behavior in the classroom after participating in the physical activity session?

- Q4 Did you participate in the Rise and Shine activities this morning?
- Q5 How did it go for you?
- Q6 What did you do once you left the gym and moved toward your class?
- Q7 What did you do once you were in the classroom?

### **C. Closing and Thank You**

- Q8: Is there anything else that you would like to offer that I did not specifically ask about?

Thank you for talking to me. Just a reminder I and your parents will be the only person to know your secret identity. If you or your parent would like to look at what I wrote today, please just ask.

## Appendix D

### Student Observation Checklist

#### Off Task Behaviors

Wandering/Out of seat (WOS)

Inappropriate Peer Interaction (IPI)

Inappropriate Noise/Outburst (INO)

Fidgeting (FID)

Inattention (IAT)

#### On Task Behaviors

Doing assigned task (DAT)

Appropriate Peer/Teacher Interaction (API)

Appropriate Transition (AP)

Miscellaneous (MISC)

	WOS	IPI	INO	FID	IAT	DAT	API	AP	MISC
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### Off Task Behaviors

- Wandering/Out of seat (WOS)
- Inappropriate Peer Interaction (IPI)
- Inappropriate Noise/Outburst (INO)
- Fidgeting (FID)
- Inattention (IAT)

### On Task Behaviors

- Doing assigned task (DAT)
- Appropriate Peer/Teacher Interaction (API)
- Appropriate Transition (AP)
- Miscellaneous (MISC)

## Appendix E

### Observation Protocol

#### Observation Checklist:

- Have field note journal
- Have Student Observation Checklist
- Watch with second hand
- Two pencils

**Research Location:** The researcher will walk approximately 50 feet behind the student to observe behaviors, but attempt not to interact with the student. Upon entering the classroom of the student, the researcher will go to a predetermined spot that was agreed upon by the researcher and classroom teacher. If any student asks what the researcher is doing in the room, the researcher will respond that he is learning about what happens in a classroom during homeroom.

Student being observed (Student Pseudonym): \_\_\_\_\_

Observation Date: \_\_\_\_\_



### **A. Basic Overview**

Name of Student being Observed: \_\_\_\_\_

Class/Homeroom: \_\_\_\_\_

Location in building: \_\_\_\_\_

Start Time of Observation: \_\_\_\_\_

Time student enters classroom: \_\_\_\_\_

End Time: \_\_\_\_\_

### **B: Physical Layout**

Arrangement of Desks/Tables

Order/Cleanliness of room:

What is on the walls?

### **C: Activities Under Way**

Students in attendance at beginning of observation: \_\_\_\_\_ at end: \_\_\_\_\_

Number of adults/staff in room: \_\_\_\_\_

What topic/assignments are being addressed: \_\_\_\_\_

\_\_\_\_\_

How does the student know what to do? \_\_\_\_\_

\_\_\_\_\_

What classroom procedures are in use?

Does this classwork involve students working together?

## Appendix F

### Student and Teacher Interviews

R: Researcher

O: Student C (1)

Z; Zach

April 13th, 2016

Tape #5

Researcher (R): Good morning guys as we eat our lunch today we are going to come up with secret code names for our self, so you guys tell me what do you want me secret code name to be? or what do you want your code name to be? Ok so can I be Mr. Awesome?

Zach (Z): Sure

R: Solid.... alright very good

O: I want to be K 212 (*laughs*)

R: What?

O: K212

R: K2....I was thinking more along the lines of a name not a crazy number

O: ooohhhhhh

R: alright, so think of like your favorite baseball player

Z: I know mine, Mike Trout

O: ummm.....well I'm not really sure but I know my favorite football player

R: ok who is your favorite football player?

O: Odell Beckham JR!!! with that catch , from last year, he plays for the giants

R: Ok so you are Odell Beckham, sounds good, ok so Odell Beckham Jr., Mike Trout did you come to Rise and Shine this morning?

O: Yes

Z: uh-huh

R: Ok, what do you think was your favorite thing we did today in Rise and Shine?

Z; I forgot what we did

O: We did um, partner run, we did four corner tag...

Z; I like four corner tag

R: ok so partner run, four corner tag,

O: and ...um....

R: what's the skill of the week?

O: Running and that gets your heart working, we already learned that so, we learned that in gym

R: Ok so when you.....

O: do you mind if you open this (*yogurt stick*)? My hands are kind of sticky

R: Sure....(*researcher gets a pair of scissors to cut open the yogurt stick*) so when you left the gym, you left the gym from Rise and Shine, where did you go this morning?

O: We went to Teacher C class

R: Teacher C class, so she is your homeroom teacher?

O: Yeah

Z; uh-huh

R: Very good, very good, do you make any stops on the way, or did you go right to homeroom?

O: we went right there

R: So when you are walking from Rise and Shine down to Teacher C's class how do you think that you should ask?

Z: Um normal?

R: What does normal mean?

O: how everyone else should act

R: was there a lot of people when you walked down the hallway?

Z: yeah sometimes, not all time

R: Sometimes?

O: sometimes

R: So when you get to Teacher C class what is the first thing that you did?

O: First we get unpacked ...then we do morning work, and then we like, and then she does this.... Like um... she does this.... (*demonstrates a clapping pattern*) and then we do a ( *two claps back*)

R: So it sounds like (*Researcher tries clapping pattern*)

O: Yeah and then we go (*does two claps*)

R: So

O: so then she tells us what we are doing next like clean up or, got o our desk, or...whatever

R: So when you first walk in she does her cool clap thing?

Z; not all the time

O: no, not when we first walk in

R: so then how do you guys know what to do?

O: so we , there is this morning work on this round desk, and then we then, get it, and get a pencil and go morning work

Z; yeah

R: so what if you have coats or backpacks?

Z; we put them in our locker

O: we hang them up, we have lockers this year,

R: Nice so do you do that before you come into homeroom?

O: when you get to homeroom you have to unpack everything in the classroom

Z; yeah

O: and then you hang your stuff up in the lockers, I think our lookers are harder than third or fourth grade.

R: They are harder?

O: yeah because in third and fourth grade you have to go like this (*mimics pushing down*)  
put our lockers you have to pull up

R: There isn't a lock on it is there?

O: No and like Nehaunsey it is the hardest

R: you got to try Nehaunsey lockers

O: no my dad told me about it

R: ok got you

O: There they have to put in codes

R: Secret Codes? Odell Beckham Jr do you think you could handle a secret code?

Z: Only if we could figure out the number

R: So you do a morning work sheet.....

O: yeah and when we are done we have these books boxes, they have books inside of them and they look like boxes, and we call them book boxes

Z; yeah

R: and everyone has got their own book boxes?

O: Yeah, like one of them is, we have 20, but we don't have 20 kids we only have 16, we used to have 17 but Esmeralda moved so we have only 16 now

R: So what is your favorite book out of the book box?

O: My favorite is the black and blue book

Z; mine is the baseball book, it says baseball save people

R: Really, alright so let me think, so how do you feel after leaving Rise and Shine?

O: I feel exercised and ready to learn

R: you are exercised, ready to learn (*cut off*)

O: I feel ready to play

R: So when you leave you feel ready to play?

O: I feel ready to play all the time,

Z; I like like the same thing, but sometimes when I leave I feel sweaty

R: Sweaty, so you feel sweaty, you feel ready to play when you are leaving...

*(Odell throws out a piece of trash)*

O: yeah

R: So when you are walking through the hallway when you leave rise and shine, are there any teachers there? Do they give you any instructions?

Z: So I see a teacher but they just say have a good day or say “how are you doing?”

O: Most of the time we see them but they don’t really talk to us.

R: Ok, but when you normally go in the hallway you always follow the teachers instructions

O: yeah

R: So when you get to homeroom everything is written on the board and you follow those instructions?

O: Well we really don’t have to, we are supposed to have two sharpened pencils for the day, and I basically only have one

R: so sometimes you don’t follow the instructions written on the board?

O: There are only 5 steps, but sometimes, like on the board it says to unpack everything, and put stuff in closet, but there were closets last year but this year there are lockers.

Z; yeah

R: So when you guys get there you start to eat breakfast sometimes?

O: If we have it

R: Ok

O: there is a milk man in our class,

R: A milkman? They come deliver milk to your class?

O: No

R: Strawberry, chocolate?

Z: mostly the same

O: Nope, just white milk, Mason, Dom, Kyuss and Zane

R: So when um, when you guys are eating breakfast, if you get breakfast do you do your morning work? Do you just eat breakfast? Are you allowed to talk to your friends?

O: yeah I think it was either Mrs. I or Teacher C I think it was both,

R: So then you are allowed to talk with your friends while you do your morning work?

Z: we are allowed to whisper

R: So you are allowed to whisper you are allowed to talk a little bit, Teacher C doesn't mind that?

O: we usually just talk out loud and [Teacher C] has to tell us to quiet down

R: So Teacher A had to tell you to quiet down?

O: Yeah because we normal sometimes it gets seriously loud because Zane and Kayla usually talk across the room

R: So Zach and Kayla talk really loud across the room?

O: They are pretty close to each other but they still talk really loud, they had to move seats, but now Zach is three seats away from Kayla.

R: Ok I got you, so do you ever get in trouble when you talk with from Rise and Shine into homeroom?

Z: No we don't get in trouble we mostly just get quiet when we come in

R: Why do you get quiet?

O: I don't know because its homeroom and and it's not the gym

R: So you enjoy being loud in the gym

O: yeah that is a lot more fun. Gym is my favorite subject

Z; yeah

R: Mine too buddy

O: That is why you signed up for it to teacher gym

R: yeah I get to teach gym all day long. Is there anything else you liked about Rise and Shine? Or things you think about when you leave Rise and Shine?

O: yeah it's really fun to me, I actually wish it was never over. I wish that we could have it all year.

R: Do you think you could do it five hours in a row? You wouldn't get tired?

O: I would get out of breath, but I would rather stay at the gym for 5 hours instead of the homeroom for 5 hours.

R; On days when you don't have Rise and Shine is it that same thing?

Z: I'm not out of breath on those times,

O; but on non-Rise and Shine days, just Tuesday I go with Mikey on just Tuesdays, but on Thursdays I got with my dad to builders club, makers club.

R: Really cool

O: We make stuff there is this stuff we make, out of recycled parts, we just make it. Whenever on Fridays we walk in me, Kyle, Kami, ....when we walk in Kyle , they were working really hard on it, and then he acted like he was going to fake touch it, but then Mrs. S, when she gets she puts her stuff, Kyle he acts like he touches it. Everything he acts like he touches it, I don't really say a word when I get in there, but then everyone else hides

R: Ok thank you very much for having lunch with me today, let's have lunch again in the future.

**R: Researcher**

**O: Teacher C (1)**

**April 13th, 2016**

**Tape**

R: So thank you for agreeing to participate in this interview for this study. This research is being collected as part of me completing my dissertation to earn my doctorate of education degree. The information you provide will be helpful to the primary research examining the impact before-school physical activity has on students diagnosed with ADHD. As you read through the consent form you will find the purpose of this study, and what you have agreed to do as a study participant. This interview will be recorded to provide better accuracy in understanding your words and meaning. If there is something you would like to say off tape, please let me know to shut off the recorder for the comment. After the interview the recording will be transcribed word for word. You will



be given an opportunity to review the transcripts of the recording to check for accuracy. If you have any questions about the interview, the study, or the transcribing process please feel free to ask me at any time. Do you have any questions for me at this time?

O: No

R: ok so what grade do you currently teach?

O: 2nd

R: and how many students are in your class?

O: 16

R: 16 students, so how would you describe your procedure when students enter your room in the morning?

O: mmm well I have them unpack everything out of their school bag, so that we are not transitioning in and out of the classroom to get things that they forget, then they have a morning work assignment, then they have to order their lunch and then after the announcements, I call each group to my desk for me to check their homework

R: ok, I noticed that when I was in on Wednesday that you had six items listed on the board, um, like a to do list?

O: yes

R: is that something you do every morning? You write items up there?

O: umm, really the to do list is up there all day, and as the students complete them I erase them, and it really is for any down time whenever they have completed their morning work or classroom work, or um,.....or if they are done their center activity. At any point they are looking for something to do, they have a to do list

R: um ok, so what expectations do you have for your students walking down the hallway to your classroom? And in particular to homeroom.

O: to be in, not running, to be um, doing it .....to be not disruptive to the other classrooms and to come into my classroom in a quiet and orderly manner

R: quietly orderly manner

O: those are my expectations (*Teacher C laughs*)

R: those are your expectations (*chuckle*), ok and what are your expectations when they enter your classroom in the morning?

O: um at that point I would like them to independently do the items on the list, to unpack, get their lunch, do their morning work. Sometimes it takes some prompting and reminders, especially if they are excited over something,

R: so you highlighted the word independent, all of that work is supposed to be independent, it is not supposed to be a collaborative effort?

O: No

R: How do you feel when students collaborate or socialize during that independent work?

O: I feel socialization is also a key, but it should also be an independent work, as in it is not a challenge to ask for assistance, but they can discuss, talk, um about their day or something that happened at night. Like they don't want to look at this funny part, in this such ah, such ah work, I do feel that it is important to socialize, I don't expect them to be quiet.

R: So not pristine quiet conditions, just a little bit of socialization?

O: well it is human nature to socialize

R: human nature, I wondered if those expectations during homeroom were different than the rest of the day?

O: No

R: ok, so those are your expectations once you come in this morning, do you ever have.... What kind of behaviors do you expect from the students then?

O: I um, have said to them I don't mind when we are talking and working with your groups, but when I am lecturing them, standing in front of them, I, it needs to be quiet, and sometimes we have centers where it does involve some talking, because like I said it is human nature, I don't believe you are supposed to sit still for 8 hours and not say a word, um so...what is the question?

R: you don't think you could go 8 hours without talking?

O: I could but I am an introvert (*laughs*)

R: well if you could, the question was about behaviors that you expected during homeroom I think I have your basic understanding of expectations of students. Does it ever happen that there are disruptive behaviors during homeroom?

O: often

R: often, could you give an example, or elaborate on an example of a behavior that would be disruptive during homeroom?

O: when somebody is throwing something across the room, if somebody is getting loud, upset, angry, crying ....um.....behaviors that are not typical for the classroom, um, especially when the trigger is something minimal and the reaction is much larger than the problem. Then um, that happens sometimes

R: could a trigger possibly be a student saying something?

O: yes

R: a menial action?

O: yes, it could be someone not getting what they want , could be somebody saying something that isn't acceptable to the listener, it could be things, such as someone not getting immediate feedback, on information that is presented

R: so you have a good list of things that you want and need to get done at homeroom?

O: yes

R: do you redirect your students back to your procedure, or your list of things that you need them to do at a disruptive behavior, or when a disruptive behavior was to occur?

O: well I will ask them what have you gotten done? What do you need to get done? Um, some students have actual timers that keep them focused on the actual things that need to get done, because they are so distractible that they need to stay focused, um, just a simple question like what do you have left on your checklist? Or what have you done? I would rather remind them that way, then do this, do that...

R: is fluoride a delightful time of two minutes of swooshing (*refereeing to how students did fluoride treatment*)

O: I love fluoride days (*laughs*)

R: It seemed like a rare moment of bliss

O: Silence

R: when there was really no option but to stay quiet

O: well sometimes they are not, they are laughing, giggling and it comes out all over their desk

R: ok then, um, so I am trying to think, during that morning there weren't that many disruptive behaviors from the student Odell. Once or twice you redirected him, he kept on being drawn to the back bookcase for some reason? Even though his book bin was in another part of the room

O: Yes

R: does this happen a lot with Odell?

O: when he wants to, because the back book bin, has books that he can choose and add to his book box, but it was not the appropriate time to do so. Um they are supposed to check with me, when they are allowed to change in, or trade in their books. But that is usually after me conferencing them, or asking them questions about their current books. Um but Odell actually has problems with reading stamina, and reading one book for long periods of time. So he likes to trade in often

R: so it is a manner of her losing track of that task or that book, and tries to trade it in. So how does Odell normally do adhering to the normal routines that you have established?

O: um, some days are better than others, it depends on mood. It depends on his mood. It depends on if something happened at home, so one example today he told me three times that his mom was supposed to email me, and tell me that he was a walker. And he got up three times to move his pin so he was a walker, and I told him he can't move it until I get confirmation from his mom. But if it is stuck in his head that is all he can focus on... But he came in from home that way. Mom said this, and it depends on if something happens at home that he is focused on, that will be an obstacle for him to get done his morning routine.

R: is it ever beneficial in that the item he is focused on is ever in an academic nature in that it is something you want him to get done? Or is it more along the line of an external item?

O: he usually fixates on external items, unless it is math, if it is math, then he likes to do his work quietly independently. He has a hard time doing his work in groups with math.

R: Um so he normally doesn't mind the work during the group time during the homeroom period?

O: No

R: so do you ever notice any change in his behaviors on morning when he attends Rise and shine? Or when he doesn't? or not much overall?

O: I do feel that he does come in quieter and more focused on some days, I can't say it's every day, because there are these external factors that contribute to his behaviors. Um,

but he does come in, like yesterday, quieter, more focused and he was faster done his morning work than anybody else. Other days he will come in all excited and wants to do this, and wants to do that, and he does have to be prompted to follow the routine

R: I do know that he goes to Makers Club on Thursday, so 4 days he is coming from a club, a stimulus

O: he just started the Makers Club so I am not sure on that

R: so overall, it is some kind of stimulus that is coming from home that sets the direction for the day?

O: yes

R: ok and once that stimulus is established, it is really hard to get him focused on any direction, until that stimulus is removed? Or resolved?

O: yes

R: ok, is there anything else that you would like to offer that I did not specifically talk about the topics that I asked you about?

O: I do but it is not about Odell himself, I think my class in general is more disruptive than any other class that I have had. So the behaviors I think, that he may exhibit, I think there are others that are exhibiting the same behaviors, um, are more easily copied, or more easily expressed because there are others expressing those behaviors.

R: So in your class of 16 students, those behaviors would be on par? To the rest of the students in your class

O: yes but um....it's not the behaviors that I have seen in the last few years, but I think that this class in general is more active

R: active?

O: less attentive

R: and have you had the same procedures in place from year to year?

O: yes

R: what about the addition of lockers this year?

O: ahh, were a first for them, and a first for us as a second grade teacher. But I have had classes with lockers in 3rd and 4th grade. But the procedures have been the same whether it was a locker or a closet.

R: see that's good to know very interesting, well thank you very much. Thank you for your time today. Just a reminder I have procedures in place to keep this information confidential and it only will be used for this research project. If you would like a written transcript from this interview for your review, please just ask.

**R: Researcher**

**K: Student A**

**A: Amanda**

**Friday April 15th, 2016**

**File: 7**

R: Thank you for having lunch with me today, I am trying to find out more about the Rise and Shine program, and also about homeroom once you leave Rise and Shine. So what did you do at recess today?

A: I jumped rope

R: out on the black top?

K: and I played Frisbee

R: Frisbee? With the new blue ones?

K: Uh huh

R: do you like the new blue Frisbees?

K: yes I do, when you are running they also stick to your face

R: So Kyle I wanted to ask you a couple questions about rise and shine, and maybe you could help me out. I always think of the gym as a secret club house, so we should have secret cool code names for each other. What if I called myself Mickey Mouse, do you have a favorite star wars character or a favorite Disney character?

K: I have a favorite video game character,

R: ok a favorite video game character, so what do you want your secret code name to be?

K: Inkling squid

R: Inkling squid?

K: you mind if I go run and grab some straws for my drink?

*(goes and grabs straws from cafeteria, comes back to the table where the researcher is)*

R: so what do you want your secret name to be? *(referring to Amanda)*

A: Stitch

R: ok Stitch, from Lilo and Stitch

K: Inkling Squid, is from a video game that I play

R: so Inkling Squid, Stitch did you come to rise and shine this morning?

K: I did

A: *(nods no)*

R: So what is your favorite part about rise and shine?

K: the ending games

R: The ending games, why do you like the ending games so much?

K: because they are fun, I also liked today's Rise and Shine ending game

R: what game was it today?

K: Fox and Rabbit

R: ok, do you want me to help you? *(Kyle was struggling to open up his milk, researcher open it)*

K: I want it open all of the way so that I can see it as I am drinking it

R: ok just like that?

K: so I can look at it while I drink it

R: so you liked today's ending game? Do you like it because they are fun? You get to move?

K: I also liked the ending game with the space ship

R: why is that?

K: because I like being the asteroid

R: you like being the asteroid? Do you like to make people do jumping jacks? What's your favorite part of the Rise and Shine, Lilo? I mean Stitch, sorry

A: ummmmm

K: yeah, there is some plastic all over this (referring to juice box, Kyle finally opens it)

A: Swim Something Swim

R: Do you mean swim swim Sammy swim?

K: That is also one of my favorite games!!

R: why do you like that game?

K: there are secret stuff that people may not know, or that you actually did

R: so there is secret stuff in swim Sammy swim?

K: yeah because one time somebody calls shoe laces, and I don't have shoe laces, and some people might think I have shoe laces but they are not

R: So when the teacher or the person who is it, the shark calls shoe laces, you don't have to go?

K: yeah

R: Ok so when you leave rise and shine in the morning where do you go?

K: to the classroom

R: so you go to Teacher A's classroom?

K. mmmmm-huh,

R: and where do you go?

A: to Teacher A's room

R: do you make any stops along the way?

K: yeah I do to get a drink

R: why do you need a drink after leaving rise and shine?

K: because physical activity makes me hot and sweaty and I need a drink



R: so you are hot and sweaty and you need a drink, ok so when you are walking down the hallways how do you think you should act, when you're walking down the hallway as you are going to your classroom?

K: mmm, you should act good .....as in not act mean or make fun of someone. You shouldn't trip someone, like Jason did one time.

R: Jason tripped somebody?

K: which was me

R: would you ever trip somebody?

K; no. [other student] likes to rush and beat me. So he ran down the hallway and rushed and tripped me I was behind him, and he rushed in front of me and tripped me while I was walking.

R: So Jason ran down the hallway, do you ever run down the hallway?

K: nope

R: ok so you never rush down the hallway, you never rush to get to homeroom?

K: yeah, so Jason is the kind of kid who likes to rush through everything

R: so Jason is the kind of kid who likes to rush through everything, do you ever rush through anything?

K: not really

R: Not really, ok, so um, when you get to homeroom, what do you do? What does your teacher have you do?

K: write in our writing binders.

R: write in your writing binders, so you walk into homeroom and the first thing you do is start writing in your writing binders?

K: no we unpack

R: oh you unpack

K: Then we get our writing binders, and we do what the writing prompt says

R: where is the writing prompt?

K: it's on a sheet of paper

R: do you like doing that in the morning?

K: not really, it makes my hand a bit tired

R: the writing makes your hand a bit tired, are the writing prompts fun?

K: some of them

R: ok, when do you figure out what you are going to eat for lunch?

K: at lunch time, also you have to figure out what you are going to get, if you are a buyer what you are going to get at lunch time, if you are a packer you don't have to

R: Don't you have to let cafeteria know if you are going to get lunch? Do you need a tissue? (*Hands Amanda a tissue*)

K: yeah

R: So you let them know when? When do you let the cafeteria know?

K: You have to figure out if you have a lunch box or not, if you have money you need to put it in an envelope and make sure your name is on it. And then.....

R: do you check anything off during homeroom to let the cafeteria know?

K: yeah

R: Does Teacher A. do that? Or do you just do that on your own?

K: we do it on our own, but some people forget to check it off, then she does it for them

R: oh well that is nice because everyone wants to eat lunch right? What do you like stitch?

A: (shrugs shoulders)

R: so how do you feel after you leave the Rise and Shine program?

K: good, also my heart is racing, it's going bump bump bump (*mimics heart beating sound*)

R: so your heart is racing, you are going to homeroom, you are feeling good?

K: (*nods yes*)

R: ok, are you excited to go to homeroom?

K: a little

R: a little because what you do in homeroom it's not your favorite thing in the world?

K: no it's not my favorite thing

R: what is your favorite part of the day?

K: well my favorite part of the day is recess, but if we have gym that day, then that is my second favorite thing

R: so recess, and gym if you have it that day

K: Yeah gym is my second, you can see why recess is my favorite

R: everyone likes recess, Stitch do you like recess?

A: yes

R: so when you are going to Teacher A.'s homeroom, do you see any teachers in the hallway?

K: um sometimes

R: do they ever tell you anything?

K: not really, unless you are running through the hallways, unless you are running so fast that the teachers can't catch you, then they won't say anything to you

R: so if you are running so fast that the teachers can't catch you, then they won't say anything to you?

K: that, and Jason .....when I went out the Rise and Shine door, Jason just ran past all of the teachers

R: so Jason runs past all of the teachers but you never run right?

K: yeah, only when my mom kicks me out of the car and says you are late, that's the only time

R: that's the only time you run, you don't even run at recess?

K: I run at recess.....when my mom kicks me out of the car, I go whoooooaaaaahhhh  
(mimics getting thrown out of the car)

R: ok, so you go to homeroom, you unpack your bag, you check your lunch, you do your writing binder, do you ever not do that? In class?

K: um..... nay not really

R: do sometimes you forgot to do some of those things?

K: yeah

R: does Teacher A. get upset when you forget to do one of those things?

K: not really because if you are absent she doesn't mind, like one day I was absent and she didn't get upset

R: ok, what if you were to go to homeroom and not write in your writing binder, would Teacher A. get upset?

K; no Jason ....he didn't do it one time, and she didn't get upset. So I think she wouldn't get upset.

R: so Teacher A. wouldn't get upset if you didn't write anything?

K: (*nods head no*).....sometimes you don't have to, you write, you have to draw

R; so sometimes you draw, so Teacher A., she wouldn't get upset if you didn't do that?

K: but this morning it was something.....she went around to check.....and Jason....Jason said he had a pencil, even Jason didn't have one.

R: so Jason didn't tell the truth to Teacher A.?

K: kind of, because that was on the list of things to send your kid to go to school with

R: you would never get in trouble stitch?

A: no

K she gets in trouble sometimes

R: not uh

K: but she does

R: You would never lie?

K: no

R: so you never get in trouble in homeroom.....so you never get in trouble in the hallway when you leave the Rise and Shine program?

K: nay, because I like Rise and Shine

R: you like Rise and Shine? Good, um during Rise and Shine were some people being a little bossy to you?

K: yeah

R: what happened?

K: yeah Kayla was being mean, but that's because Kayla like to be mean

R: Kayla like to be mean to you?

K: Yeah Kayla likes to be mean to lots of people, and she barely gets in trouble because she lies about it, she lies to get out of trouble

R: she is wise to get out of trouble, so you feel that Kayla is always mean to you and she never gets in trouble because she is so wise?

K: no because she LIES (*says it with purpose, exacerbation*)

R: did she try to boss you around today?

K: yeah, also Michael made fun of me and went (*mimics baby crying*) he didn't understand how to stand behind the cones. He didn't say anything when I helping, but then he was wah wah (*mimics baby crying again*)

R; that's sad

K: yeah it really is

R: ok well thanks for eating lunch with me today. I hope you have a great rest of the day, and we can eat lunch again soon.

**R: Researcher**

**N: Teacher A (1)**

**April 15th, 2016**

R: welcome, so for this interview I am going to refer to you as a pseudonym. Do you have a name that you would like to refer to you as? A favorite actress? Ummm we could just make it simple and call you by your first letter of your last name?

N: Sure that's fine

R: So thank you for agreeing to participate in this interview for this study. This research is being collected as part of me completing my dissertation to earn my doctorate of education degree. The information you provide will be helpful to the primary research examining the impact before-school physical activity has on students diagnosed with ADHD. As you read through the consent form you will find the purpose of this study, and what you have agreed to do as a study participant. This interview will be recorded to provide better accuracy in understanding your words and meaning. If there is something you would like to say off tape, please let me know to shut off the recorder for the comment. After the interview the recording will be transcribed word for word. You will be given an opportunity to review the transcripts of the recording to check for accuracy. If you have any questions about the interview, the study, or the transcribing process please feel free to ask me at any time. Do you have any questions for me at this time?

N: No I do not

R: So during the interview I will refer to you by your pseudonym to protect your identity, no one will know your identity outside of myself, and my dissertation chair. We are going to refer to you as Teacher A....?

N: Teacher A.

R: I still get to be Mr. W, sorry about that (participant laughs), so what grade do you currently teach?

N: Second grade

R: Second grade, and how many students are in your second grade homeroom?

N: 16

R: 16 students, so how would you describe the procedures when students enter your homeroom in the morning?

N: The first thing that they need to do is unpack their book bags, put their homework in the homework basket, check off what they are having for lunch, and then they are supposed to put their book bags in their lockers, and they come back and they have morning work to do, which is usually in their writing binder, they have a writing prompt every morning and they are supposed to work,....I don't expect them to work silently.... but I expect them to use inside voices, because I know they are excited to see each other in the morning, until morning announcements come on.

R: the writing binder, where is the writing prompt located?

N: it is located on a shelf by the chalk board, they all know where it is; it stays there every day

R: I was trying to find it, this morning I was looking everywhere, and I wondered how they knew.

N: it's on the shelf, and they have a writing calendar, and all of the writing prompts from the month are on there

R: I got your order, I got your procedure, right until I got to the writing binder, and then I was confused (participant laughs) then I was really confused how they knew what to write.

N: A little calendar inside

R: So what expectations do you have for your students walking down the hallway to your classroom?

N: They should be walking quietly, and walking not running

R: does it ever occur that students run down the hallway?

N: of course it does, of course it does

R: habitually, all the time?

N: No, it depends on their mood ...full moon....Christmas, Easter (researcher laughs)

R: Sporadically, do some students run more than others?

N: Yes

R; so a couple that you can think of?

N: yes, they are so excited to see me in the morning

R: obviously, that should be the next research study, so what type of expectations do you have for students when they enter your classroom in the morning?

N: inside voices, try to remain calm, like if they want to share something, like if something happened the night before. Or depending on the moon or the tides, they are calmer than other times.

R: So I noticed this morning you said they had a time to share or a morning meeting?

N: yes this year I started to have morning meetings , because it seemed in past year that students were always coming up to me to say "oh this happened, this happened..." and they were always talking really loudly during homeroom and during the day so I came up with this morning meeting so they could share everything in the morning, get it all out of their systems, and it seemed to work; there is less talking during the day and then I am

able to engage with all of them at once, and say “oh really that happen to you last night, that’s fabulous” and I feel that there is more interaction that way. When we are in homeroom, I am trying to take attendance, I am collecting homework, I am trying to collect report cards, and I feel that I can’t give them my full attention. And with morning meeting it is just us talking, and we go over things that are going to happen through the day.

R: I saw that students checked the calendar, they reviewed it, and then ordered their own lunch? And then you review it back with them because there was some errors?

N: yes there are sometimes some errors, there is one student in particular who likes to check off for other people, he has gotten better, but sometimes I like to check over for him to make sure everyone gets the right thing for lunch. Just so that there is no cafeteria confusion

R: when they are checking off for lunch, is it a group discussion, or does one person like to help out other pick out their lunch?

N: yes that is usually what happens

R: So I noticed one of your students, Kyle, like to help other students, he was up there for four minutes assisting other students and I didn’t know if that was a normal habit for him

N: yes he normally is there for a couple of minutes

R: ok, so you have a set procedure as the students come in, and I guess that procedure was learned as the year went along?

N: So I tried to start it the first day of school, and it just carried on; as soon as they get in the room we started to talk about what should be going on, and lucky with second grade, they basically have the same procedures from Kindergarten, first to second, second to third, most of the teaching, do things the same in the morning, so they are familiar with it, just a couple little things are different this year. Like this year they have to get their homework, which I think in first grade the teacher might have emptied their folders themselves, and in second grade they have to turn in the homework themselves

R: so in second grade students are responsible for turning in homework themselves. I noticed they had report cards that need to get signed, so they were responsible for turning in the signed report cards, and bring that up?

N: Yes

R: and you were responsible for making sure it was signed and reviewed by the parent

N: Yes



R: So we talked about procedures, do any behaviors that fall out of those procedures ever happen during homeroom?

N: more in the beginning of the year, then this time of the year. By now we are pretty much set in the schedule, but we are all human we all forget things. But um, it is worse in the beginning then it is now. Some students it takes a bit longer for them to get into the procedures, and sometimes they forgot to put their homework in the bin, or they forget to hang their coat up or forgot to check off what they are having for lunch, but as the day goes on it gets much better.

R: you mention that students like to tell you things that are going on, a disruption in the procedures, does that or other things happen that kind of disruptive the flow of things going on in the morning?

N: like kids that throw up? Or go to nurse? Um oh gosh, there are a million things that happen, I am trying to think of examples....

R: a student calling out, acting out.....

N: Usually first thing in the morning they are pretty good, it is more after lunch... "it's this one said this to me or this one is mean to me" usually they are pretty sleep in the morning so there is not as much conflict

R: so we can count on you not getting a coffee machine for the students?

N: no I don't see that happening

R: Alright so if you can think about mornings when the rise and shine program occurs, for two weeks on Monday, Wednesday, Friday, so let's get back to Kyle, we mentioned Kyle earlier. How does Kyle adhered to the typical morning routines that you have established?

N: For the most part he is pretty good, we did mention how he likes to hang out at the lunch counter and a few times he..... I don't know if he waits for his turns, I think he likes to hang out there and just talk to everyone. I have noticed that on mornings where there is Rise and Shine he is a little calmer, then he is when he doesn't go. I have been paying attention to that. In the beginning of the year he was off as far as procedures, but as the year went along he got better. He is pretty, he likes repetition, and the same thing occurring, sequencing ....

R: so the procedures were set day one...

N: yeah they don't change

R: and he has just got better as the school year has gone on. So the rise and shine program and the intermit break in the middle of the year, was there a change? Unnoticeable?

N: No he was definitely, in the winter months, I'm not sure how long the program was, but the winter months from December to about February he was a little off, some days worse than others.

