Sponsoring Committee: Dr. Joseph Shosh, Moravian College
Ms. Camie Modjadidi, Moravian College
Mr. John Williamson, Easton Area School District

FAME:
A FOUR LETTER WORD
YOU SHOULD SAY IN THIRD GRADE

Deanne DeBellis Lohman

Submitted in partial fulfillment
of the requirements for the degree of
Master of Education
Moravian College
Bethlehem, Pennsylvania
2006
ABSTRACT

This qualitative research study examines how the teacher’s language in a positive behavior discipline plan impacts the at-risk students in a third grade classroom. Participants include nineteen third graders in an elementary school located in a small-sized East coast city. This study uses character education as a foundation for the language used and for the plan that the teacher develops. The author shares individual stories about the third grade students in order to portray a “thick description” of the classroom environment. The study suggests that elementary classroom teachers can choose the positive language that they deem most important for use in a behavior plan. The author documents how previously identified at-risk students and new students blend with classmates in a heterogeneous classroom and find progress both individually and collectively. Finally, the teacher addressed issues of bias based upon students’ academic, social, and socio-economic backgrounds.
ACKNOWLEDGEMENTS

In pursuing my goal, I would like to thank God for the ability to have continued to have faith in myself as I came across various obstacles. There are also many family members and friends that cannot go unnoticed. In the lottery of life, I am a millionaire. I surely purchased the winning ticket. Gratitude goes to:

*My father, Charles A. DeBellis, for being the reason I teach with such passion. Your example in the Easton Area School District has gone unmatched since your years of dedication.

*My mother, Janet DeBellis, for supporting my busy life. Your energy with my family is appreciated as you make the daily grind more manageable. Even in the eleventh hour, when the thesis was lost, you retyped until your fingers were sore. You rock, Alice.

*My sister, Annie Woletsky, for being my daily dose of love and laughter on my way to work. You have kept me looking at myself and at my goals in a positive light at all times. Thank goodness for cell phones – and for big sisters. Distance is only on maps.

*My sister, Val Hochberg, for reminding me to never settle for second best in education. I admire your continued success in your chosen field. Your commitment is inspiring to those who understand the challenge.

*My brother, Charlie DeBellis, for being my American hero. Your dedication to our country fills me with hope and trust. I understand that because of men and
women like you, I can achieve any goal under the blanket of freedom with which you provide.

*My pastor, Father Palmieri, for guiding my family with continued faith for a better life. We are in the front of church, together. Thank you for believing in us.

*My teachers, Drs. Shosh and Mayer, for being two men in my life that have seen through the hard work and into my heart. Thank you for noticing my honest attempts at being the best teacher that I can be for the children. Your sharing of education has molded my beliefs in myself as a role model for the young children in my path.

*My committee member, Cami Modjadidi, for taking part in the final phase of my thesis defense. Your expertise with at-risk students is inspiring.

*My esteemed colleagues, for making the same journey in hopes of enriching the lives of our respective students. The adventure was more exciting together. We all had many challenges along the way, yet we chose to use more time and energy for our students. May we all feel a peaceful sigh of accomplishment!

*My students, for making this study come to life. I hope that you look back on this experience one day and have fond memories of our life learning lessons together.

*My friend, John Williamson, for helping me to see FAME as a way of life in my classroom. Your constant feedback with the many challenging behaviors of students reminded me just how much that I have done to make their school lives better. You are an amazing role model to me.
*My own “Oprah and Dr. Phyllis”, Marla Kinney and Lisa Curry, for listening to every classroom story with hugs and laughter. Your humor has graced me with excitement each day that I enter school. You are wonderful educators. Our children are lucky.

*My first mentor, Nancy Hart, for loving me and encouraging me when I was new at this game. You always made me feel appreciated.

*My first mentee, Elyse Costello, for reflecting with me as I completed this process. You always encouraged me throughout my study. Thanks for teaching me in return.

*My best friend, Nicole Niosi, for raising my expectations in my life. Your example of friendship has proven to be sincere and admirable. You are a superb lady. Go LBI.

*My dear friends, Faye Nelson and Annie Serfass, for always taking time to praise my efforts. You are both incredible women and I am honored to have you in my life.

*My soul-mate best friend, Charmaine Clayman, for being the reason I have tried to move forward each day. Your friendship has kept my spirit alive. You are my angel.

*My husband, Frank Lohman, for supporting me through six long years of reaching my goal. We have accomplished so much together and I am proud to call you my partner in life. We make one another better people for our children. I love you.
*My children, Zach and Hope, for being the reason I have never given up.

Every day that I look into your eyes, I know that God has blessed me. You are both my greatest accomplishment in life. You are my Masters of Motherhood.

You remind me:

“*One hundred years from now, it will not matter what kind of car I drove, what kind of house I lived in, what type of clothes I wore, or the balance in my bank account. What will matter is that the world will be a better place because I was important in the life of a child.*”

-Author Unknown
DEDICATION

*Finally, I dedicate my efforts to my Aunt Hilda, for being the woman that I have always wanted to be. Her unending, magical, gentle, kindness is forever in my soul’s memory. My only regret is that she passed away before my children got to know and love her as I did. I pray that she is watching me from heaven. I hope that I make her proud. I hope to pass on what it is that she showed me every moment of my childhood:

Children Learn What They Live ...

If a child lives with criticism, he learns to condemn ...

If a child lives with hostility, he learns to fight ...

If a child lives with ridicule, he learns to be shy ...

If a child lives with jealousy, he learns to feel guilty ...

If a child lives with encouragement, he learns confidence ...

If a child lives with praise, he learns to appreciate ...

If a child lives with fairness, he learns justice ...

If a child lives with security, he learns to have faith ...

If a child lives with approval, he learns to like himself ...

If a child lives with acceptance and friendship, he learns to find love in the world.

--Dorothy Law Nolte
# TABLE OF CONTENTS

ABSTRACT...........................................................................................................iii

ACKNOWLEDGEMENTS......................................................................................iv

DEDICATION....................................................................................................... viii

TABLE OF CONTENTS.......................................................................................ix

RESEARCH BEGINNINGS AND LITERATURE REVIEW.................................1

A Driving Force................................................................................................1
An Altering In-Service....................................................................................3
So What Exactly is FAME?...........................................................................4
What Is Character Education And Why Is It Important?...........................7
How Does Research Suggest That A Faculty Develop A Character Education
Plan?..................................................................................................................8
What Were The Main Ingredients To Our Plan?.........................................12
What Behaviors Should A Teacher Look For And When Do They React?....16
What Does The Identified At-risk Student Need?......................................18
Reflecting To My Childhood..........................................................................20
Language Is A Four Lettered Word..............................................................21

RESEARCH DESIGN AND METHODOLOGY..............................................24

Participant Observations.............................................................................24
Field Notes.......................................................................................................25
Surveys: Students, Current Classroom Parents, Previous Parents Of At-risk
Students, Staff..............................................................................................26
Interviews: Previous IST Teacher, Current IST Teacher, My Father...........28
Reflective Journaling.....................................................................................29
Narrative Daily Log......................................................................................30
FAME Dialogue Journaling.........................................................................30
Record Of Infractions..................................................................................31
Trustworthiness.............................................................................................31

PART ONE: THE STORIES..............................................................................34

The Why Of It All.........................................................................................34
Watching Him Watch Me.............................................................................38
Kids Say The Funniest Things.................................................................40
Seeing Patterns...........................................................................................41
LIST OF FIGURES

1. Gavin’s First Journal Entry
2. Tyson’s First Journal Entry
3. Shelly’s First Journal Entry
4. Asia’s Welcome Poem
5. Lucy’s Welcome Poem
6. Karla’s Welcome Poem
7. Lucy’s Hopes Journal Entry
8. Asia’s Hopes Journal Entry
9. Billy’s Holiday Journal Entry
10. Anthony’s Holiday Journal Entry
11. Mandy’s Ideas Journal Entry
12. Garret’s Favorite Journal Entry
13. Allison’s Vacation Journal Entry
14. Alfred’s Vacation Journal Entry
15. Thank You Letter From Vexillologist
16. Findings
RESEARCH BEGINNINGS AND LITERATURE REVIEW

A Driving Force

Sitting at my father’s retirement dinner some twelve years ago, I began reflecting on my own place in education. He was a teacher and principal in a local school district for over thirty years and was seemingly loved by all. He was the type of administrator that you wish was still around now caring for his staff as if they were family, dedicated to the children as if they were his own, and respectful to everyone he knew. His devotion to the children and adults alike showed clear consistency. Tears fell from staff members, colleagues, family, and friends as they realized that this man would no longer walk the halls demonstrating the respect, safety, pride, and responsibility he had shared with others for so long.

A sense of power filled me as I pictured myself as an educator in my school district, attempting to do many of the same good deeds that my father had done before me. He believed that there was good in every person. Could I follow in those footsteps? Did I have the same faith? Could I also be remembered some day as showing respect, safety, pride, and responsibility? I vowed to be the teacher who learned about each child’s individual behavior.

Now in the midst of my sixteenth year of teaching, I have experienced two schools, five grade levels, and seven classrooms. Almost five hundred children later, I still feel like it is my first year. My passion for making a difference in the lives of children, and ultimately in our community, finds me intrigued by what it
is that I can do next to make their lives better while I am responsible for them and their learning. I agree with Paley (1992) who states, “Maybe our classrooms can be nicer than the outside world” (p. 22).

I began my career by teaching high school students in a child care class how to teach the preschool children in my daycare as I watched over the daycare. From there, I taught first grade in another building for one year. Then I moved to second grade within the same building for three years. While there, I was asked to move to third grade, where I have now begun my third year. What I believe to find everywhere that I turn is that the heart and soul of children can be vividly seen in their eyes every day that they come to class. They want good role models; they need good role models; they deserve good role models. I desire to be that good role model.

I want to be a force that drives them to be better, both academically and socially. No matter what grade I teach, student needs are similar. These kids need to have a solid ground of expectations that are completely attainable, so that they can find their success and continue to challenge themselves to achieve their potential. It is certainly possible if we convince them in their own language. Kid friendly, consistent language can be quite a powerful tool. It is my job to model the behavior expectations and then consistently enforce them.

An Altering In-Service

Our mission statement reads,
“Our School District respects the diversity of its student population and is dedicated to the importance of developing our students into responsible citizens. We will provide each student with an academically challenging program that enhances creativity, develops an ability to use technology, and encourages critical thinking and problem solving. In support of this mission, we will ensure a safe instructional environment and promote life-long learning.”

In addition to this mission, our school district has embarked upon a program called AFG, or Accreditation for Growth, is the equivalent to a community’s mission statement, which, in this case, is broken down into three categories. Our statement includes adequate yearly progress in math, in language and in citizenship improvement. The AFG Measurable Objective Number Three, known as the Citizenship Objective, states that, “By the end of the 2006-2007 academic year, all students of Our School District will demonstrate core ethical values of caring, honesty, fairness, responsibility, trust, respect, and citizenship as measured by adherence to the Our School District Code of Conduct.” Finally, we are setting the bar for positive behavior as well as student achievement. This is where my passion comes in and has taken over!

After an in-service that our building hosted three years ago, our staff voted to implement a school-wide positive behavior discipline plan which requires having everyone on board, involved, and making change. It has proven to be quite a
collaborative endeavor. Change may be an uncomfortable word for many, but it has become a commonplace for me. Following the in-service, I became a member of the core team. Ten of us worked for a year, researching articles and schools with Positive Behavior Support (PBS) plans in place. We met, worked hard, and developed an outline to share with our staff. We called our plan FAME.

So What Exactly Is FAME?

The FAME program is a positive behavior discipline plan that is a school-wide initiative of support for our elementary school students in grades Kindergarten through Fourth. This plan is intended to change the way we teach our children and, in turn, to enhance our students’ learning.

The ‘F’ stands for Focus on Respect. The ‘A’ stands for Always Act Safely. The ‘M’ stands for Make Myself Proud. The ‘E’ stands for bE Responsible. Each of these areas encompass behaviors that all children, regardless of age in our elementary school, can demonstrate.

*Focus on Respect has the four following behaviors:*

1) hands, feet, and objects to myself
2) take care of property
3) use kind words and actions
4) wait my turn

*Always Act Safely has the three following behaviors:*

1) walk in the classroom
2) put things away in their proper place
3) sit forward on the bus

Make Myself Proud has the three following behaviors:

1) do my best work
2) praise others’ efforts
3) have a positive attitude

bE responsible has the four following behaviors:

1) complete and return work on time
2) follow directions the first time
3) stay on task
4) return homework

As our core team committee members wrote in a power point presentation for our local school board, “The philosophical assumptions are to state all expectations positively, to recognize positive behavior, to teach and model expected behaviors, to be proactive when monitoring and adapting, and to create a community effort of parents, students, and staff.”

We recognize positive behavior with a token reinforcement system. When children are ‘caught’ randomly throughout their day, by any adult in the building, showing any FAME behavior expectation they are given a precut FAME star. This enables any student, regardless of where he or she is in the school, to be recognized by any staff member. Hence, when children can be appreciated for role model behavior from the bus to the classroom to special to lunch to recess to
hallways at dismissal they never know exactly when an adult might reward FAME behavior.

At the end of each week, the children can take their stars and use them in exchange for small prizes from the FAME wagon. The wagon comes to the classrooms and the children have the opportunity to save or spend. As well as individual recognition by other teachers, whole classes can be caught with a class ‘star gazer’ (see Appendix A). At the end of each day, classes are announced and each class collects the class ‘star gazer’. When any class accumulates thirty, that class receives a classroom prize such as a popcorn party, a gift certificate, or a free homework night.

School-wide data are collected on our categorized FAME infractions page (see Appendix B). The information is entered into an electronic data base each week and the data are intended to drive re-teaching of expectations and focused interventions as needed feedback is given through follow-up questionnaires (see Appendix B) with staff members who then report this information to the core group. We can discuss how we can better serve our students through the process. Results from FAME, according to our district presentation, find the staff unified regarding behavioral expectations and priorities, students demonstrating knowledge of behavior expectations, students increase of time on task, and student achievement improving.

Parents know their child’s specific behavior in school since we begin the year with a contract that they sign along with their child which has all of the FAME
behavior expectations so as to provide consistency when modeled at home.

Parents can participate in what Nelsen and Glenn (1999) called ‘active listening’ when they listen to their children’s feelings without trying to explain them away or fix them. They simply help understand them. Parents also participate in celebrating positive behavior success monthly at Pride assemblies where the children have school-wide raffles and share academic progress.

What Is Character Education And Why Is It Important?

Character, or moral education, focuses on citizenship skills, and the creating of this type of character education plan takes time. Character education programs like FAME are focused on teaching children to be kind, careful, hard working, and honest. The direction of our society is determined by people’s choices which result from making personal decisions and acting upon them. Kohn (1997) describes the phrase character education as having two meanings.

In the broad sense, it refers to almost anything that schools might try to provide outside of academics, especially when the purpose is to help children grow into good people. In the narrow sense, it denotes a particular style of moral training, one that reflects particular values as well as particular assumptions about the nature of children and how they learn. (p. 428)

Hovland (1996) states that if disruptive behaviors that cause learning time to decrease are allowed to persist, these at-risk children demonstrating these
behaviors become at-risk adolescents and adults who require excessive personal and financial support from schools and all forms of society. The type of child that he refers to as exhibiting problems of blaming, negative-aggressive behavior, and need for direction in work, can be seen in any grade level in any room of our elementary school building. Disruptive behavior involves everyone in the classroom. It is my job as a classroom teacher promoting FAME to use character education as a means to teach all children that they can grow into good people. Children need to be taught that good behavior is connected to good character, but it is not one and the same. It is in the learning of the behavior lessons that the character becomes developed.

How Does Research Suggest That A Faculty Develop A Character Education Plan?

Colvin (2000) shares research done in the Clear Lake Elementary School in Oregon which provided a strong positive example for us to follow. The Clear Lake plan involved all faculty members in an effective behavior support plan that has been in existence for almost ten years. In an article that our core team reviewed, we learned how they created a description of the critical factors and procedural steps to follow in order to sustain our own plan. This gave us the foundation necessary to organize our own needs for our students.

The first step: they establish and sustain the need. Finding the staff perception of addressing school wide behavior consistently is key. A strong consensus from all members to be on board puts the plan closer to success. If a faculty votes for
making the school wide behavior plan a top priority, they can go to the next step. Making the plan a top priority for the school must be a willingness felt by the entire faculty. Each year, the faculty must buy back into the importance of the plan, especially when new staff members are brought on board.

The second step: they form and maintain a leadership team. The responsibilities of the team members need to be clearly understood by the faculty. Attending meetings, providing leadership for all phases and implementation, monitoring and troubleshooting, preparing materials, assisting with data management, and communicating effectively with new faculty members are crucial to the next step. There must be total commitment for a three year phase of the plan so that the research, implementation, and the reflection for change can be made with a consistent group of leadership team members. After this point, they suggest the policy that membership on the team should vary from year to year to lessen staff burnout and allow for other faculty members to become significant players.

The third step: they clarify faculty roles and expectations. This phase is an ongoing commitment of all staff to participate in the plan. Everyone feeling part of the success is key. The principal must be active, show visible support, and provide consistent leadership. The plan must be able to survive even if the immediate players change. If clear roles and expectations are set from the beginning, frustration is limited and vision is kept on moving forward towards the
ultimate goal. This leads the group to the fourth step.

