

HEADER: Research Study

Research Study

Ashley Glick

University at Buffalo

Publication Date: May 1, 2010

INTRODUCTION

I am a 24 year old 2nd grade teacher in the Buffalo School District where I took over my current classroom in the middle of February of this year. I'm what you would call a "new teacher" fresh out of college and almost finished with a Master's degree in Literacy. I'm a hard working individual who takes pride in the work I do. However, I feel as though, I struggle with classroom management mostly because I was never really taught ways in which a teacher could manage their classroom. I've gone into classrooms not knowing what to do in certain situations. Being that I am a little wiser and older than I was last year when I started in Buffalo, I took it upon myself to investigate ways that one can manage their own classroom with success. Since I didn't get a crash course in this area of education, I decided to embark on a journey of discovery on how will implementing procedures, rules, and consequences help improve student behavior. My school in particular has a lot of difficulty with student behavior. I wanted to see if I reviewed and practiced my procedures, rules, and consequences with my current classroom, if that will change the way students behave. This question has been something that I've wanted to examine for some time now. No matter how difficult the students, if a teacher sets the bar and makes sure all students understand those expectations, than problems related to behavior should alleviate.

In order to run a successful educational classroom, a teacher has to be in control of his students. A research study, such as this one, is absolutely significant because many new teachers, including myself, have struggled tremendously with classroom management and dealing with those students that tend to not follow directions or disrupt the classroom environment. Too many new teachers are coming out of college, finding a job, and realizing that they have little experience in knowing how to organize or run their room. Hopefully, through my study,

research, and findings, I will be able to offer new teachers some strategies that will lead to better behaved students in the classroom.

I decided to focus on three areas of concern specific to my classroom. The three areas of behavior that were a worry for me were fighting, walking in the hallway, and not talking when I'm talking. These are the three main issues that I have encountered in my classroom that seem to take me away from my lessons and disrupt the peace in my classroom. During my study, I reached a point where I narrowed the focused on these three because I began to see a pattern. Through my note taking and observation, I realized that if I could perhaps work on these three areas specifically, classroom management should improve. This process was frustrating at times but very beneficial to me in the long run because I am a better teacher for it.

I believe that classroom management is not written about enough which is why we have new teachers coming into the teaching world having little experience as to how they can teach and actually get through an entire lesson. Classrooms today have changed over the years where it seems that there is more of a demand on teachers. The one way that we as teachers can succeed in the classroom starts with the way that classroom runs. Without the establishment of rules, procedures, and consequences, a teacher will struggle for control for the entire school year which is exhausting and frustrating. We become teachers because we love to learn and to teach the youth. However, in a classroom of chaos, little learning or teaching will be taking place because the teacher will be so busy trying to command control and demand respect when clearly you have none from your students. Taking the time to review procedures, rules, and so forth takes time but will pay off in the long run. Children need and crave structure and boundaries. Being an effective teacher starts with the way you manage your classroom. This investigation was eye-opening and has changed the way I now will do things in the future of my teaching career.

LITERATURE REVIEW

In my research I came across three pieces of literature that I found to be extremely helpful in my investigation of classroom management. The first, *The First Days of School: How to be an Effective Teacher* by Wong; the second, *No Fear In My Classroom* by Wootan; and lastly, *The Morning Meeting Book* by Kriete. All three of these books gave me a sense of hope in regards to behavior management. In Harry Wong's book, he shares many ideas on ways to take attendance, how children should raise their hand, how should children use the bathroom and so forth. He concentrates his expertise in procedures that seem so easy to us as adults but to children, going to the bathroom can turn into total chaos if the children are not taught the proper way to ask how to use the bathroom. Wong's book provides ways to control noise volume in a small classroom. His thoughts and ideas seem simple, but they work! I had tried everything for this study until I read this book from cover to cover. I put some of Wong's ideas into practice and they work! This book has been the most helpful as far as classroom management goes. It is realistic and allows the teacher to relax and enjoy teaching.