R: so it was a student being a student, you never know.

N: He is an 8 year old boy, 8 year old boys are unpredictable

R: Do you have anything to offer about him after the Rise and Shine program

N: So since you first approached me about the study I have noticed, and I have tried to pay more attention. He definitely was calmer this morning then yesterday morning.

R: Does it ever occur that when a student gets the morning work, they might be a little too sleepy or groggy to get the work done? Or doze off for a little bit?

N: of course

R: so you come back to it and there is very little written, or nothing written. How....do you have any item that you try to encourage writing during that period?

N: Well, that writing I try to let them write, I don't grade that, or have any opinions of that. It kind of is for them to improve their writing, because we don't get to do a lot of free writing, in the classrooms. Like I have to tell them what to write, and they have to write so many paragraphs, so this is more just a little bit, so they start to get into the routine, and they know it's time for school, and they know they have to get a little bit quiet, they all can, all do something on their own. Sometimes it's fun, like today they were supposed to talk about birthday cake, like that is something I'm not supposed to do in language arts. So it is just supposed to be, I don't want to say mindless? But just something they don't have to think constantly

R: So you are, you have a little procedure, because you have other things you need to get done, because homeroom is 25 minutes?

N: 15.20, yeah about 25 minutes

R: So you have so many things that you need to get accomplished during that time period. Thank you for your time today. Just a reminder I have procedures in place to keep this information confidential and it only will be used for this research project. If you would like a written transcript from this interview for your review, please just ask.

**R: Researcher**

**N: Student B (1)**

**J: James**

**Date: April 18th, 2016**

R: Hi guys thanks for eating lunch with me, so this is what I was thinking, so I don't know about you, but this is like my cool secret club house for lunch,. So in the club I and going to have a secret code name of Mr. Awesome. And you two can pick any code name you want for you secret code name.

N: Dr. Epicness

R: Dr. what?

N: Dr. Epicness

R: Dr. Epicness, can I call you Dr. E?

J: Red Dragon

R: Red Dragon, who is red dragon from?

J: I don't know

R: Dr. E and Red dragon, did you come to Rise and shine this morning?

N: Yeah

R: and what was your favorite part?

N: umm...Toilet tag

R: Toilet tag? But we didn't play that, we played everybody it tag.

N: Yes the tag that we played this morning

R: Everybody It Tag the game that we played this morning, ok, was it easy to follow the rules for the game?

N: (*nods yes*)

R: ok why did you like Everybody It Tag?

N: because it was fun going around and tagging everyone, and it was fun because it was a change for once, because usually there are only 3 or 4 people that are it, but I like that change of that, because it makes it fair to the other people that never are it.

R: so you would rather be the person trying to get other people than the person trying to get away from other people?

N: Yeah because usually when I am playing tag all of the other taggers are faster than me and I usually only last a minute

R: but when you are tagged all you have to do is five jumping jacks and you are right back in the game

N: yeah

R: red dragon, would you rather be a tagger, or the person trying to get away?

J: I would rather be the tagger

R: Did you like doing lunges this morning?

N: I like lunges

R: Ok, so when you leave the Rise & Shine program where do you go?

N: to the classroom, the homeroom

R: Teacher B.'s classroom?

N: Yeah

R: and do you go anywhere on the way, or do you go right to the classroom?

N: we just go straight to the classroom

R: got ya, so when you are walking down the hallway how do you act? Or how do you think you should act?

N: I try to stay calm, even though on the inside I am usually and thinking crazy things, I just try to stay calm.

J: when I am walking and I have a friend next to me, I usually just start talking to them

R: OK so you don't want to talk, So you just try to stay calm even though you're thinking crazy things in your head?

N: (nods yes)

R: so you are thinking stay calm, stay calm, stay calm....why are you thinking that?

N: Because I don't want people to think that I am too crazy, and they might not want to be near me

R: Ok

J: sometimes if we are outside and I see that Nicky is sitting down, I usually go over and ask “do you want to play with me?”

R: that’s really nice man

J: and then one time outside, Layla, she was sitting down, and she didn’t have a friend to play with so I played with her too

R: So when you get to Teacher B.’s class, what do you do when you get there?

N: We do our morning work and if we are finished we read a book

R: where do you get the morning work from?

N: the instructions are on it, Teacher B. or the paper passers will hand the work out, and leave it on the desk

R: so what do you do with your backpack?

J: we have lockers, and we put them in there and we take out the stuff that we need, and we will put our backpack in the locker

R: Do you put your stuff in your locker before you get to homeroom?

N: mmm-mmm, our lockers are right outside of the homeroom

R: does Teacher B. mind when you talking to your friends when you’re putting your stuff away in your locker?

N: Sometimes, but if we get too loud she wants us to stop

R: now did a lot of you forget to order lunch this morning?

N: Yeah

J: yeah

R: so when are you supposed to order lunch?

N: as soon as you get into the classroom

R: so you come into class, order your lunch, and then you get your morning work?

N: Our morning work is already on our desk, and we come in we sign up for lunch, then we write down something in our agenda, and then we do morning work,

J: and sometimes we get a choice between three papers, and we get to pick one and we get to do that

R: ok, so ah, there was only one paper, so you got to do that one, got ya, and you eat breakfast at the same time too?

N: yeah

J: yeah

R: so you have a lot going on, you have to write down things in your agenda, order your lunch, do your morning work, eat your breakfast, all at the same time?

N: not the same times, but we do it step by step

R: so how do you know what step to do first?

J: There is this little thing we have that says, Homework, do this for homework, sign up for lunch (referring to schedule on side board)

R: got ya, ok. So I guess Dr. E, how do you feel after leaving the Rise & Shine program?

N: Kind of upset because it's over, because I wish it could last all day because it is really fun.

R: do you feel different when you walk into homeroom on days when you don't go to Rise & Shine program as to the days when you do go to Rise & Shine?

N: yeah the days I do....I do.....I feel like really energized , and the days I don't I guess, I guess I didn't feel energized.

R: and the other days you feel a bit tired?

N: (*nods yes*)

R: how do you feel red dragon when you go into homeroom?

J: um like....sometimes I am nervous because of the work

R: So when you are walking the hallways to homeroom you already said how you are feeling, do you ever see any teachers in the hallways?

J: yeah sometimes you are walking down the hallway and you see teachers in their classroom

N: yeah and sometimes there are teachers out in the hallways talking, yeah and Teacher B. she is usually at her desk or she is standing outside.

R: oh, outside the classroom door?

N: yeah

R: do the teachers in the hallways ever give you instructions or tell you what to do?

J: if you are bad like you are talking

R: if you are talking they say no talking?

J: yeah if you are really loud

R: got ya, but they don't mind if you are talking quietly?

J: no

R: is there anything else that kids do that they don't mind? Or that they tell them to stop?

N: sometimes if you are acting all goofy in the hallways they will ask you to stop

R: ok do you ever stop to read the (*intercom bell rings, with an announcement*) classwork in front of the other classes?

J: yeah sometimes

N: sometimes (*he laughs*)

R: ok, so sometimes you stop and look...ok .so how about in homeroom, does your class ever get in trouble?

N: yeah if we didn't sign up for lunch, we usually get in trouble and then we sign up for lunch

R: do you ever, does Teacher B., you said she would take away a point?

J: um-mmm

R: is that on class dojo?

J: um-mmm

R: does she ever take away a point for anything else?

J: shouting out, and for being bad and disrespectful. We lose a disrespectful point which is two points.

N: And then there are respectful points that get added on.... Like if you are doing what you are supposed to, and following directions, you get a walking heart point.

R: got ya, Dr. E., do you ever get in trouble walking down the hallway from the Rise & Shine program?

N: (*nods no*)

J: I need to go get a napkin..(*James gets up and exits the room to go to the cafeteria to get a napkin*)

R: um do you ever get in trouble in homeroom other than missing your lunch sign up?

N: no

R: good, do you like what you do in homeroom? do you like the morning worksheet?

N: yeah I like how it, how it gives us, it gives the kids something to do while we are waiting for first period to start

R: got ya, during the announcement, are the announcements ever funny?

N: (*shrugs shoulders*)

### **James Enters the room again**

J: and sometimes students talk to the teacher and it is distracting

R: so when other students are talking to the teacher, it is distracting or other students?

J: other students

R: during homeroom do you ever go up to Teacher B. and ask questions? Or are you supposed to raise your hand?

J: sometimes you can go up to her if she is not teaching a lesson

R: and Teacher B. is normally at the doorway or at her desk?

N: Uh huh

R: so do you like the Rise & Shine program?

J: I want to do it

N: I wish it could be every day, and it gets the kids energized and ready for homeroom

R: do you feel really energized after you leave?

J: sometimes I feel exhausted when I leave

R: but Nicky you feel energized?



N: (*nods head yes*)

R: and the whole time you are thinking stay calm, stay calm, have fun

N: yeah

R: that's awesome man

J: sometimes I was in the hallway and I got in trouble

R: what were you doing in the hallway that got you in trouble?

J: I was experimenting

R: well thanks for eating lunch with me today guys

**R: Researcher**

**M: Teacher B**

**April 18th, 2016**

**Tape**

Researcher (R): Thank you for agreeing to participate in this interview for this study. This research is being collected as part of me completing my dissertation to earn my doctorate of education degree. The information you provide will be helpful to the primary research examining the impact of before-school physical activity on students diagnosed with ADHD. As you read through the consent form you will find the purpose of this study, and what you have agreed to do as a study participant. This interview will be recorded to provide better accuracy in understanding your words and meaning. If there is something you would like to say off tape, please let me know so I can shut off the recorder for the comment.

After the interview, the recording will be transcribed word for word. You will be given an opportunity to review the transcripts of the recording to check for accuracy. If you have any questions about the interview, the study, or the transcribing process please feel free to ask the researcher at any time. During the interview, to protect your identity and to keep your confidentiality, you will be referred to by a pseudonym, Teacher B. Your true identify will only be known to primary investigator and Co-investigator. All transcriptions and research information will be kept in a secure location. Do you have any questions for me at this time?

M: uh no

R: so what grade do you currently teach?

M: 3rd grade

R: 3rd grade, and how many students are in your class?

M: 19, I always can't remember

R: So 19 students, so how would you describe your procedures when students enter your room in the morning?

M: They come in and they put their homework in their mailbox, and they sign up for lunch. Some children get breakfast, and then they do their morning work. If they receive breakfast they eat breakfast and then they do the morning work, and if they don't they just sit quietly at their desk working on their morning work.

R: where does a student typically get their morning work from?

M: Typically it would be on their desk

R: so it's all on their desk, ok, so I noticed some students were writing things down in their agenda this morning?

M: They also have to write down their homework, and that is before their morning work

R: The first thing they do, they come in put homework in the mailbox, write down the homework, and order lunch, and then do their morning work which is already at their desk

M: yes

R: and if they order breakfast somehow during that process they start to eat their breakfast

M: yes but I like them to eat breakfast at the side table while they are doing their morning work

R: any particular reason why students eating breakfast go to a side table?

M: for the fact that it kind of gets them away from other kids, and it gets them away from their desks ...because it gets a little crummy (*starts to laugh*)

R: do you have a high percentage of students eating breakfast?

M: about half

R: about half ok, um so I noticed that some of your students didn't follow that procedure in that they forget to check off their lunch today?

M: correct

R: and they lost a point...?

M: correct

R: lost a point to what?

M: the behavior point system, you either end the day in a positive, negative, or zero

R: any particular program you use for this?

M: class dojo

R: class dojo

M: typically it would be on the smartboard, but since we are not allowed to use the Wi-Fi (due to PARCC testing) I have it on an app on my phone

R: is your phone on the internet?

M: No I use my own data (*laughs*)

R: so what expectations do you have for your students walking down the hallway to your classroom?

M: they need to be facing forward, not touching the walls, not touching each other, and be quiet. We recently just had to become number order, because we were having a hard time being quiet.

R: so in the morning when students are walking down to your homeroom, do you expect them to be quiet?

M: no, as class, in the morning I expect them to be behaving but not quiet. I understand as they come in they are going to be talking to everyone at their locker. But when they come in here they can whisper, but I expect them to be quiet.

R: So once students have entered they should have everything in their locker?

M: correct

R: And when they are out at their locker you don't mind some interaction between students or chatter?

M: correct

R: ok, so does it ever get to the point that you have to go out into the hallway and reprimand students? At their lockers?

M: it's more like, "let's go, you have to come in here, you are taking too long putting everything away talking"

R: do some students take longer than others outside at the lockers?

M: yes

R: anyone in particular?

M: yes, Jared, Nicky, and Chance, they are the first three to come in, and they are probably the 10th, 11th, and 12th to come in

R: so those three take a longer time...so that would be a disruption to your homeroom procedure if they are taking that long out there?

M: correct

R: So we talked about your expectations for when students come in, do you expect students to be quiet as they go through the procedures that you set?

M: *(looks confused)*

R: so when students come in, they check their mailbox, how do you expect students to act during that?

M: um- like orderly, but I don't expect them to be silent in homeroom as it is the first thing in the morning, but sometimes it does become any issue in homeroom it is way too loud, and then when they are working on the morning work, it typically is multiplication, coloring, or find the sight words, or practice things, it's not like ....

R: not group work

M: right, right

R: it's independent work

M: like a word search, we do a lot of word searches, they need to be quiet to the point that they can at least work on it. But I have an understanding that they are not going to be absolutely silent

R: so you would define it as you don't mind interaction as long as it is quiet interaction, and not disruptive interaction?

M: Right, right

R: um, so are there ever any disruptive behaviors that occur during homeroom time?

M: all the time ...

R: can you give any examples of disruptive behavior that would occur?

M: sure, shouting, Autumn seems to get excited when her friends come in, so she shouts across the room.

R: screams of excitement?

M: yeah, or they will just talk so loud to each other, so like Jared is over here, Matthew is over there (points to other end of room) and they will try to have conversations to each other. Or they will be sharpening pencils, but it is like loud, the volume.....

R: the volume is just....

M: the volume gets to the point they just try to talk over each other, to the point that some people are just trying to work

R: so is this more some individuals than others? Do any individuals come into mind?

M: yes, Maleeke and Jared, Chance and Carly, Matthew and Conner (*laughs*)

R: alright so, this morning do you remember anything that was disruptive?

M: no, besides what Autumn did, but that was just.

R: ok

M: I think that today was a hard adjustment, because this was their first day back in structure in like two weeks, because they had PARCC all last week, and once we got in here we were almost leaving immediately because we had to go to the computer lab, so I understand that today ....it was almost like.....structure was planned again today

R: so all of these routines, when did you establish them with the students?

M: first week of school

R: first week of school, so first week of school you set the procedures, did they pick them up right away?

M: it took a little bit, mornings still seem to be a little bit....of a hot mess

R: by mornings do you mean homeroom? or...

M: correct homeroom

R: do you have any inklings of why?

M: I...I guess it is a very long time for them to not have a ton of structure , they have a routine, and procedure, but it's not like it is a lesson of what they are supposed to do, it is sort of free of structure, and sometimes it is just not...

R: when do the first students come into homeroom?

M: 8:20, and then homeroom ends at 8:50, and the majority of my students in my class are here by 8:25

R: So it's a 25-30 minute period of time that you have to come up with some type of set procedure, but not tons of structure because it could vary?

M: right, because some people get in around 8:30 or 8:45 and they are almost at different times, most days

R: and you mentioned Autumn's friends come in, do you have some students get pulled out?

M: correct

R: is that disruptive? With some students coming in, some going out? Another adult in the room

M: not really because Mrs. V. (their aide) helps them a lot with lunch and sometimes I'll help them with homework check or she will, we are kind of on schedule where we balance it out, as they need some immediate attention.

R: ok, so in particular I wanted to ask you some questions about Nicky, so how does Nicky adhere to the typical morning routines that you have established?

M: he is always the first one here, and it's more like he always gets his work done, but he always has trouble remembering, like some days it will be a four page packet, like one for each day, and on Monday he will complete the first page, and he thinks that he will just read his book, but he doesn't understand that you could do the four pages in one day, or two pages. But he always, his go to is to read a book, anytime of the day. Like he finishes the math lesson, he picks up a book and reads it.

R: So it's sequencing almost?

M: Right

R: ok so he likes taking a step or two, and then that book is like a reward or a token that he falls back on?

M: correct

R: ok so you mention Math, does he rush through to get to his book?

M: he always does accurate work, and I always tell him to go back and re-check, and he does. He is just a fast quick, person, but his work is typically A work.

R: He's doing well, academically he is very smart, he just...

M: directions need to be repeated a couple times, or I'll go over to him and have him say them to me, because sometimes a couple steps he will forget about.

R: but as far as disruptions when it comes to the morning homeroom routine....

M: none

R; I know this is going to be hard because you had PARCC testing last week, but have you noticed any differences between mornings when he attends the Rise and Shine program as opposed to other mornings when he doesn't attend Rise and Shine?

M: I have more, because he comes in almost like tired, it's like a good tired, like he is awake. If that makes sense

R: basically he is exerted, but mentally awake

M: correct, like typically when he comes in, in the morning he typically is active, but it still takes him a while to do the next steps. But when he comes in on Monday, Wednesday, Friday, he is in more of a, I'm going to do this, I'm going to do this ...and does it. But he is not like talking to his friends, like on Tuesdays and Thursdays he is malaise

R: malaise as in tired?

M: yeah he stays up pretty late typically

R: so on the mornings when he is malaise/tired, do you get the same jumping in sequences? Or as in he will do step 1 and then go to the book?

M: he is just not as awake, he just is not really there

R: ok that's fine. Can you think of anything else that we didn't talk about today that would have bearing on our conversation?

M: no

R: Thank you for your time today. Just a reminder I have procedures in place to keep this information confidential and it only will be used for this research project. If you would like a written transcript from this interview for your review, please just ask.

**R: Researcher**

**K: Student A (2)**

**P: Peter**

**Friday, April 22nd**

**File: 11 and 12**

R: So whenever I have lunch in here I like to think of it as my own secret clubhouse. So what we do is we all have secret code names. So today I will be no longer Mr. Nice Guy (*Referring to Mug on table that researcher has*), I'll be Mr. Nice Guy...and there will be no more of him.

P: ok

R: So you can pick any secret club house name that you want.

K: I know what I want to be

R: ...and that is?

K: inkling squid

R: Inkling Squid

K: can we change names? Uuhh, I'll be inkling squid

P: McGill Club

R: the McGill Club?

P: sure

R: ok I'll call you McGill Club. Alright so let me ask, inkling squid, did you come to Rise & Shine this morning?

K: yes

R: Mr. McGill Club?

P: no



R: Let me ask inkling squid some questions about Rise & Shine

K: but he can answer some questions from last week

R: sure he can, so what was your favorite part of Rise & Shine this morning?

K: poppers and What Time is it Mr. Fox?

R: poppers and What Time is it Mr. Fox?

K: (*interrupts*) and the jungle

P: what's the jungle?

R: Jungle Run is an activity where I call out different movements and pretend that we are in the jungle and try to get away and through things

P: ok Kyle told me he was on a vine, and had to go over an alligator pit

R: why do you like those games?

K: because they are kind of cool

R; because they are cool?

K: because they have my favorite animal

R: and what animal is it?

K: I like to run away from the dragon,

R: do you like running?

K: yes

R: is that your favorite thing to do?

K: pretty much

R: do you run everywhere that you go?

K; kind of

R: kind of? Ok when you have to brush your teeth at night do you rush in and brush your teeth?

K: yes

R: when you are at recess do you run around?

K: yes

R: when you are going down the hall, do you run down the hall?

K: no

R: when you have to get the lunch count, do you run over to get the lunch count?

K: yes

R: does Teacher A. mind when you guys run around the room?

P: no

K: She doesn't catch us, I'm so fast that she couldn't catch me

R: So inkling squid does....(*Kyle interrupts*)

K: plus when I'm in the room I don't really have to, I just open my book bag and check off what is in there

P: So if there was air in there would you check off air?

K: no

R: Ok so Teacher A. doesn't mind if you run around the room?

K: I don't really run around the room

P: she does

R: she does mind? I thought you said Teacher A. doesn't catch you?

K: well if she catches me, well if she...she does

R: so what happens if Teacher A. catches you?

K: I don't know, she has never caught me

R: has she ever caught anyone else ever running in class?

P: I don't think so, but there has to be

R: So if someone gets in trouble in Teacher A.'s class, what do they have to do? Does she write their name on the board?

K: we lose 5 minutes off of recess

P: that and we have this like fish thing, but it says smooth sailing, rough waters, and sunken ship. And when you get to sunken ship wreck you are on red, and rough waters means you are on yellow, and what was the first one?

K: smooth sailing

R: smooth sailing

K: peter has been on the yellow for a while

R: have you ever been on yellow?

K: yeah but someone didn't have the chance to go straight to the yellow, they just go straight to the red

R: oh when did that happen?

K: I don't remember, I think it was when someone stole a present someone gave her.

P: This diamond paper weight that one of her students gave her.

K: And Teacher A narrowed it down to one student

P: she looked on the security camera

R: did that one student go to shipwreck?

P: nobody knows, she is just waiting

K: No, but at the end of the school year they are going to get held back, unless they return it.

R: ut oh,

K: that's what she said they were going to get held back

R: wow, so what happens if you get on shipwreck?

P: that means that you are real bad, and might lose some of your recess

R: do they send a note home to your parents?

K: yeah they send a note home to your parents about it, and write in your homework book

R: well it's a good thing you guys never get in trouble, you never run in class, do you ever yell or call out in class? (*Kyle spills hot sauce all over his pants, researcher gets him napkin*)

P: make sure you don't burn yourself because hot sauce can be really hot

R: Here's a napkin inkling squid (*hands Kyle a napkin*). So when you left the gym this morning from Rise & Shine, where did you go?

K: To Teacher A.'s class

R: do you go to your locker before you go to Teacher A's class?

P: no, we unpack, and put our folder in the bin,

K: but only if the teacher is there

P: because if we are out there waiting for our teacher we go to our locker

R: does it happen a lot that Teacher A. is not there when you get there?

K: recently

R: recently it has been more, so when she is not there, you put your stuff in your locker and you wait outside of the door?

P: til she comes, sometimes she is in the other class talking.

K: Well remember the one day that you came to our classroom? (*Referring to April 15*) that was one of the days,

R: oh so what did you have for morning work this morning?

P: we had our morning binders

R: what was in it?

P: what was it?

R: Was it a coloring sheet?

P: we had to write something, how to help the earth

R: because it was earth day, did you write how to help the earth?

K & P: yup

R: any good ideas?

K: [other student] didn't do it because he doesn't want to, he doesn't need to

R: Jason didn't do it?

P: he could ask someone to read it to him,

K: but he never actually does ask, plus he didn't want to write it anyway

R: do you get in trouble if you don't do your morning work?

P: if Teacher A. finds out

K: yeah

R: does Teacher A. check your morning work folder to see if you do it?

K: (nods yes) Jason would have less papers than anybody

R: ok

K: he never finishes, so if she wanted to check she would find out that Jason doesn't finish his work a lot

R: so this morning when we were playing what time is it Mr. Fox, do you remember all of the rules to the game?

K: yea h

R: ok, so when we were playing What Time is it Mr. Fox? if they said 10 o'clock how many steps were you supposed to take?

K: 10, that's easy because I take giant steps

R: what do you do when they say, dinner time?

K: ruuuuuuuunnnnnnn back to where you came from (*make giant movement with his arms*)

R: wait run? I thought we were supposed to speed walk

K: oh .....I tricked you

R: you did know that?

K: yup

R: ok so did you speed walk or did you run back then?

K: I speed walked

P: it is kind of the same thing, it is like running slowly

R: ok, I noticed that during the cool down you were in a different spot today, you went to a different spot, and then went back to your normal spot, why don't you, stand in what spot you normally stand in.....(*Kyle runs to green box by the rock climbing wall*)

K: This is where I always go

R: yeah that's always your spot, right?

K: yeah I was going to switch spots today

R: oh so you switch spots at the end?

K: I started to go near to my book bag and then....somebody took my spot

R: ok, were they there first? Or were you there first?

K: they were there first, but they knew that I was going there...because they were one of the people, that knew that I was going there probably, because they were actually where, somewhere else, Kayla was somewhere, and then she started to take my spot

R: so you think they went there because they knew that you were going to go there?

K: yup

R: ok, but do you still like that spot? (*pointing to original spot*) why would you try and change spots?

K: because I am closer to my book bag

R: so if you are closer to your book bag, what does that mean?

K: that I can get it faster

R: oh so you can get it faster. If you can get it faster than you can...?

K: (*points to door*)

R: line up faster, and if you line up faster than you get to...?

K: class faster, and also I have been thinking that Kayla has been running down the hallway

R: Kayla has been running down the hallway, do you.

K: I think she was running , she might be running or speed walking but all I know is that, she is not walking because every time I come out, one time she was behind me, and then I looked behind me, and she is not even behind me

R: so do you ever race to get down the hallway? With other second graders?

K: I never did that, only in my first year of school, when I was in kindergarten. Because you know how kindergarteners just don't understand things as well as the second graders

R: ok so you never rush down the hallway, it's never a race. Ok that makes sense. I saw this morning that you built a pretty cool

P: cup tower?

R: no a marker wand? Tower?

K: eh I do that every now and then

R: Ok how do you know when homeroom is done?

K: when I go to Miss V.'s class

R: ok, that makes sense

*(Kyle goes and puts his trash back in the cafeteria)*

P: and when we start doing science

R: oh you do science during homeroom....

P: when we do science then it is time to pack up and leave, so whenever we have science I know it is time to pack and go, I'm like yes *(researcher laughs)*

R: do you like to do science?

P: yeah *(Peter goes to throw his trash out)*

R: Did Miss E. talk to you today?

K: No, today in Mr. Fox I took the biggest steps possible today

R: you took the biggest steps possible?

K: so you can make it down there as fast so I can win

R: oh so you can win faster

K: also so I can have an advantage on the fox running backwards, because the fox running backwards, is ahead of me, and I am behind them.

R: so they are not going to see you if you are ahead of them. How do you take big steps and still take the right amount? *(Kyle motions to get up)* sure go ahead

K: you be the fox

R: ok, 5 o'clock. (*Kyle looks confused*) ok you are going to go down there (*Kyle goes to other end of the gym*) 5 o'clock (*Kyle take 5 leaps*) 7 o'clock (*takes 7 leaps*) dinner time (runs back). Pretty good buddy.

K: did you see how big my steps were?

R: yup and you always take the right amount?

K: yup

R: Poppers, did you always do the correct amount of jumping jacks when a popper got you in the back?

K: I didn't even have to because no one ever got me in the back

R: no one ever got you in the back?

K: no I'm too quick

R: did anyone say that they got you in the back?

K: nope

R: but I remember you said that you got Faith and Gracie in the back and they didn't do their jumping jacks?

K: yup

R: did you tell them that you got them?

K: yup, I said "got ya got ya" and to do your jumping jacks

R: got ya...oh we have to get you back to the cafeteria Teacher A. is going to pick you up any minute.

**R: Researcher**

**N: Student B (2)**

**D: Dan**

**Date: April 25th, 2016 (tape 13)**

R: So thanks for eating lunch with me today guys, so I'm trying to find out more about Rise and Shine and I am trying to find out more about homeroom. Whenever we eat



lunch here in the gym, we like to call it the secret clubhouse, so we come up with code names for ourselves. So today I will be Captain America, so last week you were Dr. E.?

N: I'll be Mr. W

R: Ok

D: I'll be Dr. Awesomeness

R: so Mr. W., did you come to Rise and Shine this morning?

N: yup

R: Dr. Awesomeness, did you come to Rise and Shine this morning?

D: yeah

R: excellent, so what was your favorite thing that you did this morning?

N: poppers, I think that we should play freeze tag in Rise and Shine, I think that there should be a game that we add.

D: I didn't really like the break the snake game because sometimes they would pull off of my shoulders, and they would pull off of me; It hurt my shoulders

N: but then they would get right back on me the snake they started off with and didn't go to a different snake, but I had to go to another snake

D: and then Thomas ripped his hands off of my shoulder

R: So some people weren't playing correctly?

D: only one person, as far as I know

R: So you didn't like it because people were pulling, and weren't playing correctly. So you wanted to play freeze tag today? why do you want to play free tag?

N: because it's really active

R: so you like games that are really active? (*nods yes*) what part of being active do you really like?

N: Like running, just basically anything that is active

R: so anything that is super active, what if it was an active crawling game, would you like that?

N: sure, yesterday I was riding my bike for like 7 straight hours, 7-8 straight hours

R: wow didn't you get really tired?

N: nay, I just had to take a couple sips of water. I beat Nick in a race, the first race I beat Nick, the second race I came in dead last, Nick came in first and Zoe came in second and the third race I came in second. Zoe came in first, I came in second and Nick came in last and then she finished last because she was pooped.

R: she got really tired huh? So you like being active, any game that is active you really like. Fast moving or slow moving?

D: well for me if it is slow moving I think that I could do it a lot, fast moving I wouldn't like to do it as much

R: ok, do you think you could run for 7 hours?

D: no no way

N: if I was doing a marathon on a bike I would of beat everybody, all I have to do is take a couple of sips here and there. I just took a sip about every 3.5 hours, so it was like 2 sips of water

R: wow, that's a lot of riding bikes man, do you think you could run a marathon?

D: no

N: it depends on how fast I am

R: ok, so why did you like poppers?

N: because it was really fun , like popping people in the back, and I really like how I was spinning trying not to get popped, and while I was spinning, I was spinning and popping other people at the same time, the popper would bounce off of their back and I would catch it again

R: so while you were spinning you were going so fast that people couldn't catch you, or pop you in the back?

N: yeah, the problem is that I am not that fast when we were running around the cone, I wasn't that fast. When I was running around the cone (referring to an activity in Phys Ed class) Jared was throwing it so high that I tried jumping and I couldn't get it, and one time it was so high it almost hit a light. Yeah and it bounced off the wall and went right back to him

D: what I like about poppers is watching my back and then every now and then spinning around, because I am used to it because my brother is 5 and he likes to wrestle a lot, so if I am near the couch sometimes he tries to jump on me

R: so you like poppers because it's fun and you are always moving, so you guys said you didn't like the Break the Snake game because people weren't following directions. Did anyone break the rules during Poppers?

D: well I guess some people were cheating because they were putting their backs against the wall

R: do you think that is fair when people put their backs against the wall?

N: Some people were coming up and popping me in the head and neck and saying that they got me in the back and all so I would have to do it, because every single part of my body feels the same, I couldn't tell

R: did you have any trouble following the rules? Was it pretty easy?

N: it was easy .....

D: and some people were running

R: running wow

N: I know Zoe was running, I know that Alyssa was running because Zoë was halfway across the room and Alyssa is always following Zoë, and she ran to Zoe. She even ran to get away from people. Because I watched her

R: So Alyssa was running, do you think that happens a lot? People run when they are not supposed to?

N: it happens all the time at my house, because we have to babysit Alyssa for like 2 hours until her poppy gets home. We play games out back where we are speed walking and not running, and she is always running.

D: I think yes too, because I have been going to Rise & Shine as long as I could be, and every week you are saying how people aren't following directions.

R: so why do you think people run when they should speed walk?

N: um because they might think that no one would notice , because the people that run, their speed walk is almost the same as a run, and they might think that it's 5 times slower maybe

R: so why do people do it then?

D: because people get excited

R: they get excited?

N: I really can't open this because of the tabs (*point to juice, researcher opens it*)

R: ba-boom (*swoosh sounds, sound of a soda can opening*)

D: I think how it makes that sounds

R: yeah that is the carbonation coming out

N: I have a carbonation device at home, but we stopped using it because we couldn't find the special cups

R: so people run because it gives them an advantage because it makes them faster?

N: (*nods head yes*)

R: ok, so they are faster so I guess they feel that they can get away from people?

D: and that's not fair to kindergartners

N: I used to have energy drinks in the morning because it helped me get active in the morning, and not fall asleep and get up, all that. It would get me active so I would be really good at the game in Rise and Shine but I stopped doing , we stopped doing that, because my dad stopped going out to buy the materials to make the things.

R: so you used to drink energy drinks before you came to school, or before you came to Rise and Shine? (*nods yes*) So why would you drink energy drinks?

N: because I was getting slow and getting kind of careless, and I was getting sad all the time , and it made me want go outside.

D: most of the time when I drink energy drinks it gets me really alert, like when I am tired in the morning

R: So you were slow and tired in the morning, do you eat breakfast? What do you do before you come to school in the morning?

N: I wake up, school starts at 8?

R: 8:20

D: I wake up at 6:50 and it takes me 10 minutes to eat and to watch tv because I have a tv in my room, and then I am tired so I wake up more and then I run down to the bus

N: In the morning I wake up at 7:00 and my bus comes at 7:30-7:40 so when I get up I take my morning pill, I get dressed, I feed my pet fish, and then I eat breakfast, which is usually take me a while because I am kind of slow, and then I would get ready for school, but if it is Rise and Shine I usually only have time to eat half of a pop tart.

R: got ya then you come right to Rise and Shine

N: I walk to Rise and Shine and the other days I take a bus to school, so the bus takes like half an hour

R: do you ever feel tired, on days when you have to take the bus?

N: yeah

R: why do you think that? Because you didn't get a big breakfast? You didn't get enough sleep the night before?

N: because it's like there is nothing to do on the bus, because we are not allowed to have anything out on the bus. Even thou Zoe has a smart watch which has games on it, even though you are not supposed to have games on the bus. Which isn't really fair to me because I don't have one, and she gets to play video games on the bus. She gets to play something else on the bus but I am not allowed to do it on the bus. If I want to read I have to put a book in my book bag, and have the book inside my book bag, and like have the book bag open only enough for me to see

R: you like to read, is that one of your favorite things to do is read?

N: yeah

R: do you get to read a lot in class?