The fourth step: they develop a data system for decision-making. The office referral form must now encompass the behavior infractions that meet the criteria of the school wide positive behavior discipline plan. The data must be reviewed on a regular basis to look for overall patterns and trends in numbers of referrals, specific locations, class trends and individual problems. If everyone involved can see firsthand what it is that they are reinforcing, where the shortcomings might be, and then reflect professionally independently and within a group, the staff will continue to move forward. After the team can analyze the data, they must continue into the next step to pinpoint problems and provide the basis for decision making and planning.

The most important fact from this staff involved at Clear Lake Elementary is that the components of an effective behavior support system need to be implemented sequentially. The staff reached the conclusion that any facet of the plan, performed out of sequence, can create problems. This can now take the team into the fifth step: they maintain focus. A conscious effort must be made in order to stay focused on implementing the targeted sets of behaviors that must be addressed. Both behavior and academic support must be provided. As the team moves forward, using data to drive the instruction, they should seek the help of educational professionals in the field that understand this school model. Once the faculty finds the critical partner or partners to provide communication from here, they move onto the sixth step.
The sixth step: they have access to consultation. This is known as the final critical component for sustaining effective behavior support. Assistance, in the form of technical guidance, research based consultants, and other school teams using the same type of behavior plans are a few examples of satisfactory services. Clear Lake Elementary School used ongoing aid from the Behavior Research and Teaching Department at the University of Oregon. A school can use forms of technical assistance within their own district, but must be aware and accepting of their expertise in order to move forward and into the last step.

Finally, the seventh step: they increase emphasis on academic support. Each year, a school should continue to read the data to increase time on task behavior which increases academic growth. On the basis of data, decisions can be made regarding placement, groupings, and instructional delivery. Clear Lake, more recently, has learned that some students will display inappropriate behavior because they are unable to do required work, and should not be viewed as a failure to the intent of the program. Academic as well as behavior support systems must remain in place. The behavior support system is a piece of the puzzle, not the entire solution.

What Were The Main Ingredients To Our Plan?

So how did we prepare our program to set these expectations for every student and still provide the at-risk children the focused instruction they need to succeed? We asked ourselves this question constantly, and I began my quest to aide the
team in developing the citizenship program in our building. The information given to the children had to be in their language. Though it may be obvious or redundant, the simple expectations were clear, concise, and measurable, and could be followed anywhere in the school, home, or community. “Students who have chronic and intensive emotional and behavioral problems (approximately 1-7%) warrant a comprehensive plan covering the home, the school, and the community” (Eber, p. 61). Fox supports the early intervention with positive behavior support as at-risk children transition to school. Also mentioned in Fox’s research findings are that “…stress affects the family’s ability to parent effectively and places the family unit at an increased risk of isolation and segregation from activities, events, and places within the community” (p. 151).

Once we have identified the at-risk children and now have a positive behavior plan in place, strategies can be shared to aide staff members. Horner (2002) indicates the first goal of schools is to educate children. However, a consensus exists that schools will be effective learning environments only if strategies are in place to build and maintain appropriate social behavior. Empathy and appreciation do take precedence when considering an at-risk student’s perspective. Observations and reflections collaborate to team up as we need to generate creative ways to address the challenging behavior, rather than get trapped in reactive cycles. Rao (2003) comments on understanding the student, identifying ways in which the atmosphere (positive or negative) can contribute to the behavior, and finding new behaviors to replace the old ones. All of these
aforementioned ideas do contribute to facilitating growth and development amongst faculty members.

Lewis and Sugai (1999) supported the idea that not all children and youth have access to appropriate models, regular monitoring, regular academic and social success, and meaningful feedback. They noticed the approximate 1-7% of students with chronic problem behavior needing support. Developing an effective behavior support, or EBS, program takes careful planning. They continue,

“A school-wide EBS effort has six essential elements: statement of purpose, school-wide expectations, procedure for teaching school-wide expectations, continuum of procedures for encouraging school-wide expectations, continuum of procedures for discouraging problem behaviors, and procedures for monitoring the impact of the school-wide effective behavior support implementation” (p.5).

Non-classroom settings are extensions of the regular classroom and must be included for consistency. Overall, the use of a positive behavior support plan in specific settings like hallways, transition times, cafeterias, playgrounds, arrival times, and dismissal times has consistently demonstrated positive results (Safran and Oswald, p. 367). Best practices, as included in citizenship programs, contain the following: teachers emphasizing the true importance of learning, teachers providing instruction and practice in citizenship skills, teachers making efficient use of learning time, teachers establishing clear discipline policies and applying
them fairly and consistently, administrators and teachers assuring that school time is used for learning, administrators and teachers establishing and enforcing clear, consistent discipline policies, and administrators and other leaders continually striving to improve instructional effectiveness (Brown, 2003).

We quickly learned that this situation in our building was not unique to our school. Brown (2003) continued to express that among the most important and exciting advances for education in the past decade is the emergence of school-wide discipline systems. Dangerous and destructive behaviors are not just a major national concern; they poison the climate of a school and interfere with academic and social development of all children. School-wide efforts to build effective behavior support are a practical and effective response to the threat from destabilizing disruptive behavior (Nersesian, 2000). Finding the children to identify at-risk kids and yet encompass the entire elementary school body was our biggest challenge. We decided to allow four major at-risk behaviors be the criteria for identification.

Being clear about the strategies that work for me in previous years was easier to develop for myself than it was to impose on others to implement. I feel comfortable using consistent language to discuss the areas of respect, safety, pride, and responsibility. But with that in mind, I felt unsure of my professional peers listening to me suggest what should work for them. Not many look forward to their coworkers telling them how to do their job. Commonly used strategies include: using consistent expectations, modeling appropriate behaviors, catching
children doing the correct action, and asking all children to speak as well as show the requested guidelines.

A local school in our district’s area began a positive school-wide behavior plan and found the core elements of school-wide efforts to be: ongoing team planning, data-based decision making, teaching of school rules, recognition and reinforcement of appropriate behavior, and development and communication of school-wide policy (Lohrmann-O’Rourke, 2000). Key lessons learned thus far in that district range from strategies of administrative participation and support, teaming, involving all faculty and staff, taking time to plan ahead, teaching the expectations, using data to identify chronic problems, remembering to recognize and reinforce expected behavior, and keeping an eye on policy. The quest continues as the positive behavior discipline plan is in place.

What Behaviors Should A Teacher Look For And When Do They React?

Early intervention among home, school, and community find the children to be surrounded with consistent behavioral expectations that influence the child’s development and functioning. Because the family is a critical component in sustaining this development, the goal of the plan is to empower the child consistently through the home, school, and community. Paley (1992) stated, “Young children are profoundly attuned to any new behavior on the part of the adults who care for them” (p. 66). Allowing the child to find success in all of these settings reassures the student of the parent-professional partnership and its
core focus on the individual. Well planned, meaningful, collaboration proves evident when the child knows that all those around them care for their best interest.

According to Taylor-Greene (1997), “The most common reasons recorded for office referrals include: disruption, fighting, defiance, and repeated minor offenses” (p. 108). Disruption from an at-risk student in an elementary setting is described as a child who blurts out constantly, never stops moving, and constantly questions their teacher and his/her peers. This type of child, who Flint also describes as “fast-moving and talkative” (2001), points out that poor social skills can and do show up outside of the classroom experience as well. She then continues to mention disruptive actions such as a child being disorganized and distracted themselves, constantly looking for materials they should have in order to be working on task. Also noteworthy are: hanging off of the chair, making jokes at inappropriate times, and purposely dropping or throwing items around the room.

Fighting, although it would seem straightforward, can be noticed both in verbal and physical manners. The portrait of the at-risk child can be painted as one being physically and/or verbally dominating to others. Physical dominance may be seen as touching another in an aggressive manner such as pushing, grabbing, or taking and/or hiding belongings. Verbal dominance may be seen as calling names, teasing, making threats to hurt another in some manner, talking in critical and impatient tones, or even telling some children to not be another child’s friend.
Defiance can be the most troublesome offense due to its nature of being aggressive or passive. In an aggressive manner, an elementary at-risk student may show defiance when they “disagree vocally with others in a loud, bossy way”, refusing to perform academic tasks, refusing to accept authority anywhere in the building, and reacting on impulse. When these children behave in a passively defiant manner, they tend to hand in messy or incomplete work, appear impatient and shut down to request for answers to academic questions, and remain stubborn instead of conforming to control of others (Flint, p. 65).

In agreement with these findings by Flint, school examples provided by Nakasato (2000) from the Hawaiian Department of Education show “…48% of the total behavioral problems were related to harassment incidents occurring on the playground” (p. 249). Using these four categories, we acknowledged that they must be spoken in child friendly language. We turned the negatively premised behaviors into four positive characteristics that any of these could fall under. We named them respect, safety, pride and responsibility. All children, even those falling into the at-risk behavior category, would be expected to follow criteria allowing them to show any and all of these.

What Does The Identified At-Risk Student Need?

What happened next was that we needed to map expectations for all at-risk students to follow so that we were given the information needed to progress as the rest of the students. “Children with challenging behaviors need focused
instruction within inclusive natural environments to develop the skills to become competent communicators” (Fox, p. 154). Continuing with the idea of focused instruction, “These children have difficulty taking responsibility for their own behavior. They develop disruptive behaviors to compensate for feelings of pain and loss, needing to be taught skills for loving through a variety of intervention techniques in a school setting. They need consistent, guided practice until they can assess a situation for themselves” (Webb, p. 31). A teacher who is neither too flexible nor too demanding, and who will place the child in a classroom where expectations are high and teaching is relevant is the best match. In addition to this, both Weinstein and Mignano (2003) state, “Attending and acknowledging involve both verbal and nonverbal behaviors. Even without saying a word, you can convey that you are totally tuned in by orienting your body toward the student establishing eye contact, nodding, leaning forward, smiling, or frowning. In addition, you can use verbal cues” (p. 97).

After planning for an entire year, we began implementation two years ago. I have had some very challenging children in the past four years, all of them needing individual attention. I could always reflect on what worked for me before being part of the core team, but now I had consistent support all around me in order to support the children.

While in my Teacher as Researcher course, I began to redefine my behavior plans and examine what it was that seemed to make some more successful than others. I know that there will always be one to seven students in any average-
sized classroom who don’t respond as we naturally expect third graders should. But what if they could? What if I could prove to myself that providing these children with something consistent might be the trick to help them manage their behavior and allow for success? So, here I am, ready to examine how the role and usage of consistent language in positive behavior plans shapes the future behavior of at-risk children in my classroom.

If I close my eyes and dream of my perfect classroom, it would include ways for all children to find success, both academically and socially. Kids need to progress at their own pace and in their own time, but the essence of the child must be respected. They all desire to be something. I want to help them choose to be the best person they can be. I often tell my students that life is all about choices, and with those choices come responsibilities and consequences. It reminded me of my own elementary memories.

Reflecting To My Childhood

To me, just thinking of core beliefs, I see my own childhood. Being immersed in education due to my father’s administrative role, my father taught me to believe in myself. It didn’t matter what my goal became, only how I had intended to get there. I always had a plan. “Teach the child, not the curriculum,” always rings in my head. Of all of the ages that I have taught over the past sixteen years, never have I questioned why I love my job. My children are my passion. I believe simply in integrating the home, the school, and the community
to create a life-long learner. I truly believe that this can make a difference in our world today.

I still remember my second grade teacher, Miss Gerbino, and how she made every day feel magical. It wasn’t what she taught necessarily, or what she used as discipline, but how she did those things. She was consistent, and we all knew she came to school for us. Now, as an adult, I can reflect on what I get out of doing things for children this way. I, too, am given the gift of being someone important to them. I unwrap my present every day when a child greets me with a smile or notices something about me and makes a kind comment. Using FAME, they have the unique chance to grow and learn, using their own active role, in behavior education. Choosing one’s own actions and thus one’s own consequences, is priceless.

This is where my FAME positive behavior discipline plan comes into play. It is an approach that engulfs the children, the parents, the staff, the community. Finding the role and usage of consistent language in my plan will enable me to fill voids for the children who need me most. Everyone wants to be part of the classroom community in some way, yet some children just don’t know how to do so. I can help them function, at an early age, and they can master who it is that they choose to become later in life.

Language Is A Four Letter Word

As our FAME core team beautifully wrote in our community pamphlet:

“FAME produces the following outcomes of a school-wide climate of respect,
safety, pride, and responsibility along with increased engaged learning time for students that results in a unity of purpose in our school community.” As I mentioned earlier, the school-wide reinforcement plan finds each child earning stars from any teacher in the building by practicing and modeling expected positive behaviors. Stars may be redeemed at the traveling FAME store. Each class earns recognition from any other staff person when caught practicing and modeling expected positive behaviors. The entire school celebrates as classes reach behavior goals. What becomes even more rewarding is the parents’ role in FAME. Parents know their child’s specific grade level behavior expectations. Parents provide on-going support for each child to meet behavior expectations. Parents model and reinforce respect, safety, pride, and responsibility at home. Parents participate in celebrating the positive behavior success of each child. The FAME program is all inclusive, leaving no one out of the school community and everyone in as a key player.

What I have found in my years of graduate study is that I am striving to do all that I can in my power to create an atmosphere most conducive to student engagement and achievement. My classroom management skills have always been key. I am honored to have been asked by my principal to allow staff members to come in and watch how the consistent behavior expectations in my classroom have been polished over the past few years. Now, I can strive to reach higher and help my students. Now, perhaps I can hand those children at-risk
some extra ones to hold onto tightly.

As I have inquired into my teaching practices over the years, I find that one strength is in my delivery. I show consistency, demand the best, and set expectations high. Children live up to the levels which we create for them. How exciting to teach children to look into themselves and dig deeply! Respect, safety, pride, and responsibility are the key elements to our Positive Behavior Support, or PBS, plan. Life-long learning experiences will find my students making choices. What a powerful tool I can hand them if I can provide the children, especially the one to seven at-risk, with plans to make good choices. Finally, students can acquire the good consequences. Life is learning; learning is life.
RESEARCH DESIGN AND METHODOLOGY

The students whom I teach in my hometown elementary school are wonderful, lively, inspiring children who come into my classroom from all walks of life. Half of the third graders I teach come from the affluent homes near the college. The other half reside downtown in the city, and many live in the Projects. The majority of my students come from single parent homes with multiple siblings. The student population in my classroom is a majority of Caucasian children, with a growing number of African Americans, Asians, Hispanics, and Indians. This year our classroom community is comprised of two ESL students, two learning support students, two enrichment students, five above-level and eight-on-level students. The children show both academic and social diversity. All of them bring a source of background knowledge and motivation to learning that is unique. They are each challenging for individual reasons and create an atmosphere of energy that keeps me on my toes. I love every minute of it. My study begins in August after I receive permission from my school principal (see Appendix D) and the approval from the Moravian College Human Subjects Internal Review Board (see Appendix E). Below is a description of the ways in which I gathered data for my study.

Participant Observation

I began the school year by taking notes throughout each day. It was important for me to observe students in the classroom, the halls, the cafeteria, the
playground, and in special classrooms. I gave permission slips (see Appendix F), with explanation of the intent of my study, to all students so as to allow parents time to digest the information. They also had ample time to ask questions or share concerns. As Arhar, Holly, and Kasten (2001) stated, “Observation is foundational to good research” (p. 137) and “This process of zooming in and out enables us to better ground our observations and interpretations” (p. 139). As I observed the children and how they interacted with one another, I wrote about what things were occurring in their surroundings.

Field Notes

I was careful to take the notes that I wrote on three by five cards during each day and transferred these notes into more thorough classroom accounts in a researcher log note book. I wrote dates, times, key terms, student pseudonyms, emotions, and my immediate reaction to any situation that I felt was worthy of noting in my field log. At the end of each day, I was able to reflect on the moment and write more intensely about the event. It was amazing to me, as I began to reread the events, that the stories of the children’s behaviors came to life. I was able to begin to see patterns in behaviors and even some triggers for those children who demonstrated what I considered to be inappropriate behavior. The most valuable asset of these field notes was having the opportunity to speak to the children after individuals made choices that violated classroom rules. We were able to discuss, at length, the behavior choices and consequences of their peers which provided us with an open forum. Arhar, Holly, and Kasten (2001) stated,
“Being fully present and open to experiences around us allows us to see and understand more of the complexity of our classrooms” (p. 140). I found this to be true for me as I recorded evidence, and, when necessary, investigated further.

Surveys: Students, Current Classroom Parents, Previous Parents Of At-Risk Students, Staff

In choosing to conduct surveys, I am reminded by Janet Allen (2000), who wrote, “...I realized that the information on the surveys could also be instructive when I looked for class patterns” (p. 202). With this in mind, I chose to survey all nineteen of the children, with parent or guardian consent, (see Appendix G) and their parents. I asked the children questions about how they felt about their upcoming report card, how they showed respect, safety, pride, and responsibility in school, how they might better their FAME behavior in the next marking period, why they are a FAMEtastic third grader for me, what their favorite part about FAME is in third grade, how they share FAME with people outside of school, and what a FAME writing prompt would be if they could create it for our journaling. I continued with Allen’s suggestions when I questioned the parents of the nineteen children. I used the same form, with written consent, as I used for the children and also had the opportunity to evaluate the language that is used during a normal day in our building.

Eder and Fingerson (Gubrium, 2002) state, “One clear reason for interviewing youthful respondents is to allow them to give voice to their own interpretations and thoughts rather than rely solely on our adult interpretations of their lives” (p.
I was in full agreement, knowing how third graders rarely have a voice in their classroom. I wanted this to be different and I wanted them to understand that it was different. Their feelings and needs were certainly as important to the study as mine.