In the second piece of literature, *No Fear in My Classroom* by Wootan, I have gained confidence as a teacher in my abilities just from reading the book. Wootan's book is enlightening in the sense that it gives a teacher confidence, which is what a new teacher needs every time he or she takes command of his classroom. Standing in front of 25 children can be intimidating and children can sense fear and anxiety. If they know that you're upset or that they are getting to you where you might just crack on the spot, they feel as though they have won. This book is inspiring and discusses some difficult topics that any teacher might encounter. Some topics include, the one child that refuses to listen to a word you say, child abuse, deviance from several students in the classroom, drug use, deaths of students, and overall how to be confident even if you are not

just yet. This novel is motivating and encourages new teachers and even veteran teachers who still need to hear this every day, that being a teacher means celebrating the successes when they do occur throughout the day and reflecting on the failures. Taking it one day at a time helps, which is what this author promotes.

In *The Morning Meeting Book* by Kriete, Kriete discusses the importance of those first 30 minutes in the beginning of each child's day. Especially working in Buffalo, in the area that my school is surrounded by, how I greet my students each morning makes all the difference. Kriete stresses the significant of bringing the whole class together in the morning for a discussion on their weekends or what interesting books they may have read. Each morning, I make it a point to shake each of my children's hands which makes them smile and feel a part of a small community for the time that they are in my classroom. When students come to your classroom each morning, teachers don't know how their mornings were before they arrived to school. I usually have students that are depressed or very angry about something as soon as they come to school. This book has made me realize how crucial those first 30 minutes of the school day are. You can change a child's entire mood in the matter of a simple smile and sincere hand shake. Each morning I have a morning message in which we read it together as a class and my students help me fill in the blanks with words that makes the sentences complete. Kriete's book is helpful and has made my mornings so much better than they were before I ever read this book.

METHODS SECTION

Setting

The setting of this research study is where I teach at an urban school in the city of Buffalo, #31 Harriet Ross Tubman. The type of area that my school is in is a low socio-economic status neighborhood where multiple families live in one house or apartment.

Participants

The participants in this study are composed of my 2nd grade class, which is a small sample. There are 17 students, all African American. Three students are actual 2nd graders while the remaining 14 have failed three or four times and should be in the 5th or 6th grade by now. What is holding back some of my students from passing are their ability to read, write, add, and subtract. I have six children that have been identified with a learning disability. I also have five children that have been identified as being emotional disturbed. Currently, I am meeting with staff members to try to get a few of my other children identified as having a learning disability and/or emotional disturbed.

After completing a survey on each of my students' families, I collected data on with whom my students live with. Four-teen of my students live with an aunt, uncle, grandma or grandpa due to the fact that both parents are in jail or one parent ran away and never returned. All of my students wrote that they live in the "ghetto" where 10 of them are without power for periods of time. All confessed that they have no school supplies at home including a pencil making it extremely difficult for them to complete their homework. Only five students in the class said that the person they live with goes to work every day. My entire class stated that they share a bedroom with either an older brother or sister, cousin or another adult. Four-teen live in a three room apartment with at most seven people present. Three students live in a house with at least 10 family members all living there.

Data Collection

The type of research study that I conducted from February 17, 2010 to March 31, 2010 was action research. I concentrated my data collection mostly around observations of my class throughout the day. I've discussed with other staff members their thoughts on whether they see a

change in my classroom as far as my three main themes go (fighting, walking in the hallway, and talking when I'm talking). I've used several different strategies and ideas to try to work towards getting my students not to resort to violence, to walk quietly down the hallway with hands to themselves, and paying attention with their mouths closed when I'm talking and providing directions. I've recorded my implementation of my action plan in my own personal electronic journal. I've reviewed the results of those implementations and have reflected on how successful or unsuccessful each new attempt was at reaching my overall goals.

Analysis

The way in which my data was analyzed was through inductive analysis. I looked over my data and learned as I went on with my action research study. After observing and recording notes, I began to see a pattern emerge among my students. After a month and a half, I had data saturation; over time I learned nothing new and instead saw the same type of situation over and over again. Over the period of time that I was conducting my research, I compared my data to previous data notes to see whether or not improvements were made from previous attempts that I have tried.

FINDINGS/RESULTS

In the finding section, I will be focusing in on three themes. They are fighting, walking in the hallway, and not talking when I'm talking.