D: we get to read every day

N: Sometimes, we can read for homework and sometimes during daily five. And some of my favorite things to read are Goosebumps choose your own book.

D: I like the movie Goosebumps

N: I like the choose your own books, because they are more like an adventure instead of page by page of boringness.

R: Alright so you do get to read some in the morning, do you think it's the bus ride that makes you tired in the morning? (*nods yes*) do you think walking to school helps wake you up a bit?

N: yeah sometimes I run ahead, but my mom calls me back. She says I am not allowed to run ahead even though I tell her I am getting active, I'm getting active for Rise and Shine she never takes it

R: and then do you feel awake when you come to Rise and Shine then?

N: (*nods yes*)

R: and then how do you feel when you leave Rise and Shine?

N: I'm very upset, sometimes I just wish that Rise and Shine would last all day, because it's really fun

D: I think that Rise and Shine should be longer, because you walk in and the warm up is already going, and then the main activity, and the end game goes by so fast

R: it's fast isn't it, do you wish Rise and Shine was all day then?

N: yeah they should add an extra 10 minutes to it

D: because you can do a lot in 10 minutes.

N: When we get to our classrooms there is like 10 minutes to the morning announcements, and we are really quick

R: yeah because you go up, you go to homeroom, you put your stuff in your locker, and then what do you have to get out of your backpack in the morning?

D: folders, homework, spelling words

N: I don't put my spelling words in my folder because they get really stuck in there and my mom doesn't like it, because I have to peel back three pages to look at each one, so I put them in a folder instead, and I put them in the back of the folder so it is really easy

D: I have a folder for my spelling words, I put my paper, my spelling papers in the spelling folder

R: then when are you supposed to sharpen your pencils?

D: in the morning and if we need to when you are lining up in the hall

R: is the pencil sharpener really slow?

D: no it's fast

N: its slow, I took a brand new pencil this morning, ....I had to wait for a couple minutes, because 10 minutes after I put it in , I took it out and it didn't even have a point yet, it was still forming

R: so it took a while

D: well that might have just been that time but usually if my pencil point breaks, I ask to sharpen it, and 5 seconds later after I pull it out, and it is sharp

R: I saw class dojo was on the board this morning, do you like class dojo?

N: yeah

R: how do you earn points in class dojo?

D: Following directions,

N: if we are bad we get negative points.

R: did anyone earn points today?

N: me, for following directions

R: Nice man

D: I earned a point and lost a point, I earned a point for following directions and then lost a point for talking

R: and then that stays up on the board and gets added?

D: yeah and it stays so the whole class can get one, so in the top it might say 19 and then 20, so you get negatives and positives

R: and you guys had a language arts packet this morning?

N: yeah, after you left we started, she called us up to change out class dojo people, I chose a different one, but it didn't show up

R: alright, well good talk guys I don't want you guys to miss recess. Thanks for eating lunch with me today

**R: Researcher**

**O: Student C**

**Z: Zach**

**April 27th, 2016**

**Tape # 14**

Researcher (R): ok guys so what did you do outside for recess?

Student C (O): played kick ball

Zach (Z): yeah played kickball

R: is that your favorite thing to do outside?

O: yeah

R: what do you have for lunch?

O: ham and cheese on a wrap

R: ok, well very good....so I remember our code names from last time. So Odell and Mike Trout did you come to Rise and Shine today?

O: yeah

Z: yeah

R: so what was your favorite thing that we did today?

Z: yeah uncle sam

O: uncle same, but Jason doesn't like that game

R: ok but do you like Uncle Sam?

O: because it's fun, and there are four taggers who can get you out so it's kind of hard

R: there were five man

Z: yeah five

O: oh yeah

R: did you make it across without getting tagged?

O: well I was cornered but I didn't get tagged so I was cornered you said, but I didn't get tagged

R: so there were three taggers on you at one point....

O: only 2

R: 2, so they ganged up on you?

O: but they never got me, you just said they cornered me, but they never got me

R: so do you have any strategies to get across without getting tagged in Uncle Sam?

Z: I try to juke people

R: do you try to juke people all the time?



O: sometimes you can just walk across without anybody noticing you, you just wait until the taggers are chasing other people and then you can just walk down.....and no one tags you

R: so you would wait until the taggers were chasing someone else and then you would just go across?

O: yeah it happened to me at Rise and Shine, yeah the one girl .....I forget her name....the tagging girl

R: the tagging girl sure

O: she went for the one person, and then well, I was walking....I was just plan walking and I thought she wasn't going to recognize me, but then she did, but I still made it

Z: I remember her, she is on my sister's softball team

R: do you think it's hard, when we play games that only involve speed walking? do you think it's hard to follow that rule?

O: yeah because I don't get speed walking. Like I know that running is faster than speed walking, but sometimes when I am speed walking people say that I am running, and that is what I don't get

R: so it's hard to know the difference between speed walking and running?

O: yeah

R: okay, is it hard to tell when people tag you?

O: no because I remember what you said at the beginning

R: oh what did I say?

O: what during the warm up?

R: yeah I don't remember now

Z: when the yarn ball is soft it's hard to tell when they tag you

O: yeah when they come right for you I don't know it's just kind of confusing

R: got ya, did you like the other game that we played with the cups and the sit ups?

Z: yeah

R: was that hard to follow?

Z; no

R: so it was pretty easy?

O: (*nods yes*)

R; because you are super strong?

O: haha, yeah. Originally I was partners with Zach but then we went and was partners with Samantha

R: So what was the first thing that you did today? What was the warm up?

Z: we look at the board

O: Zach saw football right away and I saw football right after him, so I put my stuff down and I was like bye bye and went right over to football

R: you were the QB this morning right?

O: yeah Victor, Zach, Colin and Branson, they were the only ones who caught a pass that I threw this morning

R: because you can throw man, are you like Carson Wentz?

O: who is that?

R: he might be the new eagles QB, so you left the gym and you went to.....

O: Homeroom

Z: yeah we saw you there

R: yeah I am checking out homerooms too....did Kyle run down the hallway today?

O: I think...why?

R: oh I am just wondering, because it seemed like he moved really fast like he was running down. Obviously we shouldn't run down the hallway to get to homeroom?

O: mmm-mmm

R: I guess I wondered why he was doing it, you guys would never do it?

O: nope I just take my time

R: does anyone every try to rush or race down the hallway?

O: (*nods no*)

R: Ok I guess what is the point of rushing

O: plus the less time we are in homeroom, the less time we have to do our morning work

R: ha, so the less time you have in homeroom, the less time you have to do morning work, what happens if you don't get morning work done?

O: That looks like a person with hair .....on your carrot (*pointing to the research's carrot with hummus on it*)

Z: I guess you would get in trouble

R: (researcher laughs) it's a hair carrot, So Teacher C. doesn't mind if you don't get your morning work done?

O: Well you have to get it done if you ever have any free time

R: Got ya, so Teacher C. doesn't mind if you talk to your friends during your morning work

Z: you have to whisper so you don't make that much noise

O: yeah because we have to be able to concentrate

Z: and there are a lot of people that yell

R: you don't yell though right? (*nods no*) does your class get in trouble a lot though for yelling? Like does the whole class get in trouble if someone yells?

O: well who ever yells gets in trouble , we have like these pins that they move and it's basically like in kindergarten and in first grade. You have these pins and you basically get three warnings, and after the three warnings then you, and they are for the whole class, and after three warnings you have to move your pin down.

R: What happens if you have to move your pin all the way down?

Z: then you have to go to the principal's

O: then you, Teacher C. says give me your agenda book, and she writes a bad note in there.

R: then mom and dad see it? That's not good

Z: they do go to the principal's office though if it is really bad.

O: The one time I got a note, but it was a good note the one time we were in the door decorating contest, and we got third, I couldn't think of anything to write so Teacher C.

wrote an email home to my mom that I couldn't think of anything to write and the next time I had to write I had a lot.

R: so every now and then Teacher C. writes a note home to mom and dad, or writes an email?

O: I filled up like 2 almost 3 pages

Z: yeah when I write I usually write 3 pages

R: wow that is a lot of information. So Mike Trout I see the way that you are sitting, and Odell I see the way that you are sitting (*sitting on one knee, almost standing up*), does Teacher C. care about the way that you sit?

Z: no, if you are sitting on your knees

O: yes, like when you are sitting on your knees she says sit correctly. She says it a lot

R: Does she care if you stand by your desk when you are doing your work?

O: I do it all the time, she is used to it

R: why do you like to stand while you do your work?

O: because I don't really like to sit, but I like to write better when I stand

R: so you feel better when you stand?

O: Yes, unless my knees hurt then no

R: so you like it better when your knees hurt?

O: No, but No, I couldn't stand last night, I tripped over my wrestling ring and my knee hit the kitchen

R: Ouch

O: But it feels better, only when my knee.....then it still hurts

R: Ok so Teacher C. doesn't mind if you stand by your desk every now and then?

O: No she doesn't care

R: So you are more comfortable standing?

O: Yeah

R: ok that makes sense, is there ever a time when you have to sit?

O: yeah there are certain times

R: so Odell, you came down and your morning work, your science sheet was already done?

O: yeah

R: cool

O: yeah because that was what they were supposed to do yesterday for science but they didn't get through it, so .....I think I have the record for heaviest book bag.

R: a new record? did it weigh a million pounds?

O: it felt like it

R: did it weigh as much as Mike trout?

O: *(he laughs)*

R: so you have been coming to Rise and Shine for a couple weeks, do you feel pretty good when you leave Rise and Shine?

Z: yeah, but when I get to homeroom I ask my teacher if I can go get a drink because I am usually really sweaty

O: because I feel so hot

R: So what about on Tuesdays? There is no Rise and Shine, there is no Makers club (another club at the school), how do you feel when you go to homeroom on those days, do you feel sweaty on those days?

O: no, but I do feel a little out of control

R: you feel a little out of control?

O: yeah because I am not that wound up on Rise and Shine days I am not that wound up, so I feel like when I have gym, I feel not that wound up and I can sit in my seat

R: so moving around gets you less wound up?

O: it gets me calm for the day

Z: sometimes when I don't come to Rise and Shine, my back hurts

R: So Tuesdays do you walk to school, do you take a bus to school?

Z: I walk

O: I am a car rider

R: So mom and dad drop you off and you walk to homeroom ...

O: sometimes my dad picks me up, sometimes my dad drops me off early, sometimes I come to school with Mason.

Z: sometimes I go to makers club

O: it depends because we had a project for earth day

R: so you finished up that project?

O: yeah

R: awesome, you guys want to have a catch? Let's have a catch

**R: Researcher**

**M: Teacher B (2)**

**May 2nd, 2016**

**Tape**

Researcher (R): ok so just a reminder I will not be calling you by your real name I will be calling you by a pseudonym, Teacher B, and the student that we are going to be talking about today is Nicky. I asked a lot of questions last time about what grade you teach, and how many students you have, now I really want to dive into some instances that I have noticed in your homeroom and try to figure it out.

M: ok

R: so this morning I noticed that Nicky spent 13 minutes trying to sharpen his pencil, and you redirected him at least twice, so I guess how was that successful, or was that not successful trying to re-direct him

M: when he gets focused on something like that, he needs to complete it before he can do anything else. Since his pencil would not get sharpened or his pencil point fell out, he needed to sharpen it again, that is all he could focus on that his pencil point needed to be sharpened, that is all, and he couldn't use my sharpener

R: I noticed that for 11 mins he tried to use the hand held one that he had

M: right correct, because it is brand new

R: so that is a brand new thing

M: right correct,

R; I was going to ask if he has used it in the past and got similar results

M: It's brand new. He just got it on the book fair on Friday (Interview was done on a Monday)...it was a first time using it, needed to try it thing

R: oh got ya, so this is last week, it took him 2 minutes to sharpen 2 pencils, is this a common thing with Nicky in that he takes a long time to sharpen pencils?

M: I have never noticed it until recently

R: OK

M: but the one thing that I do like is that he is doing it at the correct time. They are only allowed to sharpen pencils at a certain time, in the morning, at dismissal and when they come back from recess.

R: it's the only time?

M: only time and a lot of them will wait until the middle of a writing assignment and then they will stay oh, my pencil isn't sharpened, so he is doing it at the correct time, it is just taking him a long time because he wants it perfectly sharpened

R: and then you say to have two pencils sharpened

M: right, correct

R: has it ever occurred that both of a student's pencils have broken, and they didn't have another pencil? Any student...

M: well then they can sharpen it, but it is like a distraction and no one else can do anything (*she laughs*)

R: I didn't know if they lost points on class dojo

M: well they would lose a point for not being prepared

R: so I got to see homeroom with PARCC testing when you didn't have, have class dojo up on the board, and now I get to see homeroom with it up on the board, and it's really cool from my point of view that the kids are really engaged when it is right there in front of them and they can see their totals, I mean is that your experience with using class dojo?

M: right, and I like that they walk to the board and take it off, it would be easier if I just did it, but I like that they have to walk to the board, and they figure out, they choose what they did wrong. I don't say you lose a point for this, they choose what they did wrong, they figure it out. Because there are different categories, so like.....

R: when they lose a point they have to pick the category?

M: right

R: have you ever found that a student is embarrassed to walk up there?

M: no never

R: on the flip side have you ever found a student that is proud to take a point off?

M: yes, oh proud to take a point?

R: yes

M: oh no no no no. They are proud to give themselves a point

R: Just wondered, that timer that you used this morning, is that something that you use frequently?

M: yes

R: and that timer at the end, they had to have their desks cleared

M: mm-mmm

R: ok and the order of your operations is that the kids come in they turn the homework in, well after they come in from their locker, they do their lunch count and then they do their morning work.

M: mmmm-mmmm

R: and there is an agenda work?

M: they need to write down their agenda work, and unless computers work we weren't allowed to use, because of the internet thing, but they are supposed to sign themselves in.

R: so they sign themselves in, so that is how your attendance is done as well?

M: yes, and all I have to do is look at my screen

R: got ya, ok so the timer went off, and Nicky had yet to start his morning work, what happens?



M: he lost a point and now he has to double the amount of work for the rest of the week, it's due on Thursday

R: so it's sequential, and every day it builds. So you were doing math fractions today....

M: Fractions, multiplication, clocks, subtraction, and division

R: so tomorrow he will have to be extra focused.

M: most likely he will finish it tomorrow, he is the type of student who does his work very fast, and it is very well done. So most likely he will get it done tomorrow. So I wasn't as worried as a another kid who takes a long time, and needs to do it every day, but probably by Wednesday he will be reading a book ..

R: Because that is his go to, when he is done, he will just be reading a book. Um has it ever come to Thursday and a student didn't have their packet completed?

M: mm-mmm, then they have to do it on Friday, when the other kids can play a game

R: so Friday during homeroom, kids get to play a game, so what do you view the morning packet as? Um and what I mean by that is, is it reinforcement?

M: It's a little bit of reinforcement, I use a lot of second grade packets, so that they kind of remember those skills, and because homeroom is so long, it kind of gives them something to do, and I am not a fan of computers during morning work time

R: Because we talked how some students get in here early, and have almost 30 mins of homeroom...so its reinforcement, but it's kind of giving them something to do...

M: yeah because some of it is coloring, and they would color at the end of the page, but it's a little bit of work and a little bit of fun, because they kind of just don't have the focus to get ready for the day

R: Because there are things that you need to accomplish and there are things that they need to accomplish, checking themselves in, etc..etc..etc... Things have seemed pretty orderly and that students have been adhering to your expectations, can you think of anything that happened this morning that was out of the normal?

M: our aide was not here, so that kind of shook up some students, but besides that

R: So it sent them off, but not Nicky in particularly?

M: No not Nicky in particularly

R: So I want to ask you some more questions about Nicky, so he stated that Rise and Shine helps energize him in the morning, helps him energize to be more awake, as compared to mornings when he doesn't come. Would you agree with that statement?

M: yes

R: so you would agree he is more awake on those mornings, he also says that he likes order, that he likes to do things in patterns, do you pretty much agree with that as well?

M: correct

R: OK you also said that when he gets his mind focused on something that it needs to get done, and he is focused on that..

M: yes it needs to get done,

R: does he ever get his mind focused on something that is not productive?

M: no, typically not, the only thing that I can think of is when they are supposed to be working on their independent [assignment], he claims he is finished, he is not going to go back. He is going to read that book. I'll say it's not time for you to read a book, it's time for you to go back and re-check your answers, he'll say I did double check my answers, I'll say well look at them again, and he'll say I did do it again, just that type of thing

R: has it ever escalated, to the point that you need to do this...

M: he loses a point then, and he gets very upset when he loses a point

R: and that point/reward system is pretty critical

M: His mom and dad check that every hour, so they know, and they have a goal for him. If he ends the day with no negatives, then he gets a certain something when he gets home

R: parents can log into class dojo and log into to see the point system at any point?

M: correct

R: wow I didn't know that, and does anything happen here if they end the day with a certain number of negative points?

M: if they end the day with negative points they get a lunch detention the next day, and they lose their class job.

R: Ok the class jobs are envious positions that someone is going to go for

M: Correct

R: Now on the flip side if they have cumulate number of good points, what types of rewards are attached to that?

M: There are different point clubs attached, 25, 50, 75, 100, 125, 150, 200... and each one of them is attached to a reward on that piece of paper (*Points to class dojo characters that are hung in the back corner of the room*) so I have it from the beginning of the year from September to December, and then I restarted it in January

R: got ya

M: and then I have class dojo winner of the month, and then if they have the most points at the end of the day they get to read the Kid President book, the next day for read to self

R: Kid President?

M: yes

R: that's a big one?

M: oh yes

R: ok so parents can check at any point, and I think you said this but I want to make sure that I have it right, his parents check it, and he gets a reward or negative at the end of the day?

M: correct

R: and that is based on the parent perception?

M: they never want him to get a negative, their thought is that he should never get a negative

R: so are all negatives equal?

M: disrespectful is negative 2 points, but he has never got that, it's more like not following directions , because he refuses to take out his book, or no name, because he didn't write his name on the paper, those are typically the ones that he gets

R: So it seems like the worst thing he does is that he likes to read

M: I know and it sounds horrible, but he still needs to focus on the thing, and mom will tell me that he needs it sometimes to escape, so if he tells me that he needs to read to escape, but that is just not very likely

R: you have had these kids for 9 months now, you kind of have a good rapport with them, and if a kid asked or said I really need this escape

M: then I would be fine with it

R: Alright, does Nicky ever do anything really bizarre or awkward?

M: Some of his comments are off the wall sometimes, like we don't say that type of thing,

R: but they don't just fit a certain situation or scenario?

M: They don't fit school appropriateness

R: they don't fit school appropriateness, so when he does the pledge of allegiance do you notice anything

M: yes he puts his two fingers up to salute,

R: did you ever ask why he does that?

M: boy scouts, but I just let it go

R: ok your fine with that, it's respectful, I just noticed that because he is the only one who

M: yeah that was like the first day of school, and he has done it every day

R: so he is habitual with that , alright, very good. Well that makes sense. Well thank you very much for the allowing me to interview you today. Just a reminder I have procedures in place to keep this information confidential and it only will be used for this research project. If you would like a written transcript from this interview for your review, please just ask.

**R: Researcher**

**O: Teacher C (2)**

**May 4th, 2016**

R: Thank you for allowing me to interview you again, please eat your lunch if you want

O: I just need a moment to decompress

R: Well this could be a therapy session for you

O: an outlet? (*laughs*)

R: Just remember we are not going to be using our real names, so Teacher C., and we are going to be talking about your homeroom and one of your students and I will refer to that student by a pseudonym as well. So a few weeks ago you had a meeting during homeroom, and there was just an aide in the room. Do your expectation for homeroom change when there is just an aide in the room?

O: yes, they are lowered (laughs), just because I know I know things are not going to be done the way that I normally would do it, but I do have trust with the aide that she would follow my routine, but I do know that the kids tend to take advantage ...sometimes

R: and your fine with the kids taking advantage, being a little more

O: free

R: Free, during those instances, and the same would be for when a substitute would be in control of your homeroom

O: expectations, I'm expected.....my expectations are that they would be a little more free when I am not in the room, yeah

R: two weeks ago you were in a meeting with Odell's mom, and Odell knew that you were meeting with his mom

O: uh huh

R: he was very excited that you were meeting with his mom, is that a normal reaction?

O: well mom told me during the meeting that he was refusing to get dressed for school, and she had to threaten him that she was going to tell Teacher C, whatever, that I was meeting with her, because he doesn't like to get in trouble , um so that was a motivator for her to use, so he was all excited that because he likes to know things that other kids don't know, he gets very excited, and vocalized more in a bragging way , I know where Teacher C. is, and nobody else does.

R: um he verbalized that you do have very good communication with his mom, he mentioned an instance where you contacted his mom because he didn't write something, you sent an email home, and then next day he had 2-3 pages written. He knew that he needed to have it written, so there is very good communication?

O: yes I sent home a writing rubric and not the writing piece because it was still hanging in the hallway, and so mom questioned his score , when I sent it home, she agreed with the score and that he needed to improve, um, and so mom kind of got on him , and that inspired him to write more, for that next writing piece, but writing is still a challenge for him

R: so this was almost a badge of honor that you get to meet with his mother, in his eyes?

O: yes

R: is it normally a badge of honor when you have to write an email home or communication with his parent?

O: um if it is a good report, we did go about 2-3 weeks were I was writing a report good, very good, bad, poor in his homework book every day, because she wanted a daily account on his behavior because he was having some issues. I think I am going to have to start that again, because we are back to that. It's like he cycles,

R: cycles, like monthly? bi-monthly? He get emotional on a monthly basis,

O: sometimes I think it co-sides with the moon (*laughs*), I do believe it cycles

R: Is there a particular time when the emotional behaviors occurred more? Like in the winter months when they can't go outside for recess?

O: I can't really say about recess because they eat lunch, so there is a gap, um but sometimes they come back exhausted, where they make noises[and say] "can't I just take a nap?". And its ...um... they feel tired, but they are calmer in my eyes

R: is that a desirable mindset for them to be in, exhausted to the point of being tired?

O: I wouldn't say we want them exhausted by calmer definition, I think sometimes they exaggerate how tired they are

R: so the sub mentioned that they get a ticket for good behavior?

O: yes

R: is this a reward ticket system?

O: yes

R: a ticket gets them what?

O: a list of different class rewards, they can get from the prize box, they can sit next to a buddy, they can get a homework pass, they can get smarties, they can get various things

R: so it's a rewards system, does Odell come up with strategies to finish task quickly? Is he an out of the box thinker?

O: I think he just rushes through it to get it done, and when you try to correct him or have him look it over, he is resistant, and sometimes to the point of argumentative, um, and then I see the behaviors, stomping feet, crying, throwing things, so no, I don't see out of

the box thinking, I see I'm going to do things my way, as quickly as possible, and it better be good enough

R: So I can't think of the specific instance, but he was told he was wrong with something. And he proceeded to go "not uh, not uh" for a certain amount of time, and refusing to accept it. Is this a common behavior?

O: Yes, it was a worksheet on quotation marks, and he put his quotation marks around the wrong part of the sentence, but every time he skipped number 1, I had to give it back to him four times. He just wanted it done.. So he did it his way as quickly as possible without really sitting, thinking, or whatever...

R: and even to other students he definitely, he didn't want to admit to his friends that he was wrong as well

O: yes that's a huge issue, he also tattles on his friends quite a bit

R: do your students like to be first?

O: yes

R: Do all students like to be first or does your student more than the other students? About the same?

O: more than others, to the point that he was punching a pole because the line leader cut in front of him. Even though his best friend said, but I'm the line leader, there was still a lot of time before he deescalated. I get a lot of tattling, when somebody he is friendly with says hey I'm the line leader, and he still gets very upset

R: do they have ideas of grandeur in their head, that they are entitled to being first?

O: [Student C] is very obsessed with things being fair, but only if it works out in his favor. His mom has to discuss how some students have different needs, and need different accommodations, like for a retest, he got an A, a 96, he still wanted to retest, he still wanted that second chance, he wants what everyone else has.

R: do you play any type of competitive game in class?

O: he is very interested in things going his way, if it's a game in the classroom it can be even worse

R: Odell is never in his seat, or he always likes to be standing, on one knee, next to his desk,...

O: that's why he is in the back of the room, he is there because of that

R: is that distracting to the other students?

O: no because he is not the only one who does it

R: does that bother you?

O: as long as there in a safe position, no (*laughs*)

R: as long as they are in a safe position, (*chuckle*)

O: my husband eats standing up so I am used to that type of behavior,

R: once you scolded him, and once the aide did, and he returned to his and then immediately stood back up almost in a defiant nature, I just wondered if that was a common thing or something you noticed

O: well when its homeroom I prefer them sitting because there are a lot of people moving around, putting homework away, putting coats away, so at that point I prefer them to be seated just because there is a lot of movement, but during normal class time, I don't mind

R: ok he always takes the long way, he always wanted to be out of his seat, and sometimes I noticed he equated things to sports. When he throws his trash out, it has to be a basketball shot, and pretends he is a basketball player, and other times I feel like he does sports movements, are these common occurrences? Do you notice these things?

O: I see him more playing action figures with his pencils and chewing on things

R: ok

O: I guess I don't notice the sports actions, because my other boys do the sports actions more and I think that maybe he is more copying then being original

R: does he ever throw himself on the ground?

O: no, well not a lot

R: more than other students?

O: well yes

R: is this a reaction to.....?

O: when something doesn't go his way

R: does he have a problem when something interrupts his sequence or normal schedule?



O: I don't think Odell has a problem with schedule interruptions such as a drill, or an assembly, but I think he's obsessed with things that have to deal with him. If there is something special that happens to another student, like if they get to read to the class, he always has to get a turn. Ummm, if something happens and another student gets a ticket for math class, he has to have the opportunity to answer a question and get a ticket, it always has to go back to him, and a change in a routine is fine, but if I change my routine to benefit someone else, it's a problem

R: does this go back to the whole fair concept, in that he needs it to be fair?

O: yes

R: so I know we talked before about outside stimulus,

O: uh-huh

R: how outside stimulus can really set him off, any more occurrences you can think of from the past couple weeks?

O: mmm well, he had a pattern of going home with his father on Thursdays, because his dad was helping doing something for the 100 year committee, and there was this one Thursday that he wasn't going home with his dad, but we happen to see him in the hallway....melt down, crying , but throughout the day it was "did my mom email you? Did my mom email you?" "am I going home with my dad? Am I going home with my dad?" and then we see him in hallway. So I said "Odell, your mom would email me if you're going home with you dad, she didn't so you are going home the normal way". The dad triggered, "am I going home with you?", because he had it in his mind that this is Thursday, this is what I do, but that was the only difference that I noticed

R: does he have a very good memory?

O: yes, when it is convenient for him

R: are there certain topics that he would remember more than others?

O: he can't remember me telling him not to run in the hallway, he does remember other things though, like if I said Odell, you know not to do this, I never told you to do this, "oh I didn't hear you" but then he will remember", you said that this was going to happen, and I am going to get this, dit dit dit ah" when it is in his favor

R: so when it comes to directions, he has more trouble remembering that then when it comes to something that is beneficial to him,

O: he will remember the directions and rules, but if he gets caught he will act like he forgot

R: Pretend?

O: yeah he plays it, he plays

R: he knows?

O: he knows not to run down the hallway

R: ok one more question, does he show a great concern for other students following directions?

O: yes, he is a rule follower, and he likes everyone to be following the rules because in his mind that is the way to make it fair for everybody, if somebody is not following the rules he tattles, even if he isn't exactly following the rules.

R: but he needs it to be fair for others. Thank you very much for your time, just a reminder that I have procedures in place to keep your identity confidential. If you would like a copy of the transcripts please don't hesitate to ask.

**R: Researcher**

**O: Odell (3)**

**Z: Zach**

**May 4th, 2016**

**Tape # 18**

Researcher (R): so I talked to Zach and he said that he didn't understand the difference between speed walking and running, do you think that's right he understands the difference between walking and speed walking?

Odell (O): once you taught me about it, I get it now

R: got ya, do you think Zack understands it or was he just trying to cheat

O: I don't know

R: about running instead of speed walking

O: I don't know, I think he understands it, because when you were talking about it to me, I think that he understood it

R: that makes sense, so what do you have for lunch today?

O: cereal, and a yogurt; it's very healthy, its strawberry

R: what do you have for lunch today Mike Trout?

Z: I got cereal, I got peaches, I got a yogurt

O: I can tell that its sponge berry

R: sponge berry

O: for sponge bob

R: I have a yogurt as well, this is the kind that Cam Newton eats

Z: yeah I saw that on a commercial

R: so I'll just be like Cam Newton when I grow up

O: you already are grown up

R: Not uh, I'll grow up some day

O: you are a teacher

R: someday, I'll be a teacher but I won't be a grown up. So Odell and Mike did you come to Rise & Shine today?

O: uh-huh

Z: yeah

R: so what was your favorite part of Rise & Shine?

Z: when we ran around the gym

O: I liked all of it

R: so what was your favorite part, since your liked it all?

O: I liked basically all of it

R: got ya

Z: yeah

R: so the first game was the spelling game, did you spell any words out?

Z: mm-hmmm

O: we were so close to throw (meaning one of the spelling words listed that morning)

R: and then Mr. Wehrle had to blow the whistle

Z: yeah

R: was it easy to find the letters that you were looking for?

O: it was really easy for some people but it was really hard for me

Z: I know my ABCs

R: nice dude

O: I was trying to find a W but then I found an H

R: awesome, so when you were running around the outside, was that a good time?

O: yeah the only reason I was lying down was because I hurt my heel

R: ouch, how did you hurt your heel?

O: I don't know, but it kind of started hurting, so I wasn't really running my fastest

Z: I can't run that fast

R: by the way did you hurt yourself in homeroom?

O: no

R: you didn't?

O: oh yeah I did, I hit my elbow into the end of the mailbox

R: ouch

Z: I hurt my knee when we were walking back in from the fire drill

R: what did Teacher C. tell you to do with you elbow?

O: she just told me that I would live, and to, and that she would check back with me in a little bit

R: and later it felt better

O: yeah, and she didn't even ask me

R: got ya, so let's see what else did we do today? We played the shadow game

O: yeah I liked that

Z: yeah it was fun

R: was it easy to follow your partner to be a partner shadow?

Z: no

R: why was it hard?

O: because I was with a 3rd grader, well a 3rd or 4th grader.....well when he was tying his shoes it was really easy (*laughs*)

R: because he couldn't go anywhere

O: (*laughs*)

Z: I was with Adam and he is a little slow so it was pretty easy

R: did both of your partners follow directions?

O: ahhh, yeah

R: well that's good, um I was going to say, every now and then did you have trouble, or difficulty with knowing the difference between walking and speed walking?

O: I can teach him how to speed walk and run

R: perfect look at that

O: you taught us how to speed walk and run

R: well look at that, sweet chin music (reading Odell's shirt)

O: yeah he is probably my favorite wrestler

R: oh ok

O: yeah I really like wrestling

R: awesome, so then what did we do at the end today?

O: um, clothes pin tag

Z: yeah

R: was that easy to play?

Z: yeah...so-so

R: why so-so?

O: well..... every game is so-so because you can't really see them coming, because they are coming up from behind you

R: oh so you can't tell when someone is coming to take your clothes pin, because they are coming up behind you

O: yeah

R: ok, did you have any strategies to keep people from getting your clothes pin?

O: walking backward

Z: but then you could run into a wall

R: yeah what if you walked into someone or a wall?

O: yeah well you would just have to ....to... uh.....just look for an area where there weren't a lot of people and then walk backwards

R: got ya

O: yeah I would just look for an open area

R: what if 2 people were to walk backwards and walk into each other?

O: well you can see if two people, because you can see like this (*gets up and shows how to look over his shoulder to see where he is going*)

R: did you see anyone who wasn't following rules during the clothes pin game?

(both nod no)

R: so everyone was following the rules?

O: well I heard that someone said that Kyle was cheating, and you have to talk to Kyle and that he was like kind of cheating

R: I did have to talk to a few students, they were being too rough and they were running around instead of walking, and obviously that isn't very fair

O: I didn't think you were allowed to run. do you remember that game we played crazy train?

Z: oh yeah

R: so um, you got to Teacher C.'s today, what did you have for breakfast today?

O: muffins....chocolate chip muffins.....I love them, they are so good

R: how many muffins do you get?

Z: one

O: one large

R: one large? Ok so you get one large muffin, does that fill you up or do you ever wish that you had more?

O: I wish that I had three

R: three muffins

Z: there not that good, I don't like them

O: I love them

Z: there is too many chocolate chips in them

R: too many chocolate chips? A couple people kept asking if they could have another one

O: because they are so good

R: got ya, if someone else doesn't like their chocolate chip muffin can they give it to you?

O: nay

R: why not?

O: they have to put it on the table that is what happened to me today, well it happened to Zane it happened to Kayla and it happened to Emily. Kayla was going to give me her milk but she had to put it on the table, I was going to give Mason mine, but I had to put it on the table, and she finally caught me doing it

R: oh she caught you doing it because you were trying to give it to Mason and Teacher C. caught you?

O: yeah I didn't know that I wasn't supposed to do it

R: ok you didn't know, why do you have to put it on the table?

O: because you're not supposed to, so you don't share your germs

R: oh so you won't share germs

O: I just touched it, Mason is right across from me

R: oh ok...got ya, so Teacher C. wants to up there so that you don't share germs

O: mm-hmm

R: does anyone get to eat them if there are left overs or no?

O: we used to

Z: but that was back in September

O: nay but it was in February

Z: we used to pick sticks, and they could pick whatever from the table

O: so say if she picked...I don't know...say Mason

R: yup

O: you would have a choice to say yes or no, and if you said yes...then you would get to pick an object from the table

R: did people used to argue is that why you used to do it that way?

O: no to just make it fair

R: oh to make it fair, so more people got a chance to get a leftover. Is there any breakfast that you really liked?