Using the information that parents provided me was of the utmost importance. I hoped that by incorporating parental participation, the children will see how language may be used consistently in the classroom and at home. I eagerly asked them what they recalled most about FAME language in my classroom, what they felt of their child’s progress both academically and behaviorally, what about the FAME plan allowed them for consistency at home, and what they thought I could do to improve for my current students.

I also included surveys, with written consent, for the FAME core team members (see Appendix H) to give me a different view. In order to better know my students and classroom behaviors that may trigger issues for them, I created staff surveys. In these surveys, I questioned past teachers of my students about how these children showed respect, safety, pride, and responsibility. I also asked them what they found most challenging when trying to use positive behavior plans with at-risk students, what they felt was the best way to communicate with parents, what concerns they had with consistency from year to year, and what they considered to be the top three behavior infractions.

Interviews: Previous IST Teacher, Current
IST Teacher, And My Father

I interviewed, with written consent, the previous leader of the IST, or Instructional Support Team, (see Appendix I) to make sure that my goals of using consistent language in PBS, are focused for the children in our building. I hold his opinion in the highest regard, and he has supported me with many difficult classes over the past six years. I asked him to comment upon my consistency with regard to FAME plans, how well he thought I encouraged a level of consistency for at-risk students, how I might reshape academics and behavior of at-risk students, and if he had additional suggestions for my consistent use of language.

I also interviewed the current IST leader (see Appendix J). My intent when interviewing her was to review some positive behavior plans that I had planned to use for individuals who would be identified as at-risk students this year. I was looking for her input on the consistent language idea that I had planned to implement. I asked her how she believed my using FAME language would help the incoming at-risk students in my class this year, who might have a strong need for my plan, what specific infractions she saw concern for, and how any child might improve his or her behavior.

I also interviewed, with written consent, my father (see Appendix K), who wrote an article almost twenty years ago about citizenship in our local schools. As stated in our AFG, or Accreditation for Growth, we are demanding that our children are able to show good citizenship. But where do the role models come
in? I wanted to compare the students that my father wrote about in his article years ago to my own and determine how he believes all of today’s students might become good citizens. I also questioned him about ‘teacher sensitivity’ and the teachable moment that he wrote about. DeBellis (1989) stated, “The teachable moment will occur in a classroom only when the teacher is sensitive to the variety of cultures in his class. The teacher must be the impartial leader who, without taking sides, must speak, explain, and enlighten students on cultural differences and mutual respect” (p. 3).

Reflective Journaling

Reflective journaling (see Appendix L) allowed me to look back at my week in the classroom, beyond the academics, and into my own behavior as well as the students’. While it is common for me to reflect on any of my lessons, reflecting on my own use of language was a new experience. I reflected on what it is that I do with my language when using positive behavior plans throughout the week. I agree with Cole and Knowles (2000) when they say, “Journal keeping is central to both the inquiry and development processes” (p. 56). I noted important feelings that I had, ways that I behaved in reaction to the children, and how I used my behavior study to grant myself permission to be human and make mistakes along the way. This was not very different from my participant observation and field log as I continued to focus on my language and behavior as was consistent with FAME. It did, however, provide me with similar findings.
Narrative Daily Log

Also added to student files were the narrative logs that I incorporated. Just as I reflected weekly on myself and my behavior, this provided a great way for me to reflect daily on the children’s behavior. I used the ABC, or antecedent/behavior/consequence (see Appendix M), and recorded what preceded the infraction behavior, the behavior itself, and what it is that I chose as a consequence to the infraction behavior. Like Streib (Cochran-Smith and Lytle, 1993), I found that, “The more I wrote, the more I observed in my classroom, and the more I wanted to write. As I re-read my journal I got more ideas for teaching…” (p. 122)

FAME Dialogue Journaling

I reviewed students’ personal needs as I tracked their progress in our FAME dialogue journals. I gave the children prompts, and after writing responses to them, the students shared their feelings at the rug area with me. We discussed which connections we made to one another, and how we could help each other when questions or concerns came up. As Arhar, Holly, and Kasten (2001) state, “Working with students to document their growth in portfolios also helps us as teachers to understand how we might address issues in our own teaching” (p. 161).

Record Of Infractions

As an important source of reference, I was able to track whether the at-risk students showed behaviors that needed growth in the areas of respect,
safety, pride, or responsibility. I did so by using the weekly checklist to record which FAME behaviors were infracted. From that point on, I indicated if the consequences that I chose to use for the individual are either time out, loss of recess time, removal from class, note home, phone call home, pink slip, or parent conference. As Arhar, Holly, and Kasten (2001) remind us, “The checklist is a structured observation instrument” (p. 150).

This was essential to my use of consistent language due to the fact that if I saw improvement, the positive discipline may have been a contributing factor. If I did not see improvement, then I inferred that the language choice might not be working and I needed to choose different words.

Trustworthiness

My design allowed for both trustworthiness and credibility as I included people, method, and theory. Having intended to use multiple sources, such as those previously stated, this had enabled me to gather important evidence from views other than my own, which I then used to question my theory. As I entered the study, I was determined to work to recognize those biases that I might have. I believed that my consistent language in a positive behavior plan could have made the difference for my third grade students, and especially my at-risk students.

From the Open House in early Fall, I wanted to maintain open and clear communication with parents. I presented data collected to some of my FAME
core team members and to some of my supportive staff in order to look for constructive criticism. I also shared data findings with my teacher inquiry group.

Data collection recorded behavior infractions, consequences, and listed which Student, by pseudonym, demonstrated the behavior. While a child may have opted out of the study, all were well aware that they could not opt out of the school-wide FAME behavior plan. They had each signed a school contract (see Appendix N), along with their parents, promising to use FAME behaviors. Even though participants remained unnamed in the study, they were still expected to fully participate in the FAME program.

Open and clear communication was key for me as I was always interested in parental input. I was comfortable sharing findings of my study as I progressed, through newsletters, and dialogued with the students using the newly created FAME journals. Together, we created an environment that was conducive to life-long learning of ourselves.

Finally, I conducted my study for at least four months to provide an adequate amount of time in order to conduct interviews and surveys, complete conferences and IST meetings, and collect data on behaviors infractions and consequences. All of this was compiled in order to help me prove if the role and usage of my consistent language that I use in my positive behavior plans to help the at-risk students in my classroom.
PART ONE: THE STORIES

The Why Of It All

Let me introduce you to a great bunch of kids. Each is unique in some way, bringing a piece of individuality to the classroom that creates a community filled with excitement. Getting to know them and their backgrounds makes it easier to understand how and why they react to situations as they do and how my attempt to use consistent language with them came into play.

I prepared my classroom to welcome them in small groups of five. Elementary kids seem to enjoy the ‘pod’ experience, as it allows them to be with others to socialize and work on academic tasks together. They can belong to a group of friends without the pressure of having to be picked or left out. My arrangement went as follows:

Pod One, named the “F” group, for Focus on Respect, consisted of Shelly, Macy, Asia, Alfred, and David. Shelly is polite, hard working, and can lead as well as follow. She is the role model student for any grade level and is well liked by all. She lives on the ‘Hill’ and is lucky to have both parents and an older brother in her home. Macy is an ESL (English as a Second Language) student and is a joy to have in class. She works hard to stay on task and enjoys learning English to the best of her ability. She is a nice combination to this group as she listens when needed yet participates when prompted. Asia lives with her parents in a lovely home. She is a kind girl but has a tough time following directions. She often loves to chat at inappropriate times. Her parents are concerned that she
isn’t learning to her potential, as she gets confused with English still at times. English is not her family’s native language. Alfred is a smart boy who shows great potential. He lives at home with mom and her partner and visits dad. Both mom and dad are very involved with Alfred’s school progress. He never talks about home, but sometimes shows a short temper when discussing issues with peers. Alfred hates to be wrong and is often hard on himself.

Pod Two, named the “A” group, for Always Act Safely, consisted of Garret, Allison, Lori, Gavin, and May. Garret is the boy you hear about from everyone in the building who has worked with him. Last year’s teacher, the counselor, and specialists all shared pertinent information about last year’s behavior infractions. He lives alone with his mom, says he does not know who his father is, and rarely talks about life outside of the classroom. Lori is a sweet little girl who is a true pleaser. She wants to live up to all of your expectations all of the time, but in the process puts undo stress on herself. She appears nervous during task time if she is making a mistake and often apologizes for imperfections. Gavin is a quick-witted boy who is very well liked by his peers. He often does not work to his potential, though, unless he is constantly reminded to be on task. He is very emotional when disciplined. He tends to be too social at times and then becomes upset when redirected. May often comes to school with a bag of excuses, always looking for a reason to be out of the room. She struggles and is at least one full year behind grade level in all academic areas of the curriculum. She tends to be the mothering
May tends to avoid learning new things. May has no idea that she is so far behind. Her parents are divorced; both are involved with her schooling, but at constant odds. May attempts adult conversations with teachers in order to share her parents’ ill feelings of one another and her issues.

Pod Three, named the “M” group, for Make Myself Proud, consisted of Anthony, Collin, Tyson, Mandy, and Maria. Anthony is an intelligent boy who is hard to please. He is capable of performing above level in many academic areas, yet challenges authority many times throughout the day. He is easily annoyed with his peers. Collin appears to be friends with most of his classmates and hides his weak academic needs. His parents are well educated and hard working. They acknowledge his trouble retaining last year’s curriculum and know he must be prompted many times. He can hardly afford to lose any time being off task. Tyson is an adorable boy who is noticed by everyone. He is well liked by the boys and the girls and is always picked first when we do partner activities. Tyson lives at home with his mom and speaks of her with a gleam of love in his eyes. He is rarely a behavior problem and always a good role model. Mandy is a fun loving girl who is a nice addition to any classroom. She works hard, is attentive, and enjoys most anything that we do in class. Mandy maintains on-level learning with a lot of help from home. Maria is a scared and hesitant little girl who has just walked off the boat from Puerto Rico. She speaks no English and appears unsure of why she should trust any of us. I feel for Maria, as
she cannot communicate well in English.

Pod Four, named the “E” group, for bE responsible, consisted of Karla, Franklin, Billy, Lucy. Also at this pod, I left one empty desk for a newcomer. Karla lives downtown with her mom and only speaks of her father being in jail when she discusses him at all. She is terribly behind academically and is my first of two concerns for learning support testing. Socially, she is immature and very needy. Franklin is a happy boy who is well liked by his peers. He is very social and likes to focus on keeping his academic needs to himself. He becomes easily frustrated if he cannot be in the group he thinks he should be learning with. Billy is an American student returning from an over-seas year of schooling. He is mostly an above level student, and does not like to appear needing assistance. He is stronger in reading skills than math and likes to dominate most discussions. His parents are well educated and social, offering assistance when needed in class. Lucy is a whirlwind of social energy who sometimes makes even herself tired listening to what it is that she thinks she needs to say. Her parents are divorced and she does not speak of either of them. Lucy is the type of child who shows uncontrollable behaviors when in circle time, such as sliding on the floor, touching others to talk, or constantly playing with her own clothing. She is busy being off task.

In August I had sent my customary summer postcards to introduce myself to the children and remind them that were about to begin a FAMEtastic year. I included the usual things, like wishing them a perfect end to their summer and
telling them how much I was going to enjoy learning in third grade with them. I
wondered if they would like me and how I would respond to them. Would they
accept my classroom rules that coincide with my positive behavior plan or might
they think it isn’t worth their time? How would they respond to my research
study? As I send the last postcard, I put down my pen and breathed deeply. “You
are a good teacher, and the kids always enjoy your enthusiasm,” I told myself.
And then I asked one more question. How will this year be different because I am
truly inquiring and reflecting on my teaching and writing the story as it
unfolds?

Watching Him Watch Me

Now I watch as Garret enters my classroom for the first time. He is the student
who was removed every day last year from his second grade classroom to work
out his behavior issues with the guidance counselor. I am anxious for him. Will
he want to work in my classroom? What will he accept about my FAME
behavior expectations? I am anxious for me.

He enters, wide-eyed and smiling. He greets me with a “Morning!” and hunts
for his desk. I hear him as he questions the other children nervously. He asks
them what kinds of things they have to keep in their desk. He pretends to listen to
their responses as he quickly pulls out his supply box filled with erasers. He must
have a new collection. Why do they not seem to be impressed? I continue
watching as I pretend to be busy with the morning’s first objectives of attendance
and lunch count.
He is very careful as the day progresses, keeping his eyes on me, as if to make me take notice that he is starting the year off on the right note. Does he need me to praise him immediately, at each transition, or is he watching me closely so that I don’t catch him misbehaving on the first day? I keep my distance and monitor my note taking. Day one and I am taking notes. I didn’t think anything would be worthy of noting today.

As the day progresses, he continues to watch me watch him. He is testing me, finding his limits. I want his first day to be a positive transition. I know that he is capable of academically working at a third grade level. We have done fun activities today, getting to know one another, and he has participated in all of them. Yet I wonder, as I step back and observe his interactions with his peers, if he realizes that no one has gathered him in as part of a group. He follows, he slips in, he communicates his eager desire to be one of us. But no one has initiated his presence. Still, he seems happy enough.

We make it to the end of the day without him being sent out of the classroom. He has chosen to engage himself appropriately with others. But why? I need to begin to ask him the simple questions that fill my head so that I can figure out how to help him repeat the behavior, if, on another day he is making inappropriate choices.

As we pack up for the day, I tell him, “You have had a nice first day! I am so very proud of you. I am also proud of the choices that you have made.” He looks
at me with those wide eyes and replies, “I did?” He almost seemed confused, as if he was unaware that he could have a day like that. “I expect you will have lots of good days filled with good choices all year,” I say happily.

His face turns worried and he looks at me with puppy dog eyes now. “I had a bad year last year. My brain always made the wrong choice. But I was always sorry.” My heart melts and I hold his chin in the palm of my hand. “You get to start all over. Today, the slate was wiped clean. Last year was a reminder to keep learning. Now, you try again each day that you come to third grade.”

“I do? Hey, that’s cool. See you tomorrow!” He jumps to get his things and heads out the door with the others. Perhaps we have started on the right foot. Note to self: do not let those sad eyes get in the way when he needs stern discipline. They are powerful.

**Kids Say The Funniest Things**

We have just finished an activity together about ourselves. We are being respectful, sharing a story and then creating a portrait of our families. I read *Clarice Bean, That’s Me!* and now we are completing an art project. The kids are drawing themselves and their families to show how we respect one another in our communities. I am trying to learn about home life without asking specific questions. The presence of the nuclear family is scarce.

Karla, another student already identified as at-risk academically and behaviorally, hands me her work. “Beautiful!” I say. “Is this you and your...
mom?” “Yep. My dad is in jail. Oh, yeah, and my mom hates him. Can I get a
drink of water?”

I am awestruck. Matter-of-fact sharing. The child needs a drink. I realize in a
heartbeat that the lives of these children do not revolve around my classroom.
They have serious issues.

So how do I make FAME work for them? How do I teach them life lessons
that they can bring from school, to home, to the streets? Perhaps, they need
survival tactics more than homework helpers.

Seeing Patterns

May has made a trip to the nurse every day. She has taken four trips to the
bathroom. She has needed three trips to the water fountain. I ask myself if I see
any type of pattern developing here. Of course I do, evading education.

She is performing low academically, on IST, and still trying to find anything
else to do than what she should be. I wonder if she has gotten away with that
behavior for long. I need to predict her dilemma and divert trouble before she
magnifies it.

I am thinking that she craves attention, needing to learn other than ‘text’
lessons. I hope that she can find comfort in my guided reading centers at the
beginning of the year. I am playing classical music while the kids work. Perhaps
this will help her as well to feel more at ease.

I do need to be firm with her, though, in order to provide her with the
consistency she needs. It is my mission to help her progress at a healthy pace.
Listening Instead Of Hearing

We begin handwriting in cursive this afternoon. Many kids cannot wait; a few are nervous; one is refusing. I turn as I hear a pencil snapping.

Franklin: I can’t do it!

Mrs. Lohman: Tell me why. What’s wrong?

Franklin: I just can’t do it!

Mrs. Lohman: What concerns you?

Franklin: I don’t want to. It’s too hard!

Mrs. Lohman: Today, I am only looking for third graders that try their best. I am not looking for perfection, just a good effort.

Franklin: No. I am not going to even try.

Mrs. Lohman: I hear that you are frustrated. But you have a choice. Practice with me now or later, but give me the respect of an attempt. This is not something you can opt out of. We will be working on cursive handwriting all year.

Franklin: I need to use the sharpener.

Mrs. Lohman: Great! Then your work will look as neat as your positive attitude. Good choice!

Franklin: It won’t be as neat as theirs.

Mrs. Lohman: But it will be your choice to try to be neat. And each choice has a consequence. You made the better choice. Good for you. I know that it is hard when you are frustrated. Take a sticker for making yourself proud!
Franklin: Thanks.

I am beginning to think it is harder for an adult to listen in between the lines and only respond to what it is that the child needs to be conversing about. I really wanted to say, “Just do it! You have to!” But that tactic would never work in my classroom. Children learn to trust me when I really take the time to address their issue, not mine. This is a teachable moment for me, one that may come in handy down the road. I believe Franklin and I are building faith in one another.

Really Knowing The Kids We Teach

A new student enters the mix today. I review her records and see that she will be additional work in the at-risk area. She is low academically, but has an extremely high social calendar. She approaches in a quiet manner, as any new student would, then bursts into action within minutes. She is one of them already.

By mid-morning, Lucy has made friends in her pod and talks constantly to them. It doesn’t even matter that the other students aren’t listening to her as she continues to ramble on. I am reminding her of her inappropriate chatter all day. My lips are getting tired.