Fighting

Fighting was always a concern for me right from the get go. My very first day on the job, I had two students who punched each other in the face and were rolling around on the ground. The rest of my class was surrounding the children that were fighting on the floor and began to cheer them on. I had lost control over my classroom. The very next day, there was another fight

and my students were continuing to cheer the fight on. I followed school rules and procedures and wrote all of the children up. Four children were suspended by my third day of teaching. I realized that this problem was bigger than me. I talked to other teachers about my class and was simply told that my class was “insane.” My students were mostly repeaters and children with little motivation to learn. I gathered some information on each child as a way for me to speed up the process of getting to know them better. After a week, I began recording what makes certain children tick in the classroom. I did this with mostly my students that were constantly getting in fights in my classroom, in the hallway, cafeteria, and even in their specials. Six students are constantly getting suspended for fighting. This is a huge problem because every time these children get suspended they get extremely behind. I realized that something needed to change or these children will be repeating the 2nd grade.

I interviewed and observed each of these six children over a course of a few weeks and discovered what sets them off and ways in which to calm them down. I saw patterns emerge with each of these students. Their biggest reason for hurting another student is when another student talks badly about their parents by saying that their dad is a loser and is in jail or that their mother is a “crack addict.” I realized that the six children are not the only ones to blame in this situation but also their peers that taunt the others. I decided to put aside about a half an hour of teaching time to talk to my entire class about bullying and how it affects those around you. At first I got resistance but after 10 minutes my students were raising their hands and opening up about what upsets them and ways in which we as a class can help alleviate some of the tension. I also made sure that if a fight does emerge whether it is in my classroom or in another teacher’s room, the students need to stay in their seats or move away from the children that are fighting so they don’t get hurt. I also mentioned that they should not yell and cheer on the fight. The very next day,

there was a fight in the hallway between two 8th graders outside my classroom where my students and I were coming up the stairs to enter our classroom. Instead of yelling and getting out of control, my students stayed in line and didn't say a word. After another teacher and I called security, my students entered our room and a few of them raised their hands and said, "Those kids are so stupid. Why are they fighting?" I just stood back and smiled because they were learning and it was showing.

After our conversation, I decided to buy a mini-mailbox and put it on my desk. I allowed my students to write me notes and put them in my mailbox if they are having a problem and are too afraid to talk to me in person about it. I read them at the end of each day and bring up the issue the next day or I will just simply pull aside that child and talk to him or her. This has helped a lot with my students where sometimes I will just get a note saying, "I love you, you're the best teacher ever!" These brighten my day and I have seen improvements with the fighting going on in my classroom. The fights usually occur outside my classroom when my students are with another teacher which is still upsetting but makes me realize that they don't fight in my classroom, under my rules, because we have talked about this topic several times and my students now feel comfortable coming to me telling me that so and so is messing with them and I take care of that child. I now will pull that child outside the classroom, have a conversation with him or her, and then ask the other child to come out into the hallway so we can all talk about the real issue. In a matter of five minutes, I can now have the children apologize to one another and once they go back into the classroom, they're laughing and getting along. I realize that I need to take the time to actually talk to my students rather than just dismiss them because I need to get through my lesson in 45 minutes. My students and I have a very honest and trusting relationship

that we've formed in just a few weeks because I show that I care and that I will protect them from harm.

To help promote a safe healthy classroom, I have used a glass vase and put cotton balls in it when I see my students getting along and not fighting both verbally and physically. Our cotton vase is more than half way full. Once my students reach the top, we vote on a fun activity that we want to do like watch a movie and eat popcorn, a pizza party, or even decorating cookies. This is not only motivation for my students to try to get along with one another but a chance for them to practice the strategies that I've taught them. My students are making me very proud because I see a sincere effort from every single one of them. When two children are arguing in the classroom, I've had one student actually say out loud, "You two should stop because that's not nice and Ms. Glick taught us not to be like that to one another. Just say you're sorry and get over it." This young lady has done a complete 180 in my classroom.

On March 9, 2010, one of my toughest students came up to me and said, "Ms. Glick, you need to move this little boy out of my face before I punch him in the mouth and get suspended and I know you wouldn't like that. He keeps talking about my dad who's dead!" I was so impressed that the one boy in my classroom who is constantly suspended actually thought before he reacted and came to me for help. I had a moment there that just made me so proud of him and I made sure that I told him how proud I was of him for coming to me first before hurting someone else for the pain he feels. I pulled the other boy aside, had a talk, brought the other child out into the hallway too, we all talked about what was going on and why that's not nice to talk about someone's parent like that. It ended in apologies and in the end I still got through my lesson. I learned that ignoring what's going on makes the situation worse. By taking a little bit of time out of my lesson has helped me and my students tremendously. The second grade teacher