O: yes chocolate chip muffins

R: what about you Mike Trout?

Z: I don't really know

R: ok so how did you, did you feel when you came to Rise & Shine today? Did you get a good night's sleep last night?

O: yes

Z: I slept over my grandma's

R: If you slept over your grandma's, did you still get to school on time even though you slept over your grandma's house?

Z: yeah she lives in East Greenwich

R: got ya, did you eat breakfast before you came to Rise & Shine?

O & Z: yes yes



O: today I had French toast sticks, sausage and two bagels

R: that is a big breakfast

O: I had 1 whole bagel and half of another one

Z: I had pancakes, bacon, and some eggs

R: wow you guys had good breakfasts, do you ever feel tired when you go to school?

Z: well usually when we are doing book work, I fall asleep a lot

R: you fall asleep when you are reading books?

O: not me

R: ok

Z: I get tired

R: well ok, is there anything that wakes you up?

Z: if you tickle me

R: (*Researcher laughs out loud*) who tickles you?

Z: Odell

R: so Odell you tickle Zach when he falls asleep?

O: (*laughs*) that only happened one time

R: in school? So you tickled him once in school when he was falling asleep?

Z: he loves to tickle me

R: does Teacher C. care? Did she think it was funny?

Z: she didn't even look

R: she didn't even look, ok so you get a lot of sleep...well that's good

Z: well not all the time, my mom has to wake me up and said "it's time to go to school"

O: I have to get waken up on Tuesday and Wednesday

R: so Tuesday and Wednesday you have to get waken up?

O: yeah

R: today is Wednesday

O: I know, I'll tell you why on this week on Tuesday and Wednesday, I woke up screaming and crying at 3:15 on Monday

R: why?

O: I had a nightmare so I couldn't sleep

R: were you really tired on Monday at school then?

O: no

Z: what was your nightmare about?

O: um I was falling and there was these bad guys, so it woke me up and couldn't fall back asleep

R: that's scary man

Z: I have night mares, about sharks

R: does Rise & Shine ever wake you up in the morning?

O: yes

R: yeah?

Z: yeah?

R: or does it ever make you tired?

Z: it makes me out of breath, but then I take a little break and then I come back and do the activity that we were doing

R: are you happy to go to homeroom a little bit because you get to take a rest and take a break and drink some juice?

Z: yeah

O: yesterday I saved a water in school

R: saved a water, hey so Teacher C. said that all of the morning work had to be done by 8:50, or that your breakfast had to be ate by 8:50 or it was going to be thrown out, is that what always happens?

O: yeah

Z: Emily always takes so long to eat her breakfast

O: and sometimes I do, starting yesterday Mathew got mad at Bailey

Z: they don't like each other, they fight a lot

O: no. well Bailey has these tickets, we have these tickets, and Bailey got something out of the prize box for 5 tickets, and Mathew really wanted it so, so he said if you give me it I'll be your friend and Teacher C. said that she traded it for her own tickets, so Mathew got really mad so he is building a fort so that he can't see Bailey anymore

R: wow, do you ever have students in class that don't like each other a lot?

O&Z: yeah

R: yeah, just for reasons like that?

Z: yeah, it's not that, it's like yesterday Odell got mad at me because I went home yesterday early because I didn't feel good

R: yeah so it wasn't fair that Zane went home?

O: well it was fair because you didn't feel good, and you were about to go home anyway in a little bit

R: are there students who feel that things are just never fair, or Teacher C. or the other teachers are just really nice to them?

Z: some people say that that some people get a lot of tickets and they say that is not fair, and some people say that life is not fair

O: but Teacher C. told me this one day, that life isn't fair, so she says it sometimes, and she says "life isn't fair sometimes" (*mimics Teacher C. voice*)

R: well that makes sense, that life isn't fair sometimes. I could see that. Does everyone get a chance to earn tickets?

Z: yeah at the end, yeah if we do good in math we get a chance to earn tickets and usually at the end of the day we get a chance to earn tickets,

O: and we could also if we are on good job, great job or outstanding (*referring to behavior modification system in the classroom*)

R: right

O: and if you are at parent contact you, don't get any tickets

R: so those are the bottom ones that you don't want to get

Z: yeah parent contact, Teacher C. usually just says give me your homework agenda

O: in the beginning of the year she used to say go to the principal's office, now she just says give me your homework agenda.

R: ok does the whole class ever get yell at a lot?

O&Z: yeah

Z: the talking a lot, she usually says whisper but we don't

O: we use our outside voice

Z: yeah that's usually, now she wrote

O: Now she wrote step 1, step 2, step 3, step 4

Z: step 5

O: no we don't have a step 5 yet

Z: yeah she says stays in your seat

O: no that is step 4

R: your class gets in trouble a lot of talking a lot?

O: yeah she says

Z: we do talk a lot (laughs)

R: well that's not good because you want to get tickets

Z: we also get puff balls

R: puff balls? What are puff balls for?

Z: we get to earn stuff like go outside to play on the play ground

O: yeah but we only have 4 so far, and we only have 1 puffy ball left,

R: got ya, well thanks for eating lunch with me today guys

**Researcher: R**

**N: Teacher A (2)**

May 6th, 2016

R: Hello Teacher A., thank you for coming back and agreeing to allow me to interview you, please eat your lunch and do what you have do. Just remember we are not going to be using our real names, so Teacher A., we are going to be talking about your homeroom and one of your students and I will refer to that student by a pseudonym as well. So Teacher A., do students, or would a student, get in trouble for not completing their morning work?

N: in trouble, no not in trouble

R: Do you check the morning work to make sure that it is done?

N: umm, I glance at, but I don't grade it, it is really for them more to, free write and express themselves

R: Free write and express themselves, ok, so the student Kyle, does he have any mannerisms that he constantly does? That you have noticed?

N: yes, he is um, he how do I explain it, when things are on his desk he is constantly touching things , that is one thing. It doesn't matter what it is. He always has his pencil case out on his desk, and he is always touching the markers, and the crayons, and then he puts the markers together to make a sword....he is always fidgeting , might be the best way to describe it. He tapes erasers, there is always something

R: so there is always something in his hand, he is always moving?

N: yes always

R: does he ever touch other students?

N: sometimes yes, more often than not, yet. He touches something on someone else's desk, he nonchalantly throws something at someone else's desk, he bumps into somebody or something like that. He is a very touchy child

R: so this morning when there was flower box on his desk, that would be enough of a major....

N: oh that threw him off completely this morning, and he didn't like it when I tried to take the box, I guess breaking his routine, or what he thought was going to happen, all I wanted was to move it off his desk

R: does he ever verbalize what his routine or mind set is?

N: um no.....um sometimes I guess he does. Sometimes he does, but it usually isn't what it should be

R: and the butterflies now? (*referring to the hatching butterflies in the classroom*)

N: are very distracting in the morning

R: for all students?

N: all students, they were all very excited about the butterflies, they started to hatch yesterday, and then more this morning

R: so you had to make it a point during the morning meeting to address that?

N: yes

R: to try keep their attention for the rest of the day, does he get distracted often?

N: it's like cycles, he has a very good month, and then it's like woah, we are back again

R: you said winter was a bad [season] for Kyle, in particularly in following directions?

N: between the holidays, and not being able to go outside to release some of that extra energy, it was rough, a few rough months there

R: Kyle sometimes believes that he moves so fast that no one can see him breaking rules, or not following directions, do you have any experiences with that?

N: yes he tends to think, when he thinks no one is watching he tends to do things that he is not supposed to, and when he gets caught he's like "I didn't do that, what are you talking about?"

He acts like he didn't do it, oh I was just ..., I didn't do that. And yes sometimes he does move across the classroom rather quickly thinking that no one can see him sharpen his pencil

R: when he leaves Rise & Shine he believes that he is moving so fast down the hallway that he cannot be seen

N: he tends to do that a lot

R: he seems like he has one tempo, of very fast

N: yes he is on fast mode

R: um I have to ask about the diamond paperweight

N: is he still obsessed about that?

R: yes several of your students are still waiting for you to reveal the video tape at the end of the year that will signify who stole it, and that student will be expelled or held back  
(*laughs*)

N: all I said to them, was they think there is a sensor in the corner of my room, I assume it's for the alarm system, and they think it's a camera, so I fibbed a little, so they think it's a camera, and I told them that I know who took the diamond, because I wanted them to own up to it, I wanted them to tell me the truth, and no one has owned up to, I never said they were going to get expelled (*laughing*).

R: well in their mind they are. When Kyle enters in the morning he does his lunch count, he loves that, he loves the unpacking part, and then there is a lull it seems, before he starts his morning routine

N: yes

R: is that a constant lull?

N: yeah it's almost like he needs to decompress , and think about what he has to do next, like he thinks ok I did that, I know I did that, now what do I do, oh get my binder or he looks to see what everyone else is doing.

R: does he have a habit of rushing through morning work?

N: he rushes through a lot

R: rushes through a lot, do you ever ask him to go back and look at it again?

N: uh-huh

R: is he resistant to that?

N: he's not resistant, but he doesn't look it over that way that I would want him to look over it. If I hand him a test, and say check this this and this, he said Ok I check it, and I say "uh, I don't think you checked it, why don't you check it again", he just rushes through it

R: ok does Kyle come up with strategies to finish a task quickly? Is he an out of the box thinker?

N: he just really rushes to get it done, I can't say that he has a strategy

R: does Kyle tell other people what to do?

N: yes, he tattle tales on other people a lot...ALOT

R: are we talking for minuscule things? Large things?

N: "he looked at me" that's pretty minuscule to me, (*mimics students*) "he's looking at me funny, why is he always looking at me?" "he touched my pencil" it could be something so small. It could be as small as someone touching something on his desk, or looking at him. The other day he accused someone of yelling at him, and I said Kyle I didn't hear anything loud so I'm pretty sure he didn't yell at you, but he does the same thing to me. If I have to raise my voice to just talk over the class, he thinks that I am yelling at him, or I'll say "stop" (*said loudly*) or "stop" (*said quietly*), and he thinks it's yell. THIS IS ME yelling (*demos yelling*), um so he, he tattle a lots

R: so a lot of these tattles are unfounded?

N: oh ye s

R: is it almost like the boy who cries wolf now? You just move on?

N: (nods yes)

R: do you think any of these are fabricated?

N: a lot of them are fabricated, I'm sure the problem is that in his mind, like the instance with the yelling, is yes a person did speak in a louder tone, and was speaking directly to him, and he misconstrued that as yelling. He is very sensitive, when you correct him or try to change his behaviors, he gets very upset or emotional. He does not like to be wrong.

R: do your students like to be first?

N: yes

R: Do all students like to be first or does Kyle like to be first more than the other students? About the same?

N: more than others, I got a lot of tattle tailing from him. "I was there first, can I get in front of him not?" Knowing that when somebody butts he has to go to the back of the line.

R: when is he interested in following the rules?

N: He is only interested in following the rules if it works out in his favor. He is interested in what others have.

R: do you play a type of competitive game in class?



N: yes, I always catch him trying to change the rules to his favor, or if we are supposed to go clockwise, or take turns, it always manages to go the other way so that he gets an extra turn. He is very, it has to be his way.

R: does Kyle have difficulty grasping rules or directions of these activities?

N: yes

R: today you asked him what he was supposed to be doing and he said no idea, today at Rise & Shine there was a similar incident in that I would ask him what are the rules of the game and he would say I don't know

N: which I understand because he very bright and he picks up new concepts fairly quickly , but it's the direction part, if you give him oral directions, it's almost like it doesn't compute , and I don't know if he doesn't understand or if it is like well I don't have to listen to her. I haven't figure it out yet

R: so you have haven't figure out whether the mental functioning is not there, or he just chooses not to follow directions

N: he definitely follows directions, when he is given an assignment or test. When you give him directions on the paper he can follow them, it's the oral directions that he doesn't seem to follow.

R: I noticed that he always takes the long way, he always wanted to be out of his seat, does he like to be out of his seat or make movements related to something?

N: yes, he always relates everything to squid, there is something, type of game with squid, he makes up math problems that have to do with squid, he makes up trivia questions that have to do with squid, everything relates to squid.

R: does he feel that other students are against him?

N: all the time, all the time

R: and this relates back to, most of this is unfounded in your opinion?

N: yes, yes

R: does he ever throw himself on the ground?

N: yes

R: is this a reaction to.....something against them?

N: it usually happens when something doesn't go his way, if a change to schedule, he very much likes a schedule and if something happens and we have to change something. One example, on Wednesday I have another teacher come in for support, and I wanted the teacher to work with the group that he was in, and that required him to give up his IPAD for a few minutes, and whoooooaaahhh, my goodness, you would of thought, and he was going to get it back when they were done, and it wasn't like they were being punished, it was just a whole ...(*shakes head*)

R: changing in sequence set him off?

N: oh yes, sometimes correcting his behavior will set him off, he gets all ....(*acts pulled back, condensing body*)

R: do you ever go out of your way to keep that sequence going?

N: yes oh yes,

R: so if you have a fire drill schedule you know it's going to set off the sequence..

N: yes oh yes,

R: this morning, Kyle was a tagger and he had to speed walk for the game, and he started to run, and I said Kyle I'm going to take this ball away from you so you don't get yourself in trouble. And he said I know, and he comprehended that he was going to get in trouble if he kept doing the action, but he chose to forgo that

N: mmm-mmmm

R: it was very interesting, one more question, does he show a great concern for other students following directions?

N: Yes, even if he necessarily isn't following the rules

R: Well thank you very much for your time, just a reminder that I have procedures in place to keep your identity confidential. If you would like a copy of the transcripts, please don't hesitate to ask.

**R: Researcher**

**N: Student B (3)**

**M: Mateo**

**Date: May 9th, 2016**

R: So remember when we have lunch in the secret clubhouse we have secret code names, today I am going to be Captain America. I'll be Captain America today

N: I'll be Mateo

R: Oh boy this is going to get confusing, what I am trying to figure out, is all about Rise & Shine and figure out homeroom in Teacher B.'s class, so I am just trying to learn about it all, but I am just trying to figure some questions out, everyone got their lunch?

N: yeah

R: I have my broccoli, mmmmm-mmm

N: I have carrots

R: So Mateo did you come to Rise & Shine today?

N: yeah

R: so what was your favorite part of Rise and Shine today? Do you need a paper towel?  
(noticed that Nicky has spilled something)

N: Banana tag, I never got tagged

R: so your favorite was banana tag because you never got tagged?

N: yeah

R: Did you like that game when we first came in?

N: yeah,

R: I don't know who your partner was, did they follow directions?

N: Jack, nope ....he was running, he was like speed walking/running

R: so he was speed walking running? Did that get frustrating?

N: No he didn't tag me, because I could do really sharp turns (*demonstrates how we quickly turned, but was not walking as he did it*) so I could like move myself to the side

R: so during the game you did really sharp turns to the side so that Jack couldn't catch you?

N: yeah, so he couldn't find me

R: got ya, and so you walked and made really sharp turns so that Jack couldn't tag you, so that he had to run?

N: he was already running, I tried doing that to make him think that doing it was really not a good idea

R: does that get frustrating when someone else is just not following directions?

N: yeah, when they are the tagger and you get tagged and then you have to be it too, when the other person was cheating

R: so what do you think the teacher could do to make sure the game is fair?

N: umm, make him sit out for that warm-up

R: so who ever runs make them sit out?

N: yeah

R: does it ever happen in Teacher B.'s class that you are playing a game and other people don't follow directions?

N: yeah Annika was playing nicely, and she got up to go to the bathroom in the middle of the game, it was board game, when she came back, she tried, it was her turn to roll the dice and when she rolled the dice Jared took off her player because he kicked her out, and then Annika started crying

R: so Jared kicked Annika out of the game?

N: yeah because he took away her character, but it took a while

R: wow, what did Teacher B. do?

N: there was a sub

R: oh, so what did the sub do?

N: the sub sent Annika back in to the game, and Jared didn't get in any trouble, he was in the game when she got sent back, I was in the game

R: what do you think Teacher B. would have done if she was there, because you guys have class dojo...

N: she would of maybe made him lose 2 disrespectful points...plus she said that my breath stinks and that was a very nasty comment, I don't have any breath mints at my house

R: so someone said your breath stunk?

N: Piper said that my breath stunk, but it's not my fault because I don't have any breath mints at my house

R: so what did you do?

N: I didn't do, I stopped playing because I knew she was going to keep going with the comments

R: does that make you frustrated, if someone says something not nice, what do you do? So did your class get in trouble with the sub?

N: mmmm, no only two people got in trouble, and the sub left a note saying I was one of the best kids in the class that day. Me and Natalia

R: did you get any dojo points today?

N: mmmm yeah I got one for the nice note from the sub

R: were mom and dad proud when you get good notes like that?

N: (nods yes) my dad said if I don't get any negatives he will let me watch TV, which is right in front of my bed

R: oh

N: which I think is a really bad idea, because I have a habit of turning on the lights and reading at night, and getting up at night, and like I'll be up at night not sleeping, so I think it's a bad idea, because I can't control myself at home, I can't control myself so I might be turning on the tv and watching for one hour. I just don't think it's a good idea, even though I don't have a remote, the buttons are right on the tv, right under it

R: so if you don't get any negative notes, your dad turns the tv on, or plugs the tv in, and you then watch it whenever you want?

N: yeah, I have to go to bed at 7 or 7:30 or 8. I go to bed at 7:30 on Sun, Mon, Tues, Wed, Thursdays its 8 and Friday I can sometimes stay up, sometimes, as late as I want, but if I can sleepover, then I might stay up til like midnight. Because they keep on watching the tv til midnight, and I am always watching the news, but the one thing that I really don't, and I am watching like horror movies, I am like watching police movies, and they are like very inappropriate for children, they always drop the F bomb. At least 15 times every 2 seconds,

R: so um, your parents don't mind that you watch tv until midnight?

N: they don't know

R: they don't know?

N: because it is at my mom-mom's and pop-pop's house that isn't even in Gibbstown, I don't know where it is.

R: so you know the movies are bad but you watch them anyway?

N: well sometimes I know they, they are going to drop the F Bomb so I get scared and I cover my ears and I dump my face into my pillow.

R: ok, so when you hear bad words on the TV you know not to use them right?

N: yeah

R: what happens if you were to use bad words in school?

N: If I were to say a word at home that I am not supposed to say, my mom usually grounds me at least 2 years

R: that's a long time man,

N: from everything, not allowed to watch TV, play video games, no lap top, no computer, no DS, I would basically, the only thing that I would do is read, for the rest of the day which is 3 hours

R: so if you stay up watching TV or stay up reading for 3 hours, how do you feel the next day?

N: mm, I feel a bit tired

R: how do you wake up in the morning if you feel a bit tired?

N: I'm not tired, even when I take my medicine I usually can't fall asleep, I am usually up till past midnight anyway, and if I am at my mom-mom's and pop-pop's house I am usually up all day, and then I stay up till midnight, and then if I am about to fall asleep for a second time fall asleep, and then the tv comes on, and I see if out of the corner of my eye and I am usually up for another 12 hours. So I probably, so because I would usually be up the night /day, the entire 24 hours.

R: how are you going to pay attention in school if you are so tired?

N: I don't know, Wednesday I tried an energy drink, it tasted like caramel, and it was really good

R: did you try it before school or after school?

N: before school, it was a boost energy drink, and I drank it. I felt tired for the rest of the day until lunch. Because it replaced my breakfast, I couldn't have the breakfast that wakes me up I was very tired.

R: so breakfast wakes you up?

N: yeah, or the pills that I have to take in the morning

R: did you eat breakfast today?

N: cause I have one Wednesday, Thursday, Friday, Saturday because there is only 4 in a pack

R: ok

N: and that was the only pack

R: did you have breakfast today in school?

N: yeah

R: got ya, what was it?

N: I had the juice, I didn't eat, I usually don't eat the food unless it is something that I really want, but I drink the juice, because I love the juice because it is full of protein

R: does Rise & Shine wake you up in the morning at all?

N: it does a lot

R: So days when you don't go to Rise & Shine how do you feel?

N: pooped out

R: because you stayed up all night? Reading watching tv?

N: I can't watch TV, only if I get all positives, because the TV has a, there is another TV down stairs but I am not allowed to turn that TV on even as a light, but sometimes I use it as a light when I get up in the middle of the night to go to the bathroom or to get a drink. Lucky me I have a light, it looks like a little ducky, that has a secret flashlight inside of it

R: ok, do you ever get in trouble because of someone else in school?

N: (nods yes)

R: Really?

N: Alyssa....

R: what does Alyssa do?

N: she pushed me....because she said that I was poking her

R: this morning?

N: it was a couple days ago, so last week in the, it was a recess, and she said I was poking her, and she pushed me, I didn't poke her. So she pushed me, and then she told on me, and now I am not allowed to play soccer for a month, unless she is not playing. She didn't get in trouble! She didn't get in trouble!

R: So she told the coach?

N: I don't play sports I play soccer at recess

R: oh so she told the lunch aide, I see and now you are not allowed to play soccer at recess, did you get a negative mark on class dojo?

N: (*nods head no*)

R: well that's good at least

N: wait I think I did

R: so what do you do when something is unfair like that?

N: you can't really do anything because they already decided the punishment

R: did you tell the lunch aides your side of the story?

N: yes, and she didn't believe me, they always believe the girls

R: they always believe the girls?

N: yeah

R: do you think most of the teachers in the school always believe the girls more?

N: yes

R: that's not very fair, man.

N: there are all these girls in the school and there are maybe 50 boys,

R: do you feel that there are separate rules for the girls and for the boys? And the boys get in trouble more than the girls?



N: yeah, I also think it unfair that girls can push or punch a boy, but boys can't, I don't know, I'm just saying this. I think it's because girls are more fragile, and they don't have as long of a life span as boys

R: so girls are more fragile, do you think boys are more stronger?

N: no, in soccer girls are allowed to push boys around, but boys can't push girls

R: wait who gave that rule?

N: the government! seriously I'm going for the ball (*Nicky gets up and starts to mimic dribbling*) and then Alyssa just shoved me and I went to the ground (*Mimics gets pushed and collapses to the ground*)

R: Wow

N: yeah it's so unfair

R: Do you think things are fair in Rise & Shine?

N: yeah you do make very fair rules

R: I was going to say girls and boys sit out in Rise & Shine, for not following the rules. Does Teacher B. have fair rules in her class or do the girls not get in trouble much?

N: The girls don't get in trouble as much, but the boys are always blamed for this

R: by other boys or by the girls?

N: girls blame the boys for things they didn't do but the girls did do. The boys get in trouble even though the girls are talking to each other, the boys get in more trouble for tattle tailing and the teacher believes them half of the time so we get in trouble for things that we didn't do, and once the teacher said she didn't want us telling lies, but they always do. Every 5 seconds they are telling a lie

R: so the girls are always telling lies?

N: yeah and then they are blaming the boys, for things that they didn't do

R: do they blame all the boys or just particular boys?

N: particular boys....mostly me

R: I hate to hear that buddy, that stinks.....are you part of the 50 point club for class dojo?

N: I'm at 100

R: a 100

N: and then Natalia, and then is goes 25,50, 75, 100, 150....and then 200

R: is that you goal to make the 150 club?

N: my goal is 200

R: 200 man, you had like a Language arts packet for morning work today?

N: yeah

R: did you get it all done?

N: I got 1 and a quarter done, because most of the time I was looking for my agenda book, But then I found out Kamilyah took it

R: wait Kamilyah took your agenda book?

N: she took it home on Friday by accident, and so I wasted like 20 minutes,

R: looking for you agenda booklet?

N: yeah

R: how did you find out that Kamiyah had it?

N: She gave it to me, and she was like “Nicky, I accidentally took your agenda book home on Friday” and she knew about it when I got there, and she didn’t tell me about it until after 20 minutes

R: so you wasted all that time looking for it?

N: and she knew that she had it

R: man you must of looked everywhere for it

N: yeah and I could of got done the entire thing

R: so if you get done your morning work, you can do what?

N: read

R: is that your favorite thing to do?

N: yes, except I am reading a Goosebumps book that is, it is starting to get boring. They have 200 chapters!!

R: so if you are done doing like your math work, are you allowed to pick up a book and read then? If you are done like a math quiz?

N: yeah, if I wasn't looking for my agenda booklet I could of gotten that math packet done and still had like 20 minutes, and got that entire thing done in like 10 minutes

R: you could have got it done in 10 minutes?

N: I probably could have got it done in 15 minutes and then had another 15 minutes to read

R: once you are done do you go back and check it ever?

N: no because I always double check before I finish, I double check each page before I move on to the next one

R: oh that makes sense, does Teacher B. ever tell you to check your work once you are done with it all?

N: yeah.....I have a fear of balls (*noticing balls in corner*)

R: you have a fear of balls? Over there?

N: Balls (hard to understand)

R: Girls?

N: yeah like very hard ball, yeah I am scared to bat because one time my sister swung a bat and hit me in the mouth and I had to have foam in my mouth for an entire month

R: wow ouch, that must have hurt.....do you finish you morning work pretty early?

N: I'm also afraid of Kamilyah, especially when she has a bat, the ball was close to hitting me straight on, and it was about...super close to hitting me in the mouth, lucky it went over me (*referring to Phys Ed class earlier on in the morning*)

**R: Researcher**

**K: Student A (3)**

**L: Layla**

**Friday May 13th, 2016**

**File: 19**

R: So I'll tell you one thing and then I will answer your question, when we eat lunch in the secret clubhouse you can choose any nickname you want, like before Kyle was called Inking squid, and you can choose if you want to keep that or not, and you can come up with any secret code you want, just like before I think I'll be captain America, and I think I will be it again today...so (looking at Layla) do you have a name you want for me?

L: princess sunshine

R: princess sunshine?, ok, so inking squid over here has been helping me out because I am trying to find out about Rise & Shine and then I'm learning all about homeroom. That is why I have been coming to your homeroom because I am learning all about homeroom, because I never get to go to homeroom because I don't have one, so I have been trying to learn more and more about homeroom

K: this is pretty much your homeroom (*referring to the gym*)

R; yeah this is my homeroom, so inking squid, did you come to Rise & Shine today?

K: yes I come every day, except for days when I am absent

R: got ya, princess sunshine did you come to Rise & Shine today?

L: no

R; ok I'm going to ask inking squid some questions about Rise & Shine, but you can help out with all of my questions about homeroom right?

L: (nods yes)

R: so what was the first thing that you did when you came to Rise & Shine today?

K: I put my things in the little square thing,

R: uh-huh, and then what do you do after you put your book bag, and your book bag down?

K: I played the warm-up

R: how did you know what to do?

K: I read the thing (*referring to the class schedule*) and then I played, I did everything except for hula hooping and jumping rope.

R: got ya, is that nice to have it all written out for you? Does it make it easy?

K: (nods yes)

R: do you ever look at the ending game and think, oh what's that all about?

K: *(nods yes, as he is eating)*

R: ahh ok

K: I really like the ending game

R: you really liked it today?

K: what was it called again?

R: squat tag

K: squat tag

R: why did you like it so much?

L: how do you play it?

K: because I didn't get tagged at all

L: you didn't get tagged?

R: so how do you play? Go ahead inkling squid explain squat tag

K: *(gets out of chair and starts to walk to center of the gym)* well I might need two people for this

R: ok, so what do I do?

Kyle walks over to a cart in the middle of the gym

R: do you need a yarn ball? **(yarn balls are used by the taggers in numerous tagging games)**

There is one over there

Kyle starts to walk over to the side wall where a yarn ball is located

L: I want to play

Kyle gets the yarn ball and looks prepared ready to tag. Kyle demonstrates how to tag someone

K: and then you have to give three double high fives like this *(shows how to give a double high five, which is arms crossed and both hands have to give a high five)* so if you

get tagged (*tags the researcher*) you have to give 3 double high fives (*gives researcher a double high five three times*).

R: so I can't move until he gives me three double high fives

K: so if you spread out around the gym I will try and tag you

A game of squat tag breaks out, where Kyle is the tagger and Layla and the researcher try to avoid getting tagged. Layla is tagged by Kyle

K: got ya Layla

The researcher tries to gives 3 double high fives.

R: if I go into a squat remember you can't tag me

Researcher goes into a squat, to avoid being tagged, and then speed walks away, tries to give Layla a double high five

R: so do you think you understand how to play?

L: yeah

R: yeah so that is how your play it

All go back to sit down to eat lunch again

R: so you didn't get tagged at all today?

K: uh-huh

R: wow pretty good, do you understand how to do a squat?

K: mm-hmm

R: did you like the game Go, Back, Hit it?

K: mm-hmm

R: what is your favorite part about that game?

K: I liked the back part

*(Researcher laughs)*

K: Layla do you want me to show you an example of that?

R: if you want sure

Kyle starts to get up from the tables

K: Layla doesn't know how to play

R: Go

K: wait I was going to have all of us go (as *Kyle starts to run across the gym, all three start to play the game as the researcher calls out commands of Go, Back, and Hit it*)

R: nice job

K: so that is the way that we play

R: did you think it was hard to listen to the teacher saying Go back and hit it?

K: sometimes it is hard

R: did you just want to run forward the whole time?

K: you pretty much just want to do that

R: ok, so when you.

K: Just when you (*Kyle gets up*) say hit it, you just kinda (*freezing in a running position*) you just stay like this because you say hit it so fast, and you then can run faster

R: so when you leave here where do you go? Or where do you go in the morning?

L: when we leave here we go to writing, we go to math after that, and Fridays we have games

R: got ya, so what do you do when you get to Teacher A.'s room?

L: um we do writing with another person, and there is something called flashlight Friday when we turn off every light and we like have flashlights

K: Capt. America,

L: and we all have flashlights

R: got ya

K: Capt. America (*pretending his banana is a phone*)

R; (*pretends hand and fingers are a phone*) *Inkling* squid what did you eat for breakfast?

K: cereal (*pretends hand and fingers are a phone*)

R: oh cereal, let me put my phone down. Did you eat breakfast this morning princess sunshine?

L: no

K: everybody has to eat breakfast

R: do you ever not eat breakfast before you come to school?

K: um when I am late

R: when you are late, does that make you feel tired?

K: when I am late, we go to a restaurant to eat, and then we go to school

R: are you ever tired in the morning?

K: nope

L: I am

R: you are?

K: I have so much energy, I'm not

R: are you ever tired during the day?

K: nope

L: Capt America, you have something on your teeth

R: never tired, wow (*researcher picks spinach out of his teeth*) ok so this morning you had some morning work to do right?

L: yeah we had morning binders

R: what do you do when you get done with your morning binders?

K: we color or read a book

L: yeah, and then we have morning meetings, and we talk about what we did last night aah,, if something exciting happened.

R: ok

L: and then we have an outside activity, where we had to tell a fun fact, but I don't think she does it anymore

R: so does Teacher A.... doesn't mind if you color when you are done?



L: yeah she doesn't mind, table 1 does the most coloring

R: who sits at table number 1?

L: Nicki, Kayla, Layla and Chris

R: and they are supposed to?

K: but actually they have to write a paragraph and I am not sure that they even wrote a paragraph because when I come in, Kayla is coloring, and usually it takes a long time to write like a paragraph and I am not sure that she actually did it, she didn't write an entire paragraph

L: she gets done so fast

R: this morning Teacher A. asked if everyone was done their writing and you said that you were the only one who had their binder out, were you the only one who was doing what you were supposed to?

L: I was doing my binder

R: at his table? do the other boys at the table, not get their binders out much?

K: only on day when it's free and because then they color, they like to color

R: got ya, so when you have math Fridays do you have a worksheet, or quizzes?

K: we only get quizzes if there is a test

L: yeah we don't get quizzes

R: when you get a quiz does Teacher A. ask you to check it over?

L: yeah like my science quiz

K: when get a quiz it's from Mrs. V.

R: does Mrs. V. ask you to check your work over?

K: uh-huh

R: do you like checking your work?

K: Yeah, maybe no

R: do you ever turn a quiz in, and Mrs. V. makes you check it again?

L: Teacher A. used to make us, but now not so much

R: mm ok

L: one time everyone got a high grade and she gave us stickers and candy because we got high grades

K: I got two 100s on my science quiz once and I got a card for it

R: wow, so when, when we have days when we have like a fire drill or an assembly, do you like days like that?

K: yeah

L: I like assemblies

R: you like assemblies, why is that?

K: I like the fire drills

L: the last time time that we had an assembly it was the bully assembly and it was really funny, and they teach you about things

R: why do you like fire drills?

K: Cause I like to be outside

L: and we have to miss class time

R: you like to miss class time?

L: yeah

R: what if it something that you like and there is a fire drill?

L: we like, fire drills are like quick

K: fire drills are not that quick though

R: you think fire drills are really long?

K: yeah

L: it is for like a few minutes maybe 5

K: Capt. America, I like your class a lot

R: thanks buddy, hey so can you tell me what happened yesterday afterschool?

K: well Dawson wouldn't let me go to my mom or grandma, and he was trying to block me, and Dawson said that he was going to go long, but he wasn't but he has been bullying me a lot lately

R: so he does things like that a lot?

K: yeah it's true, this happened last month, and the month before

L: yeah he was even sent to the principal's office two times because he was climbing on the Air Conditioner and the sink

R: um

K: he also made something fall

L: and he always keeps toys in his desk, and Teacher A. always keeps the toys

R: how does Teacher A. know that he did these things?

L: um, well.

K: somebody told on him, or the camera caught it on video

L: or she just sees the toy

R: do you think that it is important that you tell Teacher A whenever you see somebody doing something wrong?

K: yeah, I don't...the teachers...one time Dawson shoved me, when we had a sub, and I told the sub, and she did nothing about it, nothing

R: mmm, do the other..., do you think students like it when they tell the teacher that they did something wrong?