So I add her to my list of kids to support. These are the kids in my class that need a FAME initiation. Hit them hard with the FAME language all day, every day to see if it can become part of their behavior vocabulary. Respect, safety, pride, and responsibility … I will have them practicing the words in their sleep. She has missed the full week of FAME introduction, so a crash course now will aid her.
I will need to give her individual attention as well or she will not get the importance of it all. Ironically, there are already five children who need extra individual attention. In a class of eighteen, with five needing special attention, it sure can get busy! Let’s see if FAME can make a difference.

Proof Positive

A student of mine from last year walks by me in the hall. He was a tough one to crack last year, but I got to him with tender loving care and lots of FAME words. He is now a fourth grader with compassion instead of the second grader who came to me with anger ready to fight any form of authority. He reminds me, as he walks by and greets me, that we sometimes see the success stories after the kids are not in our presence. I take a minute to reflect and realize that this study is worth it today, tomorrow, and far after I do not even see these children anymore.

His positive greeting warms me … proof positive that the expectation of being respectful can be met by any child. So many had given up on him. FAME helped me reach him and I feel blessed to see him as I now work with this new set of students.

Turning Mean Into Meaning

The school day begins busily, and the children are all coming to me at once. We have been collecting money for a school fundraiser all week; absentee excuses are being thrown on my desk; the kids cannot remember to put their homework in the basket. Agenda books have not been signed by a few parents again, and we are running late on the morning routine. It isn’t even a few minutes
into our day and I feel behind. I am stressed and tired, just like the kids. Some
days just don’t go as planned.

I ask Garret to turn in his fundraiser money or the books that must be returned.
“I did on Friday,” he tells me calmly. I am in no mood to be wrong. I am cranky
and I lose my temper. “You did not! I have everything here on the shelf and your
money is not here. Do not tell me a fib!” I retort angrily. I cannot believe that I
just said that out loud to him. I didn’t even take the time to look again. But I
wasn’t backing down in front of the class. I was in charge and I had to be right.
“Yes, I did! I gave it to you,” he fires back. I ask myself, “What am I doing? He
doesn’t need me to be this mean. Maybe he is right and I am wrong.”

Garret retreats to his desk and throws his head down. He is crying. I haven’t
trusted his word and now I am in doubt myself. I continue on with the morning
activities of lunch count, attendance, and filing of parent notes. Then I see his
envelope. My heart aches. Here I am trying to teach them all about behavior and
choices, and I have made a huge mistake. Do I pretend to not see it? Do I call
him over quietly? How do I fix the situation and yet make it a teachable moment?

I stop the children during silent reading and ask them to direct their listening
ears to me. I call Garret over to me while they are watching. I apologize to him,
telling him that I found his envelope. I announce that he had told the truth and
that I was wrong. I hug him gently and tell him that I am sorry. “Do you forgive
me?” I ask him. With a drying eye, he tells me that he does. He asks me if he can
read on the rug instead of at his desk. I tell him he deserves a break this morning.
At a time when I had to dig deep and swallow some ego, I knew that I made the correct decision. When teaching children, I often learn so much. These are the lessons that you cannot receive anywhere else but in your own classroom with your own students. Being their teacher does not eliminate me from being human.

Garrett: A Huge Breakthrough

Today marked the most magical moment as I found myself proud to be a teacher. We have been working in our classroom, using FAME language and learning from each example as we go. As we choose our behaviors, and thus our consequences, we are becoming a community that is learning behavior relationships.

One of my toughest students this year, Garret, has been struggling and winning with his FAME behavior choices. He has been working on respect and safety. Today, all four FAME behaviors were evident. Lucky for me, I was there to witness him finding them all.

We were on the playground at recess and he brought me seventy-five cents that he told me he found on the ground. He handed it to me and said quietly in front of me and the other two third grade teachers, “This isn’t mine so I need to give it to you. I want it for ice cream at lunch but it just doesn’t belong to me.”

Out of the mouth of my sweet Garret. He has made the right choice and for this he must be given the right consequence. “You have shown respect to others by turning the money in. You have been safe by not leaving it on the ground. You have made yourself proud simply by making the right choice. And you have
been responsible because you thought out what you should have done and remembered to show FAME. You, my friend, are the best example of a FAMEtastic third grader that I know today! I am going to make you the Student of the Week so you can share what good deed you have done with your classmates,” I announce.

“Will you tell my second grade teacher?” he questions.

“I will tell anyone that you think I should!” I grin with his approval.

“I hope my mom gets to know,” he thinks out loud.

“I have a one time gift for you, my dear,” I say and add, “After we return the lost change, how about I give you money for an ice cream snack today as a reward for your honest behavior? Then, when you get home, you can tell your mom the whole story. Is that a deal?” I am too happy for him.

“This is the best day ever! I am a good boy,” he tells all three of us as we call the children in for the end of recess.

“He is making terrific FAME strides,” comments one of the teachers.

“He is so proud of himself,” says the other.

“I am beaming from the inside out, like he is my very own son,” I boast. I love this kid and all of the challenges that together he and I are working through.

Maria’s Language: Speaking With Actions

There are five senses. A student who speaks no English uses all of them with intensity in a third grade classroom. My ESL child, Maria, has been showing
animosity during our afternoon work time. I need to figure out what is causing her ill behavior.

Mrs. Lohman: Maria, are you tired?

Maria: No!

Mrs. Lohman: Are you bored?

Maria: No!

I think to myself. It is so hard to communicate by the end of the day. She wants to put her head down and be left alone. I want to keep helping her. I assume that she is filled with anxiety as her little brain is constantly being pushed to overload. I have got to try something new for her. It has been weeks of watching and copying peers, listening to various teachers, trying to fit in at recess, and speaking now only a few times.

Mrs. Lohman: Maria, do you want to work on the computer?

Maria: Yes! That is good!

Mrs. Lohman: Hey, that is good! You answered me! Let’s find something fun that you can learn on, too!

Maria hugs me and cries. For the first time in weeks, she is allowed to remove herself from the group. All along, I have worried that she did not want to be left out. In essence, she has been left out by being forced into the group. She just needed some well deserved space. I let her search on a science website from our third grade text. It is a pleasant afternoon for her. She calls me over at the end of the lesson.
Maria: Teacher, I like you.

Mrs. Lohman: I like you, too. Are you happy?

Maria: It was, how you say, beautiful and perfect!

Mrs. Lohman: You have made yourself proud. Good work!

Her tired eyes look happy. I feel so much better for her. I will try to find alternate ways for her to adjust in the afternoons as this is when she has had enough. FAME allows me to acknowledge respect, safety, pride, and responsibility in all areas of my classroom environment. The children are learning that you can give and receive these behaviors. I am learning that even though I am the role model, I am also the student.

Excuses

Karla comes to school again today with her daily dose of excuses. I think she truly believes that no one will notice she is so far behind if she can preoccupy your mind with busy work. She is always hurt during task time and miraculously is healed as the recess bell reminds us it is time to play.

Trying to reach into the bag, she takes a third grader approach.

Her ankle hurts, can she go to the nurse?

If she limps, can she get sympathy?

Maybe she can alter feet and no one will notice.

Work time is over. Playtime heals all wounds.

She’ll try to run down the playground ramp.

She reaches into the bag again.
She giggles, as if to be cute and forgiven.

Her smile has lost its power.

She is okay, she tells the teachers.

They do not seem impressed. They seem unhappy.

She wants to play. She is almost there.

She doesn’t need the nurse now.

Her teacher has more experience with excuses.

The wall looks like a safe place to rest her hurt ankle.

Just who is playing with a bag of tricks?

We talk during the recess time that she has lost. I ask her if she knows why she always has an excuse not to work on task. She thinks she doesn’t know anything. I tell her that we are going to find out all of the things she does know so that we can help her mind grow. It doesn’t seem important enough for her to react now. She has gotten by for so long with just her smile. Today, it stopped being enough.

Poem: Everyone Gets Cranky

As I critically look at the world around me, I see children today who are cranky. I see adults who have had too much stress and are cranky as well. I feel today as if I have had enough with all of life’s expectations. How is it then that I continue my study and still allow the kids to be just what they are – kids? I need to step back. They need space. We are over the limits and boundaries of what it is that we can give today.
We take time out to de-crank. We go to the rug and discuss what it is for each of us that is going right today and what it is that we feel pressured by. I join in on the conversations with the children. I tell them about my being cranky. They know that I am one of them. I put down my guard and open up. They can relate to me because I am speaking their language.

Cranky is a word you can use often in grade three.

Sometimes it is for the students and sometimes it is for me.

Respect is often earned but is usually quite simple, too.

Safety is a most honorable thing one can ever show to you.

Pride is a heart warmer from the inside out we know.

Responsibility takes invested time and effort to grow.

But being tired and stressed finds all of us cranky we tell.

We cannot find those kind words, there are sometimes that we yell.

Our manners are out of touch, and we leave them at the door.

Working hard is cumbersome, learning behavior lessons and more.

Life lessons teach us every day no matter what the age.

Continue to make choices and take consequences, FAME only set the stage.

Cranky is a word you can use often in any grade.

Open House = Open Communication

It is our annual Open House evening and I was so excited to share our FAME facts with the families. I had my presentation ready; fifty percent of the parents were in attendance. I gave the information to them and I had a wonderful
question and answer session. Only one thing was missed. I had such a great time discussing with the parents that I forgot to hand out my parent questionnaires.

Although we had talked about my behavior study and its progress, I needed to record information in a more concrete method. I could note in my field log discussions and concerns but I still wanted parents’ written responses. The biggest complaint the parents had was the abundant amount of pressure they felt their third graders were getting due to all of the state requirements.

We started a list of the sort of ways to allow the children to de-stress. We decided, together, to let the children tell us when they were having enough. I reminded parents that the homework load should be thirty minutes each night, and if the kids had too much, the parents could write in a note and sign where the children broke down. FAME is all about communication and the class was about to see that their parents and I were partners in the behavior goals.

The parents began sending in notes to me, telling how their kids were behaving at home. They even started to tell me which FAME behaviors they were working on or were concerned with. It was like our study took on a new life. Perhaps it was a good thing that my survey hadn’t gone out on Open House night after all. Now, we were all looking at the behavior study with all of us in mind. We also learn that although the focus is on the children, the effort is from everyone.

Accepting Consequences
Now that everyone seemed on board, it became consistently easier to acknowledge with the children that I had communication and support from home. They were accountable for their choices and looked ahead to the consequences, even when they were not easy to take. They were understanding FAME and believing it as well.

Garret entered the room and smiled. “I left my homework at home,” he said, and turned away as if to excuse himself from trouble.”

”You owe me time on the wall at recess,” I responded sharply.

“No way, I did it,” he said. “You can’t do that to me!” he added angrily.

“I didn’t. You did it to yourself,” I said back to him in frustration.

Garret rushed to his desk and slammed his fists down. I approached him, and spoke quietly in his ear saying, “Look, let’s not ruin your whole day over this. Take ten minutes with me at recess to go over your homework and then you will earn your recess. You need to be responsible and I know how good you are at showing FAME.”

“Fine!” he told me in a grumpy voice.

“Fine it is,” I said and smiled at him, looking him in the eye. “You know how to make the right choice even when you are angry. You have come a long way!”

At recess, I took the time to go over the work with him before I gave him time to play. After we were done, he walked away and I jotted down some notes on my three by five cards for later. He saw me and came back.

“Is that for our study?” he questioned me in front of the other teachers.
“It is,” I answered honestly.

“Are you writing about me again?” he squinted to see the notes.

“You bet I am! You show FAME and I need to share that with others,” I explained.

“I am going to be famous!” he screamed to us all.

“FAMEous, you are!” I screamed back. He made me filled with joy.

Top Ten Ways To Avoid Learning

My new student is trying to find all of the ways in which she can avoid learning.

10. Go to the bathroom.


8. Cough until others ask what is wrong.

7. Get up for a band-aid.

6. Sharpen your pencil every chance you get.

5. Stop what you are doing to retie your shoes.

4. Ask me questions that are irrelevant to anything we are doing.

3. Slide on the floor until someone notices you.

2. Drop your books and then pretend to be hurt.

1. Lose your belongings to get the class on a search.

Funny thing is, I believe that she has basic academic strength. Why then does she need so much attention? Does she need constant praise to build her self esteem or does she just love to be disruptive? Did she behave like this for her
other teachers in her old school? It is often difficult with a new student since you
do not always have the background information you are looking for at your
fingertips. She needs to share her thoughts with me soon or this is going to be a
long year for us both.

What Language Means To Our Third Grade

Learning takes place when a child is engaged.

Anyone can feel the power of success.

Needs of children are met when we model and re-teach.

Give expectations that are high and help kids reach them.

Understand that we are all citizens of a school community.

Actively involving parents in participation is key.

Generate child friendly terms so there is no miscommunication.

Enthusiasm is the key to unlock good classroom management.

In all of the sixteen years that I have worked with children, I have never really
worried about what it was that I was teaching them, but how it was that I was
getting it across to them. Nowadays, when children have so many extra stressors
and pressures on them outside of the school environment, I try my best to lessen
these at school.

If I can find, from the inside out, what it is that I can say to my students and
how I can make them feel, perhaps I can create life-long lessons that they can
reflect on some day in the future. Good citizenship, I believe, is something that
we can model and re-teach. Childhood memories can become adult lifestyles.
Kindness is catching.

We are now ready to share some of the FAME concepts that we have been learning in our classroom. Our individual stories create the backdrop for the next phase of our FAME discovery. We are willing to communicate our FAME knowledge in writing journals and will continue to invest ourselves beyond these four walls.
PART TWO: THE JOURNALING

Sharing Secrets

It was quickly approaching November, and our FAME behaviors were taking on a life of their own. I had taken the time to observe the children and their reactions to normal third grade pressure for the month of September. October found us bringing the parents on board with us, and we were all using our FAME words consistently each day. It was almost time for parent-teacher conferences, and I wanted to take the children to the next level.

I called the children over to the rug for sharing. I decided to allow them to make key decisions about the next step of my study with me. They are the reason why the study was taking place, and I felt that if they gained true ownership, they too would believe as I did that FAME can be valuable in any part of our lives.

Mrs. Lohman: Boys and girls, please join me on the rug.

Macy: What are we going to talk about?

Mrs. Lohman: It’s a great surprise!

Asia: I love surprises. Does it take a lot of work?

Mrs. Lohman: Everything good in life takes effort. Can you guess what we have been working hard on since school started?

Shelly: FAME!

Mrs. Lohman: Tell me how you have shown FAME behaviors.

Alfred: I do my best work all the time.
Mrs. Lohman: You do make yourself proud!

David: I keep my desk clean.

Mrs. Lohman: You are a safe third grader with your school belongings!

Garret: I gave money back on the playground. Doesn’t that make me respectful?

Mrs. Lohman: You know it does! That was a great day!

Allison: That was a good thing, Garret. I remember that.

Mrs. Lohman: How kind of you to say that to him. You were respectful as well!

Lori: I know! I know! I bring in my homework every day.

Mrs. Lohman: That makes her …

Gavin: Responsible!

Mrs. Lohman: Right you are. Now, I have to tell you about my notes.

May: I see you writing about us all of the time.

Mrs. Lohman: That is because I am learning about FAME through you!

Anthony: What do you write about us?

Mrs. Lohman: I love to write what things you do in class that can help me teach you more about choices and consequences. I love to write what FAME behaviors you are already good at and which ones that I may need to model more for you.

Collin: Now that you have that, what is next?

Mrs. Lohman: That’s the surprise! What do you think we should do next?
Should we start to write about our FAME lessons?
Tyson: You mean like a diary? Or a journal?
Mrs. Lohman: How about a journal?
Mandy: Do you tell us what to write about or do we get to decide?
Mrs. Lohman: What do you think would be best? This study is all about you!
Maria: I say you choose and we choose!
Mrs. Lohman: Good suggestion! Maybe I will give you FAME writing prompts sometimes and then maybe you can come up with some of your own.
Karla: Will we have to write all of the time?
Mrs. Lohman: Let’s start off writing some days and sharing some days.
Franklin: I don’t always like to share. Do I have to?
Mrs. Lohman: Thanks for asking politely! You do not have to share all of the things that you write all of the time. I want you to feel comfortable and safe when you respond. This is to help us learn about why we behave the way we do and if our FAME language can help us be better in third grade.
Billy: We are learning lots of FAME stuff already! We came up with some good ideas.
Mrs. Lohman: You have! Tell me, how does it feel to use FAME in third grade? Wait a minute, don’t tell me … write it! That can be our beginning.
Lucy: You are funny! I like my new school.
Mrs. Lohman: And your new school likes you!
This was a wonderful start to the next piece of the puzzle. The children were scaffolding their own progress with great success. They were working on state standards in writing and speaking/listening while enjoying it! FAME was becoming a true foundation for them to respond and to communicate appropriately. I couldn’t wait to listen to them share their first responses.

Figure 1     Gavin’s First Journal Entry

The best thing I did on the first day of school was when the teacher was speaking and I did not talk. When she saw me she let me and other people stand up. Also I got a star when I sat back down.

Figure 2     Tyson’s First Journal Entry

The best thing I did on the first day of school was when the teacher was speaking and I did not talk. When she saw me she let me and other people stand up.