next door to me has made several comments to me telling me what a difference she sees's in how my students handle themselves. My principal has actually come up to my room to check up on me because he's so surprised I haven't needed the yellow sheets to write students up for fighting. Right before Spring break, my principal came to my room to discuss how things are going. My principal knew I was struggling with behaviors in the beginning when I first started, but now when I talk to him all I can say is, "It's going really great!" He is shocked and thinks I'm lying because he told me that he's been suspending most of my students for about 3 years now. In the last month, I haven't had anyone suspended. At the next faculty meeting, I made a point to share my methods and techniques with the other staff because it's working. Fighting is a very big issue at my school so when I offered advice on it, a few faculty members doubted me but my principal came to my rescue and said, "I've seen it work. Ms. Glick hasn't had anyone suspended in a month." The faculty was shocked because the whole school knows that my specific class is "insane."

Walking in the Hallway

In my school, few classes in the building walk's successfully in a hallway without talking or pushing each other. After a week of dealing with children running down the hallway, getting out of line, cutting one another, and pushing each other, I decided that I am not putting up with this for the rest of the school year. I talked to other teachers around me and asked why the children have a difficult time in the hallway. They all said the same thing. The teachers have tried to work with the children on this but have been unsuccessful. I hear screaming down the hallway when there is a class in the hallway. The screaming is usually coming from the teacher because the teacher is so frustrated. I first tried screaming at them in the hallway. "Jayliah get back in line; Brandon keep your hands to yourself; Sincere don't cut anyone in line." I got sick

of yelling very quickly and after a week of total frustration and tears, I realized I need to try something new.

I decided to make up a chart that has an “A” line and a “B” line. I put people near each other that I thought would get along and put the six difficult children in the very front. I practiced with the entire class as to how they need to line up and where they belong. I explained that this is your spot in line and no one needs to overcrowd one another. Every time we lined up, I would call line “A” or line “B.” All the students would run over and push each other and trip over one another. Then the fighting would start and the name calling. I ended up yelling more. After two days of this chaos, I realized I needed something more. Instead of calling the “A” line or “B” line, I began to call by tables. Table 1, 2, 3, 4 or sometime I’ll switch it up and call one student at a time who’s sitting nicely and quietly to find their spot and stay in line. This has definitely helped when trying to get into two lines. Once we leave the classroom, the talking starts. No matter how many times I say please stop talking, they just continued to talk. I needed some sort of consequence for this. I already have a frog chart where if their frog moves from the happy pond then they get one warning. After that they get a phone call home and then if they’re still not changing their behavior for the day, they don’t go to their special and I may set up a parent-teacher conference. This works well in the classroom but not so great for the hallway.

I realized very quickly that instead of being in the very front of the line, this only makes it worse because you can’t see what’s going on behind you. I now have learned to walk all the way in the back of the line so I can see everything and I can tell so and so to turn around or stop talking. This has proven to be much more effective. It took me two weeks to realize that my method of walking in the hallway was not working. Over time, I continued to try new strategies and not settle for, “Well they’re walking okay in the hallway.” I have even begun to say, “Okay

walk to the double doors and wait for me.” They all listen and walk and stop and wait for their next direction. Before I would just let them continue walking until we got to our destination. I’ve created the “jewel jar” as well where if we are walking nicely in the hallway where all my students are facing front, not talking, hands to their sides, and where they should be in line, I will ask a teacher that we are passing by how my class is doing. Lately, it’s been, “They look great!” I’ll go back to the classroom, praise my students and put one jewel in our “jewel jar.” Once we get to 10 jewels, we vote as a class on a fun activity. We have eight jewels so far. I will not take them away because I believe that once you’ve earned it, you’ve earned it. When my students are not doing so great, I will talk to the whole class and discuss what we could have done better in the hallway.

For those students that are always doing well, I may pass out a piece of candy to them or give them a sticker while we are walking. Rather than constantly saying negative things, I praise all the good students and compliment them. I’ve noticed that once I praise one student the rest straighten up and want that praise just as much. For those students that don’t care I will keep them 10 minutes from a special or even from lunch. It may sound cruel but my principal gave me permission to do so. This has proven to be effective as well. My principal’s assistant has told me on several occasions that she has seen such a change in my class. The way they walk in the hallway has gotten better and it’s still improving. I still have those days that I feel helpless but after a bad day a good day usually follows. When my students have really fallen off the wagon, I take the last 15 minutes in school and we practice walking in the hallway. My students enjoy this because they get to get up and move around and I get to encourage and praise when I see fit. I now carry around a pen and paper and record names of those students that are doing a great job

walking because I try to make everything positive rather than negative. These students will receive a sticker or a gummy worm for the way they behave in the hallway.