L: sometimes they lied and they say that they didn't

K: sometimes like Dawson

L: sometimes Dawson makes faces, and they don't believe him because he is making those faces

K: also one time I told on Dawson in Teacher A's class, and Dawson made a face at me (*mimics a sticking tongue out face*)

L: one time he stole Kyle's eraser

R: has anyone ever tattled on you?

K: um well Kayla tattled on me, when she was going to lie

L: Sometimes she been mean to Faith

R: so if someone tattles on you but you don't think it's true, what do you do?

K: I tell the truth

R: so you tell the truth

L: and this one time I asked Kayla if she wanted to play with me, and she said ok, but she said no Faith

R: wow, ok so, does Teacher A. believe you a lot when you say "I didn't do it"?

K: not that much

L: Teacher A. always believes me

K: because Layla is nice to everyone

L: Thanks Kyle

R: why do you think that she always believes Kayla but doesn't believe you?

K: well some people lie so much that the teacher starts to get irritated, that the person who did nothing wrong gets in trouble

L: yeah and she just cries, and she just cries so that people will be on her side. Faith told me that her crying is fake

R: who do you think gets in trouble more, boys or girls?

K: umm I think....

L: boys

K: well I think it's kind of in the middle because girls get in trouble for talking all the time. Well kind of the middle well Kayla got in trouble a lot, like about a lot, and Dawson gets in trouble a lot, so about the same

R: so about the same, got ya.

K: I think that boys and girls are like equal.

R: boys and girls are like equal. Do you think Teacher A. believes certain people more then she believes other people?

L: yeah

K: Layla is always nice to everyone that is why Teacher A. always believes her

R: do you think Teacher A. is very nice?

L: yeah she is...once time she made these delicious cookies

K: one time she had us do an experiment with this Chips Ahoy cookies

R: mmmm, so what is your favorite thing on the wall in Teacher A. room? She has so many things

L: the math word wall because sometimes I can take a strategy, and use it

R: oh, what's your favorite inkling squid?

K: what Layla said, and the open number one

R: the open number one?

L: yeah sometimes I look at it to help me out

R: really, wow

K: yeah because we can add and subtract now we are past that unit, and can you open this please? (*hands researcher a yogurt*)

R: sure, do you like homeroom?

L: yeah

R: yeah, what is your favorite part when you think about homeroom?

L: I think it is when we get to say a thing about last night

K: when we do science experiments

R: when you do science experiments? You do that in homeroom?

L: not uh, we don't do that in homeroom! We do that in science

K: we do science in homeroom

L: no

R: I don't know

K: yes we do!

R: I don't know if you do science in homeroom

K: science experiments have always been my favorite thing to do

R: are you ok with all of the students in your class?

K: yes expect for Kayla and Dawson

L: yeah sometimes Kayla makes me really mad and I just have to like stand up

R: mm ok

L: and one time Melina was being really mean to Faith and Kayla was on her side, and I was on Faith's side and I was all about Faith

R: what do you think a teacher should do if someone is mean to someone else? Or what should the school do?

K: well they should get the person in trouble

L: one time, um, I was in first grade, Kayla like doesn't go to the bathroom, she goes to the bathroom, and she washes her hands, and then dries them and walks back. So we told the teachers, and she said that she was going to tell her mom. And one time she was being mean to me, and Teacher A. talked to her mom, and her mom didn't believe Teacher A.

R: wow ok, is everyone nice in Mrs. V's class?

K: yeah, except the people that don't share when they are supposed to

R: do you ever find yourself getting upset when someone is lying or someone is tattling on you?

K: yeah

R: what do you do when you find yourself getting upset?

K: I pretty much take three breaths and try to calm myself down

R: three breaths, the pretty much makes sense. Is there anything that you have in your desk that you could hold that would kind of help you calm down? Gets you to calm down

L: when I was in tutoring because my mom and dad really want me to be part of tutoring, I got this, it's like a swoosh ball, and it's like a happy face and when I squish is it helps me calm down.

R: do you have anything like that? Like a smiley face?

K: no

L: Kyle's mom always packs him so much stuff

R: ok well thanks did you have fun in the club house today? I hope you have a great rest of the day

### **Continuation of interview with Student B (3.1)**

**A: Angel**

**May 16th, 2016**

R: so what as your favorite thing that we did today?

N: poppers, no it was, where is that board again?

R: oh you are talking about the schedule? Let me bring it out (researcher goes and gets the folding dry erase board, that is used to put the class schedule on) here it is

N: bridge tag.. (*reading the schedule*)

R: but did you like poppers anyway?

N: yes

R: so why do you like bridge tag? Why do you like poppers?

N: because we can skip and gallop and run, and galloping I can get myself around (starts to show how he gallops. Nicky gallops around the room and occasionally he does a twist, 360 while he is galloping)

R: oh that's some nice galloping with a little twist mixed in there, so you really like galloping?

N: yeah

A: and I really like gymnastics

R: oh ok...so um you like bridge tag better then poppers because you can gallop?

N: (*nods yes*) but I like both of them

R: do you like it better when we play tag games that involve walking or tag games that involve skipping and galloping?

N: well galloping

R: so you love galloping

N: see when we play games that involve galloping. Well I know how to gallop really fast

R: so you can gallop really fast

A: me too

R: oh ok, you as well

A: can I do some galloping please?

R: sure go ahead (*Nicky and Angel get up and start to gallop around the room*). So this morning when we were playing poppers did you see anyone who wasn't following directions or that was not paying fair?

N: well I don't really know their name, but every time I popped them, they said that I didn't and they had their backs against the wall.

A: um what do I do? (*shows researcher a pear that is too large and needs to be cut*)

R: well I would use the side of your fork and cut it in half. Or do you need a knife?

A: a knife (researcher goes and gets a knife for Angel)

R: so um, is it hard to tell when you are playing poppers and someone pops you in the back is it hard to tell when someone does that?

N: mm-hmm, yeah because they might be lying because I didn't feel it, but then they ask someone else who saw it, but they might be lying as well

R: do you think people lie a lot or no?

N: yes

R: do they lie a lot during games, during Teacher B.'s class?

A: yeah

N: yeah when we are playing games, a lot of people lie during Rise & Shine, a couple liars

R: is it the same people over and over again? It is everyone?

N: same people

A: who are "the same people"?



N: some people instead of them popping the poppers were throwing the poppers.

R: so there weren't following directions,

N: and then they were getting really close to someone so that they couldn't see if they popped someone or not, and they said that they did, but they didn't

R: oh, that's frustrating

A: they shouldn't come to Rise & Shine anymore, tell them that they are banded

R: so did you ever hear the saying that they are two sides to both sides of a story, so sometimes someone might say that they popped someone but they didn't and sometimes that person says "oh no they never did", and I don't know who to believe because it is two different people saying 2 different things. so it's hard to tell. Do you ever think that happens in school where one person says one thing, and another person says another thing, and it's like who do you believe?

N: yeah, Zoe and Abby to it to me a lot, but I am always trying to treat them well. When Abby is always playing a game on the Xbox they are always trying to lie, same thing with Zoe.

R: like remember what happened with Alyssa? Two different sides of a story and the lunch aides only believed one side

A: it's like, people cheat at baseball like my brother and Alex, she is a girl, but she moved, but do you know what she said to me "shut up be quiet and mind your own business"

R: so, yeah it is hard to tell who is telling the truth and who is not, do you think some teachers believe some students more than others?

N: yeah if they like always tell the truth a lot, they will believe them because they will believe that they are telling the truth.

R: got ya, yeah it's hard to tell, what did you eat for breakfast today?

N; Crunchmania!!!

R: Crunch mania, what is that?

N: like toast, like they are crunchy like cookies, they are really yummy

A: yeah they are really yummy

R: are they from the school here?

N: yeah, they are really yummy, and really sugary

A: (*laughs*)

R: how do they make you feel? Do they make you feel energized?

N: are you going to eat all of those carrots? (*points to researcher's bin of carrots*)

R: no, I'll eat some tomorrow for lunch

N: yeah I knew it

R: yeah somethings when they are kind of sugary they make me feel different....do they ever make you tired?

N: no

A: yeah, they make me want to sleep right now

R: (*researchers laughs*) eating sugary stuff makes you want to go to sleep haha

N: same with me

R: wow

N: sometimes very rarely, that is why I have juice that was chocolate, I was knocked out, my mom and dad thought I was knocked out for a while, from Sat until Monday, but I wasn't

R: wow

N: I was in my room the entire time playing with my Legos and all

R: is that one of your favorite things to do, is play with your Legos?

N: yeah and play videos games,

R: what's your favorite video game?

N: Minecraft, Tirriaria. I play mindcraft more than Tirriaria, because of Zoe of course, I ask what she wants to play and she goes "mindcraft, mindcraft" I have to convince them to play Tirriaria like I did yesterday. I told her that I had party thing, and a couple other things and that basically convinced them to play

R: got ya

A: Captain America, my favorite game is the fluffy bunny challenge, where you try to put marshmallows in your mouth and not eat it. My mom always wins because she has a bigger mouth than I do

N: I can't do the marshmallow challenge because every time I put a marshmallow in my mouth I have to eat it, whenever a marshmallow comes in my mouth I have to chew it. I sometimes chew them into small pieces, but then sometimes they are really small marshmallows, and the mini marshmallows I could fit a thousand of them into my mouth.

R: wow that is a lot

A: my mom can only fit a thousand into her mouth

R: so how did you feel today when you left Rise & Shine?

M: you ask the same questions, every single time, and I give you the same answer every single time

R: *(researcher laughs)*

N: I say I'm sad that's it over, and I wish that it would never end

R: see here is the problem Nicky over here is too smart

N: and I can't believe that my sister called me dumb

R: when did your sister call you dumb?

N: I don't know I think it was like last week?

R: that's not nice. So do you like having a schedule like this when you come in to Rise & Shine?

N: yes

R: what's good about it?

N: it's fun, like sometimes people get here really late, and like we are in the middle of the main activity, and if there is nothing up, they wouldn't know. They might think it's part of the warm up, but they wouldn't know what the warm up or the main activity or the ending game is.

R: does Teacher B. have a schedule in her room just like this?

A: no

N: no, but she does have something like that for homework

R: oh, do you think Teacher B. should do something like every day so you know what you are doing for the day?

N: she does like, when it's time for math, when it is time for gym...

R: what if Teacher B. were to make a schedule like this and say math, and then say what you were doing? And then LAL and say what you were doing

N: yeah that would be nice

R: so when I got to your homeroom, I noticed Teacher B. has so many things on your walls hanging up, what is your favorite thing that is hanging up?

N: some of the games

R: she has games hanging up on the wall?

N: no.....I'm joking!!

R: oh (*laughs*) where are the games?

N: the games, right when you came in, at the table where we eat lunch, I mean breakfast, right next to it is a big thing and that has four bags. Which are games surprisingly, and above that has things for games in it

R: are there any posters you like that she has up that you like? Congrats by the way I saw that you got a point this morning for doing your work

N: one right above the door

A: sorry I didn't finish my work

R: how much of the packet did you get done?

N: I got to the second page

A: I only got to the second one

R: are you pumped up for your field trip tomorrow?

A&N: yes!!

R: well have a ton of fun, Thank you for eating lunch with me today and answering all of my questions.

R: Researcher

M: Teacher B (3)

May 16th, 2016

Tape: I Phone

Researcher (R): So here I am with Teacher B, and welcome Teacher B, nice seeing you

M: Hello (*laughs*)

R: So I'm going to put the tape recorder right here so I can hear you, AC is going today

M: actually heater

R: oh ok, I have been talking with your students and observing your students for 7 weeks now

M: really? Oh wow

R: yeah next week will be week number seven so I have been getting a good feel for your homeroom and all of the different things that go on

M: mmmm-hmmm

R: so my question to you is what do you value as a teacher? Or what are the most important things as a teacher?

M: ummm

R: didn't see that question coming...

M: yeah, um as in what do I expect? What do I hope to get out of it?

R: yeah what you you want to get out of your class?

M: with me?

R: mm-hmm

M: well I want them to have respect and trust and honesty

R: ok

M: things like that, I expect them to do things that they are supposed to especially during homeroom

R: do you feel, like Salisbury? Salisbury prepared you to be a classroom teacher?

M: I think so, I think subbing helped more

R: where did you sub before this?

M: Woodstown, Lower Alloway Creek, and that was it

R: in the Elementary school?

M: and in the high school

R: so the way that you decorate your classroom, the way you run your classroom, it has been influenced by both of the experiences?

M: mm-hhmm (yes)

R: ok, I have a question or two for you? Are these games over here?

M: math games

R: math games, ok, students like that?

M: correct

R: so this is their homework schedule over here? (*pointing to a chalkboard next to the teacher's desk*)

M: correct

R: and then this is the schedule for the day over there? (*point to a chalkboard with several tags held up with magnets on it, with the time of the period written next to it*)

M: correct

R: and that changes every day?

M: it changes

R: so every day you get here before the students and change it?

M: correct

R: what if there would be an assembly or a fire drill, would you write that in there?

M: assembly yes, but not a fire drill because an assembly will be the entire period, but a fire drill that only takes 10 minutes

R: do students, when they walk in, they see an assembly, they say "oh that's great" or do they give some type of reaction?

M: correct

R: have they ever been excited? Or...

M: they always ask questions about the homeroom

R: has there ever been a day when you forgot to write the schedule up there and you got a reaction?

M: I honestly don't remember, or I usually do it the night before, but like today before I leave I do tomorrow's schedule , so tomorrow if there is a sub, the schedule is already up, because I knew that I was already not going to be there

R: I was going to ask what if you were absent for two days, but then you obviously wouldn't be here to see a reaction

M: if not I think I had a student that I trusted, who knew what the schedule was going to be...I think I wrote in the sub plans for them to do it for me, because I knew that I was going to be there later

R: so I was going to say, students kind of know on Monday this is what we do, Tuesday this is what we do...

M: correct

R: do they ever get discouraged if it changes?

M: they have a very hard time if it changes, or transitions, if they know it is not going to be what it is going to be

R: so the PARCC test, would be an example that threw the schedule out of loop?

M: correct

R: or the students were out of whack

M: correct

R: and then I think the one homeroom that I came into, you weren't allowed to use the internet, so class dojo wasn't up, so the kids were ...

M: freaking out

R: freaking out, so they are not, they don't adapt very well to changes in the schedule

M: very very correct with that

R: do you think that it is really important, keeping that schedule all the way through?

M: yes

R: so it is bothersome to you, when you know that the schedule is going to change?

M: yes because I know that it is going to throw them off

R: aahh is there any particular students in general that a change in the schedule is really going to upset them, or throw them off for the day?

M: I would say all but 4,

R: all but 4, that's a lot of them

M: yes correct

R: has it ever come up that a student saw something later in the day and they were dreading it? Or is there nothing really,....

M: not really, because they know it's either going to be social studies or science each day, we do social studies on Mondays and Wednesdays and we do science on Tuesday and Thursday and on Friday we don't have either

R: so every day it's either social studies or science in the afternoon?

M: yes after math

R: ok so math after lunch...

M: yes so their last period is with social studies or science

R: if there is a math test do you write it up there?

M: yes today they have a math test so it is written up there (*points to the schedule where a sign that says test, hangs in the time slot right after the student's lunch*)

R: got ya, so students could see that and mentally prepare themselves for that

M: correct

R: so all of the decoration, is this all your making? Your own doing?

M: yes there were a lot more before the PARCC test, but I had to take them all down and it didn't make any sense to put them back up (*laughs*)

R: ok that makes sense (*Teacher B laughs again*) do you find any are more beneficially to have then others?

M: to have for them? We had a whole wall that was just language arts and different English items, like what a noun was, like what an adverb was, and that would really help



people out. But it is kind of good that they don't need to know that anymore and don't need to use it. They need to now know it

R: do you find much success with the one for pencil? (*pointing a poster that has a hand with 1 finger up meaning a student would have to sharpen a pencil, 2 for etc...*)

M: yes

R: wow so students actually do that (point to the poster) they will quietly raise 1-5 fingers and they will actually do that. Why are your desks in a C shape like this? (points to desks being in two small C shapes, pointing towards the main board)

M: I just... this is how my mentor had it when I started students teaching, and I like it how they all can look forward and see the board, and you don't need to break them off, they are all facing one way. It is easy for like presentations, and to talk, or they can go down the middle if they need to be somewhere

R: do you do group work of course?

M: yes

R: so where do the students meet for group work?

M: they either meet at one of the side tables, or if it is like a group of 4, they meet at 4 desks next to each other, or they go on the ground.

R: outside of Nicky here, you have other students that are needing attention now and then?

M: yes

R: do you find, or what are ways that you can give them attention to make them successful?

M: umm, I always try if they are finished something early, I try to go over and do small things. I try to redirect them, like not now, we will talk later, we will talk when you are in line, we will talk at the end of the day. There is just a lot that they want to tell me in the middle of a test or in the middle of a quiz,

R: when students come in they want to tell you things?

M: yes

R: so how do you go about...

M: In homeroom I typically will talk to them, and answer them and we will just talk.

R: does it just progress, that they just want to keep telling you things?

M: yes

R: how do you handle that without being disruptive?

M: I tell them later (*laughs*)

R: later as in..?

M: later as in when we are getting ready, and they remember. For recess or lunch, or for dismissal, we are lining up outside, so a lot of them will remember and tell me then.

R: I am going to ask you some questions about Nicky.

M: ok

R: have you ever noticed a lull during homeroom? He comes in he does what he is supposed to, he does the steps. But is there ever a point where he gets hung up on something? Getting breakfast? After completing a page of the packet? Is there ever a point where you have to prod him to keep going like a lull?

M: the main issue is that he will do page 1, thinking that , it really should say that page1 should be Monday, however I always tell them to keep going if there is a day like tomorrow when we have a field trip and might not have that much free time. So he has a really hard time knowing that he can do Tuesday on a Monday, he has a difficult time not just picking up a book and things like that. Like he has a difficult time knowing that he can do extra, because if you are finished on Thursday, then Friday you can spend the whole time...playing til the period passes. So if it just says Monday, he will just do Monday

R: ah I know that when we talked before, you mentioned that sometimes he comes in tired?

M: mm-hmmm

R: any more occurrences you can think of that happening, like can he be tired on certain days?

M: let me think it, wasn't on Friday, Friday he came in like a ball of energy. Thursday I think he came in and wasn't there, and I think Tuesday I had to talk to him mom. Something about a protein shake and he wouldn't eat breakfast, the shake was supposed to give him energy. But that wasn't true the shake was just his breakfast.

R: you mentioned that one of the biggest problems or issues you have with him is that he says something inappropriate...

M: yes

R: does he verbalize something inappropriate, or does he just say something that is off the wall?

M: he will be talking to his friends and he will just say things that should never really be said at all. Like dangerous things that he really doesn't understand, that he is repeating.

R: ok, do you have any problem with tattling in your class?

M: yes

R: are there any main offenders?

M: yes

R: any particular people come to mind?

M: yes, but not Nicky thou

R: yeah,

M: they are usually tattling on him

R: do you find a lot of them are founded? Or a lot are misunderstandings?

M: misunderstandings

R: just because he has some oddities about him?

M: yeah

R: so your class over all, enjoys tattles...

M: yes

R: do you find there are certain students, that you would trust more than others if they were to say something?

M: yes

R: any particular way.....is it just trust built over time? Does it seem that this person, always seems to tattle...

M: every time someone gets tattled on I ask the other person, and I try to see what happened, and then I have them discuss it. Because I want them to understand the difference between tattling, and the actual need to go tell a teacher. You don't actually

have to tell me if someone is humming, you can just ask them to be quiet. Things like that

R: do tattles ever spill over from recess?

M: always, but technically I am not supposed to handle that, because I wasn't there

R: ok, well I think that is about it. I think I asked you everything.

**R: Researcher**

**O: Student C (3.1)**

**Z: Zack**

**May 18th, 2016**

**Tape # iPhone**

Researcher (R): So MT and OBJ what did you come to Rise & Shine today?

Odell (O): Yeah

R; so what was your favorite game that we played today?

O; pick 2

Z; pick 2

O: well mine was actually all of them

R: actually all of them?

Z; I like jump roping

R: what game did you play during pick 2?

O; blob tag

Z: blob tag

O: me and Mike Trout were two of the last two people, we were the last two

R: the last 2 to get tagged by the blob?

O: yeah, and Mike Trout was the last person, I was trying to find him too but I couldn't find him

R: what was the, what was your secret then? How did you avoid getting tagged?

O: umm. I was running I just took a little break and then I was just plan walking and then when I saw the blob I did a little speed walking, and basically hardly anyone was going for me

Z: basically everyone was going for me

R: wow, but there was so many blobs how did you see them all?

O; um I just saw the scarfs so I knew where the blobs where

R; are Burpees hard to do?

Z&O: mm-hmmm (*nods heads no*)

O; no

R; super easy

O; I'm sorry when we are done can we have a football catch?

R; sure

O; because we have a scrimmage tonight and we need to get fired up for it

Z; our last game we won

O; yeah, we were like the only team there, us and the redskins. Someone from the eagles, a Philadelphia eagle, Quinton Mikael, he played for the Denver broncos

Z; and the the Redskins

O; yeah he

Z; he gave me a high five

R: so how do you know what to do when you come in to Rise & Shine in the morning?

Z; sometimes If I see football I just go straight to footballs, I don't even look at the board, I just run

O; sometimes when I see jump roping and hula hooping, most of the time I think there are footballs, but you changed it up today

R: tricked you...

O: I still look at the board, because I want to see what we are doing after the first thing

Z; I'm really sad that we only have 3 days

R; I am so bummed, I can't believe next week is the last week

O; it went by so fast

R; um so what is nice about the board?

O; it tells you what to do

Z: yeah

O: I was going to say since you said we couldn't do animal catchers I was going to say we should play What Time is it Mr. Fox?

R; (laughs) do you ever come in and say, "Pick 2, what's that?"

O; no

R; do you know what all of things up there usually are?

Z; I don't

O; well sometimes I don't but I just think most of the game are awesome

R; is there anything you ever see up there, and think "oh man that is really hard, I don't know how to do that"

O; no

R: does Teacher C have a board like that in her room?

O; yeah it says unpack...

R; oh but does she have a list like this that tells you what you do each day?

Z; she uses a white board but she doesn't have a stand, but not that one, the one that is kind like on the wall,

O; yeah but it has magnets, and it says unpack, have 2 sharpened pencils, go start your morning work

Z: yeah

O; basically stuff to get you ready for homeroom

R: so it tell you what to do during do all day

O; well it doesn't tell us what to do all day, just during homeroom

R; so after homeroom how do you know what you do the rest of the day?

O; well she tells us

Z; yeah

O; like what we are going to do during the day, just like every special

R: do other teachers write on the board what you are doing to do?

O; mm I don't really know

R; like when you are going to art or music

O; I don't really get to go to art

Z; he does math class

O; yeah I do math class

R; um well when you go to music do you wish that Mrs. E would write on the board what you were going to do for the day...or could you really care less?

Z: I would like...I think she should write it

O; she does have a board and she writes what we are learning, like what we are learning about

R; awesome, so what is your favorite poster in Teacher C's room, what is your favorite thing hanging on the wall?

O; I don't know

Z: centers

O; yeah probably centers

R: center?

O yeah

Z; she has this whole book library, and this whole part if you want to learn about writing...and there are these squares and dark circles. Like squares that aren't colored, like white squares, and brown and white, and the back ground is blue

R; hey Mike Trout why didn't you get breakfast today?

Z: if people don't sign up they don't get it

O; I'm confused because I never sign up for it, but I still get it every day

Z; yeah

O; it doesn't make sense

R; was it a Chocolate Chip muffin

O; yeah but my stomach was kind of hurting today so I couldn't really eat it all

R; stomach, ouch

O yeah but it felt better thou

R; where did you get a water bottle from in the middle of homeroom?

O I have my waters

Z; he gets a lot of waters

O I have like 6 right now

R: you have 6 s water bottles?

O: yeah

R; are they all at your desk?

O: I put them on Teacher C's desk, and I really like to hide them in the back so they get cold at night and the janitor can't see them

R; so who can't see them?

O; the janitor can't see them, and I put them in a cold place

R; oh

O; one times when I put it in the back of the room, and the next day when I got them, it felt cold

R; wow so you have a secret spot to get to get it cold?

O: yeah

R: well awesome guys, thanks for having lunch with me, let's go have that football catch

**Researcher: R**

**Teacher C: O**



**May 18th, 2016**

R: Thank you for joining me again, Just a reminder I am going to be calling you by a pseudonym, Teacher C. and a reminder that I have procedures in place to protect your identify. During the interview today, I will be recording the interview today, if at the conclusion you would like a copy of the interview, please don't hesitate to ask

O: ok

R: so my first question to you, so how are you doing, well?

O: I'm here

R: ok anything of note happen today in homeroom, or was it a pretty typical homeroom?

O: pretty typically homeroom

R: ok

O: a lot of active boys

R: oh oh, a lot of active boys...do you think that maybe the first 10-15 minutes there is a lot of movements, between the breakfast, the trash, checking the homework, is there a point where it kind of settles down and they get in the flow of things?

O: no

R: it's always high energy

O: I have to start teaching at 8:50, and I have to be ready to go and I have things to do and I can't do all of those things.... I have to keep going

R: so the activity level of your students is high, it's always up there

O: yeah

R: ok

O: um after lunch I like to give them a break to read, sit around the room, and we have actually got up to 20 minutes of quietly reading to ourselves, um, because I think there is a need for the down time to get settled

R: fair enough

O: and a time to move on. But with fluoride, homework, breakfast all during homeroom there is never that settle-ness

R: um, I saw you put a do list on the board today, do you ever find that students have more success when students have visual to do list up on the board?

O: um, I normally have it up there; I think maybe the last couple times you have come I didn't have it up there. Um, but normally there is something up there that they can refer to, but as you saw with some kids, they had no idea what I was talking about, but I think that particular student has been in la la land the last couple days in general, but the to do list there is always a math packet, there is usually a science packet, and there is a book that they could be reading with worksheets to go along with it. So those things there are always up on the board, and they know that the book box is always an option but they tend to pick that first, over the others....so that's why I erased it

R: ok, um , do you ever try that with other subject areas, like in language arts you teach for 2-3 blocks sometimes...??

O: yes

R: do you ever try to break it down into segments, or is it language arts time?

O: language arts I try to break down to where I teach whole class, and then we go small group with centers, and I will pull a guided reading group, and then I go back to whole group again, and break down to centers, but there always is, when they are done their centers there always is the to do list, as something to do, without disrupting my guided reading group

R: got ya and that is, you have the schedule in your head, so you know when to go back to this, do you ever have a class schedule for the day, like "hey in the afternoon we are doing 20 minutes of reading, and then we are doing math and then we are doing science"?

O: I do that in the beginning of the year, when I go over the schedule. I believe at this point I feel like it is a routine.

R: so you feel like they know the schedule?

O: yes

R: you mentioned before the socialization is very important in school, do you think that there are any other values that you hold as a teacher that you like to reflect on your class?

O: um, I like....you mean... things that I wish I had time to teach?

R: I guess things that you think are important that you try to present yourself, or things that you believe or things...

O: I think a couple years ago we used to have something called classroom meetings, I think Teacher A. is still doing it, it would be where we would have a conversation, and it seems like she is still doing the meeting, when another teacher and I were told we weren't supposed to have the meeting.

R: ok

O: because we have to start at 8:50 and that is why things have to get moving on, um, but I found that when we had the class meeting, and we took time to get to know each other on an individual level, there was more respect, unity, more tolerance, and less behavior issues

R: did you get another saying it was important to start instruction at 8:50?

O: yeah, an email...saying it was pertinent that we start, we must start at 8:50 and utilize our time wisely

R: so that is stressed here from administration that you must start at 8:50 AM?

O: so I have to tell kids to throw away their breakfast, I have to rush to check homework, that is why it is always go go go during homeroom, and there isn't that settled time to collect ourselves and get ready for the day.

R: ok so you had to get rid of the settling down period because you were told?

O: um yes, so some students take up until 9:00 to finish their breakfast, and now I am forcing them to throw out

R: so I saw you utilize a timer this morning?

O: for the particular student yes, according to the 504 that student has a particular problem with getting things done within a timely manner, and is inhibiting her from being successful within the classroom, to the point that yesterday the student was feeling ill because she didn't finish her lunch, so she was feeling ill, so she went to the nurse's office and had to stay in there for half an hour, so it's all about keeping her on track

R: ok that would make sense, does Odell have stimuli, or anything that he goes back to if he doesn't understand a situation or if he is getting confused in a situation that he reverts back to? Almost like a safety net for him?

O: So I find that if [Student C] is not successful in a certain area, especially math, which he thinks he is great in, um if he makes a mistake and it is brought to the whole class'

attention because he volunteered an answer, He reverts to folding his arms, getting upset, responding with: “how am I supposed to know?” um, he has a hard time accepting the fact that he might be wrong. So his comforting is the aggression that is how I read it

R: ok does he try to alleviate it? and in his mind he goes to an aggressive nature?

O: defensive nature

R: ok defensive...I noticed you have copious amount of posters hanging up. I guess this is a byproduct of over time accumulating a great deal of posters, or making posters, with different facts, do you find them to be successful with different students?

O: umm, no, ummm (*laughs*)

R: oh (*laughs*) not the answer I was expecting

O: um I am constantly reminding students especially with writing that there is a paragraph anchor chart that they can refer to, which tells them how it can be developed and it's now May, and we still do not have the format and structure of a paragraph understood even though it was taught and originally in September and referred back to constantly throughout the year, and that is just one example (*laughs*)

R: um ok

O: they don't use it as resources, it is more of a decoration

R: um ok, maybe a decoration for yourself to make the room like nice?

O: well I point it out to them, use this, it's available

R: so do you think if you put something up they wouldn't even notice?

O: yes

R: ok,

O: sometimes I take things down and they don't even notice (*sigh*)

R: I think I just heard a little bit of your heart break

O: it just did, it did

R: I guess over the last 7 weeks that I have been coming to your class (*Teacher C looked stunned*) yeah it's about 6-7 weeks, is there anything that I haven't asked you about, or that you have noticed, or changes in Odell's behavior?

O: well we just went through a cycle last week, where his behavior was very aggressive, where he was throwing things, kicking things, um, contact was sent home, and I didn't get the reaction I was hoping for initially, but it was followed up with an email the second day that was more descriptive with the behaviors, and the response was for me to keep a daily journal of his behavior and to update the parent on a daily basis.

R: was that a weekly thing, or were there specific days that the occurrences were happening?

I think we talked on Thursday and it was a rough day

O: Wednesday was kind of a rough day, Thursday was worse, Friday was the worst of all three days, so it was progressive

R: ok, alright, um. I can't thank you enough for your time, just a reminder that I have procedures in place to keep your identity confidential, and it will only be used for this research project, and if you would like a written transcript of this interview, please don't hesitate to ask

O: ok

**R: Researcher**

**K: Student A (4)**

**C: Cassie**

**Friday May 20th, 2016**

**File: I Phone**

R: So welcome...so sometimes we eat lunch in the secret clubhouse. You can choose any nickname you want, like before Kyle was called Inkling squid, and you can choose if you want to keep that or not, and you can come up with any secret code you want, just like before I think I was captain America

K: you can change it whenever you want?

R: yup, you can change it whatever you want

K: I am still Inkling Squid

R: so we have inkling squid over here, do you have a secret name that you would like?

C: Camiroll

K: sounds like a cow (*laughs*)

R: so Inkling Squid over here has been helping me learn about homeroom and then about Rise & Shine, did you come to Rise & Shine today Camiroll?

C: no

K: no she doesn't go

R: well then can you help me out with the homeroom question then?

K: yeah she can do the homeroom and I can answer the Rise & Shine

R: well everybody can answer anything, if you know one of the games that we played you can answer too, um, so what did you like today about Rise & Shine Inkling Squid?

K: so I liked the clothes pin tag, I always like the clothes pin stuff, I like to try and chase everybody and take their clothes-pin off

R: ok how did you know what to do today when you came into Rise & Shine?

K: because when we played that in kindergarten I remembered the rules that we played in kindergarten, and then I look at the chart, and know what to do

R: do you like having the chart there?

K: mm-hmmm, it makes it easier for me to know what we are playing

R: do you ever look ahead to see what game we are playing later?

K: mm-hmm

R: what is your favorite game to play Camiroll?

C: my favorite game to play, is um, the carnival game

R: ohh

K: I also like the blob tag game. That is also one of my favorites

R: was it easy to keep people from getting your clothes pin or did you get a lot of clothes pins?

K: I got a lot, only somebody took two whole clothes pins at a time, that sounds pretty challenging, I also did that to another person

R: 2 at one time, did you keep your clothes pins on your hood?

K: mm-hmm

R: got ya

K: I like to hide them so people think I don't have any, but after I get them off, I show them where my clothes pins are.

R: Camiroll, what was the morning work today in homework?

C: well we had to study our vocabulary words, and we also were reading Helen Keller.

R: wow. Did you study today Inkling Squid?

K: (nods yes)

R: got ya, um what happened to your coloring box?

K: what?

R: did your coloring box get knocked over today?

K: yeah jack wasn't paying attention and he had his coloring box, and just wacked mine off,

R: he just wacked it off?

K: yeah he just wacked it off, he wasn't paying attention to what he was doing

R: so it was an accident

K: and then he said he didn't do it when I watched him, I told him I watched you, and he still said I didn't do it

R: speaking of watching, when we were playing bridge tag today, did you get tagged?

K: mmm, yeah like 3 times

R: now one time you got tagged, and it looked like you weren't going to go down, and then you did, what happened?