Figure 2     Tyson’s First Journal Entry
In reference to these entries, I felt that Gavin was already transferring his FAME knowledge of knowing the appropriate action to receive the appropriate reaction. The children know that they will not get caught every time they do something correct, as it is random, yet he still knew it was the best choice. Tyson was already accepting the responsibility of showing his FAME behavior on the bus, where it truly is out of my control, and he is counting those stars in hopes to use them for a prize. Some of the children save their stars all year, simply pleased with the aspect of earning them. He is clearly aware of how many he has so far. Shelly was able to acknowledge safety issues that we modeled the first days of the study, applying them to the playground area. This helped me to know that she is
one of the leaders of FAME as she is able to control those instincts that could have found her running into the street. I was happy to use these three as examples when we shared at the rug and then talked about telling their parents at conference time as well. They were excited to know that I would ‘tell’ on them.

I gave the children the conference FAME slip (see Appendix O) to record their feelings of strength and weakness. Some of the kids, already aware that they were choosing to be third graders showing respect, safety, pride, and responsibility, graciously filled out their responses. I saved their private comments for their parents.

Meeting New Students

Soon after this, we had a new student enter our classroom from a school in a neighboring district, so she was familiar enough with our town but not with our school. We quickly introduced FAME to her on her first day, as I asked the children to create a poster for her using each letter of her first name. The other side of the poster had ‘Welcome’, and the kids wrote in the same manner. I anticipated that it would be a cute writing activity and she would feel welcomed.

What I didn’t expect was that the students would use FAME language without any prompting. It was as if they were so immersed in the language that it was part of their everyday spoken word. I allowed the kids to work independently, and then we shared our creations with our new classmate. It was so charming, as I listened to them share their work, that I changed my plan immediately. I
announced to them that they had done such a FAMEtastic job that I had to make copies of their work to share.

Below are some of the heartfelt welcome words that they shared:

**Figure 4  Asia’s Welcome Poem**

Want to be my friend?
Everyone likes you.
Like me, you are great.
Come and play with me.
One of my BFF friend is you.
My greatest friend is you.
Everyone’s gonna like you.

We hope you have a great school year.
Elementary school.
Like your new school.
Community is where we live.
On holidays we have no school.
My teacher is the very best.
Easy homework tonight.

**Figure 5 Lucy’s Welcome Poem**
Willing Participants

We continued, throughout the month of November, to use a lot of sharing time together. The children seemed to enjoy having such a strong voice in this study, often asking me if they were in the study that week. As we agreed which stories showed the greatest examples of FAME, we also created some writing prompts for our journals. I was excited at how immersed the students had become, listening as they discussed their entries.

Our first entry to the log was, “I think that Mrs. Lohman’s research study will be …” and they began writing quickly. When we met back on the rug I asked the children to share if they wanted to. I was happy to see so many of them wanting to participate. We were continuing such a wonderful journey together.
The following are the two journal entries that brought us into the most discussion. We talked about what research meant on a third grade level and a college level. It was encouraging to listen to the kids talk about their hopes for parent approval, so that their stories could be shared with others outside of our classroom.

Figure 7  Lucy’s Hopes Journal Entry

Prompting Success

We had agreed that our FAME journal writing was becoming a huge hit in our classroom. The children enjoyed writing since they had a free voice, one that was never graded but always appreciated. They felt comfortable because they could share if they wanted to and listen without responding. They didn’t need to be
passive just passionate about what mattered to them. All of us understood that FAME was becoming a part of who we were.

We took the time one day in November to list prompts that we had used or would like to use. Once again, the children had ownership in their stories. These were the favorites:

1. I am a FAMEtastic third grader when …
2. FAME is not just for school if I …
3. My family shows FAME on vacation/at holidays when we …
4. I show respect when …
5. I act safely when …
6. I make myself proud when …
7. I can be responsible when …
8. How many ways I can think of showing FAME is …
9. I show FAME at football games when I …
10. What I can do for my class to earn a star gazer is …

Holiday Manners

It was quickly closing in our first school holiday break and I was wondering if the children were thinking ahead to how they might show FAME behaviors away from school. We agreed that since they did not get homework over the holiday vacation, they could write about it in their journals when they returned if they wished to. I was pleased to see when they returned that they felt proud to share their holiday accomplishments.
Two of these led to discussions about how showing FAME with other family members helps to spread the good behaviors. The children thought it was fun to say other people could ‘catch’ our FAME behaviors like catching a cold. Only this would be something you wouldn’t want to be cured. The kids also joked, adding, “If we tell two friends, and they tell two friends, then soon the whole town will know how to FAME!” I believed they were catching the best virus ever.

Figure 9  Billy’s Holiday Journal Entry
One student, Mandy, was usually quiet and participated only when called upon. She surprised me one day before vacation when she finished her journal prompt and asked to share. She seemed so proud of herself, knowing that she belonged to our classroom community and that she was being heard.

Mandy: Mrs. Lohman, can I go today?

Mrs. Lohman: This must be a good one!

Mandy: I think so. Is it okay that I wrote in a list and not regular sentences?

Mrs. Lohman: Absolutely. I am glad that you tried to be creative. Writing can be very special to us if we know it doesn’t have to be done a certain way. How did you decide to make it different?

Mandy: I finished the prompt with a list.

Mrs. Lohman: We cannot wait to hear your ideas. Can you show us as you read?

Mandy: Sure, here they are:

```
I showed FAME over the holidays when I
set up the goodies and milk for Santa.
I also showed FAME on Christmas morning because
I didn't open the presents right away. That's how
I showed FAME over the holidays.
```
At this moment, I saw a change in Mandy academically. She made it a point to raise her hand and become more involved. Our community allowed her the atmosphere to experience risk and not feel frustrated with her effort.

Being Spotted

I was at our hometown football game with my family, enjoying time away from the busy school day. My son asked if he could go talk to a friend that he saw two rows away, and my daughter asked me to help her look for her first grade teacher if she walked by on the track. I told my husband that I thought it was funny that even though they were out of school, life was all about school some days. He laughed and reminded me that I always run into people who know me from school. He said they spot me a mile away it seemed.

With that, I heard my name called out. It was Franklin. He said that he and Gavin spotted me and wanted to say hi. Away he went, and then brought Gavin. We chatted for a few minutes, and I thought they were off to watch the game, but
then every minute for about the next ten minutes, the boys kept bringing anyone
to my seat they could find from school.

Our conversations turned into what they were going to do after the game, who
they hung out with, and what they had planned for the rest of the weekend.
Eventually, they asked if they were bothering me. I told them that they are my
students, in school and out of school, and that I was pleased that they even came
to me. They could have ignored me. Instead, they respected me.

The boys actually talked about it in school on Monday and wrote about it in
their journals. I was seeing that this study was coming full circle. How often do
we tell our students how to behave but forget to model it regularly for them? This
simple incident reminded me that my students are like my own children. They
want and need the boundaries for good behavior.

My Kids Need Me Too

It was at this time in my study that I took a minute out to reflect how things go
in my own home with my own two young children. I decided to question what
they think of respect, safety, pride, and responsibility in their lives. It was nice to
speak with them about positive behavior discipline, to share information about
this study, and to explain to them that all of my hard work over the years are
paying off. I read them some of my field log entries and told of some of the
accomplishments. As they listened to me talk about FAME, they both agreed this
is what we always talk about at home. My son said that if it can work for us at
home, it can work for them at school. My circle was almost complete.
Garret Counts Money And Confidence

My study was coming to an end as far as note taking was concerned, but I did not want the efforts that the children were making in class to end. I told them that it was time that I finish observing for the record taking phase, and that we should decide what to do next with our journals. The children decided to continue writing for the rest of the year, and asked if they could keep sharing. They enjoyed making themselves proud. It was a great feeling when Garret said that he wanted to know if they could share their favorite entries at that moment. I agreed and he floored me with his choice.

Figure 12   Garret’s Favorite Journal Entry

This was so important for me to see how he reflected on his own behavior. Reading, in his own words, he recalled showing FAME behavior at recess. He
was able to be a role model for the class. This was an unusual role for him. He loved it.

Vacation From School Not FAME

A most wonderful and encouraging activity that occurred as our behavior study came to its end was when I had a few children going on vacation just before the holidays. I usually ask children to read, practice math facts, and write a few sentences in a daily writing journal while they are on vacation, instead of sending packets of ditto work. They usually hate that anyway, and it is more for the parents to deal with. This is supposed to be a time to relax and enjoy their family time. I cherish that. So, as I explained to the kids what it was that I expected of them, I was ecstatic when they actually asked me if they could write in their journals about how they showed FAME on vacation! Not only did I say yes, I thanked them for making themselves proud by knowing ahead of time that they would try to show good behavior when they were gone. They even wrote about me when I was away with my family. The map may have taken us to a new environments but FAME has taken us everywhere!
At a time when I had been consumed in my own study, I was not cognizant to the fact that my coworkers were observing as well. I was pleasantly surprised in early December when another third grade teacher, participating in the study, talked to me about the FAME progress she was witnessing in her own room. We talked about what was going right for her and her students, what seemed to still be
going wrong for them, and how perhaps she could make changes to help her entire situation.

We went over the behavior plans (see Appendix P) that I had created for my own at-risk students in the past and discussed which ones might work best for those students of hers that were causing her concern this year. It was an amazing feeling to share and have her choose what might allow change and growth in her room.

Hugs Of Hope

Teachers generally appreciate it when former students remember them in some way. I had been blessed the month of December as five of my students from the previous year had made it a morning ritual to come by my room and give me a hug to start my day. We wished one another well, talked about how we might show respect, safety, pride, or responsibility with others, and then parted for our day’s tasks. The sweet part of all of this is that the kids had started to see me at the end of the day as they were boarding busses. They began to tell me that they did show FAME in some way.

It made me realize that if I could continue to teach the children the importance and power of choices and consequences, they too could cycle into becoming young ladies and gentlemen filled with positive character traits. It started out with morning hugs and transformed into valid dialogue. I wondered if the students in my class this year noticed and wanted to talk about it.

Parents Share Lives And Lessons
When I asked the children if they wanted these previous students to share with us, they were very receptive. But they had another idea in mind. Could their parents come in and share how they show FAME in our community? I thought that it was a brilliant idea, and we sent invitations home for the parents to come in and visit our classroom. Parents participating in the study attended.

At this time of the year, we were working on community cookbooks and sharing career development. Responses were returned, and we had seven parents coming in to talk about their careers and how they show respect, act safely, make themselves proud, or are being responsible. This was all so exciting for the children and to me. The most thrilling part for me personally was that sixteen years of teaching had never found me using the same plans. This was new for all of us in our classroom, including me, and I was wide-eyed like the kids.

We had Shelly’s mom tell of how she made beautiful pottery. She carefully showed the children what it was that she created and how she showed FAME by being safe with her art equipment. The children made connections to their art class and how they could show the same behavior in school. Together, she and the children talked about how they do not have to be the best artists to make themselves proud. As I grabbed my field log and wrote key words after each presentation, the children never even asked why: they knew we were making history. Our history.

Gavin’s mom shared how she teaches English to adults speaking other languages. She told the children how she can teach these adults and watch them
make themselves proud as they learn. She also noted that they show her respect when they study hard and try their best to use English in their conversations. We talked about how much we take for granted, being able to comfortably know our country’s spoken word. Then one of the children, David, got wide-eyed and called out to the group, “Hey, that is just like Maria!” We all agreed and shared how hard she is working to be a part of our class, our city, our state, our country. Beautiful moment.

Billy’s mom showed her incredible artwork and how she created cartoons. It was interesting how she talked to the children about these wonderful art pieces that she had created years ago, when she was younger and working towards her professional goals. She also helped the children to understand that even though she is not using her dream job the way she is intending to right now as she raises her family, it didn’t mean that her dream isn’t still alive. We discussed whole group about dreams, and how showing FAME sometimes lets us hold onto our good behaviors until another time. We talked about making ourselves proud in the moment and in the future.

Lori’s dad spoke of his job with computers and how he works on safety each day. It was great to have one of the dads on board with us so the kids saw that showing FAME knows no boundaries of gender, race, age, or religion. We talked about how exciting it was for her father to understand FAME even in the business world, and how our behavior language can work outside of the school walls. This
really brought community spirit to the forum and we continued listening and questioning as much as we could.

Tyson’s mom discussed with the kids how she was a nurse and needed to be responsible for others at all times. She talked about how she must read information carefully and communicate clearly with others so that she does her best work. The kids talked about what working in a hospital must feel like, watching and helping sick people. They were very polite, knowing that she does a job that not anyone could do. It takes a special person to be that responsible.

Collin’s mom talked about the work she did for a local college and even shared items from the college with the children. It was very interesting as the children listened to how she works for a very important person at the university and how she must show respect to others at all times. She spoke of communication, and how she must think of her words before she says them out loud. We discussed how we need to do that many times in our day, and that as we mature we will make better choices with our language.

But a particularly special conversation occurred when Anthony’s mom talked about how she came here from the country of Peru years ago. She told the children how she did not know our language, and how she had to learn to be a part of something she wasn’t used to. She was scared, but she never gave up. Anthony’s mom continued to express her gratitude towards our country, and the opportunities that America has given her. It was endearing to watch the children listen to her as she spoke from her heart, with her accent, and tears in her eyes.
She finally told the children to think about how lucky they are to live in this country and to be a part of a school that is teaching behavior choices. She had to make herself proud everyday that she got up, looked for work, raised a family, and learned to be an American. The children were silent. I was crying. She taught us a lesson that I could have never shared with them. It was a teachable moment where I became student. I will never forget how I felt as I thanked her and hugged her. This was more than a behavior study for me. This was a life lesson.

When all the parents were done sharing their careers with the children and me, we all had the pleasure of eating foods that they had made and brought in from their homes in an attempt to share their family heritage. We had created cookbooks, shared careers, and enjoyed foods from other countries. Most of all, we had created experience, shared stories, and enjoyed lessons from other humans. We had showed FAME in every aspect, and I never had all of that in my plan book!

A First Good Day

Anthony is smiling today for the first time. He has come to school every day, done his work, but never seemed truly thrilled to be in third grade. There is always something to make it too much work, or tiring. Some friend is always making him annoyed. But after this community sharing experience with the parents yesterday, something had changed. He had not only heard, but listened, to the words his own mother spoke. He understood that she said it takes respect to
do the right thing, safety to learn without interfering with others, pride to do your best work even when you don’t feel like it, and responsibility to do all of these without needing reminders every day. I was thrilled to hear him greet me the next morning.

Anthony: Mrs. Lohman!

Mrs. Lohman: Morning! You sure seem happy today.

Anthony: That’s because yesterday was so much fun. I had my first good day!

Mrs. Lohman: I thought you’ve had many good days. What made yesterday the first good day in your mind?

Anthony: My mom was here and taught us about FAME! That was so cool!

Mrs. Lohman: That was so cool. I learned from her too. She is a great role model.

Anthony: Really? That’s even more cool! I can’t wait to tell her.

Mrs. Lohman: I can’t wait to put this all in our study!

Anthony: It really is in our study? When do we get to read it?

Mrs. Lohman: As soon as I get to write it!

Finishing Up The Study

All of this was proof to me that my students were engaging in FAME language simply because it was common, consistent, and kid-friendly to them. There was no risk in being part of our classroom community as they all played a huge role in its success.
From there, I needed to look at where it was that I wanted our study to go, where it was that it went, and how I could make FAME stay alive throughout the rest of the year. It was almost winter break, and reflection would be my most important evaluation. I had decided that this was where my interviews, surveys, and final assessments would come into play.
PART THREE: REFLECTION

Where It Went

The weeks before holiday break were coming to a close, and so was the study. My students and I took the time to reflect and to discuss our feelings about where the study went, where it would go, and how we planned to keep it alive. A wonderful opportunity came up for us, one that had not been planned, and we seized the moment. Our PTA had an incredible assembly with a local vexillologist (flag expert). He brought many flags, shared stories about them, and even let the children hold a twenty-six foot flag. They were thrilled to show FAME during this most magnificent American experience.

Mrs. Lohman: Boys and girls, wasn’t that the greatest? I have never learned so much about flags.

Shelly: He had a lot of things to tell. Even I learned something new!

Mrs. Lohman: He made himself proud. How could we show him respect?

Allison: What if we wrote him thank you notes?

Mrs. Lohman: Sounds like a plan. What should we tell him?

Lori: We could tell him how he showed us FAME!

Mrs. Lohman: Let’s draw flags on the front, too!

Collin: I bet I can spell vexillologist without looking. Can I write that on the board?

Mrs. Lohman: Go for it!
Tyson: I bet he will like our idea. I feel proud just thinking of it.

Mrs. Lohman: That warm and fuzzy feeling is what I call FAME!

Karla: Can I write about all four FAME behaviors?

Mrs. Lohman: Absolutely. Just remember to tell him what they are and how he showed them to you.

Billy: Can we get started? I have a great idea for my flag!

Mrs. Lohman: If we can be responsible and finish them before lunch, I can send them out in today’s mail.

Lucy: He is gonna love us! We are cool.

Mrs. Lohman: Thinking about behavior choices is cool!

The students finished the letters, we shared them at the rug, and I mailed them. I had my students write thank you letters to this guest for a multitude of reasons. First, we discussed the proper way to write a friendly letter. It is a lifetime skill they should know now. Second, we discussed how to appreciate others for teaching us new lessons. They understood that this assembly was special. Third, we discussed how sharing good citizenship with others, as he did, helped us be good citizens to people we chose to share with. Anthony took this to heart, as he proudly shared his flag he created by putting his family’s home country’s flag on it. He lived the lesson. He was proud.

I hadn’t expected anything in return but was quite elated when I found a letter in my box the next week from this vexillologist. He had not only read every thank you, examined every flag, but answered every question they had for him.
His letter addressed every student by name as he responded to them. They were tickled pink. We read his letter together and decided this was too big to keep to ourselves.