Talking When I'm Talking

When I first started, I could not believe how disrespectful some of the students can be when the teacher is trying to teach a lesson. A few of the students talk when I'm talking, where few are listening and when I pass out an assignment, I get the typical, "What are we suppose to do?" This has been extremely frustrating and has taken away from a lot of my teaching time. On my very first day we made up our classroom rules and even cut out shapes of our hands and glued them around the rules as a way for the students to promise to abide by the rules and consequences. I figured just going over the rules would be enough. I was wrong because the students acted as if our classroom had no rules. I decided to go over them again and have the students act them out. One of those rules happened to be, "please don't talk when others are talking." It seemed as though every time I would open my mouth, someone would be carrying on a full blown conversation. I would stop and have to tell those students to please stop talking when I am, which would take away from the lesson where the students and I might get into a little battle of control. Instead of trying to stop it when it starts, I have even tried to completely ignore it and continue teaching. This hasn't really helped either because after I pass out the assignment those students that I ignored talking when I was talking will ask me what to do and a part of me wants to yell at them and say "Well you would have known what we were doing if you weren't talking when I was." Rather, I have to re-explain my direction's which is time wasted.

Something that has worked is not saying a word and just sitting and waiting for the noise to stop in the classroom. Sometimes this takes 10 minutes for them to even notice that I'm ready

to start the lesson. This too can be wasted time. I finally realized after about four weeks of putting up with this that perhaps I should not say a word and just move their frog out of the happy pond and place them on warning. That way I'm not taking away from class time and not making a scene. I can just simply move the frog and continue teaching. This technique has worked but I know that this alone will not do the trick. I know after a week of moving the frogs, that this will get old and they will continue to talk when I am. I decided to try another technique. I created a prize box and assigned each table a number. On my white board, I have each table written down. Each table starts with five points but sometimes I will make it as though they have to earn points rather than me taking them away. If each table can keep their five points meaning they are quietly completing their work, then that table at the end of class will be able to choose between a piece of candy or pick something out of the prize box. This has been a huge motivation. Sometimes I have tables that get so into doing a good job and impressing me that they are constantly telling the people in their tables to be quiet and get back to work. They seem to take responsibility for themselves rather than having me do it for them. Sometimes I have all four tables keeping their five points and everyone gets to pick something. It's costly for me, but my students really like it and are doing a great job. I have even turned our classroom's cotton jar into a reward for the whole class when they are listening and paying attention to me when I'm teaching or providing directions. When my whole class is paying attention when I'm speaking, I'll throw in a few cotton balls in the cotton jar. Sometimes, I'll even pick a few students and have them add it themselves. They love seeing what they've accomplished. I keep both my motivation jars in front of the classroom so everyone can see the work they've done and what a great job they are truly doing. My students all crave positive compliments and when they receive them, their world lights up.

I have seen significant changes in the classroom environment. When my advisor in Buffalo first came to see me when I first began, she saw how crazy my classroom was run. Last week, she returned and could not believe the difference that I've made in only one month. My principal has made many comments about the improvements he's seen in the last month and even the teachers on my floor have told me that I have done a great job with my class. Everyone around me is seeing improvements but there is still so much that needs work. Every day I try to work on something that will not only promote a healthy learning environment but skills that my students can take with them as they make it through the upper grades.

DISCUSSION/IMPLICATIONS

Fighting

Over the course of a few weeks, I have seen improvements within my classroom as far as student behavior is concerned. I have tried several strategies but the one that seemed to make all the difference was to let the students know that they could come and tell me before they handled the problem themselves in a violent matter. Over time, students were coming to me and explaining that so and so was being disrespectful to them. I would then intervene and talk to both children aside from the whole class and get down to the real problem. After taking time out from instructional time, I realized that in the long run, this strategy is affective. Showing that the teacher cares about the children and talking like civilized human-beings to one another works even so in the lower grades. Apologies are said and then we can all get back to the real purpose of school which is to learn.