K: I didn't feel them tag me

R: oh you didn't feel them

K: and sometimes if they are near me I go down into a bridge to fake them

R: so you act like you got tagged, so you don't get tagged

K: mm-hmm

R: do you have any secret strategies when you play softball? (*Looking at Camiroll*)

C: umm, yes whenever I play softball, I usually, I try to make the other play that is trying to tag me out, I tell her, I tell her that the ball went over there, and then I run to the next base

R: oh you are sneaky Camiroll

K: sometimes I do that in soccer, when people are trying to get the ball with their cleats, I just steal the ball , you have to watch the ball, and somebody wasn't watching the ball, so I take it away because they are not looking at the ball, and then, and then they weren't looking at the ball, and I'm like the ball is over near your goal.

C: one time I played against his team (*motions towards Kyle*)

R: mm-hmm

C: and I couldn't get it in the goal but I was close one time, and then somebody on my team, and then kicked it in

R: did you have a mask today in homeroom? (*looking at Kyle*) where did you get a mask from?

K: made i t

R: ohhh, do you like making masks?

K: uh-huh I figure out because I made Nicki one, and then I started making the mask

R: do you ever make anything Camiroll?

C: yeah

R: what do you make?

C: I once time I made a hamster ball,

R: wow

C: Brian said here, try to make a hamster ball and made it, and he was so surprised because he didn't think that I could make it

R: wow, that's impressive that you made it

K: I made, I made something for soccer once, but I messed up on it

R: does Teacher A. like it when you make masks?

K: mmmm.....she.....she doesn't .....



C: she doesn't see him making masks

R: oh, does she mind if you wear them in class?

K: no

C: I've never made one in class

R: ok

K: she only minds if you are fooling around with it,

R: oh

K: and that is pretty much wearing it

R: got ya, so she only minds if you are fooling around with, and fooling around with it, is wearing it?

K: yeah

R: got ya, was the test easy? Was the language arts test or quiz easy today?

C: yeah

K: I would say I only missed one and I didn't do it

C: I got a 100 on it

K: so I got a 100

R: that's good that awesome

C: I got a 100 too, because I read the question closely, and um I got the answers all correct and then I got the 100, (*Kyle starts to play with alphabet cookies, dumping them out on the tables and playing with them*) because when the teacher, whenever I get something wrong, they say come over and fix this, and sometimes if you didn't get it right, it would actually make it...so the thing that you got wrong you are right.

K: let me see if I can make a word

C: and when they call you over, they have to get the one that you didn't answer yet

R: well that makes sense

K: let's see if I can spell Capt. America

R: oh you are spelling out letters huh

K: ....G....now you can't make anything with the X's (eats the cookie with the letter X on it)

R: Inkling Squid are you ok today? With the cone, when we were doing our corners game, when we were running around to the different corners, do you like standing on the cones?

K: yeah, (*completely distracted, needed to pay attention to letter cookies*) do I have an R, no, the M and the W are useless, I was going to spell Mr. W.

R: (*laughs*) that Mr. W. guy,

K: oh wait I have an R I just put it down there

C: his name is captain America

R: yes thank you Camiroll, ok, so what is your favorite game that we played in Phys Ed class Camiroll?

C: well the thing that I liked to play is that, I like to play..... I would say all of the stuff that we played....

R: ok

C: cause I like it

R: hey does Teacher A. ever put the schedule up for the day, to tell you what you are doing for the day? (*Kyle is focused on letters and can't pay attention to anything else*)

C: no

R: no, so how do you know what you are doing for the rest of the day?

K: she tells us

R: do you ever wish it was written up on the board?

C: nay, I'm kind of comfortable

K: I wish it was

R: you wish it was?

K: I wish it was on the board

C: I'm kind of comfortable with it, because I remember almost everything that happened yesterday, like every day I remember what happened, and if I ever, and if I .....ever did,

so I remember what I did first thing in the morning, I packed, and then I get out my binder, and then I open up to May, and then I check off the thing, and then I do it

R: so what if there is an assembly in the afternoon, does she ever tell you if there is something different?

K: nay

C: yeah, well sometimes, kind of in the middle

R: well that makes sense

K: I wish I was in this class,

R: why do you wish you were in this class?

K: I just like this class, with the balls over there

R: do you wish that you could sit on stability balls in your class?

K: yeah

C: me too

R: why do you wish you could sit on stability balls?

K: they look comfortable

R: do you ever wish that when you were in the middle of math or language arts that you could just get up and move around?

K: yeah

C: I usually sometimes, push my chair in and stand up, and then do my work while I stand up

R: does Teacher A. mind when you do that?

C: yeah, she minds

K: she doesn't really mind, some people if they are tired of sitting, if they are tired of sitting, they can stand up, and push their chair in, and do that

R: do you, like sometimes I get a tennis ball out, and I squeeze a tennis ball, when I find myself getting frustrated, does Teacher A. ever give you something like that?

C: no

R: ok

K: hey Mr. W.,

R: yeah buddy I am Capt. America

K: I mean Capt. America, I didn't mean to do that, well I have a this ball thing that you push back and forth

R: mmhmm

K: and also I told my mom that this is the Lego stuff that I can just squeeze and it pushed my veins

R: wow

K: you can't actually feel it

R: you feel stronger after you do it

K: and I asked my mom if we can order more, both of them

R: so I look around and this room has a lot of different posters and everything, are there any cool posters in your room?

C: yeah, math

K: I like the snake thing over there (*finds a snake math poster in the corner of the room*)

R: got ya

C: the only thing that creeps me out in the room is the blue guy (*pointing to the monster stuffed animal in the corner*)

R: oh the monster guy

C: yeah because one day my mom told me a story when she was a little bit older than my younger brother, he had this monster like that, and he always threw it in the basement, because he didn't like so much,

R: wow

C: and actually I went to Disney and I saw this weird old elf, he was very fuzzy

R: wow, you have a lot going on

K: I do not like Elmo

R: do you like snakes?

K: yes I like squids even more

R: squids and snakes?

C: I like snakes and rabbits

R: got ya, did everyone eat breakfast today?

K: everyone eats breakfast

R: did you eat at school or at home?

K: at home

R: what did you eat for breakfast at home?

C: I ate cocoa puffs!!

K: me too

R: really? Oh

C: I like the guy on the box because he says that I am Coo Coo for Cocoa Puffs!

R: (laughs) do they wake you up when you eat Cocoa Puffs?

K: yeah, it always does

R: that's good because you don't want to be tired

K: it wakes me up even more when I drink hot milk with it

R: hot milk with it

C: I only drink cold milk with it

**Researcher: R**

**Teacher A: N**

**May 20th, 2016**

R: Thank you for joining me again. Just a reminder I am going to be calling you by a pseudonym, to protect your identity. I have procedures in place to protect your identify. During the interview today I will be recording the interview today, if at the conclusion

you would like a copy of the interview, please don't hesitate to ask. Do you have any questions at this time?

N: no

R: Perfect so our student Kyle came to your class today?

N: yes

R: how did Kyle do in homeroom today?

N: he seemed to be a little more active than normal, But it all depends on Kyle's mood, actually lately Kyle has been a bit off

R: ok

N: I was wondering if something was happening at home

R: ok

N: or if this was going to be his cycle in that he is going to start to act up. He was doing good for a period of time, and now he is starting to act up

R: is this within the past week? Last week?

N: yeah

R: so within the last week

N: I'm going to chalk it up to know that there is only 17 days left of school or whatever and I think that he is starting to get a little excited about it

R: antsy to get out

N: yeah (*laughs*)

R: um, so we know that Kyle left your homeroom a little early today?

N: yeah, am I allowed to say where?

R: yeah

N: he was called to the principal's office, him and another student have been a having a little conflict

R: ok

N: and the principal wanted to talk to both of them at the same time

R: has that happened before?

N: yes they have been bickering back and forth a lot to the point that I was getting concerned that the other student was getting out of hand and was going to become a bullying situation

R: ok

N: I think the other student is not very tolerable of Kyle's .....behaviors

R: quirks?

N: that's probably a perfect word for it. And I think that he is starting to nitpick and push Kyle's buttons and I think that Kyle is getting very upset

R: ok so today Kyle's crayon box went all over the place, does this happen a lot or is this accidental?

N: I do think that it was accidental, um he is very quick to blame someone else, when something like that happens, and I didn't, it did look like from my perspective where I was standing it didn't look like the other student did anything on purpose, it looked completely accidental, but unfortunately sometimes Kyle thinks everything is done on purpose , to him

R: yeah

N: (*laughs*)

R: so today, was coloring part of the assignment? because it's Friday

N: yes

R: ok so....

N: well no it wasn't a coloring assignment, Kyle took it upon himself to make it a coloring assignment and continued to even after I gave directions, even after you left.

R: so he didn't bother to read, he just went ahead and started to color?

N: yes

R: even I assumed that, and at one point you verbalized that they were supposed to get a book out when they were done with their morning work?

N: yes

R; and at that point Kyle started to make masks?

N: yes he continued to make masks and he..see I try to be careful with what buttons I push with him too, I usually, as long as he is sitting quietly, and not bothering anyone else , because he is a little different

R: yeah

N: and he has different circumstances, but today after they were done with all of their morning work and we were getting into language arts I wanted everyone to take out their language arts book and study because they had a test coming up, but he still didn't take a book out to study. And we had to talk about look at everyone else's desk and see what they have on their desk, and you need to have the same thing out , he doesn't always following directions

R: so yeah if Student A is not bothering anyone, you kind of don't mind if he is off topic a little bit

N: yes, because it keeps him calm, I try to not trigger any of his meltdowns

R: yeah that could lead to being more disruptive for the entire classroom

N: yes, yes

R: that makes sense

N: I try to be a little flexible with the things that he is doing

R: does he procrastinate a lot when it comes to studying for things like tests and quizzes

N: yes because he is very smart, he probably already knows it all (*chuckles*) and he doesn't need to read it again, and he is probably right. The academics he picks up on very quickly, he is very smart

R: are there any other areas that he excels in, and it is almost like he is bored with the content?

N: yes mm-hmm

R: is there anything you are teaching and you think he already has a hang of it, that is boredom leads to.

N: umm, a small portion of it maybe, but he doesn't complete the work as quickly as someone who does not have ADHD where they can focus and get it done, where he can get it done and it is usually right, it might just take him a little longer, because he is like what am I going to play with next, in the middle of getting it done



R: does he like have a limit? Where he will get one or two questions done and then he needs some type of other stimuli?

N: yeah (*halfhearted*)

R: or something that you have noticed?

N: he, he only, he does have a short attention span, but He does have plenty of things in his desk to fidget with. We just gave him something new, because he was carrying this ginormous snake, yes, ginormous snake, and we were concerned with him next year going into third grade switching classes. I brought it up at the meeting, how is he going to carry this snake and all of his books, so we have these little, there are called bonks, they are these little fidget toys and they have a little marble on the inside, tactic...

R: self-stim?

N: yes and we are trying to convert him over to that, and he was also given um swooshing Lego. So he does have some things in his desk that he can fidget with, and he will when he takes a break and then he will go back to his work.

R: Will he do that unprompted?

N: yes

R: and then he will go back to ...

N: yes yes

R: well that's good

N: yeah, I mean once in a while he has to be redirected but no more than any other 8 year old

R: you don't have to say any names, but does anyone else in class have an self-stim?

N: yes, there are a few

R: um, so the students come in they have homeroom procedures laid out, they know it. Do you have anything up in the room that tells them what they are doing throughout the day?

N: no, they pretty much, I did in the beginning of the year, but at this point. I used to put it up on the smart board, but by this point of the year they pretty much all know what they're supposed to be doing. Well they are supposed to know, but at this point some of them have spring fever (*laughs*) and they are forgetting

R: if something was happening as far as an assembly, you would let them know a head of time?

N: I do

R: you would say ‘hey 1:30 we are having an assembly’?”

N: I do because some students, like Kyle, like to know what is going on, and they like routine, and I give them a heads up. And if I know a day or two ahead of time, I will let them know, I will tell them as well, just so they are not like “what?, we are going where? Why are we doing this?” (*laughs*)

R: so the more heads up, the better it is

N: yes, I like to give them an opportunity to be like ok we are going...

R: and you are still doing the morning meetings?

N: yes

R: and you are finding it is still working out pretty well?

N: yes it really does, it gives them a chance to calm them down, they don’t talk as much during the day, because they get everything out, that they want to share

R: another teacher recently mentioned an email saying that things should be started promptly at 8:50 AM, does that interfere with your morning meeting?

N: well I incorporate that into , I only take like 5-10 minutes and we are starting, and there is education involved in, and we are learning listening skills and that students had to be respectful, and listen to others, one another, and we also talk about whether there is a holiday coming up, something always gets turned into a lesson. The other day we started talking about map skills, because ended up talking about how one person went over a bridge and then we talked about going over the Delaware River. So there is learning incorporated into it, it just might not be from a book.

R: um, this is my final question so I have really enjoyed your homeroom, I have liked your interactions with students, um don’t take this the wrong way, but you are not as ridged as some teachers are. You have a good give and play, and a good rapport with your students

N: I have learned to pick my battles

R: well that is part of the answer to my question, what kind of values do you have as a teacher? Like learn to pick your battles...

N: I have learned to pick my battles, like I said earlier with Kyle, as long as he is not bothering anyone else and he is calm and everyone else is calm, I'm good with that. That, because then morning learning will happen if everyone is calm and listening. Um I have learned that in the past few years, when I first started I was very you have to sit down and you have to do, and then as the years have gone on, like last year I had a student that never liked to sit down , and in years past you have to sit down you can't be out of your seat, and then I started to think, but wait I stand up and eat dinner, and I don't always sit down, I don't like to sit down all the time, and he doesn't either, he is just a small version of me. And I told him as long as he pushed in his chair, and as long as he is not bothering anyone else, and not kicking their feet, if you want to stand up and be alert, have at it, and I move the room around accordingly. If someone needs to stand up or move around or thinks they need more room, I guess I have just become more flexible as I have gotten older, or taught for longer (*laughs*)

R: and

N: accommodate more students, because they don't all learn the same way, and they don't all want to sit down, and all

R: and then that socialization period, the morning meetings, would you almost describe it as a settling down period?

N: yes ye s

R: to calm down, and would that be another one of your values?

N: yes

R: so settling down, a social period, to get into the flow of things

N: yes because I find that otherwise they are chatting all day long, so if you let them get it out of their system early, then they tend to not get off topic if they are in a small group. If they have already talked about it from the night before, so it's been working out so far, so I think I am going to try it again next year if I am allowed

R: do you ever try anything after recess? To settle them back down?

N: after recess, we kind of have to because they all have to go to the bathroom and we are not allowed to go as a group anymore, so they sit down and they take out a book to read for few minutes, because I don't want to start anything new when I have 4 kids out of the room going to the bathroom, so we try to quickly do bathroom breaks, they read a book, they have the lights off, they are calm , and then when everyone is back we start the writing lesson

R: why are you not allowed to have everyone go to the bathroom at the same time?

N: we were told that it wasted educational time, even though , I shouldn't say we all, the group of us second grade teachers, we actually had flashcards hanging outside of the bathroom, I don't know if you noticed them last year

R: mm-hmm

N: we would practice math facts, we would practice sight words, we would make the kids bring a book to read, you know because some kids take longer to go to the bathroom then other, but we were told that it was not of educational value

R: it seems like you have a lot of mandates as far as wasted time

N: yes

R: or instructional time

N: yes

R: any thoughts on....

N: I do actually, what some people see as wasted time, is really not when you are talking about small children. Unfortunately a lot of administrators think that this should be run as a business or a middle school, but these are little kids, they are little, I by no means, expect them to be taught like babies, but sending them to the bathroom on their own, they get in trouble more, we have had several incidents with children in the bathroom, because they are not ready to do it on their own, they need a grown up there to be like "I better not do that, she is standing outside of the door" you know? And we tried to make sure we weren't wasting time, we always tried to give them something to do when we went to the bathroom, you know, I just feel like they are forgetting their age, and they need hands on activities to do, it can't be all paper and pencil and iPads and lap tops, they have to be able to be creative , and we aren't allowed to do that anymore, we aren't allowed to be creative.

R: I don't think we could end any better than on that note, just a reminder that I am keeping your identify protected, and if you would like a transcript from today's interview I will be happy to provide one.

N: yes

**R: Researcher**

**N: Student B (4)**

**O: Olivia**

**Date: May 23rd, 2016**

R: Alright what do you have for lunch today?

O: I have a peanut butter and jelly (*showing her sandwich*)

R: guess what I have?

N; peanut butter and jelly!!!!!!!!!!!!!!!!!!!! (*Screams*)

R: very good, and I have carrot salad and strawberry milk, oh and I need a fork, anyone else need a fork?

N: no, I'm really upset that they really don't have that ketchup dispenser out again

R: so welcome to the secret clubhouse (*Olivia looks confused*) yes whenever we have lunch together we have it in the secret clubhouse. In the clubhouse you can be called whatever you want, so you have to pick a secret codename, so my code name is captain America.

N: mine is Mr. W (*mimics researcher*)

R: ok this is Mr. W over here

N: that is going to be who I am today

R: mm-hmmm, who would you like to be?

O: Mia Hamm

R: Mia Hamm alright, do you know who Mia Hamm is Mr. W?

N: no

R: she is.

N: (*Nicky interrupts*) so Captain America did you come to Rise & Shine today? (*Mimicking researcher*)

R: I did come to Rise and Shine today

N: what was your favorite activity? (*Mimicking researcher*)

R: um, my favorite activity was cross gym sprints, that was my favorite part

N: umm, did you see anyone heating?

R: I did actually

N: who was it?

R: well we had one student today that I had to tell them that they were running (*referring to Nicky*) during swim Sammy swim

N: and then I had to talk to a student

R: you had to talk to a student? What did you have to talk to s student about?

N: they were caught cheating (*Nicky is violently shaking his juice can back and forth. Almost as is someone drank several espressos, banging it on the tray*) cause they, they got, tagged, they got tagged by a shark and a crab, but they kept on going and went back, and went back to the other side

R: wow these crazy sharks and tunas, well good job Mr. W, Mia Hamm is that grape jelly?

O: yes it is

R: do you put anything on your chicken patty? (*referring to Nicky's sandwich*)

N: no I'll go get ketchup (*runs out of the gym*)

O: wait don't you need your chicken patty for it?

(*Nicky is out the door mumbling to himself*)

R: so Mia Hamm did you have a soccer game this weekend?

O: yeah the last game was Saturday, but then I played 3 more games on Sunday

R: how was it your last game on Saturday but then you played three more games?

(*after 15 seconds Nicky comes barging back into the room*)

N: secret ketchup, secret ketchup, secret ketchup (he placed a packet of ketchup in the door handle)

R: oh that's going to get all over their hand

O: because we have a lot of girls on the teams and I am on both

R: oh got ya

N: so Captain America what did you do in homeroom today?

R: well what Mr. W. is saying is that we are learning about Rise & Shine and homeroom, that's what I have been learning about the past couple weeks, so for homeroom today in Teacher B.'s class,. So first off I put things in my locker, and then I signed in on class dojo, and then I took my chair down and I wrote down my morning agenda work, sound about right? Mia Hamm?

O: sounds like stuff that we did

R: oh ok, and then

N: (*interrupts again*) Captain America is one of my students of course

R: so then I did my morning work, and then I um, mm, and then when I was done I took my book and started to read

O: that sounds exactly what I did

R: so what did you do Mia Hamm?

O: all of that stuff

R: oh, so what did you do Mr. W.?

N: um I sat at Jared's desk and wrote down paperwork (*pretty close to what researcher did during Homeroom weeks prior*)

R: oh

N: oh and I graded Mia Hamm's and Captain America's tests

R: oh

N: and of course you got an F (*laughs and points at the researcher*) and you got a 100 (points to Olivia)

R: Mia Hamm did you get to do the announcements today?

O: mm-hmmm

R: what was that like?

O: the same

R: the..

O: Captain America (*interrupting*) did you go to the morning announcements?

R: no I didn't get to, I realized that I forgot something in the gym, and had to run down and get it, I forgot my other sheet of paper. Mrs. B. needed a piece of paper so I ran down to get it for her, for the water permission slips

N: what did you learn during gym today?

R: let's see, I learned that if you run all the way around the bases it's called a run, that's a point in softball. That the person who throws the ball to the hitter is called the pitcher, and that the team in the field tries to get three outs.

N: you know that you just gave us the answer to one of the questions

R: did you already take the quiz Mr. W.?

N: of course I got that question wrong because you did not just say that answer that I put

O: well I got at least one right,

R: you got question one right?

N: the answer that I put for question number three, let see, I put, I put, I put strike

R: so um, when you go to Teacher B.'s room how do you know what to do for the day?

O: it's on the sheet

R: and you have your class schedule written up on the chalkboard?

O: yeah

R: so when you have an assembly it is going to be written up on the board?

O: oh yeah it is, it's during gym

N: Captain America, umm, what do you think the assembly is going to be like tomorrow?

R: I think it is going to be the spring musical

O: yeah

N: correct

R: correct, was today a good breakfast or a bad breakfast today?

N: mmm....so.....Captain America, what was your favorite u m activity?

R: I saw cross gym sprints and swim Sammy swim, what about your morning work?



N: my favorite was traffic, but I did catch a couple people by cheating, when it was red light

R: oh,

O: during the red light

R: mm would you ever do that Mia Hamm, run a red light?

O: no

R: well then

N: Mia Hamm, I have never seen you, since I am the director of Rise & Shine, I have never seen you come to Rise & Shine,

R: as a student from Rise & Shine I have never seen you either, so director of Rise & Shine, how do you feel that the program has gone over the last 8 weeks?

N: um, I feel that it has gone good, and that I really do not like talking to people who are cheating, and I will seek them out, and they, let's say, the see me at the beach on the weekend like Friday or Monday, or Saturday or Sunday, that I am going to have to talk to them about cheating at Rise & Shine, but I will because I don't have enough time to talk to them, I have to talk to them

R: do you ever talk to the students after they leave the class? After they leave Rise & Shine, to tell them that they weren't following directions, because I do that

N: no you don't Capt. America because I am the director of gym, and Rise & Shine, and you are only a student,

R: well I heard that Mr. W. talks to students when they come down to health or PE class later on in the day?

N: yes I have done that

R: so as the director of Rise & Shine do you think that program, should it come back next year?

N: yes

R: why?

N: because it gives kids more activity, and efficiency and activity, and I think, I think that we should bring back the trophy ceremony from that one year, including this year, including this year, because I never got a trophy even though Zoe did

R: sadly the person that gave them money to buy the trophies is no longer here

O: who was it?

R: it was a teacher that retired, she is no longer here, they are no longer here

O: yeah last year a lot of people retired

R: yup, so alright we should bring it back Mr. W.?

N: yes

R: it really does help kids?

N: it really gets kids excited, and they want to come to Rise & Shine, and it makes them have more energy, so it would, that we would have a better turn out to have more people come, so we would have a better chance to have people come, and they could realize what Rise & Shine is all about

R: couldn't kids just play soccer before school? I bet you Mia Hamm plays soccer before school, why can't they just do that instead of coming to Rise & Shine?

*(Nicky starts opening up ketchup packets and puts them on his chicken patty)*

N: well, they can but they should also get the extra energy from Rise & Shine before they go to class, because if they were to play soccer before school, by the time they got to homeroom after playing soccer they would probably be tired again, and they wouldn't have any energy any more, and it would be wasted and all, so they should also come to Rise & Shine *(Nicky starts opening up more ketchup packets and puts them on his chicken patty)*

O: well they wouldn't have to play a whole soccer game, they could just dribble around

R: that is a good point, so I was going to say, do you think that Mia Hamm's tired every day because she doesn't come to Rise & Shine?

N: I think that Mia Hamm, is always pooped out, and um *(opens another ketchup packet and places it on his chicken patty)*, and just walks slowly, and say ohhhhh *(mimics, a very tired person)*

R: so do you think that, Mr. W., that the students, that come to Rise & Shine, that next week they are going to be more tired, and not be able to wake up and go to class?

N: yup *(opens another ketchup packet and places it on his chicken patty)*

R: do you think that you put too much ketchup on your chicken patty? (at *this point 6 ketchup packets are on the patty*)

N: I think I did too (*Nicky jumps up in search of napkins*)

O: do you think the soccer tires them up, or out?

Researcher hands Nicky some tissues

R: does it tire them up or out?

N: yes it would just like the boys outside play soccer (takes tissues and starts wiping ketchup off of the patty) and they never pass the ball to Nicky, and then they, they are never a good sport to Nicky, and Jacob, and when he gets the ball he just hogs it, until he kicks it towards the goal

R: mmh-hmm

N: and thinks that he is the best person in the world at soccer

R: Mia Hamm, if you were to be paying soccer at recess do you think that girls can just push people down?

O: (*nods head no*)

R: no, do you think you would get in trouble if you just pushed somebody down?

O: yes if there was a ref?

R: if there was a ref, what about at recess, do you think the lunch aides would make you sit out?

O: yea..

N: (interrupting) I have seen Alyssa , I have seen Alyssa , push and hit Nicky to the crowd, and Nicky told the aide, but Alyssa told the aide that she didn't do it, making Nicky get in trouble for something he didn't do

R: this Nicky sounds like an interesting student, so Mr. W. has been coming to your homeroom for 8 weeks now do you think he has learned everything about homeroom?

O: no

R: what else does Mr. W. need to know about homeroom?

O: he doesn't know what we were doing for morning work

R: can't he just look at the paper?

N: next year I'm going to spend time in the class for the entire day

R: wouldn't Mr. W. get fired by the principal?

O: yeah doesn't he have classes

N: well if he doesn't, I mean if I didn't have any classes than I would go to Teacher B. homeroom, um, for that time period,

R: wouldn't Teacher B. start to not like Mr. W. as much for hanging around so much?

*(Olivia laughs, students took the comment as the researcher had a crush on Teacher B.)*

R: yeah, ok

N: why don't you answer that, Capt. America?

R: (researcher laughs) Teacher B. would say get out of my room Mr. W.!

N: but I wouldn't do that

R: so Mr. W. do you know everything about Rise & Shine?

N: I think I have it covered, I think I should add a new activity to Rise & Shine

R: what new activity?

N: I think I should add Ice Tag , when you get tagged you turn to ice, and someone has to high five you 3 times, um, 3 times before you are unfrozen

O: but shouldn't you figure out how to get more people there?

R: so what can Mr. W. do to get more people to come to Rise & Shine?

N: um, fire her from soccer

*(Olivia nods no)*

N: she is not, not, coming to Rise & Shine because she is going to tell Teacher B., and I will give her a detention for the rest of life

R: ok well hurry up and eat man, your class is going outside for recess, and I don't want you to miss recess

**R: Researcher**

**O; Student C**

**Z: Zack**

**May 25th, 2016**

**Tape # iPhone**

Researcher (R): So how is you going guys? Is it going well?

Odell (O): mm-hmm

R: Is Mr. Mike still putting the soccer nets outside, isn't that nice?

O: they are already up

Z: are they new?

R: yes sir

O: I don't really like soccer

R: oh well at least some people can play soccer

Z: I used to play

O: yeah Mike Trout just wanted to play football with me for one more year, because we are best friends, and he didn't want to play without me, so he signed up for football this year. He might trick them to say he is 8 years old

R: oh

Z: well I am still 8, I am just turning 9

O: no for fall

R: when do you turn 9?

Z: June

O: no for the fall, the day that TMTN movie comes out

R: are you pumped up for it?

O: yeah I am probably going to go on the first day but it will be crowded

R: are you going to the musical tonight?

O & Z: yeah

R: well do you want to know some secret information?

Z: yeah

O: I think I already know it, you are in the musical

R: how did you know that?

O: My dad told me, I have to go to the musical tonight

R: how do you get all of this secret information Odell Beckham Jr?

O: my dad me that you had a part and you were in the 8th scene, that's how I know that, that's all I know

R: so what do you think now that Rise & Shine is done, you both came to Rise & Shine today of course?

O: boooo

R: I know man, so how was it, you came for 8 weeks.

Z: we did a couple of things that we did last year

R: oh what games did we not do that we did last year?

Z: well we did do, what is it called when they have the..

O: blob tag

Z: yeah blob tag

R: we did that this year though?

Z: yeah

O: we didn't do it last year

R: oh so we did some new games this year

O: I mean we did animal catchers, what time is it Mr. Fox? Swim Sammy swim

Z: we didn't play animal catchers

R: so what was your favorite game that we played? Out of all of Rise & Shine?

O: so go back, jump squat, all of it

R: all of it was your favorite game? Can you think of any that was your favorite game?

O: yeah all of it , I can't think of any that I love

R: what about you Mike Trout?

Z: my..

O: (*interrupting*) my favorite main activity was go back and hit

R: because you are just...why?

O: I just like it because it was fun

R: do you like any activity that involves running?

O: what?

R: any activity that involves running

O: probably most of all of them

R: do you ever try to think of ways that you can put running into most of your days?

O: uh yeah, we do some high knees, my mom does this cross fit thing, and I got to play for her for two games

R: for kickball?

O: uh-huh

R: nice

O: so I got to play for her

R: nice buddy

Z: was it good?

O: uh-huh, it was the best trade ever probably, seriously it was one of the best trades

R: so...

O: I got the first high pop up of the game

Z: and you caught it?

O: uh-huh, for an out

Z: I used to catch high pops

O: one time for this first out, I wasn't ready and it hit me...in the face

R: ouch

O: I was fine though, it didn't hurt that bad

R: do you think we should add more running into the school day somewhere?

Z: a lot of kids would be tired

O: yeah

R: what about, you said like Thursday you don't go to Rise & Shine and you don't have Phys Ed, don't you wish you could run during those Thursdays?

O: yeah, that is the only day that we don't get to come to the gym,, I mean we kind of get to come to the gym because we did it during lunch

R: yeah that's right, but next week there is not Rise & Shine so I won't see you guys

O: boo, so you won't see us Wednesday, Thursday, or Friday

R: I know

O: wait you will see us Wednesday, homeroom!

R: Rise & Shine is done man, this is our last time together, you knew that I came every Wednesday huh?

O: yeah but you come to homeroom with us?

R: yeah I was trying to see, I was trying to learn all about homeroom, I was trying to learn all about Rise & Shine, so is there anything I haven't learned yet?

Z: no

O: yeah

R: what?

O: library, art, computers...

R: (*laughs*) I was trying to learn about Homeroom though, and Rise & Shine that is why I came the last 8 weeks

O: are we going to have another session? Like a quick session?

R: of Rise & Shine?

O: yeah



R: no I think we are done for the year

O: last year I think we had 3 sessions

R: was that your kindergarten year that we had 3 sessions?

O: I think it was our kindergarten and first grade year

R: I though last year we did two 8 week sessions, and the year before that we did an 8 week session and then we did 2 four week sessions

O: mmm no I think we did all 8 weeks, last year we didn't do skill of week for all 8 weeks, we just did 7, what did we have last year and the year before ?

R: well you guys tell me, and this has been part of the reason that we have been eating lunch together, do you think that we should have Rise & Shine again next year?

Z: mm-hmm

O: we should have it every year

R: ok

O: and I don't have to go to NMS, because I really like you, and we probably won't get to do Rise & Shine at NMS.

R: well we will see, so why, you said it was fun, were there any other reasons?

O: it really was fun

R: so it's fun, anything else

Z: we learn stuff, kind of

R: ok you learn stuff, ok that makes sense man, anything else I should do different?

O&Z: ummmm (*both in thought*)

R: did you like that we had the schedule this year?

Z: yeah

O: yeah because it gave you a heads up

R: is there anything else I should add

O: you should add, another activity , because it was, it would like get us ready for school

R: so Rise & Shine gets your ready for school?

O: uh-huh

R: got ya,

O: it gets me all tired out and ready for school, so that I don't have all of my energy

R: what do you do on days when you don't come to Rise & Shine, do you have too much energy?

O: uh-huh, I have a lot of energy

R: does it ever get you in trouble?

O: mm-mm (*no*)

R: so any activities that I should add?

O: you could add, umm, for the warm up, um, you could, um, do like Frisbee, jump rope and football throw

Z: but we do do jump rope

O: yeah but you could add football throw, and jump rope with the football throw

Z: yeah

O: but we could take the hula hoop away and add...yeah

R: do you think you would like it if Teacher C. like took you out, during the day, and jumped rope for a couple minutes?

O: mm-hmmmm

Z: I don't think that we could because we don't really have that big of a class,

O: maybe if she took us out

R: yeah so what if you went outside?

O: um, well I asked Mrs. O. on Friday

R: uh-huh

O: because we have this free time period, and she said if we earned all of our letters .

Z: yea

O: to go outside

Z: so if we are good we will get to go outside

R: are letters kind of like a ticket?

Z&O: Mmm-hmm

Z: yeah but you can go outside

R: got ya

O: but for the whole class , it's like a class ticket

Z: the whole class, if we get a ticket the whole class doesn't get a ticket, red, yellow, orange, then you wouldn't get a ticket, if you are on purple green, yellow,

O: green purple, blueish, light blue, if you get purple that's outstanding, then you would get no homework

R: wow, does it happen a lot?

O: no

Z: no

R: do you think there is anything I haven't learned about homeroom yet or do you think we have it all covered?

Z: I think we have it all covered

O: sometimes we do fun, sometimes we do fun morning work

Z: like on coloring days

R: today you showed me it today, you had the paper with what you eat for breakfast right?

O: yeah

R: ok

O: I told Capt. America that he would like the passage

R: absolutely

O: I eat toast and fruit for breakfast

Z: I ate watermelon

O: I ate chocolate chip waffles

R: chocolate chip waffles? Wow

Z: I had watermelon

O: but they are made out of chocolate chip, and there some chocolate chip in the waffles, they are good

Z: I had watermelon, a burrito from Wawa

R: a burrito from Wawa? (*chuckles*)

O: I like watermelon, it's good

Z: I like Dunkin Donuts

O: watermelon might be my favorite food in the whole world

R: I have strawberries today that's my snack

Z: I like strawberries

O: I don't really like strawberries

Z: I like chocolate covered strawberries

O: but they aren't good for you

R: good point, good point

O: they are all covered in seeds

R: alright so you have coming to Rise & Shine all year, is there anything I have missed from Rise & Shine anything I have missed from homeroom? so we are good to go?