The letter read:

Dear Mrs. Lohman:

Thank you for your note (it rhymes) and the wonderful drawings and notes from your class about my assembly Flags Unfurled. I assure that the pleasure was mine.

Just a few comments:

- Thank you your Easton Flag is special, keep flying your Flags.
- Hello nice flag art, it’s either Ireland or India or Niger, but good work.
- Thank you the flying dragon is from Wales – nice drawing.
- Hi the flag is 25’ it has never flown on a flag pole, just for display.
- Hi ya you’re very welcome and they are “really cool”.
- Hello yes I study the flags of the world. The South Korean flag was perfect.
- My favorite flag is Central African Republic – look it up.
- Great drawing the red and white pirate flag was a very difficult flag to find.
- You are so right Miss we have a special Flags – great drawing of the rattle snake.
- No but the biggest one I ever saw was a 300’ flag from Brazil.
- Thank you no, the biggest flag I have is only 25’.
- You’re welcome I’m glad you enjoyed my flag assembly.
- Hello what an interesting name – nice drawing.
- Thank you yes I guessed it was Peru.
- Hi I think my favorite American flag is The Easton Flag.
- And last, but not least, That would make you a Vexillologist. Thanks for your kind words about me and my program.

Thank you again Ms. Lohman. I hope I didn’t miss anyone.

Figure 15  Thank You Letter From Vexillologist

Each month, our school has a Day assembly. It was our turn to spread the FAME word. The students stood in front of everyone as Shelly read the letter. Students had a chance to wave as their name was read and their information shared. I watched as the students and staff listened to our FAME activity. As a teacher, it was powerful to let the kids share why they did the lesson. But as a
true believer of FAME, it was even more powerful to watch the eyes of my students. The magic of respect, safety, pride, and responsibility was shining right through them.

I decided to use the student surveys next, hoping that this would give me more answers. Their honest responses were a testament to the fact that they too had ownership. I was so pleased with their finished products that I invited other staff members in to listen to them share. Every student had something valuable to add.

Dewey (1938) said that, “Imitation is a grand play when you are young and impressionable” (p.6). I love this quote, for I believe it means that being a teacher finds me able to role model wonderful things in a play-like performance for the wide-eyed children who are ready, willing, and able to copy me. I often joke with the kids when they start to lose attention and seem bored with what I may be teaching. I’ll start to dance in front of them, pretend that they bought an expensive ticket to the ‘show’, and remind them that I have prepared for them as if giving the performance of a lifetime. They usually laugh, and it always brings them back in.

I had just handed out my student surveys that week for homework. I felt blessed when every single one of them came back and with wonderful comments on them. I was pleased to see that the children wanted to imitate behaviors that were essential to being good citizens, and made the FAME language something they could own in school and outside of the building. I really thought that this
assignment would provide me with minimal feedback, not mountains of pride.

Shelly wrote, “My favorite part about learning FAME in third grade is having a fun time learning what to do!” Macy wrote, “I tell people about FAME outside of my school that I am becoming the greatest person.” Alfred wrote, “My favorite part about learning FAME in third grade is that it makes me feel good inside!” Lori wrote, “My favorite part about learning FAME in third grade is that it is fun to do these activities and that I am learning something good.”

The children were allowed to complete the homework and share their best response with their peers at the rug. They were not only being responsible by turning in their homework, but they also made themselves proud when they shared; they were respectful as they listened to others; and they were safe as they did all of these things while staying in their own space.

I also incorporated the parent surveys (see Appendix Q) here to see if they would also take part in the effort. I was encouraged that not only did they respond, but had great comments. The children were so proud of their parents taking part that they asked if they could share at the rug their favorite answers from their parents. Of course, I thought it would be advantageous to all of us. Here were their choices, read with respect and pride.

Gavin’s mom wrote, “My favorite part about my child learning FAME in third grade is that my son is learning self-reliance.” May’s mom wrote, “People that I tell about FAME outside of school are the people that I work with.” Billy’s mom wrote, “My favorite part about my child learning FAME in third grade is that it is
a fun way to help us learn and practice good values.” Collin’s mom wrote, “My favorite part about my child learning FAME in third grade is that it is integrated into all classes and parts of the day. They speak about it at home.” Lori’s mom wrote, “If I could write a FAME journal prompt for next month it would be: FAME is not just for school.” She also expressed her pride in Lori’s enthusiasm for FAME.

Clearly, the parents were on board. It just took clear and simple communication, consistent modeling, and the willingness to be open to constructive criticism. I knew that our FAME program was working. Early on, one of my concerns was if the parents would buy into the importance of positive behavior discipline and its language. My concern faded away. They wrote of its importance to them and how they could continue to participate in it. The triangle of communication was connecting me, the students, and the parents. Strength in numbers.

Interviews were next. I needed feedback from other professionals to know how consistent they found my use of FAME language to be. I truly appreciated constructive criticism from the former Instructional Support Leader and the current one. Our language was the focus, but the positive learning experience for these great young children were the ultimate objective. Both of them understood the key elements of consistency, data collection, praise, and positive reinforcement.
“Consistent language for students allows for students to ‘grow’ with the expectations and they are expected in all school settings,” stated the current IST leader. She continued with, “Data must be documented and collected on the effectiveness of the plan.”

“The majority of at-risk children will respond to the consistent language of positive behavior support. Praise and positive reinforcement are sadly a new experience for many of these kids. Only the most challenging of children (two to three percent) prefer negative attention,” stated the former IST leader.

At this time, I took these responses into consideration as I also administered staff surveys (see Appendix R) and core team surveys to continue questioning my language. It was important for me to get the perspectives and professional opinions of those working with me. I read and reread their responses, looking for what it is that they see happening. The key items were consistency and commitment. I truly believe that our FAME class has both of these factors.

“I think it’s good that we’re consistent through the years. I do think we need to have progressively higher expectations for higher grades,” stated a second grade teacher who uses FAME in her classroom.

“We have a great staff who work together to try to get the students to where they need to be,” stated a third grade teacher who devotes time to the core team.

Being open to all constructive criticism and working on my own bias of wondering if all children desire the change, it was interesting to field comments from them that add insight to challenges we all still face.
“Not all students respond to it,” stated a second grade teacher who uses FAME in her classroom.

“Plans must be reconsidered from year to year. Children grow and mature and their ‘unmet needs’ and/or home life circumstances may change. Starting off the year with a plan might set the child up for failure,” stated a support staff member who has dedicated time and energy to the core team for years.

I reflected on their answers and decided that I needed to recognize that the plan is wonderful for the overall group but may not reach that one to seven percent of children who still need more. I must always be consistent yet willing to make changes as the plan is in progress. All management cannot be written in the same stone with the same words for all children.

It was time to end the study so that I could conduct and finish examination of my field log and evaluate findings. I was actually a little sad at the same time thinking that the excitement might simmer. When it was time to share the last phase of the study with my students, I called them over to the rug. They all sat down and waited for me. I couldn’t do it. I sighed and told them to move to the middle of the room instead. We sat there, looking at each other.

Garret: Is this about our study?

Mrs. Lohman: It is. I wanted to share with you how it is ending.

Tyson: Why is it ending?

Mrs. Lohman: It is time for me to take all of my notes and write our findings.

Forrest: Will all of us be in it?
Mrs. Lohman: In some way, everyone will be included.

Billy: Can you tell us our names in the study? Or can we guess?

Mrs. Lohman: Remember we talked about confidentiality? I cannot share who has which name. The study is about our behavior and we do not want to tell our identity.

Allison: Can we read the stories when they are all done?

Mrs. Lohman: They will be in my college’s library. You can see them any time that you choose.

Anthony: We are so important! I can’t wait!

Mrs. Lohman: Me either. Let’s look at my notebook to see what may go in.

Gavin: Wow! You wrote so much about us!

Mrs. Lohman: Your FAME behavior was everywhere. I took notes about our FAME language all the time. You did such a great job.

Alfred: We didn’t even know how many times you caught us!

Mrs. Lohman: That is because FAME is becoming so normal for you. I trust that you know how to show respect, safety, pride, and responsibility without even thinking about it. It’s like your personality is now all about FAME in school.

Lori: Thank you.

Mrs. Lohman: For what?

Lori: For sharing our study!

Mrs. Lohman: You’re welcome. How respectful of you!
Allison: I knew you would say that!

Mrs. Lohman: You’re right!

Delpit and Dowdy (2002) note that, “Students are very sensitive to the language of their teachers – the words, the tone, its trustworthiness – while teachers are insufficiently aware of how they are being heard and understood” (p. 146). This quote means that teacher tone sends a message to children that speaks volumes in comparison to words. Any teacher can tell a student that he or she cares, that he or she understands, and that he or she hears what the student is saying. But unless a teacher is aware of how he or she says it to the child, with what tone he or she speaks, the child may not find the teacher to be genuine. Children constantly know how a teacher is feeling, depending on how he or she is speaking to the group or even to them individually. It is all in the tone. Ironically, the teacher has no clue most times how he or she is being heard. Until we teach and listen to our language as we teach, we may not understand what it is that the children hear from us.

I have taken this to heart, while conducting this study. It is through trying to understand what the FAME language is that I use with the children, how it is that I speak to them, and with what tone that I present it to them, that I become aware of choices that I can make as a reflective learner. Clearly, I have become the student as well as their teacher! Taking this task seriously, I have begun to ask the children to repeat what it is that they hear me say to them when I am addressing FAME behaviors. I am now seeing that the kids are reacting to me
better, and quicker, simply because there is no confusion in the meaning of my language. The tone that I may use is different at times, and I have also begun to ask the children if they can understand how I am feeling as I am speaking to them. It is interesting to get their perspective, as sometimes they are right on and at other times, they misunderstood the tone I thought that I was presenting.

Staying Alive

In order to keep FAME alive in my classroom, I will continue creating behavior plans for the children who need them. The language is a part of all of the children now, so there is no reason to change what is working well.

I also plan to use reflective journaling in order to prove to myself that the FAME language is being documented in their journals. I do not want them to think that because the study is over, the behavior expectations change. Dewey (1938) reminds us that, “The alternative to externally imposed inhibition is inhibition through an individual’s own reflection and judgment. The old phrase “stop and think” is sound psychology” (p.64). This quote means to me that a child in my classroom does not necessarily need me to give him or her imposed rules of behavior but that he or she can decide for himself or herself what may be of value in his or her own line of thinking. As the children use their new FAME journals, we can discuss how they reflect on their own behavior and how they are learning to make their own judgments. What I am imposing on them, at this point, is to make choices that have the consequences they desire. I am trying to teach
them to develop the thinking skills that create good judgment, but ultimately, it is their choice. As the children are learning to “stop and think”, which is a phrase that I use all the time in my classroom, they are learning to predetermine the impact of their behavior. These are life lessons in the making.
DATA ANALYSIS AND METHODS

I chose to write using a variety of narrative forms in order to study data from the vantage point of my participants (Ely, et al., 1997) By condensing my field log entries into a series of short stories, I was able to share important details of my study in the order they occurred in class. I found that as I wrote these stories, the characteristics of the children came to life. In creating the pastiche that appears on pages fifty and fifty-one, I was able to get a detailed sense of one student’s perspective. Poems, written in the third person, allowed me to share both the views of my students and me. Sharing dialogue throughout the write-up of the study had allowed me to continually reflect on what it was that the children and I spoke about and how it was immediately relevant to my study. They were all contributors to the community; the language was kid-friendly; they knew I was one of them.

That is where the community comes in. If you are a stranger to the community in which the children live and thrive, they do not see you as an active participant. You can easily read the newspaper from their town, or watch sports scores to relate to them. Residing in the same town is not the same as living in the same town as the children. They know who belongs.

Delpit and Dowdy (2002) explain that, “It is not easy to develop a comfortable language to use in the classroom when you don’t know much about your students, and it can be harder in a community when you are a stranger to it” (p. 158). I
think that it is clear here, that this quote describes it can be difficult to communicate with children if you as the leader do not have background knowledge on them. It is like creating a KWL (What I Know, What I Want to Know, What I Learned) for your students, except that you are the one filling in the information. Anyone can be a good teacher by learning the school curriculum, but it takes a master teacher to learn the lives and needs of the kids. Most importantly, the children are keenly aware of which teachers know about them, and show that they know about them. I have seen many children come alive when I have noticed something about them that has nothing to do with academics. Maybe I was able to connect with them because they play violin or love flowers; perhaps I was free to take the time to notice their new haircut and told them that I always wanted to have my hair that way, or it may even be as simple as saying hello to them outside of the classroom when I am with my family somewhere in town.

Coding, or labeling of my field log notes, is what organized my focus and provided me with direction. Coding can be defined as analyzing and categorizing field log data by topic. Ely (1997) states, “In actual practice, we read and reread a portion of data and provide labels – usually notes in the margins – that identify a meaning unit” (162). I chose to follow Ely as my coding expert as her use of reminders through short story samples helped me to step back and look at my vast
amount of information as pieces to a whole story. I was able to plan, to interpret, and to gain new understanding of my notes.

As I continued to write all accounts, some obviously related to my study and others were simply heartfelt moments expressed in written form. Fortunately, I reflected on these as I coded my data and found that there were underlying factors that contributed to my students’ behaviors. Had I only recorded what I thought was good data, I would have missed out on key elements. Children are not always easy to understand when they act or react, and the consistent note taking and coding allowed me to see beyond the obvious.

I used the following codes as I reread my field log data each week. I chose them by using key terms from each entry. My codes were: teacher impression, teacher feelings, teacher questions, student education, humor, teacher initiated dialogue, student aha moment, teacher questioning, classroom setting, student home life, teacher aha moment, student initiated dialogue, teacher plans, teacher empathy, reflections, student frustration, at-risk behaviors, student social life, and teacher frustration. I found that if I took thirty minutes each day to write short journal entries, I was not searching for information at a later date. There was so much to choose from, that the best were simply among the daily accounts of the children’s layered stories. I made sure to code my entries once a week for one hour.

After I spent one hour a week coding, I began to find recurring codes and I reflected on the significance of these recurring codes. As I coded, I reread, and as
I reread, I relived the moment. I could picture in my mind’s eye my students showing FAME, and I could hear in my soul’s ear how they sounded as they successfully made progress. Freire reminds us that, “Those who authentically commit themselves to the people must re-examine themselves constantly” (p.60). I trust that in this statement, Freire means that people who are ready to move forth in the commitment of education of others must challenge themselves and be sure to look at what it is that they do in order to stay on the course.

I organized the codes at the midway point in order of frequency. By looking at the frequency of these codes, I could hone in on the wants and needs of my students at that time. Interestingly, the most frequently used codes I came across were: teacher or student initiated dialogues, teacher feelings, teacher plans, teacher questions, settings, at-risk behaviors, student education backgrounds, student aha moments, student frustrations, teacher impressions, teacher frustrations, teacher aha moments, student social backgrounds, student home lives, teacher empathy, humor, and teacher reflections.

At the completion of my study, I had coded all of my field log notes. I took all of the individual codes and organized them again into an index. My index was arranged alphabetically with the codes. I listed the field log page number where they occurred and identified codes that were related to one another in some way.

From there, I placed my eighteen codes into seven bins. As Ely (1997) stated, “Many researchers we know find it difficult to actually begin the coding of their
log material. … They are so caught up in the mood and emotions of their first observations or interviews that they find it difficult to step back to a more abstract level” (p. 167). These bins allowed me to analyze without emotion and literally see that I could conclude an amazing observation. The bins (background knowledge, management, feelings, dialogue, frustration, questioning, and student success) are like parts of a wheel. Each bin is an important spoke that makes the wheel of education in my classroom roll calmly. As I stepped back to examine my language in the classroom, I saw that every aspect is key to the introduction, guided, and independent instruction, and successful assessment of the positive discipline behavior plan. At no time can any one part be removed.

Themes, or statements used to express the collection of coded data, emerged and I was next able to reflect and assess what they meant to me, to my students, to their parents, and to our classroom community. The statements offered me preliminary answers to my research question.

Lakoff and Johnson (1980) remind us that analysis of our metaphors may shed insight (p. 69). I was previously unaware of the significance of the metaphors that I used naturally. I found in my field log that my use of figurative language was matched to my personality, as my charisma in the classroom sometimes overwhelms me. The children took delight in language that was consistent for them yet allowed for joking, laughing, and sharing of ideas without criticism. The metaphor that the children and I lived by was “the slate being wiped clean each
day’ as they knew they were accountable to their choice of behaviors but never
did I choose not to forgive them and move on.

All of these key elements led me to my findings.
**FINDINGS**

**RESEARCH QUESTION:**
“How will the role and usage of language in a positive discipline behavior plan affect the at-risk students in my third grade classroom?”