It seems like from my personal experience that fighting is a concern in schools today no matter where you go. In one day at my school there were 17 suspensions. This is just one piece of data that surrounds the school in which I work in. The fact that in one whole month, I had no

suspensions was amazing results. My class was specifically known for high suspension rates but this statistic has changed dramatically. I'm hoping that this type of relaxed nature will sustain in my classroom for the remaining school year. If teachers take the time to show that they truly care about their students, the students will be much more trusting of their teacher and confine in them when there is a problem occurring.

Clearly this strategy works for me with my current classroom. Every classroom is different and not every strategy works for everybody. Next year I may have different types of children who won't respond to this type of method and I'll have to change things up again. Eventually, I would like to further my investigation and find other ways in which a teacher can handle violence in the classroom. There are several more ways to handle this situation that I feel I need to continue to read up on. In the future, I would like to see how my next year class will be in comparison to this year's class. If I had more time to conduct my research, I would have liked to have tried more strategies that have been proven by researchers to be the most effective. However, my method seems to have worked with my students.

Walking in the Hallway

Walking in the hallway is still an issue that needs work and may take up until the last day of school for us to improve. I have tried several different strategies for this area of concern including yelling at them, forming two separate lines placing people in a specific place in line, carrying around a piece of paper with a pen writing down names of those doing a good job, and creating something called a jewel jar. The one that seemed to work the best was the jewel jar and the fact that the class as a whole can earn a reward for their hard work. Adding a jewel each time my class gets a compliment from another teacher has worked with my students. My students are competitive and want to "win." I'm sure there are other ways that teachers get their students to

walk well in the hallways but my situation is a little different. I'm coming mid-school year and am the third teacher that's been in this classroom. It has been difficult taking over mid-school year but this research study has helped me to find certain strategies that have worked in my classroom.

I have spoken to several other teachers on this topic and few seemed to know how to make this activity more successful. However, improvements have been made and progress is occurring with my class. My methods may be something that I need to bring up in the next faculty meeting to share with my colleagues

Looking to the future, I'm not sure if this issue is a concern in other schools but I know in my school, walking in the hallway is problematic. I have yet to find an effective book on how to organize your class in way that walking in the hallway is not an anxiety type of activity. More research needs to be done on this topic. I know that this type of concern in a school setting seems so minor compared to other issues going on but this really causes a lot of stress for me throughout my day at school. If I had more time, I would have enjoyed very much investigating this specific topic further. I would be curious to find more strategies that will help alleviate the stress of walking the children down the hallway.

Talking When I am Talking

Talking while another teacher is talking is something that you will see in several classrooms at my school. I have tried ignoring it, going over the classroom rules repeatedly, yelling at the student to please stop, which takes away from instructional time, and finally I have gotten to the point where I distribute points or take points away from tables. This is another motivation factor that has worked with my students because once again they are very competitive children. By the end of the class I allow them to pick either a piece of candy or from the prize

box. If it is just one student out of an entire table that is not behaving I will simply move that child's frog from the happy pond onto warning and so forth without having to say a word to that student and cause a scene.

There has been research and helpful books on this topic of concern but some of those strategies that I've tried haven't worked with my type of students. I decided to take it upon myself to find out what works best for my children. I would like to see more research done on this topic and I wished that I had more time to conduct my research. From my personal experience in the classroom, this seems like an issue that teachers are facing frequently, so why not talk more about ways to lessen this problem?

CONCLUSIONS

My research study was very helpful to me. I have tried several different researched methods and have tried some of my own. Through trial and error, I have gained such a better understanding of effective methods that do in fact make a classroom run more efficiently. Since I've only been in this new job for a little over a month, I have faced many setbacks. I have had a few children just completely defy me and challenge my every move. Helpful procedures, rules, and consequences that I have set in place improved my students' behavior both in and outside of the classroom. The only direction I can move with the knowledge I've gained is forward and I plan on sharing my wisdom with those around me. I do feel however, that teachers today are not prepared for the simplest tasks that arise in a classroom. Undergrad programs and even some graduate programs for new teachers are not preparing their teachers for the issues that they will face on a day to day basis, which is my personal opinion. More research needs to be done on every day simple activities that students will engage in.

REFERENCES

Kriete, R. (1999). *The morning meeting book*. Turner Falls, MA: Northeast Foundation For Children, Inc.

Wong, H. & Wong, R. (2009). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.

Wootan, F. C. (2009). *No fear in my classroom*. Avon, MA: Adams Media, Inc.