Z: yup

R: ok so we are ready for Rise & Shine next year, hey you guys are cool right? I know you had a rough time during warm up?

Z: yeah

O: yeah

R: that's cool, how you guys are such good friends that even if you have a disagreement you can still figure it out

Z: well if there are 3 people then somebody is always in the middle, yeah like one day you can do something, and then the next day I can

O: yeah like this, Mike Trout and Dom talk too much and they trouble, and Mike Trout goes to the rocking chair most of the time, well today Dom went to the rocking chair, and I would rather go to the rocking chair instead of at my desk. I kind of have been switching desks for the rest of the year

R; why do you want to switch seats for the year?

O: I actually did , I sit right next to my desk, my ordinarily desk

R: why do you want to go to the seat right next to you?

O: I don't know, that's where my chair was yesterday so I sat there

R: alright, whatever

## Appendix G

### Student Observations

#### Student A Observations

##### Observation 1

During Rise and Shine, he tattle 3 times, and hid behind the door divider

Leaves the gym, and starts to run/walk down the hallway. Run/walk is a little bit faster than speed walking, and then breaks into a jog every now and then swerving in and out of students. His arms stand down his side which makes it walkish, but his legs are moving way to fast. He goes immediately to his locker, where he quickly puts items in the locker, goes into the classroom, goes to his desk, and then to the lunch order area, he orders lunch, and then hangs around in the area to help his friends order lunch. After 3-4 minutes of hanging out in the lunch area he goes to his seat. He talks his teacher once he gets there, about an event that happen the previous evening. He sits in his chair, and starts humming, and then yells something to a student across the room. Somehow the papers on his desk go on the floor and goes down to pick them up. After gathering them, he sits in his desk and chews on a green eraser. He does this for a minute, picks his nose, and goes back to the eraser. He is just staring at something on the wall, or almost in a trance. He starts hitting himself with the eraser, and then starts writing on a piece of paper. Announcements begin. He talks/interacts with other students during the announcements. He sits down the floor. Announcements end. He starts to chew on the eraser again. A few students at his table are discussing something and he joins in. Next he pulls his shirt over his head, and yells "I'm Chinese". He tries to encourage other students to do the same. The teacher scolds him, and he returns to his seat. While in his seat he is fidgeting, playing with different things on his desk, and starts to sing during a point or two.

##### Observation 2

During Rise and Shine he tattles on more students, and at the end of the program he is getting talked to by another teacher. Walks away very upset.

Upon leaving Rise and Shine, he starts to run down the hallway. He goes immediately to the classroom, throw his book bag and coat down at his desk, and order lunch. Sitting back at his desk he makes an odd noise, and then picks up his items, run out the room and put them in his locker. Runs back into the room. Gets items out from his desk, including a folder, and box or markers/pencils, etc... He starts to eat his breakfast, interacts with the students sitting at his table, but does not do his morning work. This goes on for 5 minutes. He stands up and goes to find the teacher, they talk for a little bit, and he asks to go get a drink. Runs out of the room to the water fountain, gets a drink, and runs back in about a minute. Runs over to the teacher, and asks a question and then goes back to his seat. He starts to put his markers together to build a tower? About a minute later the teacher tells him to stop it, and start his morning work, which he does. He starts to do the

morning work (coloring) for about 3 minutes. Announcements begin. He fidgets during the announcements, and tags another student during the moment of silence. Announcements end. Sits down, and starts to color on his desk.

### Observation #3

During Rise and Shine, he tattled on a student, and hide behind a mat for first 5 minutes. At end of program, he tried to guess where teacher was going to call to go first, and changed his spot he normally goes to at the end of the program. Caused an issue with another student.

Upon leaving the gym, he ran so fast down the hall to be ahead of all of the other students. Enters the classroom and goes to his desk. Gets out his book fair money, and starts to play with it. Does lunch count, helps other students do it, goes back to desk and gets told to stop playing with book fair money, and to put his items away. Runs out to hallways to put his coat and back pack away. Comes back and plays with money again. Teacher tells him to get his morning folder, gets it. Sits down and starts talking to other students about popcorn. Gets out the binder, and then yells at student near him for stealing his pencil sharpener. Student gives it back, he sharpens his pencil. Talks with the students at his table as he sharpens all of his colored pencils. Starts to do work, and keeps on talking. Goes on about various topics. Announcements being. Plays and moves during announcements, moment of silence. Announcements end. Plays with book fair money. Plays with pencils, Chews on green eraser, plays with pencils again, building things with, and sword fighting with other students at his table, all for four minutes. Teacher tells him to stop. Starts to sword fight with pencils with other students, told to stop, starts again 20 seconds later. Was still doing it as researcher left

### Observation 4

During Rise and Shine, was removed from being tagger because he couldn't follow directions, kept running during a walking game.

Left gym with a huge box of flowers that kept him from running. Took longer to go down the hallway. Walks into the room and starts to tell teacher about the flower. Places the flowers on his desk, and puts his lunch money away, starts to unpack. Does the lunch count. Goes back to sit to unpack, and flicks a pencil at another student. Hands flowers to teacher. Starts to unpack and then puts items away in his locker. Comes back in the room, and starts to stare at the butterflies in the back of the room, teacher asked him "what did I ask you to do?" Kyle response "I don't know". Goes back to desk and starts to play with the flower box. Starts to talk to himself, others students, anyone that will listen about his flowers and the mother/son dance that night. He is just talking in circles, and starts to play with his chair. Eight minutes after entering the classroom he gets his morning work and starts to work on it. He gets out tape and starts to tape his morning work papers together (assignment has nothing to do with tape). Announcement begin/end. Back to taping papers. Puts his morning work away. Starts to chew on a pencil. Sings to himself while he stares at a wall- 90 seconds. Then he sits on the floor under his desk, gets up and

yells at another students. Sits back down while chewing the same eraser. Gets up and tries to play jokes on the students around him. Starts doing morning work, and starts counting aloud. Quietly does morning work for 30 seconds and then stares at the butterfly again.

#### Observation 5

During Rise and Shine Nicky, kicked someone balls away when they went to reach for it, he was very clingy today, grabbing on to the teachers there. During a drill when they were supposed to do squats, he just started to run. Stood near the researcher a lot today.

Nicky left the gym and went towards class. He walked for the most part to class. Entered class and unpacked, and did the lunch count. He put his homework away and stopped to talk to another student about the game they just played. Walking out of the room he put his book bag away, and then on the way back checked his lunch count again. He gets his morning binder, and sits down at his desk and starts to do his morning work. While working the teacher comes over to tell the group of desks that Kyle was working at, to get to work on the morning work. Kyle responds “no one was working on it but me”. They have an interaction, the teacher stands by the desk to try and calm the boys down. They talk about the morning work. This goes on for about a minute. The teacher walks away, and Kyle just sits there. Soon after Kyle calls across the room to another student about something non-work related. He starts to do morning work again for 2.5 minutes, and then puts his morning binder away. He starts to clean off his desk and talks to the students sitting next to him. He organizes things in his desk, and starts to draw on a paper. He calls out to another student, and starts to draw again. After 2 minutes of drawing he starts to argue with another student he is sitting with, they argue about a video game, I believe. Announcements start, end, perfect behavior. The second the announcements end, he tattles on another student for talking during the announcements. After not getting the response he wants he starts to color again.

#### Observation 6

During Rise and Shine Kyle sat on a cone, purposely hits other students while during jumping jacks. He hid his clothes pins during the tagging game, tried to cheat, bend the rules in his favor. Was a whirlwind today, and couldn't focus. He tattled three times today. I watched him cheat 3 times during the game. When he was tagged he looked around to see if any of the teachers saw him and then kept on going. The only time he admitted he was tagged was when I stood right next to him, and he saw I saw it.

Leaves the gym and starts to run down the hall, pushes or bumps several students. Gets to locker in a record time, takes items out of his book bag. Enters the classroom, and starts to put items in his desk. Does the lunch count. Kneels on seat at desk instead of sitting, get markers out and starts to color. Gets yelled at by teacher to do work. Runs out of the classroom and back to his locker. At his locker, he yells at another student in the hallway. Enters classroom, yelling at no one in particular, that he had to get his jacket. Pulls a



string or chord out of his desk and starts to untangle/play with it. Plays with it for over a minute. Yells out if anyone has colored pencils he can borrow. Gets up and starts to touch/talk to other students, asking if they have colored pencils. Doesn't get any, goes back and stands next to his desk coloring with markers. Starts coloring. The student next to him, by accident, knocks off his box of markers/pencils. Kyle begins to yell at the student, that he did it on purpose. The student and Kyle start to crawl on the floor to clean up the mess. After 2 minutes the mess is cleaned up, he sits down at desk and starts to load his mechanical pencil with ink. He starts to do his morning work, while talking to his table. After four minutes of work, he gets up and puts the morning binder away. Goes back to his desk and pulls out a self-made mask, and starts to play with it. Takes the mask and starts to move around the room placing the mask on his face to scare or entertain others, and then adding to it with tape and a marker. Goes back to seat, announcements begin. He puts the mask down during the pledge of allegiance but casually starts to decorate the mask with tape and markers during the rest of the announcements. Announcements end. Continues to work on mask. Teacher calls him over to tell him and another student in private (principal called them down to the office for a possible bullying situation between the student). Kyle and the other students walk down to the office, and go into the principal's office, and the door is shut.

### **Student B Observations**

#### **Observation 1**

Nicky leaves the gym and starts to head to class, he goes up the stairs. As he walks down the hallway he looks at some of the posters in front of the 3<sup>rd</sup> and 4<sup>th</sup> grade classrooms. He stops at his locker which is right next to his classroom. He starts to unpack his backpack and puts his coat away. Minor socialization with another student, and is prompted by teacher to come in "come on, Nicky". Starts doing the morning routine of checking off he was present, and then looking at the schedule of morning tasks to complete. He then starts writing down homework in binder (first on list). Morning announcements come on and he salutes the flag while the rest of the students put their hand on their heart. He completes his morning work with drinking a juice box. Occasionally he talks to a student near him, is this allowed? (yes). After a few minutes of working on the sheet, he starts to pick his nose and becomes side tracked with it for a minute. As the researcher leaves he is still working quietly on the morning work.

#### **Observation 2**

During the Rise and Shine program he had to be reminded twice to follow the directions of the activity.

Leaves the gym, and goes towards his class. He stops at his locker, talks to a student for a few seconds, and then unpacks. It takes him around 3 minutes to unpack, longer compared to other students. Does attendance, lunch count, write down homework. Talks to his teacher about not having pencils sharpened. After this conversation he goes to the electronic pencil sharpener, where it takes over 90 seconds to sharpen 2 pencils. Nicky was

very particular about the point of the pencil and had to re do it several times.

Announcements- same routine. Sits down at desk and starts to do morning work quietly, an LAL packet. Quietly does morning work, until researcher leaves.

### Observation 3

Very similar first five minutes, leaves the gym, and goes towards his class. He stops at his locker, talks to a student for a few seconds, and then unpacks. It takes him around 3 minutes to unpack, longer compared to other students. Does attendance and lunch count. He goes to the breakfast table to eat, pulls out a manual pencil sharpener and starts to sharpen his pencil. Starts to sharpen pencils, stands over trash can. After 5 minutes the announcements occurs, he does salute but continues to sharpen pencils. Go back to the trash can and starts sharpening again. After another 5 minutes he starts to eat his breakfast while sharpening the pencils. He takes the pencil out looks at it and continues to sharpen. His teacher tells him to begin his morning work. He starts to sharpen again, after 13 minutes of trying to manually sharpen pencils, he goes to the electronic pencil sharpener and the task is completed in less than a minute. He write does his homework and begins to work on morning work. Teacher B used a timer to get students finished by the end of homeroom.

### Observation 4

Leaves the gym and travels the hallways to his locker- quietly orderly. Arrives at his locker and starts to unpack, unpacks for just under 4 minutes and enters the classroom. Sign in and does the lunch count, and pulls chair down from his desk. Fixes his shirt, and starts to put things in his desk, realizes he is missing something and goes back out to his locker. At his locker he searcher for something, in his back pack and locker. Goes back into class and goes back to his desk looking for something. He starts to pull things out of his desk looking. Starts pulling out papers looking. Announcements happen, -same routine. Starts to eat breakfast, writes down his homework in his agenda. Eats breakfast while doing morning work, getting up to throw his trash out. While does the morning work, he get distracted by a student for a little bit, and is asked a question by the adult aid in the room. Quietly does morning work, until researcher leaves.

Notes: Nicky agenda was accidently taken by the student sitting next to him. When he reached the step in the homeroom routine that called for him to write down his homework, he realized that he did not have it, and began to search for it for 7-8 minutes. The student next to him then returned it.

### Observation 5

Leaves gym, and starts to head to class- Upstairs he stops at a 4<sup>th</sup> graders locker, and they quickly talk. He heads to his own locker, and unpacks. Enters room 2 minutes later. Signs in, does lunch count. Goes to desk writes down homework in agenda. Puts his folders in his desk, and starts to eat breakfast and do his morning work. He earns a point on class dojo for doing his work. Does morning work and eat breakfast for 9 minutes and then

announcements occur. During announcements he yells at another student for saluting the flag, nothing comes of it. Goes back to eating breakfast, and doing morning work at the side table. Asks another student a question about the packet. Quietly does morning work, until researcher leaves.

#### Observation 6

Leaves the gym, and starts to head to class. Stops to talk at another student's locker for a minute. Starts to unpack, enters room 90 seconds later. Comes right over to the researcher and starts to show off a Lego piece he had. Goes back to this desk write homework in his agenda. Starts to talk with a student next to him. Gets his breakfast and starts to eat and doing morning work. After a minute he goes to sign in and do his lunch count. Talks to several students along the way. Goes back to desk and starts to eat breakfast and talk to other students. Goes back to morning work and asks a student about it. Hears a sound and starts to look around for it. Is chosen by teacher to do the morning announcements. He runs out into the hallway, and starts to do numerous fast speed movements, such as running, skipping, galloping. He gets to the office, and does the morning announcements with the principal. Before the announcements are done (just his part) he is out of the office and skipping and galloping back towards class. A teacher in the hallway yells at him to slow down, he does for a second, and then starts to speed up again. Enters the classroom and starts to eat and do morning work again. He is very social today, and completes his morning work, and goes back to this seat.

### Student C Observations

#### Observation 1

Odell leaves the gym, and heads towards his classroom. He walks the majority of the time, but does run and race a student for 10-15 seconds at one point. He places things in his locker, and then enters the classroom. He puts his homework in the homework bin, and is told by his teacher to put his coat away. He enters the room around, and wanders around the room approach individual students, asking them if they want his breakfast. After a minute of socialization, he gets his morning worksheet. He starts to work on it, and talks with other students about baseball games that happened the night before. He does his morning work, stopping to drink a little juice, or two socialize with others, or just to watch other students. Every time he has a piece of trash he takes the long way to the trash can. He mimics shooting the piece of trash like a basketball. Announcements start/ end. Afterwards he goes towards the back of the room where a bookcase is, he doesn't get anything, just looks. The teacher reprimands the class for talking. He returns to his desk, and the class does fluoride treatment. 2 minutes of swooshing. Teacher calls up tables of students to check their homework. His gets checked. He goes back to his seat, but then goes back to the corner of the room where the books are. The teacher yells at him to go back to his seat. He sits quietly staring at his morning work.

## Observation 2

Leaves gym, and walks down the hallway correctly. Enters the classroom, and there is no teacher, just an aid. He gets his breakfast and goes to his seat. As he opens his breakfast, he starts to yell at other students, over how to do an activity. He eats breakfast for a few seconds and then yells at another student. He gets up and goes to get a napkin for his breakfast. Then he goes to the teacher and starts to ask questions about the day, while getting a straw for his juice. Teacher asks him to clear his desk, he picks up one piece of trash and throws it out. He gets back to his desk and throws another piece of trash out, and gets his homework folder. He throws another piece of trash out. As he is getting things out of his desk, or eating his breakfast, he is standing the entire time. He places his book bag on his head, and starts to walk around the room drawing attention to himself. He throws it on the ground, and places his homework away, get his morning work, and then goes out into the hallway to put his book bag in the locker. He goes back to his desk and starts to eat breakfast, each piece of trash he throws out individually. Walks around the classroom, not directly back to his seat. The aid asked him to sit down, he yelled out "I hate sitting" and sits down defiantly. 15 second later he is right back up. Starts doing the morning work while standing next to his desk, does this for 2-3 minutes, singing to himself occasionally. A student makes a comment to him about where the teacher was, Odell states he knows where she is, that she is meeting with his mom. They get in a "not uh" yeah huh" battle for half a minute. He starts to work again, while eating breakfast, quietly for 4 minutes, outside a 10 second drum solo using his pencils. Gets up and asks a friend at another table for help, goes back to seat. Stands up and yells "yeah it's a half day!!" The aid in the room tells him to be quiet and then comes over and they have a conversation. Does morning work for 30 seconds, Announcements begin/end.

Notes- Entire class was very talkative, very unorganized. Seemed that homeroom was a free for all. Where is the teacher? (was in a meeting). The entire homeroom there was no teacher, is homeroom a worthless time of the day? Odell was definite towards the aid and her directions.

## Observation 3

Exits gym after Rise and Shine. Starts to walk, and then runs for brief second, racing another student (Kyle) Walks again, and enters classroom. Unpacks his book bag at his desk. The teacher asked him to sit quietly because he had already completed his morning work for homework. Unpacks for two minutes and then starts to graphically display how he threw up the day before, by falling on the ground and acting it out. Stands up and does his lunch count. Gets his back pack and starts to clear his desk. Goes to teacher and starts to ask questions about the day, while getting a straw for his juice. Teacher asks him to clear his desk. He throws his trash out, and gets his homework folder. He throws another piece of trash out. As he is getting things out of his desk, or eating his breakfast, he stands to do it. He starts to drink his juice, and starts to talk to another students about a TV show from the night before. Teacher tells him to sit down. He kneels on the seat, Stands again, Starts to sing. Teacher gives him a language arts sheet to complete. He

kneels at his desk and starts to do work. 90 seconds later the announcements happen. During the pledge of allegiance, and moment of silence he works on the sheet. Announcements end. He continues to work and after a minute, stands up and starts to walk around the room. Called back to his desk to start doing his work. He does the work, and drums with his pencil for a bit, sings to himself for a bit. Gets called up to the teacher's desk, talks with the teacher about the work, and work he missed. Gets his book box, and continues doing the assigned work.

#### Observation 4

Exits the gym, walks down the hall. Enters the classroom, there is a sub, the only adult in the room. Starts to unpack, opens a pack of apples for breakfast, which explodes all of the desk/floor. Cleans it up, and then does the lunch count. Throws a piece of trash away and then unpacks. Stands at his desk while he eats. After a minute he gets his book bag and places it in his locker. He comes back to his desk and continues to eat while standing. He begins to walk around while eating. He begins to socialize with the sub about the caterpillar that is in the room. He walks over to his friends table and talks with him. Announcement begin. He drinks his juice during the pledge of allegiance. Announcements end. Starts wondering around the room. Gets the morning work, sharpens his pencil. Goes back to his desk and starts to do his morning work half kneeling/half standing. Eats breakfast while doing morning work. Sits down and does for 2 minutes. Substitute teacher redirects him to throw his trash out, stands up and throws it out. Does work for the next two minutes. Finishes morning work, puts it away, and asks to get a drink from the water fountain. Walks down the hall to the water fountain and gets a long drink.

Note- Substitute teacher constantly reminded class about earning a ticket, a token economy system in the classroom.

#### Observation 5

During Rise and Shine, Odell tattled on his best friend, and then repeated asked when the teacher was going to talk to him, as if he wanted his best friend to get in trouble.

Exits the gym, walks down the hallway, entering the classroom 2.5 minutes later. Talks with a friend along the way at one point. Signs up for lunch, gets his morning work sheet, and then starts to unpack. After he unpacks, he does and places things in his locker. He has a quick interaction with the teacher about an event at school the other day. Gets his breakfast, and goes back to his desk and starts to eat his muffin while doing his morning work. After 3 minutes he finishes his morning work and gets up to put his homework in the bin, and bangs his elbow. Goes to the teacher complaining about his elbow, she tells him she would ask him if it hurt later. He goes back to his desk and eats his muffin, slowly. He gets up and walks around swinging his arm as if to fix his elbow. Sits back down to eat. Announcements start. Doesn't stand for pledge, teacher guides him up to standing. Announcements end. Teacher tells him to do his morning work. He sits down, and then gets up to get a straw, walks backwards back to his seat. Starts to drink his juice,

eats, stands up, stands and watches his classmates. Eats some more muffin and then throws the trash out, never starting his work. On the way back from the trash can he stops to talk to a friend at another table, the teacher yells at him to sit down. Sits down and just stares at the back wall.

Note: Teacher stated that all food left over at 8:50, the end of homeroom, would be thrown in the trash

#### Observation 6

During Rise and Shine, he tattled on Kyle.

Leaves the gym, and looks back to see if the researcher is following. He then starts to run down the hall. Enters the classroom, and unpacks. Places a football on his desk, is quickly told by the teacher to put the football away. He does and then takes it right back out again. Unpacks, butts the homework in the bin, throws some trash out, and stops to talk to a student on the way back. Does the lunch count, grabs his coat and goes and places it in his locker. Goes back to his seat and sit down to eat. For over a minute he just sits at his desk and watches other students interact. He stands up and gets a straw and goes back to drink his juice. Eats his breakfast. Starts reading a book, told by a teacher to start doing his morning work. Announcements begin. Has to be guided to standing ready position. Announcements end. Starts to eat and drink again, wanders around the room, and pulls a water bottle from a spot in the back corner. Talks to a friend, and then throws out some trash, stopping to ask the teacher a question on the way back. He sits down on the floor, eating his breakfast. He gets called up to have his homework checked, and then goes back to eating. Sitting at his desk he is eating his muffin and doing his morning work for 5 minutes. Once he has the student sitting next to him a question on the morning work.

#### Observation 7

During Rise and Shine, he tattled on his best friend twice, and got frustrated that his friend didn't want to be partners with him.

Exited gym, walked down the hall enter 2.5 minute later. He did the lunch count, got his breakfast, and then calls out that he didn't do the homework. Asks a student next to him about the homework, and then calls out again that he didn't do it. He starts to do the morning work, a little over a minute later he puts the homework away, and his backpack away. He sits down, and starts mumbling to himself. The teacher reminds them they have a spelling test today, he cries out 'yippee'. He starts to organize his desk, stands up and gets a straw- takes a minute. Sits down and stares at the morning work. Gets up and goes and get another straw. Sits down and starts to eat, and then raises his hand. Not getting called on he stands up with his hand up, and starts to ask questions about receiving a ticket (for good behavior). He follows the teacher asking the same question until she shoes him away. He sits down and eats breakfast for 3 minutes, not doing the morning work. Gets up and throw the trash out. Talks with a friend on the way back, eats

breakfast. Yells out, “where did my pencil go?” Finds it on the floor as it had simply rolled off his desk. Starts to move towards pencil sharpener. Announcements begin, he starts to sharpen hi pencil. Get yelled at for sharpening during pledge, Announcements end. He goes back to his seat and starts eating again. Eats breakfast while doing morning work. Gets called to teacher’s desk to look over homework. Goes back to seat and eats and does morning work. Once he calls out to another table about the work, and then goes back to eating and working.

Notes: While he was moving around the room he tried to glance at others morning work to try and glen answers? Talks to other as he moves around the room.

## Appendix H

### Wake Up Shady Lane Unit

Date	Time Slot	Activity Period	Activity Name
Monday April 4th	7:50-7:55	Free Play	
(Week 1)	7:55-8:00	Warm-Up/Running Activity	Group Run
	8:00-8:05	Skill Intro/Review	Planks
	8:05-8:13	Skill of Week	Bear Crawl Relay
	8:14-8:22	Daily Game	Toilet Tag
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	
Wednesday April 6th	7:50-7:55	Free Play	
(Week 1)	7:55-8:00	Warm-Up/Running Activity	Traffic
	8:00-8:05	Skill Intro/Review	Plank
	8:05-8:13	Skill of Week	Animal Relay #1
	8:14-8:22	Daily Game	Fishy Fishy Cross My Ocean
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	
Friday April 8th	7:50-7:55	Free Play	
(Week 1)	7:55-8:00	Warm-Up/Running Activity	Relay Run Race



	8:00-8:05	Skill Intro/Review	Plank
	8:05-8:13	Skill of Week	Obstacle Course: Cone Zig-Zag
	8:14-8:22	Daily Game	Over/Under Tag
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	

### Activity Descriptions

#### **Group Run**

##### **Bear Crawl Relay:**

Set Up: 2 Cones per team, place corners at start and the end of the gym

Details: Kid does bear crawl to the end of the gym, then turns around and sprints back to start, next child begins.

##### **Toilet Tag:**

Set Up: Kids spread out around gym

Details: Several Taggers, when 1 child is tagged by a tag, they must kneel down on one knee, and hold one hand up as the handle of a toilet. A student who is not tagged, may “flush” the toilet who is kneeling, and then they would re-enter the game.

##### **Group Stretch/ Yoga**

Set Up: Kids spread out around gym

Details: Students find personal space, go through a series of stretches, and yoga positions that emphasis cross lateral movements, and provide a cool down period for the student.

##### **Traffic:**

Set Up: None

Details: Students move around the gym doing whatever command the instructor calls out. Red light means stop, green light means go, deer crossing means gallop, carpool means find a partner, etc...

##### **Animal Relay #1:**

Set Up: Kids spread out around gym

Details: Students get in groups of 3, first student does bunny jump down to the middle line of the gym, and then does crab walk back to the next person. Instructor can switch up animal movements

### **Fishy Fishy Cross My Ocean:**

Set Up: Kids stand on one side of the gym

Details: 5-6 Students are sharks, and stand in the middle of the ocean. When sharks say fishy, fishy, cross my ocean, the fish swim across. If a fish is tagged they go to the side and hold a plank for 15 seconds, and then join the class. Switch taggers every two times they cross.

### **Relay Run Race:**

Set Up: Students are divided into lines, various obstacles are set up in front of each line

Details: Students are divided into groups at one end of the gym. Students run down the length of the gym, with obstacles such as hurdles, noodles, and step ups in front of each line. The student must complete the obstacles as they run the length of the gym, and then run down the outside of the gym back to their line.

### **Obstacle Course: Cone Zig-Zag**

Set Up: Students are divided into lines, various obstacles are set up in front of each line

Details: Students are divided into groups at one end of the gym. Students run down the length of the gym, with obstacles such as hurdles, noodles, and step ups in front of each line. The student must complete the obstacles as they run the length of the gym, and then run down the outside of the gym back to their line.

### **Over/Under Tag:**

Set Up: Five students are foxes, the rest are rabbits

Details: Five foxes have yarn balls, and are taggers. The foxes speed walk to try and tag the rabbits, who must jump. When a rabbit is tagged they go to the side of the game and perform 5 of an exercise (sit-ups, push-ups, etc...) to get back into the game.

Date	Time Slot	Activity Period	Activity Name
Monday April 11th	7:50-7:55	Free Play	
(Week 2)	7:55-8:00	Warm-Up/Running Activity	Obstacle Course
	8:00-8:05	Skill Intro/Review	Running
	8:05-8:13	Skill of Week	Run/Activity Station
	8:14-8:22	Daily Game	Magical Wizard Tag
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	
Wed April 13th	7:50-7:55	Free Play	
(Week 2)	7:55-8:00	Warm-Up/Running Activity	Scooters/Activity Spots
	8:00-8:05	Skill Intro/Review	Running/ Locomotor Lines
	8:05-8:13	Skill of Week	Go, Back, Hit it
	8:14-8:22	Daily Game	Tricky Twosome Tag
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	
Friday April 15th	7:50-7:55	Free Play	
(Week 2)	7:55-8:00	Warm-Up/Running Activity	Toilet Tag
	8:00-8:05	Skill Intro/Review	Running/ Partner Run

	8:05-8:13	Skill of Week	Hurdle Run
	8:14-8:22	Daily Game	Fox and Rabbit
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	

### **Obstacle Course:**

Set Up: Students are divided into lines, various obstacles are set up in front of each line

Details: Students are divided into groups at one end of the gym. Students run down the length of the gym, with obstacles such as hurdles, noodles, and step ups in front of each line. The student must complete the obstacles as the run the length of the gym, and then run down the outside of the gym back to their line.

### **Run/Activity Station:**

Set Up: Five activity stations are spread out around the perimeter of the gym, students are divided into five groups

Details: Students are in five groups, each group of students is at an activity station. The group stays at the activity station for 40 seconds completing the activity. When the music stops, the group moves to the next activity station, and begins the next activity when the music begins. Each group goes to each activity station during the time period.

### **Magical Wizard Tag**

Set Up: 3-4 different color yarnballs

Details: Each yarnball represents a different movement, so the tagger with the yellow yarnball is the skipping wizard, when they tag someone they must skip, the green wizard is the gallop wizard, etc... When a person is tagged they must perform the movement of the wizard.

### **Scooters/Activity Spots:**

Set Up: Activity Spots are spread out around the outside of the gym in a large circle.

Details: Students ride scooters around the inside of the oval created by the poly spots. When the music stops the student on the scooter stops and goes to the closest poly spot

and does the activity. When the music starts again the student returns to the scooter and starts to move on the scooter again.

### **Running/ Locomotor Lines:**

Set Up: Students are divided into 6 lines at one end of the gym.

Details: Students one at a time move down the length of the gym to the other end, performing the locomotor movement called by the leader..

### **Go, Back, Hit It:**

Set Up: Students are divided into lines of 3 students

Details: Instructor says go to the first group of students. The students run forward when they hear the instructor yell “go”. At any point the instructor can yell “back”, at that point the students start to run backwards. If the instructor yells “hit it” the student lay down on the ground do a push up, and immediately start running forward. The instructor yells a combination of “go, back and hit it” in any order the instructor wants. Groups 2 and 3 go in a similar fashion.

### **Tricky Twosome Tag:**

Set Up: A line of cones divides the gym into two games of tag

Details: Each half of the gym is a game of tag. Each game of tag has 2-3 taggers. When a student is tagged in one game, they then move to the other game of tag.

### **Toilet Tag:**

Set Up: Kids spread out around gym

Details: Several Taggers, when I child is tagged by a tag, they must kneel down on one knee, and hold one hand up as the handle of a toilet. A student who is not tagged, may “flush” the toilet who is kneeling, and then they would re-enter the game.

### **Running/ Partner Run:**

Set Up: Activity Spots are spread out around the outside of the gym in a large circle.

Details: Students find a partner. One partner runs around the outside of the perimeter of poly spots, when they make it back to their partner they switch spots. So one partner is resting, one is running.

### **Hurdle Run:**

Set Up: Students are divided into 6 lines at one end of the gym.

Details: Students one at a time move down the length of the gym to the other end, jumping over the hurdles. Students then run around the perimeter of the gym back to their line.

### **Fox and the Rabbit:**

Set Up: Five students are foxes, the rest are rabbits

Details: Five foxes have yarn balls, and are taggers. The foxes speed walk to try and tag the rabbits, who must jump. When a rabbit is tagged they go to the side of the game and perform 5 of an exercise (sit-ups, push-ups, etc...) to get back into the game.

Date	Time Slot	Activity Period	Activity Name
Monday April 18th	7:50-7:55	Free Play	
(Week 3)	7:55-8:00	Warm-Up/Running Activity	Everybody It Tag
	8:00-8:05	Skill Intro/Review	Lunges
	8:05-8:13	Skill of Week	Locomotor Lines
	8:14-8:22	Daily Game	Builders and Dozers
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	
Wed April 20th	7:50-7:55	Free Play	
(Week 3)	7:55-8:00	Warm-Up/Running Activity	Shadow
	8:00-8:05	Skill Intro/Review	PACER Run
	8:05-8:13	Skill of Week	Lunges
	8:14-8:22	Daily Game	Red Light, Green Light
	8:23-8:25	Cool Down	Group Stretch/Yoga

	8:25-	Dismissal	
Friday April 22nd	7:50-7:55	Free Play	
(Week 3)	7:55-8:00	Warm-Up/Running Activity	Poppers
	8:00-8:05	Skill Intro/Review	Jungle Run
	8:05-8:13	Skill of Week	Lunges
	8:14-8:22	Daily Game	What time is it Mr. Fox?
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	

### **Everybody It Tag**

Set Up: None

Details: Everyone gets a yarnball, when you tag another person (only in the back) they do 5 jumping jacks. If two taggers tag each other, they both do jumping jacks.

### **Builders and Dozers**

Set Up: Several stacks of 3 cups spread out around the floor

Details: One group of students is builders who must take the three cups and build a house using a pattern. The other group of students are dozers, who must knock down the homes by stacking the cups back up. After a few minutes, students switch roles.

### **Running/ Locomotor Lines:**

Set Up: Students are divided into 6 lines at one end of the gym.

Details: Students one at a time move down the length of the gym to the other end, performing the locomotor movement called by the leader.

### **Shadow:**

Set Up: none

Details: Students partner up, first student starts doing a loco motor movement stated by the instructor, and the partner follows. The instructor switches movements throughout the game. Instructor can yell switch, and the leader switches.

**PACER Run:**

Set Up: none

Details: Students get a partner, the students do the PACER test, running to the opposite side of the gym every time the tape beeps. Partners switch every two laps.

**Red Light, Green Light:**

Set Up: none

Details: Students stand on one side of the gym, the instructor and a student stand on the far end. When they say green light the students may speed walk towards them, when they say red light, the students must stop. If they catch a student moving they must start all over.

**Poppers:**

Set Up: small pieces of noodle spread on the floor

Details: Students pop the noodle pieces between their thumb and index finger. If someone gets popped in the back they must stop and do five jumping jacks.