<table>
<thead>
<tr>
<th>Background Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Student Education</td>
</tr>
<tr>
<td>*Student Home Life</td>
</tr>
<tr>
<td>*Student Social Life</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Humor</td>
</tr>
<tr>
<td>*Setting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feelings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Teacher Empathy</td>
</tr>
<tr>
<td>*Teacher Feelings</td>
</tr>
<tr>
<td>*Teacher Impression</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dialogue:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Student Initiated</td>
</tr>
<tr>
<td>*Teacher Initiated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frustration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Student</td>
</tr>
<tr>
<td>*Teacher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questioning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Reflections</td>
</tr>
<tr>
<td>*Student Aha Moment</td>
</tr>
<tr>
<td>*Teacher Aha Moment</td>
</tr>
<tr>
<td>*Teacher Questioning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Success:</th>
</tr>
</thead>
<tbody>
<tr>
<td>*At-risk Behaviors</td>
</tr>
<tr>
<td>*Teacher Plans</td>
</tr>
</tbody>
</table>

**Theme Statements:**
1. Finding the connection between a child’s background information and his or her behavior plan is the bridge to progress.
2. Efficiency in time and task makes classroom management a positive experience for both the student and the teacher.
3. Reflecting, identifying, and using feelings leads the children in dialogue which, in turn, creates the most positive elementary classroom learning environment.
4. The most important element to the teacher/student dialogue is the active role of truly listening and not just hearing.
5. Both the student and the teacher may experience frustration on a daily basis when implementing a positive discipline behavior plan.
6. Student self-reflection becomes a necessary learning tool to clarify behaviors through inquiry of self, environment, and intent to learn.
7. A teacher’s use of positive language in the classroom impacts student behavior.

Figure 16 Findings
Reflection is a wonderful instrument to use in order to gain knowledge in what to do similarly and what to do differently in my classroom, as the children change but rarely do the issues. I happily looked back on my study with the kids and realized that our findings were not only simple but extraordinary. My theme statements provided me with insight to my desire to be more for the children.

Finding the connection between a child’s background information and his or her behavior plan is the bridge to progress. Finding this theme statement to be true was completely refreshing for me, as I believe wholeheartedly that I must know how to connect to my children in my classroom. If I cannot find what it is that is their most important need from me, I cannot truly use it as a positive consequence in their behavior plan. As Freire (1970) stated, “Those who authentically commit themselves to the people must re-examine themselves constantly” (p. 60). I trust that in this statement, Freire means that people who are ready to move forth in the commitment of education of others must challenge themselves and be sure to look at what it is that they do in order to stay on the course. Freire is wise to add the word constantly, as the path of this journey is what brings me to a greater understanding of myself as a teacher. As we are all here to become better educators for those that we are responsible for, we as well are responsible to ourselves and bettering our talents. It amazes me that any and
all of us are willing to continue to learn and grow as we want desperately to do more for the children. So, I found that if I can make a bridge between where they are coming from and where I need to take them, the bridge could be crossed without fear of more frustration and resentment. Being on the same page with my children in both emotions and language, enable us all to have efficiency in our classroom on a daily basis. We were not constantly starting over, or trying to redefine our class rules. There was complete consistency and that made for organization and control.

For example, some of my students do not have both parents at home. I make sure to address the parents individually when they need to sign a behavior plan. This lesson stresses for the child. Another example would be taking into account which previous teachers the students find motivate them the most. By knowing this, I am able to refer to that previous teacher when I praise the child, letting him or her know that I will share the success with that teacher.

*Efficiency in time and task makes classroom management a positive experience for both the student and the teacher.* Vygotsky (1978) states that, “...writing should be meaningful for children, that an intrinsic need should be aroused in them, and that writing should be incorporated into a task that is necessary and relevant for life” (p. 118). Here, Vygotsky is stating the conclusion that if children are actually interested in what it is that they are developing in writing, they will be more inclined to prosper as a true communicator in written
speech and not simply a person who is capable of putting letters to the page. There must be something deep within the child that has his or her interest sparked, and the form of writing must in some way be an eventful process. There is nothing worse than teaching children a task and thinking they will never really need to know or use this information. I feel this is wasteful learning time.

I am immediately drawn to observations that I have made in my field log where I have given the children the chance to write pen pal letters to other third grade children in Mississippi. These children have lost their homes, their schools, their lifestyles, and are uprooted and living in new places, learning in new schools, and sleeping in strange places. Although I am teaching the children letter writing skills, I am truly hoping that they are learning the life skill of communication through the written letter. I joke with them that they will be ninety seven and writing a loved one a letter, but they better hear my voice in their ear saying, “Date on the top right, greeting on the far left needs a comma, indent the body under the r in dear, and sign your closure under the date and use capital letters” … this usually makes them laugh out loud!

As they are learning to use the written letters that are relevant to life, it is easy to teach the kids why they are learning it today, in my room. They want a reason why I should be teaching and they should be learning - and they get it. The writing should be meaningful to all of us; they have intrinsic value as they share their stories in their pen pal responses; their connections are relevant. I may be incorporating the state writing standards as they write and then share their letters
aloud, but in turn they are now incorporating humanity! Life-long lessons are clearly in the making.

Reflecting, identifying, and using feelings leads the children in dialogue which, in turn, creates the most positive elementary classroom learning environment. Vygotsky (1970) states that, “Language arises initially as a means of communication between the child and the people in his environment” (p. 89). In this quote, Vygotsky reminds us that children begin the skill of language communication simply as a means to move about in their environment. It is easy to remember as your own children go through the pointing stage to get what they want, through the one word speech in hopes that you know what they are asking for, to those short sentences where youngsters demand that their needs be met. From this stage of communication, Vygotsky notes that with conversion to internal speech the language moves to intrinsic thought. It is here that this quote reminds me of my purpose of FAME language.

I believe in my FAME program and the role that the language children choose to use has immediate impact on their environment. For example, in my surveys that I presented to the core team, one staff member noted that the kids in my room know exactly the words to use in order to communicate their FAME expectations. When the children have a problem in my room, tattles are not allowed. They are reminded to share their FAME words, talk about how the situation in their environment has effected them, and work out a solution with the others. It is a
simple concept really as the kids learn communicate among themselves. It is comfortable for them because it is like going back to what they have done since being a little child. They use their language as an initial means to communicate. Like a circle, they come back to what it is that is innate.

The most important element to the teacher/student dialogue is the active role of truly listening and not just hearing. Delpit and Dowdy (2002) state that, “How one speaks and how one hears are essential factors in how well one teaches” (p. 160). This quote explains well the term ‘attunement’ and how a good teacher is aware of speaking and listening skills. Ironically, speaking and listening is a state standard that I use regularly with my third graders, but I find many adults are not aware of how they speak to others. As I am studying FAME language and its effects on at-risk behaviors, I realize that as the children hear me use the language in their terms and at their pace, they gain trust in me, and all of our curricular areas comes together. It is like the piece to the puzzle for some of these kids as for the first time someone is simply hearing them and listening.

I have noted in my field log the many hours of professional development that I have participated in during this study and how they have all talked about the ways in which we express ourselves with the children. At a Moravian workshop, I learned that it is the tone of my voice as I speak with the children that continually shows them that I am interested in being their teacher. This may seem simple, but unless I am reflecting on how I speak to them, I am not truly studying my language. It is not the words, but the meaning behind them. At a Hershey
conference, I learned and noted in my log, that it is putting the PSSA language into terms that convey meaning they understand is crucial. It is like having them teach me some video game that I cannot understand unless they put it all into simpler terms that I can grasp. Students and teachers go hand in hand, if we try.

As I returned to the field log and reflected on snapshots of events with the children, I was able to view my approach differently. In the past, I merely told the kids what my rules were and expected them to follow those rules without question. Now, with FAME, I find myself asking them their opinions more often. I need to know where it is the children are coming from, how they truly feel when they are showing the inappropriate behavior, and how can I model new choices for them. As I grow comfortable using the FAME language, I actually find it easier and less time consuming. Consistency is my new best friend in my third grade classroom.

*Both the student and the teacher may experience frustration on a daily basis when implementing a positive discipline behavior plan.* Freire (1970) states that, “Critical and liberating dialogue, which presupposes action, must be carried on with the oppressed at whatever the stage of their struggle for liberation” (p. 65). I believe that Freire is saying here that communication, both meaningful and personal, thought out and shared before acting on it, can and should be made at any level of the game. For example, as the children make choices in my presence, I try often to praise them out loud for what they do well and remind them what
they need to do in order to show progress. It is my understanding that the elementary children in my care need to speak to me as often as they can. They need to feel that the atmosphere in our classroom is filled with solid communication.

As children are taught to think out loud about the actions that they are taking, it engages them in the liberation of always being told what to do, when to do it, and how to do it. I have taken from the drama in education class that we had a few years ago, many of the fun activities to get the children involved and learning out of their seats. Excitement breeds knowledge. Using my FAME behavior infraction charts, I notice that the behavior infractions that I have recorded during their outside recess have significantly lessened already as the children are constantly asked, “What will we do to be respectful to others on the playground today? What will we do to be safe? How will we make ourselves proud at recess today? How can we be responsible today?” If I simply take the time to dialogue with the children before they act, it makes a world of difference! The two short minutes it takes to communicate expectations before hand eliminate many minutes of redirecting and disciplining later. If only they knew how lucky they are to be learning these things now as a youngster, when many adults still can’t figure it out!

I found it more time consuming to write at the end of each day, so I incorporated the use of three by five cards. I kept them near me at all times. They were on my desk, attached to a clipboard that I carried around, and even in
my lunch bag. I rarely missed an opportunity to note when a student or I showed frustration. I simply wrote key words to recall where the frustration took place, who was involved, what we dialogued, and a plan for the next time the frustration might repeat itself. It kept my thoughts organized, my journaling on track, and my reflection was more reliable because I wasn’t using my memory at the end of a long, busy, elementary school day.

*Student self-reflection becomes a necessary learning tool to clarify behaviors through inquiry of self, environment, and intent to learn.* Dewey (1938) states that, “In all such cases it is not the will or desire of any one person which establishes order but the moving spirit of the whole group. The control is social, but individuals are parts of a community, not outside of it” (p. 54). Here Dewey explains that each child must be thought of as an important individual who contribute his or her part to the group. As we often teach our kids at school, they are to understand that they are part of a classroom community, a family community, and a public community. What is amazing is that in school our FAME community it offers them the chance to be major contributors, on their own, and they are each capable of moving the spirit of the group. It is like the train is moving and they can buy a ticket to get on.

As I reviewed my proposal and why I chose my question, I came to my core belief of “Teach the child, not the curriculum” which drives my passion. No matter what I have taught all these years, it is the children for whom I am
I can think back and reflect on the fifteen years that have passed and how I am moving forward in this sixteenth year. I intend to record the students and their behavior independently so that I can show them their progress and how it effects the class as a whole. What is breathtaking to me is guiding the children to realize that their choices of behavior are individual but they help create the atmosphere for all of those around them. This is clearly role-playing citizenship. I consider myself to be the one individual not establishing the order but giving the pride and power to all of the children. The community reaps the benefits of all the individuals spirit.

I wanted my students to have this same opportunity for reflection. They truly took ownership when writing in their FAME journals and sharing became a regular activity for them afterward. As I watched them recall when sharing ways that they have shown that they are capable of making good choices, their eyes lit up. It was more than a writing and speaking experience for them. It was a time for any and all students to be successful, a time for any and all students to be a leader by example, and a time for any and all students to teach me new ways to add positively to our classroom environment as good citizens providing a learning tool for life skills.

*A teacher’s use of positive language in the classroom impacts student behavior.* Dewey (1938) states that, “Every experience is a moving force” (p.38). Taylor-Greene (1997) made it clear that providing the children with a positive
beginning is crucial. I quickly see this quote as creating the ‘every experience’ as the right one. Anything and everything counts, good and bad, as a force that moves us. So if I can use my energy to drive them in the right direction from the start, they will be one step in the right direction.

For example, I planned to use Open House as an experience to bring us all on the same page with expectations. Discipline is a tough place to go, but I hoped that the truthful experience could move us towards a better understanding of FAME and its meaning in our classroom. I truly wanted to express to parents my belief that we are all responsible for our actions and the atmosphere we are learning in. With others behind me, I would love to show next that improving the behavior improves the time on task. And if the time on task improves, it is the driving force that moves us all.
Table 1

*Tally Sheet of Individual FAME Behavior Infractions Progress September Through December 2005*

<table>
<thead>
<tr>
<th>Student</th>
<th>F</th>
<th>A</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>1-0-0-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>Allison</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>Anthony</td>
<td>1-1-0-0</td>
<td>1-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>Asia</td>
<td>0-0-0-0</td>
<td>1-0-0-0</td>
<td>0-1-0-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>Billy</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-1-0-0</td>
</tr>
<tr>
<td>Collin</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>David</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>Franklin</td>
<td>2-1-0-0</td>
<td>0-2-0-0</td>
<td>0-0-0-1</td>
<td>1-2-0-0</td>
</tr>
<tr>
<td>Garret</td>
<td>2-2-0-0</td>
<td>2-3-2-0</td>
<td>1-0-0-0</td>
<td>1-0-0-1</td>
</tr>
<tr>
<td>Gavin</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-1-0-0</td>
</tr>
<tr>
<td>Karla</td>
<td>1-2-1-0</td>
<td>1-1-1-1</td>
<td>3-2-0-1</td>
<td>2-0-1-1</td>
</tr>
<tr>
<td>Lori</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>Lucy</td>
<td>0-1-0-2</td>
<td>0-0-1-1</td>
<td>1-1-0-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>Macy</td>
<td>0-1-0-0</td>
<td>0-0-0-0</td>
<td>0-0-1-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>Mandy</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>Maria</td>
<td>1-0-0-0</td>
<td>0-0-0-0</td>
<td>1-0-1-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>May</td>
<td>0-0-1-0</td>
<td>1-0-0-0</td>
<td>1-0-0-0</td>
<td>2-0-0-0</td>
</tr>
<tr>
<td>Shelly</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
</tr>
<tr>
<td>Tyson</td>
<td>0-0-0-0</td>
<td>1-0-0-0</td>
<td>0-0-0-0</td>
<td>0-0-0-0</td>
</tr>
</tbody>
</table>

**Totals**  7-8-2-2  7-6-4-2  8-4-2-2  6-4-1-2
Table 2

*Tally Sheet of Class FAME Behavior Infractions Progress*  
*September Through December 2005*

<table>
<thead>
<tr>
<th>Month</th>
<th>F</th>
<th>A</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>October</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>November</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>December</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

After looking next at the numerical data in the tables above, I learned more about the success of the FAME program in my classroom. First, I used a tally chart to record the individual month-to-month FAME behavior infractions (see Appendix S) to see which of the children needed additional support each step along the way. It was interesting to watch as the children grew and progressed, choosing to show more appropriate behaviors and less inappropriate ones. As a whole class in September, the children had seven behavior infractions in the “Focus on Respect” category, seven behavior infractions in the “Always Act Safely” category, eight behavior infractions in the “Make Myself Proud” category, and six behavior infractions in the “bE Responsible” category. This was my baseline.

The data for October showed a rise by one behavior infraction in the “Focus on Respect” category, six behavior infractions in the “Always Act Safely” category, four behavior infractions in the “Make Myself Proud” category, and four
behavior infractions in the “bE Responsible” category. These data showed a rise by one behavior infraction in the “Focus on Respect” category, a decrease by one behavior infraction in the “Always Act Safely” category, a decrease by four behavior infractions in the “Make Myself Proud” category, and a decrease by two behavior infractions in the “bE Responsible” category from the month of September to October.

The data for November showed a decrease by six behavior infractions in the “Focus on Respect” category, a decrease by two behavior infractions in the “Always Act Safely” category, a decrease by two behavior infractions in the “Make Myself Proud” category, and a decrease by three behavior infractions in the “bE Responsible” category.

As a whole class in December, the children had two behavior infractions in the “Focus on Respect” category, two behavior infractions in the “Always Act Safely” category, two behavior infractions in the “Make Myself Proud” category, and two behavior infractions in the “bE Responsible” category. This data showed a constant number of behavior infractions in “Focus on Respect,” a decrease by two behavior infractions in the “Always Act Safely” category, a constant number of behavior infractions in the “Make Myself Proud” category, and a rise by one behavior infraction in the “bE Responsible” category.

Overall, I was able to study the numbers and learn that our overall focus on learning with these positive language behavior lessons should follow the order of pride, respect, safety, and responsibility. Never should one become unimportant,
simply the next focus of priority. I chose this list of priority based on the progress the children made, not taking only the highest numbers into consideration. They have shown excellent improvement and can continue to be successful.

Finally, I have found by using the individual FAME behavior infractions progress tally chart (see Appendix T) that the individual progress shows six children have never had a intense need for the program. They have accepted it, used it, and modeled it well for their peers. They have had the internal motivation to follow through with the guidelines and accept the format of the plan. Three children have had minimal need for the program. They have accepted it, used it for the majority of their days, and modeled as well as they could have for their peers. They have made more good choices than not. The remaining ten children have been introduced to the plan, practiced the plan with constant reminders, and watched others model the plan well. I reminded the children that even as adults, we need work on respect, safety, pride, and responsibility. They are ahead of the game, and have made progress.

Of these final ten children, five of them need this plan the most. As they do show progress in some respects, it must be said that they require this structured system to grant them the boundaries that they need in order to be both academically and socially sufficient in my classroom. They are the ones that this passion of mine works hardest for, they are the ones who need me to model the plan and give them opportunities to be less frustrated and more accepted in our
classroom environment. We even discussed the character Harry Potter and how he showed FAME in his settings. Rowling (1998) wrote, “It’s our choices, Harry, that show what we truly are, far more than our abilities” (p. 333). The children were keenly aware that it does not matter what their academic abilities are but their honest efforts that make for promising good character.

Where It Goes

My students and I are making predictions for where FAME will go from here. We decided to plan a bowling party for late spring and have the families join us in a celebration of our study. The kids feel that they can demonstrate all four FAME behaviors and already are discussing team strategies. They talk about showing respect while waiting for their turn to bowl, showing safety as they carry the bowling balls, showing pride as they do the best job they can and encourage others to do the same, and showing responsibility by being on time and paying attention to the game as it is played out.