**Jungle Run:**

Set Up: Kids spread out across the room

Details: Students move around the gym doing whatever command the instructor yells out. Such as jump over logs, or run from a tiger, or crawl under those vines.

**What time is it Mr. Fox?:**

Set Up: none

Details: One student is the fox who faces away from the rest of the class. The class asks “what time is it Mr. Fox?” the fox responds with a time, whatever number it is the students take that many steps. If the fox says dinner time, the students must retreat to their original starting line. Any student that is tagged must go to the side and do an exercise designated by the instructor.

**Group Stretch/ Yoga**

Set Up: Kids spread out around gym



Details: Students find personal space, go through a series of stretches, and yoga positions that emphasis cross lateral movements, and provide a cool down period for the student.

Date	Time Slot	Activity Period	Activity Name
Monday April 25th	7:50-7:55	Free Play	
(Week 4)	7:55-8:00	Warm-Up/Running Activity	Poppers
	8:00-8:05	Skill Intro/Review	Sit Ups/ Take 5 for Fitness
	8:05-8:13	Skill of Week	BOKS Sprints
	8:14-8:22	Daily Game	Break The Snake
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	
Wed April 27th	7:50-7:55	Free Play	
(Week 4)	7:55-8:00	Warm-Up/Running Activity	Hurdle Run
	8:00-8:05	Skill Intro/Review	Sit Ups/Partner Run
	8:05-8:13	Skill of Week	Sit Ups w/ Cups
	8:14-8:22	Daily Game	Uncle Sam
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	
Friday April 29 <sup>th</sup>	7:50-7:55	Free Play	
(Week 4)	7:55-8:00	Warm-Up/Running Activity	What time is it Mr. Fox?
	8:00-8:05	Skill Intro/Review	Sit-Ups

	8:05-8:13	Skill of Week	Sit-Ups/Move with Cards
	8:14-8:22	Daily Game	Down, Down, Down
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	

### **Poppers:**

Set Up: small pieces of noodle spread on the floor

Details: Students pop the noodle pieces between their thumb and index finger. If someone gets popped in the back they must stop and do five jumping jacks.

### **Take 5 for Fitness**

Set Up: None

Details: Instructor pick five different exercises and the class performs each one for a minute. Exercises could include, wall sits, plank, jogging in place, wacky jacks, etc...

### **BOKS sprints**

Set Up: 3 Lines of Cones or poly spots

Details: Students get into a line, first person runs down to the first line of cones, and then back to the start, runs to the second cone, and back to the start, and then to the third cone, and then back to the start where they tag their next teammate, who then goes

### **Break the Snake**

Set Up: None

Details: Students get into lines of 6-8 students, the leader starts a movement and the group follows. The leader tries to keep the snake together. If the snake breaks, the leader goes to the end of the line

### **Hurdle Run:**

Set Up: Students are divided into 6 lines at one end of the gym.

Details: Students one at a time move down the length of the gym to the other end, jumping over the hurdles. Students then run around the perimeter of the gym back to their line.

### **Sit-Ups /Partner Run**

Set Up: Cones making a circle around the perimeter of the gym

Details: One partner jogs around the outside of the cones, the other person does sit ups, inside the cone circle. They switch every lap.

### **Sit-Ups /with Cups**

Set Up: Each student needs a partner and 3 cups

Details: Students place the cups in between the two of them, every time they do a sit up, they can move a cup. Students try to stack up the cups to make a house, and then stack them down again.

### **Uncle Sam**

Set Up: Students spread out on one line with 4-5 taggers in the middle of the gym

Details: Class says “Uncle Sam, Uncle Sam, may I cross your dam?”. The taggers respond “ Yes you may, yes you may, if you’re wearing the color that I say”, they then say a color, and if you are wearing that color, you may try and cross

### **What time is it Mr. Fox?:**

Set Up: none

Details: One student is the fox who faces away from the rest of the class. The class asks “what time is it Mr. Fox?” the fox responds with a time, whatever number it is the students take that many steps. If the fox says dinner time, the students must retreat to their original starting line. Any student that is tagged must go to the side and do an exercise designated by the instructor.

### **Sit Up/ Move with Cards**

Set Up:

Details: Class

### **Down, Down, Down:**

Set Up: Divide students into small groups, preferable groups of 3, each group gets 1 yarn ball

Details: The students start tossing the ball around the group, every time the ball touches the ground a different body part must touch the group. For example the first time, one knee might touch the ground, the second time the other knee, etc... Until all of the students are laying on the ground. At this point the students do two push-ups and everyone stands up and begins to play again..

### Group Stretch/ Yoga

Set Up: Kids spread out around gym

Details: Students find personal space, go through a series of stretches, and yoga positions that emphasis cross lateral movements, and provide a cool down period for the student.

Date	Time Slot	Activity Period	Activity Name
Monday May 2 <sup>nd</sup>	7:50-7:55	Free Play	
(Week 5)	7:55-8:00	Warm-Up/Running Activity	Double Trouble Tag
	8:00-8:05	Skill Intro/Review	Push Ups
	8:05-8:13	Skill of Week	Shuffle Run
	8:14-8:22	Daily Game	Space Commander
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	
Wed May 4th	7:50-7:55	Free Play	
(Week 5)	7:55-8:00	Warm-Up/Running Activity	Phys Ed Chore List
	8:00-8:05	Skill Intro/Review	Push Ups/ Traffic
	8:05-8:13	Skill of Week	Go, Back, Hit It
	8:14-8:22	Daily Game	Blob Tag
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	

Friday May 6 <sup>th</sup>	7:50-7:55	Free Play	
(Week 5)	7:55-8:00	Warm-Up/Running Activity	Blob Tag
	8:00-8:05	Skill Intro/Review	Push Ups/ Deck of Cards
	8:05-8:13	Skill of Week	BOKS Corners
	8:14-8:22	Daily Game	Uncle Sam
	8:23-8:25	Cool Down	Group Stretch/Yoga
	8:25-	Dismissal	

### **Double Trouble Tag:**

Set Up: Gym is divided into two games of tag

Details: Each game has 2-3 taggers, when a student is tagged the go from one game to the other

### **Shuffle Run**

Set Up: Four Cones in the Corners

Details: Students run down the long side of the gym, and then shuffle across the smaller side of the gym

### **Space Commander**

Set Up: 6-7 students need a yarn ball to be an asteroid, the rest of the students need a dome cone to be a spaceship

Details: Students hold a spaceship in a flat hand, they fly around with the spaceship in that flat hand trying to get away from the asteroids. Students who are asteroids try to drop the yarn ball into the space ship. If a spaceship touches the ground or an asteroid lands into, the students must do five jumping jacks. Make sure students to not hold space ship, or pin it against their chest.

### **Phys Ed Chore List**

Set Up: A list of “chores” which are fun activities and physical challenges cut up and placed in a bucket in the middle of the gym.

Details: The students enter, and then perform the “chore”, once completed they place it in another bucket, and then go get another chore.

### **Traffic**

Set Up: A list of cues written on the board, examples: yellow light- side shuffle, red light-stop, etc...

Details: Instructors call out a traffic command and the students must complete the movement

### **Go, Back, Hit It:**

Set Up: Students are divided into lines of 3 students

Details: Instructor says go to the first group of students. The students run forward when they hear the instructor yell “go”. At any point the instructor can yell “back”, at that point the students start to run backwards. If the instructor yells “hit it” the student lay down on the ground do a push up, and immediately start running forward. The instructor yells a combination of “go, back and hit it” in any order the instructor wants. Groups 2 and 3 go in a similar fashion.

### **Blob Tag**

Set Up: Box of Scarfs

Details: Two pairs of students start out connect via a scarf, they try to tag other students with their free hand to join the blob. The instructor can break the blob up at random points so there are more blobs.

### **Shuffle Run**

Set Up: None

Details: Students are divided into four groups in the corners of the gym. They shuffle on the small sides, and run on the long sides. They do this movement when the instructor blows the whistle. When they get to the new corner they do one push up and wait for the next whistle blow.

### **Push Ups/Deck of Cards**

Set Up: Deck of Cards spread out on the floor

Details: Each student gets a card with a partner. Students move around the room and try to find a match to the card that they have. If the cards don't match they must add or subtract the cards and do that number of pushups. If it matches pick up the card and hand it in to the teacher.

### **BOKS Corners**

Set Up: Four different color cones in each corner

Details: Break students up by grades. Instructor calls a group to do a movement to a different color cone corner. Example: 4<sup>th</sup> grade skip to the green cone, or 2<sup>nd</sup> grade gallop to the blue cone.

### **Uncle Sam**

Set Up: Students spread out on one line with 4-5 taggers in the middle of the gym

Details: Class says "Uncle Sam, Uncle Sam, may I cross your dam?". The taggers respond " Yes you may, yes you may, if you're wearing the color that I say", they then say a color, and if you are wearing that color, you may try and cross

### **Group Stretch/ Yoga**

Set Up: Kids spread out around gym

Details: Students find personal space, go through a series of stretches, and yoga positions that emphasis cross lateral movements, and provide a cool down period for the student.

Date	Time Slot	Activity Period	Activity Name
Monday May 9th	7:50-7:55	Free Play	
(Week 6)	7:55-8:00	Warm-Up/Running Activity	Free Play/Rock Climb
	8:00-8:05	Skill Intro/Review	Squats/ Squat Stations
	8:05-8:13	Skill of Week	Cross Gym Sprints
	8:14-8:22	Daily Game	Uncle Sam
	8:23-8:25	Cool Down	
	8:25-	Dismissal	

Wed May 11th	7:50-7:55	Free Play	
(Week 6)	7:55-8:00	Warm-Up/Running Activity	Free Play/Rock Climb
	8:00-8:05	Skill Intro/Review	Squats/ Shadow
	8:05-8:13	Skill of Week	Outside Run
	8:14-8:22	Daily Game	Clothes Pin Tag
	8:23-8:25	Cool Down	
	8:25-	Dismissal	
Friday May 13 <sup>th</sup>	7:50-7:55	Free Play	
(Week 6)	7:55-8:00	Warm-Up/Running Activity	Free Play/Rock Climb
	8:00-8:05	Skill Intro/Review	Squats/ Sports Galore
	8:05-8:13	Skill of Week	Go, Back, Hit It
	8:14-8:22	Daily Game	Squat Tag
	8:23-8:25	Cool Down	
	8:25-	Dismissal	

### **Free Play/Rock Climb**

Set Up: Rock Climb wall mat, jump ropes, hula hoops

Details: As students enter they have a choice to hula hoop, jump rope, or climb on the rock climbing wall.

### **Squat Stations**

Set Up: 5 Cones spread out around the perimeter of the gym, with different activities on each



Details: Class is divided by grade, each grade goes to a cone. They perform that exercise until the instructor says switch, at that point they move to the next cone. Next activity is completed, until each student completes each cone.

### **Cross Gym Sprints**

Set Up: Younger grades run the shorter path of the gym, older kids run the longer way

Details: When the instructor calls out a grade the students of that grade run across the gym to the other side.

### **Shadow:**

Set Up: none

Details: Students partner up, first student starts doing a loco motor movement stated by the instructor, and the partner follows. The instructor switches movements throughout the game. Instructor can yell switch, and the leader switches.

### **Outside Run**

Set Up: Cones making a parameter

Details: Students have a partner, one student run around the outside of the cones, the partner waits inside of the cone oval. Students may switch after each lap.

### **Clothes Pin Tag**

Set Up: Each student needs two clothes pins on their back

Details: Students try to remove a clothes pin from another student's back. When both student's clothes pins are removed, they must do an exercise penalty to get clothes pins put back on their back.

### **Uncle Sam**

Set Up: Students spread out on one line with 4-5 taggers in the middle of the gym

Details: Class says "Uncle Sam, Uncle Sam, may I cross your dam?". The taggers respond " Yes you may, yes you may, if you're wearing the color that I say", they then say a color, and if you are wearing that color, you may try and cross

### **Group Stretch/ Yoga**

Set Up: Kids spread out around gym

Details: Students find personal space, go through a series of stretches, and yoga positions that emphasis cross lateral movements, and provide a cool down period for the student.

### **Go, Back, Hit It:**

Set Up: Students are divided into lines of 3 students

Details: Instructor says go to the first group of students. The students run forward when they hear the instructor yell “go”. At any point the instructor can yell “back’, at that point the students start to run backwards. If the instructor yells “hit it” the student lay down on the ground do a push up, and immediately start running forward. The instructor yells a combination of “go, back and hit it” in any order the instructor wants. Groups 2 and 3 go in a similar fashion.

### **Sports Galore**

Set Up: None

Details: Instructor calls out different sports specific skills or movements the students mimic them. For example, shooting a basketball shot, running through tires, swimming underwater, etc...

### **Squat Tag**

Set Up: none

Details: Students are spread out around the gym, taggers walk around and try to tag students. Students who are doing squats cannot be tagged, If a student is tagged they must go to the side and perform an exercise determined by the instructor.

Date	Time Slot	Activity Period	Activity Name
Monday May 16th	7:50-7:55	Free Play	
(Week 7)	7:55-8:00	Warm-Up/Running Activity	Bridge Tag
	8:00-8:05	Skill Intro/Review	Burpees Form/Drills
	8:05-8:13	Skill of Week	Burpees
	8:14-8:22	Daily Game	Poppers
	8:23-8:25	Cool Down	
	8:25-	Dismissal	

Wed May 18th	7:50-7:55	Free Play	
(Week 7)	7:55-8:00	Warm-Up/Running Activity	Poppers
	8:00-8:05	Skill Intro/Review	Burpees/ Hop,Skip, Freeze
	8:05-8:13	Skill of Week	Burpees
	8:14-8:22	Daily Game	Pick 2
	8:23-8:25	Cool Down	
	8:25-	Dismissal	
Friday May 20 <sup>th</sup>	7:50-7:55	Free Play	
(Week 7)	7:55-8:00	Warm-Up/Running Activity	Clothes Pin Tag
	8:00-8:05	Skill Intro/Review	Burpees/ BOKS Corners
	8:05-8:13	Skill of Week	Class Run/ Burpees
	8:14-8:22	Daily Game	Toilet Tag
	8:23-8:25	Cool Down	
	8:25-	Dismissal	

### Bridge Tag:

Set Up: small pieces of noodle spread on the floor

Details: Students pop the noodle pieces between their thumb and index finger. If someone gets popped in the back they must stop and do five jumping jacks.

### Burpees Form/Drills

Set Up: None

Details: Instructor breaks down the six steps of a burpee, shows correct form for each. Goes through drills that demonstrate each part, to make sure students do each step correctly.

### **Poppers:**

Set Up: small pieces of noodle spread on the floor

Details: Students pop the noodle pieces between their thumb and index finger. If someone gets popped in the back they must stop and do five jumping jacks.

### **Hop, Skip, Freeze**

Set Up: None

Details: Students start performing a movement such as hopping or skipping when the music begins, when the music stops the students freeze and balance on a body part selected by the instructor. When the instructor starts blowing the whistle the students do a burpee.

### **Pick 2**

Set Up: Varies

Details: Students select two games from all of the activities that have been played during the program. Half the gym is one activity, and the other half is the other.

### **Clothes Pin Tag**

Set Up: Each student needs two clothes pins on their back

Details: Students try to remove a clothes pin from another student's back. When both student's clothes pins are removed, they must do an exercise penalty to get clothes pins put back on their back.

### **BOKS Corners**

Set Up: Four different color cones in each corner

Details: Break students up by grades. Instructor calls a group to do a movement to a different color cone corner. Example: 4<sup>th</sup> grade skip to the green cone, or 2<sup>nd</sup> grade gallop to the blue cone.

### **Class Run/ Burpees:**

Set Up: Cones make a perimeter oval around the outside

Details: Students have a partner, one runs around the outside of the circle when they come back both partners do a burpee and then the second partner runs a lap, when they return they both do a burpee. Process continues.

**Toilet Tag:**

Set Up: Kids spread out around gym

Details: Several Taggers, when I child is tagged by a tag, they must kneel down on one knee, and hold one hand up as the handle of a toilet. A student who is not tagged, may “flush” the toilet who is kneeling, and then they would re-enter the game.

Date	Time Slot	Activity Period	Activity Name
Monday May 23 <sup>rd</sup>	7:50-7:55	Free Play	
(Week 8)	7:55-8:00	Warm-Up/Running Activity	Traffic
	8:00-8:05	Skill Intro/Review	Jumps/ Cross Gym Sprints
	8:05-8:13	Skill of Week	Jumps
	8:14-8:22	Daily Game	Flag Tag
	8:23-8:25	Cool Down	
	8:25-	Dismissal	
Wed May 25th	7:50-7:55	Free Play	
(Week 8)	7:55-8:00	Warm-Up/Running Activity	The Chase
	8:00-8:05	Skill Intro/Review	Jumps/ Go, Back, Squat Jump
	8:05-8:13	Skill of Week	Jumps
	8:14-8:22	Daily Game	What time is it Mr. Fox?
	8:23-8:25	Cool Down	

	8:25-	Dismissal	
Friday May 27 <sup>th</sup>	7:50-7:55	Free Play	
(Week 8)	7:55-8:00	Warm-Up/Running Activity	BOKS Baseball
	8:00-8:05	Skill Intro/Review	Jumps
	8:05-8:13	Skill of Week	Jumps
	8:14-8:22	Daily Game	Good Witch/Bad Witch, Sand Witch
	8:23-8:25	Cool Down	Ending Celebration
	8:25-	Dismissal	

### **Traffic:**

Set Up: None

Details: Students move around the gym doing whatever command the instructor calls out. Red light means stop, green light means go, deer crossing means gallop, carpool means find a partner, etc...

### **Cross Gym Sprints**

Set Up: Younger grades run the shorter path of the gym, older kids run the longer way

Details: When the instructor calls out a grade the students of that grade run across the gym to the other side.

### **The Chase:**

Set Up: Students get into pairs

Details: When the music is playing the students throw a yarnball back and forth. When the music stops whichever student has the yarnball does 5 jumping jacks and then speedwalks after their partner to try and tag them. If they tag them the person who was tagged does five jumping jacks and tries to tag their partner. When the music resumes, they resume their catch.

### **Go, Back, Squat Jump:**

Set Up: Students are divided into lines of 3 students

Details: Instructor says go to the first group of students. The students run forward when they hear the instructor yell “go”. At any point the instructor can yell “back”, at that point the students start to run backwards. If the instructor yells “hit it” the students perform a squat jump, and immediately start running forward. The instructor yells a combination of “go, back and hit it” in any order the instructor wants. Groups 2 and 3 go in a similar fashion.

### **What time is it Mr. Fox?:**

Set Up: none

Details: One student is the fox who faces away from the rest of the class. The class asks “what time is it Mr. Fox?” the fox responds with a time, whatever number it is the students take that many steps. If the fox says dinner time, the students must retreat to their original starting line. Any student that is tagged must go to the side and do an exercise designated by the instructor.

### **BOKS Baseball:**

Set Up: Baseball bases set up around gym

Details: When you get to first base do Jumping jacks, 2<sup>nd</sup> base hop on one foot, 3<sup>rd</sup> base butt kickers, home plate high knees. Move to the next base when the instructor blows the whistle

### **Good Witch, Bad Witch, Sand Witch**

Set Up: none

Details: Kids stand on one line of the gym, two taggers stand in the middle. If a tagger yells “good witch” the class takes 2 steps forward, “bad witch” the class takes two steps back, “silly witch” one step to the side, and “sandwich” they run across the gym, trying not to be tagged. If they are tagged they go to the side and perform an exercise determined by the instructor.

## Appendix I

### Samples from Research Journal

#### Wednesday, April 13<sup>th</sup> (Week 2, Day 2)

##### Observation of Student C (1)

- Walked down the hall, did homeroom routine a little out of order
- Socialized with other students
- Took long time during transitions
- Kept on wanting to get book from back shelf

##### Interview with Student C (1)

- Need to get more in depth

##### Interview with Teacher C (1)

- Student C has difficulty when he enters class fixated on an event
- Example: Mom picking him up

#### Friday, April 15<sup>th</sup>, (Week 2, Day 3)

##### Observation of Student A (1)

- Four times during Rise and Shine approached teacher to complain/tattle on other students
- Ran to homeroom
- Teacher wasn't at homeroom, arrived 30-45 seconds late
- Constantly moving, chewing on green finger
- Social, and then stared doing work for a while

##### Interview with Student A (1)

- Opinions of events were fascinating
- His views were very different than what I observed

##### Interview with Teacher A (1)

- Ate lunch together

#### Saturday, April 16<sup>th</sup>



- Transcribed Student A Interview
- Amazed at perspectives, and how they didn't align with my view of observations
- Transcribed Teacher A Interview

### **Monday, April 18<sup>th</sup> (Week 3, Day 1)**

#### Observation of Student B (1)

- Had to be redirected twice during Rise and Shine activity
- Running when he should have been galloping
- Left gym to go to homeroom, stopped to stare at art work from another classroom
- Unpacked at locker
- Morning procedure, constantly picking nose
- Saluted flag during pledge of allegiance
- Homeroom seemed organized

#### Interview with Student B (1)

- Lunch 5<sup>th</sup> period
- Little shy, but talked
- Had oddities to his delivery
- Mentioned Rise and Shine helped prepared him for homeroom
- "gets him energized"
- "other days he is sleepy"
- "thinks crazy thoughts, keeps them in"
- Cares about other opinions, wants friends

#### Interview with Teacher B (1)

- Clear reward/consequence system
- Student motivated to get in and start the routine, or get in trouble
- Homeroom work is busy work
- Student B loves to read, will do what is required (not more) to get to reading
- Smart student
- Does forget steps
- Tired on non-Rise and Shine days, more alert on Rise and Shine mornings

### **Tuesday, April 19<sup>th</sup> (Reflection)**

Homeroom

- Teachers seemed to care a great deal about sequence, citing all 3 students got out of control when an external item got in the way. Students didn't like change in routine
- Teachers noted homeroom was a transitional time that was less structured than the rest of the day
- Gives filler activities to kill time to allow teacher to perform other tasks
- Some students recognized the menial nature of homeroom tasks

#### Hallway

- All expected model behaviors but teacher doesn't care a great deal if it occurs

#### Socialization

- Teachers preached work assigned during homeroom was independent, but didn't care if they talked to their neighbors
- Didn't mind talking, but did tell students to quiet down

#### Student Participants on Rise and Shine

- Enjoy moving, having fun
- Desire to stay in the program
- Student A blamed Student C for telling him what to do, while Student C said Student A is always playing around behind teachers back

### **Wednesday, April 20<sup>th</sup> (Week 3, Day 2)**

#### Student C Observation (2)

- No teacher in the room, just aide
- Whole class is talking
- Student yelling across the room, wondering
- Tons of fidgeting/ outbursts
- What's the reward/ consequence?
- Is homeroom so worthless that teachers don't have to be there?

### **Thursday, April 21<sup>st</sup> (Reflection)**

- Is homeroom so unstructured it is a feeding ground for disruptive behaviors?
- School counsel notified me that student A is currently transitioning between ADHD medications

### **Friday, April 22<sup>nd</sup> (Week 3, Day 3)**

#### Observation of Student A (2)

- Tattles three times during Rise and Shine
- Gets addressed by another teacher for breaking rules
- Talked to by another teacher
- Stated he had no idea the rules of the game, had a difficult understanding of speed/rules
- Too excited to follow the rules
- Other teacher played with him to understand rules/speed
- Physically touches other students
- Always goes to the same spot at the end of Rise and Shine
- Changed spot to be closed to backpack
- Other student was there, said she was there is irritate him, to get him in trouble
- Student threw himself to the ground

#### Interview with Student A (2)

- Believes he is so fast that no one can see him or catch him
- Not sure of rules or doesn't care to follow them
- Very concerned with other students
- Believes other students try to get him in trouble
- Wants to be first

### **Monday, April 25<sup>th</sup> (Week 4, day 1)**

#### Student B Observation (2)

- Model Student
- Sharpened pencil for 90 seconds

#### Student B interview (2)

- Referenced events in Phys Ed class that didn't seem possible

### **Wednesday, April 27<sup>th</sup> (Week 4, Day 2)**

#### Observation of Student C (3)

#### Interview with Student C (2)

- Likes games that are challenging

- Needs to win at them
- Thinks he has great strategies
- Didn't understanding speed/tagging
- Doesn't like morning work
- Teacher C doesn't mind if he whispers
- Doesn't care if he stands by his desk
- Moving makes him calm, less wound up

### **Friday, April 29<sup>th</sup>, (Week 4, Day 3)**

Student A Observation (3)

### **Monday May 2<sup>nd</sup>, (Week 5, Day 1)**

Observation of Student B (3)

- Nothing notable during Rise and Shine
- Took 13 minutes to sharpen a pencil
- Salutes flag during pledge

Interview with Teacher B (2)

- When student B gets set on a task he needs to complete it
- No matter what it is doing, he focuses on it
- Has student subtract points on system
- Student B is a smart kid
- Morning work during homeroom is reinforcement and busy work
- Agrees Rise and Shine helps energize student B
- Once he is reading doesn't want to go back and re-check work
- Feels points reward/consequence system is critical
- Student B reads to escape- Mom's point of view
- Does say things that are not school appropriate every now and then

### **Tuesday, May 3<sup>rd</sup>**

- Checked in with Teacher B, said Student B had got the pencil sharpener out later on in the day and was focused on it

### **Wednesday, May 4<sup>th</sup> (Week 5, day 2)**

Observation of Student C (4)

- Substitute teacher in the room

- Constantly reminds the class to get work done, to earn a ticket
- Student C brags that Teacher C is in a meeting with his Mom right now

#### Interview with Teacher C (2)

- Expectations of behaviors are lowered when there is a sub in the room
- She doesn't want her students to be tired
- Doesn't mind Student C kneeling or standing
- Student C is
  - o Resistance to going back and checking work
  - o Argumentative when checking work
  - o Likes to be in the know, brags he is in the know
  - o Gets things done as quickly as possible
  - o Needs to be right, or his way
  - o Tattles quite a bit
  - o Gets a little violent when things don't go his way
  - o Obsessed with things being fair, but only when it benefits him
  - o Sometimes throws himself to the ground when he doesn't get his way
  - o Doesn't mind changing the routine unless it benefits someone else, or he sees it as unfair
  - o Outside stimulus get to him
  - o Feels he has a good memory when it benefits him
  - o Knows rules, if caught says I don't remember or you never told me
  - o Has great concern for other students to follow the rules, tattles if they don't

#### Interview with Student C (3)

#### **Friday May 6th, (Week 5, Day 3)**

#### Observation of Student A (4)

- Has a huge box of flowers
- Huge box of flowers make him walk down the hallway
- Focused on box and flowers for first part of the homeroom
- Focused on butterflies in the back of room
- Had a "lull" after checking off lunch and before morning work
- Very excited today

#### Interview with Teacher A (2)

- Doesn't really check morning work

- Says Student A is always touching things/fidgeting
- Touches students ‘by accident’ a lot
- Flower box threw him off for the day
- Says his behaviors go in cycles, just like Teacher C
- Student A
  - When caught doing something wrong he acts like he doesn’t know, or didn’t do it
  - Has a lull before morning work, needs to decompress
  - Resistant to double checking work
  - Tattles on a lot of people for small things
  - His tattles are usually unfounded/fabricated
  - Sensitive student
  - Likes order
  - Butting in line
  - Interesting in following rules only if it benefits him
  - Always tries to change rules in his favor
  - Understands new concepts quickly
  - Has difficulty with oral directions
  - Goes out of his way to keep a sequence
  - Great concern for following directions, for others to follow directions

### **Monday, May 9<sup>th</sup> (Week 6, Day 1)**

#### Observation of Student B (4)

- Ran twice during Rise and Shine
- Did well after the entire group received a warning
- Only drank juice during breakfast
- Looked for something for long time in desk
- Daily LAL packet

#### Interview with Student B (3)

- Likes Rise and Shine, wakes him up
- Notices when others don’t follow rules
- Believes he has superior moves
- Frustrated when things aren’t fair
- Got upset, but didn’t retaliate
- Has good behavior
- TV is a reward
- Watches TV late, stays up late

- Knows watching the TV is bad, but does it
- Knows movies are bad, but watches them
- “I can’t control it”
- Parents don’t know
- Negative mark = everything gets taken
- Odd breakfast schedule
- Tried energy drinks, made him tired
- Medication make him stay awake
- “TV just comes on”
- No time recognition
- Pooped on non-Rise and Shine days
- Upset about soccer, feels girls and boys have double standards
- Teachers/aids don’t believe him, Kids make-up things to get him in trouble
- Thinks rules are unfair against him and boys
- Was looking for agenda book in the morning, but another student had it
- Unrealistic interoperation of time
- Has own approach to double checking work

### **Wednesday, May 11<sup>th</sup>, (Week 6, Day 2)**

#### Observation Student C (5)

- Tattled on Zack
- At end of Rise and Shine, asked when I was going to talk to him
- Walked down the hallway
- Homeroom class was very concerned about sharing food
- Teacher threatened/redirected a lot
- Student C was concerned about other breakfast
- Yelled at for not cleaning table
- Hit elbow concerned about then
- Student C walked up to me and asked when I was going to talk with Zack
- Talked with Zack, said he didn’t understand tempo
- Differs from Teacher C’s way
- Answers and attention started to drain towards the end of the interview, started to get distracted

### **Thursday, May 12<sup>th</sup>**

#### Reflection on Student B

- Says Rise and Shine wakes him up- Teacher B agrees
- Says he is tired on non- Rise and Shine days- Teacher B Agrees

- Watches inappropriate TV- Teacher B's biggest complaint is non-school appropriate language
- Student B and Teacher B have different ways to check work
- Both said Student B has oddities
- Gets fixated on things, (Pencil sharpener, and agenda book)

**Friday, May 13<sup>th</sup> (Week 6, Day 3)**

Observation of Student A (5)

- Walked down the hall
- Very clingy during Rise and Shine
- Did well following directions, did as well as other boys and students
- Two tattles in 20 minutes
- After finishing morning work, colored instead of reading
- Teacher A has a good rapport with students
- Boys at Student A's table are very talkative
- Yesterday Student A claimed David was bullying him, they were both racing to get outside

Interview with Student A (3)

- Very active today, demonstrated games.
- Wanted to move frequently during the interview

Teacher C said the Student C drove him up a wall today

**May 14<sup>th</sup>/May 15<sup>th</sup>**

Transcribed interviews

**Monday, May 16<sup>th</sup> (Week 7, Day 1)**

Student B Observation (5)

- Perfect Behavior
- Almost seemed to know that I was observing just him
- Earned a point for following directions

Student B Follow –Up Interview (3.1)

- Very eager to get to interview today



### Teacher B Interview (3)

- Said Student B
  - o Was a good kid, has trouble with peers has few friends
  - o Gave examples of inappropriate vocalization
  - o “Donald Trump is elected president, I’m going to nuke him”
  - o Doesn’t realize what he is saying is wrong
  - o Always tried on Tuesday and Thursdays
  - o Had difficulty on Tuesday because he didn’t have his “energy drink”, which is really a boost breakfast shake

### Tuesday, May 17<sup>th</sup>

Transcribed interviews

### Wednesday, May 18<sup>th</sup> (Week 7, Day 2)

Observation of Student C (6)

- Tattles on Student A during Rise and Shine
- Was looking for researcher going down the hallway
- To do list was listed on the board
- Teacher C seemed frazzled today
- Ran down hall
- Student C was very distracted by the socialization and interactions between the students and teacher
- Had to be re-directed physically during the announcements
- Gets water from where????
- Asked Sara a question about morning work
- Interested in talking to Daniel a lot

Interview with Student C (3.1)

- Has a secret hiding spot for waters in the back of the room

Interview with Teacher C (3)

- Held in gymnasium as she wanted to get her lunch from the teachers room
- Said she had lots of active boys
- Almost too many tasks to do in homeroom time slot
- Thinks settling down period would have advantages for students
- No daily schedule, just a homeroom to do list

- Socialization is important
- Administration stressed she had to be done tasks, by 8:50
- Lots of students with accommodations
- Feels students don't look at posters in her room
- Student's C parents were contacted last week

### **Thursday, May 19<sup>th</sup>, 2016**

### **Friday, May 20<sup>th</sup> (Week 7, Day 3)**

#### Observation of Student A (6)

- Rise and Shine problems, had to leave the gymnasium early due to maintenance on the door
- Student A had to stand in line in the hallway with the rest of the students, before being allowed down the hallway
- Started observation earlier due to door malfunction

#### Interview with Teacher A (3)

#### Interview with Student A (4)

- Had to go to an adjacent classroom due to the broken door
- Super distracted during the interview
- "zoned out" a few times during the interview
- Likes to chase and tag people
- Likes visual schedule, know what's ahead
- Likes to trick and deceive others
- Believes others are out to get him, even though he knows it was an accident
- Likes to trick people
- Is creative
- Wants to never be left out, just agrees
- Wants to move!!
- Has a self-stimulating object

### **May 23<sup>rd</sup> (Week 8, Day 1)**

#### Observation Student B (6)

- Unfocused during Rise and Shine
- Was tagger and couldn't walk, had it taken away
- Walked to class but was much more social today

- Get selected to do the morning announcements, ran/skipped down the hallway, galloped down the hallway, to the main office

#### Interview with Student B (4)

- Would up
- Constantly Fidgeting
- Acted as if he was the researcher, whole interrupted, called out, shaked,
- Was rude and silly
- Difficult time getting him to answer questions

#### Spoke with Teacher B

- Said he was out of control all day
- Fidgeting, telling very weird stories
- Said, "He has been out of control all day. He is just moving constantly and telling weird stories"

#### **Wednesday, May 25<sup>th</sup> (Week 8, Day 2)**

#### Observation of Student C (7)

#### Interview with Student C (4)

- Very proud of his athletic accomplishments from the weekend