We are all striving to continue the quest for the best behavior we are capable of showing. What we have learned most is that the language is within us. Our choices and consequences are all in our control. No one keeps us from choosing to behave unless we allow him or her to do so.

I enjoyed the opportunity to learn with my students and question where I will go from here. I intend to use my behavior plans in a sharing forum at district development hours. I hope to offer colleagues language choices that they can use in their classrooms with their students. In addition, I intend to continue to reach
toward my professional potential in the district, perhaps as an Instructional Support Team Leader or character education teacher. In addition, I would like to create a parent workshop by sharing FAME activities. Finally, I would like to investigate how this behavior study could impact student success and performance. The doors are now open.

All of us wish to be the best that we can in an elementary school setting. Now, the children are being shown the path to walk towards educational adventure and the journey does not need to be taken alone. The positive behavior discipline plan is not a do-all and tell-all for every child whom I will ever teach. There will always be those children who need more time, more consequences, more management aides, and more energy. My findings proved to me that any child, regardless of his or her social, academic, or economic background has a chance to be FAMEtastic if he or she chooses to do so. I am a better teacher for trying to learn about myself with them, and our language as it exists in our third grade classroom. We are all winners for being on the same team working towards the same goal. This coach appreciated being able to sit wide-eyed on the sidelines and view the game with engaged amazement!
REFERENCES


http://www.aboutmakeyourday.com/researchsummary-web.htm


positive behavioral interventions and supports in the schools. *Journal of Emotional and Behavioral Disorders*, 10(3), 149-57.


Lewis, T. J., & Sugai, G. (1999). Effective behavior support: a systems approach to proactive school-wide management. *Focus on Exceptional...*
Children, 31(6), 31-48.


A. Star Gazer Sample
<table>
<thead>
<tr>
<th>Week of</th>
<th>Focus on Respect</th>
<th>Always act Safely</th>
<th>Make myself Proud</th>
<th>E. Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examples: I will use kind words when speaking to others</td>
<td>I will put things away in their proper place</td>
<td>I will be kind and polite to others</td>
<td>I will stay on task the first time</td>
</tr>
<tr>
<td></td>
<td>I will keep my hands, feet, and objects to myself</td>
<td></td>
<td>I will try new things</td>
<td>I will ask for help when needed</td>
</tr>
<tr>
<td></td>
<td>I will keep my things organized</td>
<td></td>
<td>I will take time to do my best work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I will take care of classroom and school belongings</td>
<td></td>
<td>I will praise others often</td>
<td></td>
</tr>
</tbody>
</table>

**Phone Home**

<table>
<thead>
<tr>
<th>Week of</th>
<th>TimeOut</th>
<th>Lost Recess</th>
<th>Removal From Class</th>
<th>Note Home</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Parent Conference**

<table>
<thead>
<tr>
<th>Week of</th>
<th>TimeOut</th>
<th>Lost Recess</th>
<th>Removal From Class</th>
<th>Note Home</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pink SLDP**

<table>
<thead>
<tr>
<th>Week of</th>
<th>TimeOut</th>
<th>Lost Recess</th>
<th>Removal From Class</th>
<th>Note Home</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Follow Up Questionnaire

FAME follow up questionnaire

Person __________________________ Date __________

What is working for you? For the students?

Approximately how many stars are you handing out—or how often in a day are you able to reinforce positive behaviors?

Are you in need of stars?

Is there anything you need to help make this smoother?
August 29, 2005

Dear,

I am currently completing courses at Moravian College in order to reach my goal of earning a Master's degree in Curriculum and Instruction. I will joyfully succeed this Spring, after seven years of hard work! All of the coursework that I have completed to date has helped me use current strategies in order to be the most effective teacher for the children.

During this semester, beginning now and going until December, I am required to conduct a study of my teaching. My research will examine the role and use of consistent language in positive behavior plans and its effect on the students in my classroom.

I will be gathering information during my study through the collection of surveys, interviews, narrative logs, reflective journaling, and FAME infraction lists. Please refer to the attached list of behavior infraction. Our FAME focus will remain centered around respect, safety, pride, and responsibility. All of the students' names will be kept confidential. Students have the right to withdraw from the study at any time.

All research material will be kept in a secure location. All children are expected to follow FAME guidelines, yet I will only use the data of those students who are participating in the study. We are all in this together, learning how to create the most positive environment for everyone!

If you have any questions or concerns about my research study, please feel free to address them with me at any time. Your input is valuable to me, as we are truly a team in partnership for your child’s best interest. You may contact me at school, or through my advisor at Moravian. My faculty sponsor is Joseph Shosh, 610-861-1482.

I appreciate your support as I move forward in this exciting journey. Please sign the portion below and return it promptly. Thank you for your kindness.

Fondly,
Mrs. Lohman

I understand that Mrs. Lohman will be observing and collecting data in the School in order to complete her research for Moravian. As principal of the teacher conducting this research on consistent language and its role with positive behavior plans, I approve.

Principal's Signature: ____________________________

Date: ____________________________
August 25, 2005

Dean Lohman
310 Old Mill Road
Easton, PA 18040-1167

Dear Dean Lohman:

The Moravian College Human Subjects Internal Review Board has reviewed the revisions to your proposal: How will the role and usage of consistent language in positive behavior plans reshape the 1-8 at risk students in my classroom? The reviewers are satisfied with most of your corrections and additions. However, it still cannot give its complete approval until you attend to the following issues.

Revisions to the existing Parental Consent and Principal Consent forms that were suggested in the HSIRB’s response to your original proposal must be submitted. Please see your original letter from the committee, dated July 12, 2005, for a summary of these changes.

Please note that, in addition to acquiring consent from parents for their children to participate in the study, informed consent forms must be provided for all adults, including teachers, parents, and guardians participating in the study.

Upon receipt of the requested document, the HSIRB committee fully expects to approve your project.

A hard copy of this letter will be sent to you through U.S. mail shortly. If you do not receive the letter by the time you need to begin gathering data, please do not hesitate to contact me. Also, please retain at least one copy of the approval letter for your files. Good luck with the rest of your research.

Debra Wether-Hendricks
Chair, Human Subjects Internal Review Board
Moravian College
610-861-1415 (voice)
medwh02@moravian.edu
Dear Parents and Guardians,

I am currently completing courses at Moravian College in order to reach my goal of earning a Master's degree in Curriculum and Instruction. I will joyfully succeed this Spring, after seven years of hard work! All of the coursework that I have completed to date has helped me use current strategies in order to be the most effective teacher for the children.

During this semester, beginning now and going until December, I am required to conduct a study of my teaching. My research will examine the role and use of consistent language in positive behavior plans and its effect on the students in my classroom.

I will be gathering information during my study through the collection of surveys, interviews, narrative logs, reflective journaling, and FAME infraction lists. Please refer to the attached list of behavior infractions. All of the students' names will be kept confidential. Students have the right to withdraw from the study at any time.

All research material will be kept in a secure location. All children are expected to follow FAME school wide guidelines, yet I will only use data of those students who are participating in the study. Our FAME focus will remain centered on respect, safety, pride, and responsibility. We are all in this together, learning how to create the most positive environment for everyone!

If you have any questions or concerns about my research study, please feel free to address them with me at any time. Your input is valuable to me, as we are truly a team in partnership for your child's best interest. You may contact me at school, or through my advisor at Moravian. My faculty sponsor is Joseph Shosh, 610-861-1482.

I appreciate your support as I move forward in this exciting journey. Please sign the portion below and return it promptly. Thank you for your kindness.

Fondly,
Mrs. Lohman

I understand that Mrs. Lohman will be observing and collecting data in my child's classroom in order to complete her research. My child has my permission to participate in this study. I permit my survey information to be included.

Child's Name: 
Parent/Guardian Signature: 
Date: 
G. Student Survey

Name ___________________________ Date _______________

**********Third grade students FAME responses after the first marking period**********

1) I think that my first report card will be __________________________ because __________________________.

2) I have been sure to show Respect in school when I __________________________.

3) I have been sure to show Safety in school when I __________________________.

4) I have been sure to show Pride in school when I __________________________.

5) I have been sure to show Responsibility in school when I __________________________.

6) I can be better at FAME behaviors next marking period when I __________________________.

7) I am a FAMEtastic third grader for Mrs. Lohman because I __________________________.

8) My favorite part about learning FAME in third grade is __________________________.

9) People I tell about FAME outside of school are __________________________.

10) If I could write a FAME journal prompt for next month it would be __________________________.
Survey for Core Team

1. What do you see as the biggest challenge for FAME in our building?

2. What do you think is the most motivating aspect of FAME?

3. How can we offer the families opportunities to share in our FAME experience?
I. Previous IST Leader Interview
Interview of Previous IST Leader:

*Permission given ______ by ________________________.

1. What consistency have you seen me use with FAME positive behavior plans in respect to language when in use in my classroom with any student?

2. Do you think that I can encourage a level of consistent language for at-risk children? Why or why not?

3. How do you think that the at-risk student can reshape, academically and socially, in my classroom if I use consistent language in my behavior plans?

4. Suggestions for consistent language in regards to respect, safety, pride, and responsibility?


Interview of Current IST Leader:

*Permission given by ____________________________

1. Of the at-risk children you have seen this year, do you believe my using consistent language will help them in my classroom? Why or why not?

2. Anyone in particular, coming to third grade, that you see a strong need for a positive behavior plan? What behavior infractions are of concern?

3. Do you agree that any child can improve their at-risk behavior? What is the key element for support from home?
Interview of My Father:

*Permission given ______ by ________________________________.

1. In 1989, when you wrote your article, there were fifty ethnic groups identified. How has that number changed?

2. Do you still believe that any student can achieve to be a good citizen in today's classroom? Why or why not?

3. I am going to study the idea of consistent language used in behavior plans with at-risk students. Describe 'teacher sensitivity' from your article when I may be reflecting on a teachable moment.
Reflective Journaling Weekly Sheet:

Week of: _____________________________

Reflection on my consistent language with the students:

* Respect
* Safety
* Pride
* Responsibility

Pro (What worked well):

Con (What didn’t work well):

Comments:
Narrative Log Daily Sheet:

Student’s Name: _______________________________________

Date: _______________________________________

A = Antecedent = What event directly preceded the behavior infraction?

B = Behavior = What is the behavior infraction in regard to?
  * Respect
  * Safety
  * Pride
  * Responsibility

C = Consequence = What consequence was chosen for the student in relation to the behavior infraction?
  * Time out
  * Loss of recess time
  * Removal from class
  * Note home
  * Phone call home
  * Pink slip
  * Parent Conference
School-wide Contract

- A school-wide climate of respect, safety, pride and responsibility
- Increased engaged learning time for students
- Unity of purpose in our school community

Focus on RESPECT
Always act SAFELY
Take myself PROUD
Be RESPONSIBLE

Name of Child: ___________________________ Grade: __________
Teacher’s Name: ____________________________________________

I have read my child’s specific grade level expectations for all settings at School and I will support my child in meeting these positive goals.

__________________________________________
Signature of Parent/Guardian Date

As a School Student, I have discussed with my parents the specific behaviors I am to always show at school.

__________________________________________
Signature of Student Date

Please return to your child’s classroom teacher.
This paper will be on file at the school for the 2006 – 2007 school year.
PARENT/TEACHER CONFERENCE TEACHER NOTES
STUDENT __________________________ DATE __________

Areas for positive note:

* *

Areas for improvement:

* *

Additional items to discuss:

*  Focus on Respect
*  Always act Safely
*  Make myself Proud
*  be Responsible
P. Sampling of Student Positive Behavior Plans

1. General behavior concern ten time block day with parent signature
1. General behavior concern ten time block day with parent signature

Good behavior is important to my learning!

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Homework  | O    | O    |
S.C.O.R.E. | O    | O    |
Centers   | O    | O    |
Hallway   | O    | O    |
Bathroom  | O    | O    |
Lunch     | O    | O    |
Math      | O    | O    |
Special Class | O | O |
Recess    | O    | O    |
Participation | O | O |

I can do it! I can do it! I can do it!

Parent Signature ________________________
2. General behavior concern two time block day with parent signature

Name _____________________________

Date _____________________________

My behavior today was GREAT GOOD NOT-SO-GOOD!

My morning work was:

________________________________

I learn more when I choose

to behave well in school!

My afternoon work was:

________________________________

Comments from Teacher or Home:

Parent Signature _____________________________
3. Respect concern one time block day with parent and student signature
4. Respect concern before/after school with student goal

<table>
<thead>
<tr>
<th>My Daycare Goal:</th>
<th>I will use kind words without arguing.</th>
<th>I will wait my turn to speak.</th>
</tr>
</thead>
</table>

Before School

<table>
<thead>
<tr>
<th>Time</th>
<th>7:30-8:00</th>
<th>8:00-8:30</th>
<th>8:30 - 8:45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>without arguing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait turn to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

T.O. = time out
P.C. = phone call

= (Sticker) Goal was met

After School

<table>
<thead>
<tr>
<th>Time</th>
<th>3:30-4:15</th>
<th>4:15-5:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>without arguing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wait turn to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Respect concern five time block day with student goal, parent, and proud supporter signature
6. Respect concern seven time block day with student goal, parent, and proud supporter signature

<table>
<thead>
<tr>
<th></th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Daycare</td>
<td></td>
</tr>
<tr>
<td>Morning</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Special</td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
</tr>
<tr>
<td>Guided Reading</td>
<td></td>
</tr>
<tr>
<td>Afternoon Daycare</td>
<td></td>
</tr>
</tbody>
</table>

Comments From Home:

Parent Signature

Signature of proud supporter
7. Respect concern five time block day with student goal, parent, and proud supporter signature

<table>
<thead>
<tr>
<th>Time</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Special</td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
</tr>
<tr>
<td>Guided Reading</td>
<td></td>
</tr>
</tbody>
</table>

**My Goal:** I will use kind words with others. I will follow my teacher’s words the first time without arguing.

😊 = goal is met

Comments From Home:

Parent Signature

Signature of proud supporter
8. Responsibility concern five day with teacher, proud supporter, and parent signature

<table>
<thead>
<tr>
<th>Day</th>
<th>Did it!</th>
<th>I can keep trying!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Signature

Proud Sponsor Signature

Parent Signature

I can be responsible again next week!
9. Special class concern with behavior levels and special class comment section

Name ________________________________

Today’s Special is ______________________

How did I behave today at Special?

• I needed a warning to stay on task. But I did it!
• I needed more than one warning. I know that I can do better!
• I did not participate well this time. I need to be on task so that I can learn.

Comments:
10. Multiple tasks with three step direction concern

Name ___________________________ Date ____________

For this task, I will:

1. 

2. 

3. 

I will ask Mrs. Lohman questions if I do not understand.

I CAN DO IT!

Name ___________________________ Date ____________

For this task, I will:

1. 

2. 

3. 

I will ask Mrs. Lohman questions if I do not understand.

I CAN DO IT!
11. Responsibility concern homework four day chart

My goal: I will return completed homework and signed agenda book daily.

Week of:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment: | Comment: | Comment: | Comment:
12. Respect concern twelve time block day with student goal, student, teacher, proud sponsor, and parent signature
**Daily Goal:**

"I will show respect to others at all times."

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>I showed Respect ☑</th>
<th>I needed one Respect Reminder ☑</th>
<th>Teacher Comments</th>
<th>Other Notes to Notice</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCORE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HALLWAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LUNCH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE OR SOCIAL ST.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECIAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RECESS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SNACK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>END OF DAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISMISSAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My day was ______  Very Respectful  Mostly Respectful  A Bit Respectful

______’s Signature

Mrs. Lohman’s Signature ______________________________

Proud Sponsor’s Signature ______________________________

Parent’s Signature ______________________________

I CAN BE RESPECTFUL TO OTHERS AT ALL TIMES!
Q. Parent Survey

**********Third grade parents FAME responses after the first marking period**********

1) I think that my child’s first report card will be _____________________________
   *because he/she has been _____________________________.

2) He/She is sure to show Respect in school when _____________________________.

3) He/She is sure to show Safety in school when _____________________________.

4) He/She is sure to show Pride in school when _____________________________.

5) He/She is sure to show Responsibility in school when _____________________________.

6) He/She can be better at FAME behaviors next marking period when _____________________________.

7) He/She is a FAMEtastic third grader for Mrs. Lohman because _____________________________.

8) My favorite part about learning FAME in third grade is _____________________________.

9) People I tell about FAME outside of school are _____________________________.

10) If I could write a FAME journal prompt for next month it would be _____________________________
Survey for Staff:

*Permission given __________ by _______________________

1. What do you find most challenging when trying to use positive behavior plans with at-risk students?

2. What would you feel is the best way to communicate with parents, in terms of behavior plans, at Open House or individual conferences? Why?

3. Do you have concerns about students needing consistency with plans from year to year? If so, what is your biggest concern? Why?

4. What would you list as the top three behavior infractions in relation to either respect, pride, safety, or responsibility?
Tally Sheet of Individual FAME Behavior Infractions
Month of ___________ 2005

<table>
<thead>
<tr>
<th>Student</th>
<th>F</th>
<th>A</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allison</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthony</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franklin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garret</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gavin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karla</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lori</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Tally Sheet of Individual FAME Behavior Infractions

**September Through December 2005**

<table>
<thead>
<tr>
<th>Student</th>
<th>F</th>
<th>A</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allison</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthony</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>David</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franklin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garret</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gavin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karla</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lori</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Tally Sheet of Class FAME Behavior Infractions Progress

**September Through December 2005**

<table>
<thead>
<tr>
<th>Month</th>
<th>F</th>
<th>A</th>
<th>M</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>